

CHAPTER II

LITERATURE REVIEW

A. Learning Style

Learning style is one of the instructive apparatuses that can legitimately decide the learning handle, that's why The instructor may be able to evaluate each student's inclinations by understanding their learning fashion, which is one of the instructive apparatuses that can legitimately distinguish how well they learn (Torre, 2013). In addition, according to Azrai, Ernawati, & Sulistianingrum (2017) learning styles are the preferred ways in which a person thinks, processes, and understands information. Learning style represents a person's characteristics to the experience induced. Therefore, knowing the appropriate learning style is one of the keys to a person's success in learning. According to Hajar (2020) students' learning styles can be categorized into a few different groups. First, every kid learns differently, and teachers also each have a unique teaching approach. Second, by employing certain tools, we may determine a person's preferred method of learning. Thirdly, the effectiveness of children's learning will be improved if teaching methods are compatible with learners' preferences. The secret to improving academic success is understanding students learning preferences.

According to Sternberg and Reid in (Hatami, 2013) The preferred method of utilizing one's skills is called a learning style, and a learning style is not an individual talent. As a result, all individuals can learn and mimic learning styles; they simply need to pick which learning style is best for them because not all learning styles are appropriate for all characters. Individuals differ in their 'natural, habitual, and preferred way(s) of receiving, processing, and retaining new knowledge and abilities. From these differences, various learning styles are created that are used by an individual in the learning process, such as auditory, visual, and kinesthetic.

Based on some of the descriptions above, it can be concluded that the learning style is a person's way of learning something new in the way they like in achieving a goal in learning or acquiring new knowledge in the educational process.

Learning style is very important in the learning process. Learning that suits students' interests and learning styles will increase students' understanding of the selected material or information and can create learning that is environmentally friendly and enjoyable for both teachers and students. According to Cahyani (2016) Learning style is very important in the learning process. Learning that suits students' interests and learning styles will increase

students' understanding of the selected material or information and can create learning that is environmentally friendly and enjoyable for both teachers and students. Ujiati (2013) expressed that the foremost successful key to making learning compelling and effective is knowing understudies learning styles as an critical approach in teaching English because English could be a remote language in Indonesia, so it is still troublesome for a few understudies to memorize. In general, there are several learning styles that are commonly used by each individual such as visual, auditory and kinesthetic learning. According to Arayani (2018) while some students learn best visually, others learn best auditory or kinesthetic. Charts, graphs, and images are used to teach visual learners, who can also learn more efficiently by looking at things (seeing). Through the ear, auditory learning is more effective (hearing). Concrete, all-body experiences help kinesthetic people learn more efficiently.

Learning styles are believed to be very influential on students learning outcomes, Sugiyanto and Ramlah in (Azrai, 2017) prove that there is an influence of learning styles on students achievement. Learning styles that are appropriate to students circumstances contribute to academic achievement. Students who study with appropriate learning styles will get better achievements like

students who excel in class. In the big Indonesian dictionary, higher achievement students can be interpreted as extraordinary students or can also be called outstanding students. They are is students who have succeeded in achieving achievements in both academic and non-academic fields that are occupied at school so that they should be proud. Those who become class winners are also higher achievement students because they have the best rank or the best students in their class so that the title of higher achievement students deserves to be given to those who become class champions. They are higher achievement students who certainly have the best learning style in learning English, especially speaking ability. It seen from the scores they get higher than other students in the class. Although we know that the English average in rural areas is not as high as the urban average. This is understandable because English is also very rarely used in everyday life.

B. Types of Learning Style

According to (Hajar 2020) there are 6 types of learning styles, namely :

1. The Dependence learning style, which is when individuals perceive themselves mastered by the environment. Individuals with this learning style will feel disturbed and lack concentration due to the atmosphere or environment. This learning style is

greatly influenced by the learning environment. When the atmosphere around the study area is inadequate, whether from noisy sounds, uncomfortable places or interference from other parties, he will lose focus, making him fail to digest or receive the learning material.

2. Independent learning style. People believe that much of their behavior is not influenced by the environment, people with this learning style are not influenced by the environment. They will continue to learn regardless of what is happening around them without reducing their level of focus while studying.
3. This type is a combination of feeling and observing. Diverse types of students have the advantage of being able to imagine and see situations from different perspectives and combine them to arrive at conclusions. His approach to any situation is to "observe" rather than "act". This type of student enjoys learning tasks that develop ideas, enjoys collecting a variety of information, and enjoys topics related to literature, culture, history, and other social sciences. They usually charge more.
4. Generate ideas (brainstorm) and learn new things. Cultural topics are also usually included. They always have a desire to experience something, such as

solving a problem, and are not afraid to take on challenges. They will not easily believe the information they get, they will carry out logical comparisons to create reasonable and concrete results.

5. When learning the convergence style, thinking and action are combined. Convergencers are good at understanding how to use different concepts and theories. They usually have strong decision-making and problem-solving skills.

C. The Accommodator's Learning Style

In the book "Fire Up Your Learning" by Thomas L. Maddem (2002) he said that humans generally use between five and ten percent of their brain capacity. If we are able to open only half of the entire capacity of the brain, we will no longer find language barriers and we do not need to use computers to solve math problems or other scientific tasks because our brains work faster than computers. One way to unlock the extraordinary potential that has been locked tightly in our brains is to enter information into the brain through a learning style that matches the teaching style.

In general, there are 3 learning styles that are usually used by students today in the learning process, namely visual, auditory, and kinaesthetic learning styles. According to Ken & Rita Dunn also identified three learning styles that students usually use in the learning process, namely :

1. Visual, namely learn by watching
2. Auditory, namely learn with hearing
3. Kinesthetic, namely learn with action

What is visual, auditory and kinesthetic learning style ?

1. Visual learning style (learning by viewing)

According to Cahyani (2016) Visual learning style is a style of learning by looking, observing, observing, and the like. The strength of this learning style lies in the sense of sight. For people who have this style, the eyes are the most sensitive tool for capturing every learning symptom or stimulus. According to Abdurrahman (2005) some characteristics of visual learners incorporate: always tidy performance, talking fast, attention to detail, appearance is vital, strong analytical thinking, and it is simpler to remember what is seen than heard. Fast readers who are diligent, prefer to talk and listen without understanding what they are saying, prefer brief answers, prefer presenting, and find it easier to remember information that is reinforced by graphics. That is a learning style that tends to use the sense of sight or visuals more, where concrete evidence must be shown first so that an individual can understand. Individuals who learn to use this learning style

tend to more easily remember what they see such as body language, facial expressions, diagrams, picture books, and movies or videos. Individuals like this tend to be neat, orderly, and not bothered by the noise, but they tend to accept verbal instructions.

There are several strategies or ways of teaching that suit the visual learning style, namely as follows.

- Give books with lots of picture and color illustrations.
 - Expand use of visual materials such as pictures, diagrams and maps, and utilize multimedia or technology such as computers, OHP, video cameras, live video feeds / closed circuit TV, photography, internet, etc.
 - Encourage students to use highlighters or underline important parts of their notes or printed books.
 - Pay attention to the lighting of the study area.
- The visual type is very dominant in using the sense of sight. Therefore, lighting where children study needs to be considered.

- Avoid “visual pollution” around where they study. Visual types are very easily distracted by things that are visual in nature.
 - Make sure their notebooks are complete and don't forget to take notes. Children learn primarily from written materials, such as notes.
 - Visualize what they want to remember. When students learn something, encourage them to imagine what happened, not just memorize the text.
 - 8. Take notes again on lesson materials. Visual learners tend to be neat and like things that are short and clear.
 - Color is the main stimulus for visual types, so use as many colors as possible to mark students' tasks/work.
 - Invite students to try to illustrate their ideas in pictures or writing.
 - Using Mind Maps.
2. Auditory learning style (learning by listening)

According to Cahyani (2016) the auditory learning style or aural learner is a learning style that tends to receive the best and most effective information using the sense of hearing (audio). Sound-related or auditory learning styles can assimilate data from the ear/hearing. Understudies

with an sound-related learning fashion might learn more rapidly by locks in in verbal discourse and paying consideration to what the instructor says. Auditorial pupils are musically sensitive and excel at oral activities, they speak with a structured rhythm, are typically fluent speakers, and like lengthy discussions and explanations. Students with this learning style are easily distracted by noise and do poorly in visual tasks.

The teaching method for people with a auditory learning style is as follows.

- The teacher can invite students to participate in the discussion.
- Encourage children to read the lesson material aloud.
- Using music or singing songs.
- Teachers can use recordings and let children record the lesson material on tape and encourage children to listen to it before going to bed.
- Using audio in learning (music, radio, etc.), while studying.
- Frequently ask questions.
- Let the child explain using words rather than writing.

- Avoid “noise pollution”. Children will be very sensitive to sounds and noises so that it can interfere with their concentration in learning.
3. Kinaesthetic learning style (Move, work, touch and learn)

According to Cahyani (2016) the kinesthetic learning style is a style learn by moving, working, and touch. What it means is learning by prioritizing the sense of taste and physical movements. People with style learning this is easier to catch lesson when he moves, touches, or take action. The kinaesthetic learning style is one that involves moving, working, and touching while learning. This sort of learner is distinct in that they are always moving, engaging in sensory activities, and touching. Because of their tremendous need for movement and investigation, many students find it challenging to sit still for long periods of time. They believe that physical activity can help them study more effectively. This sort of student enjoys experimenting and is often messy and poor in verbal activities

Identically Worley (2012) said that kinesthetic learners must be actively or moving in their environment, and activities in their

environment that have significance for the learner in their learning processes this assertion suggests that kinesthetic learners will absorb knowledge better if they do or practice using their body or an aspect of their body.

The teaching method for people with a kinesthetic learning style is as follows.

- Increase field practice (field trips).
- Carrying out a demonstration or live performance of a process.
- Make models or examples.
- Studying does not have to sit formally, it can be done by sitting in a comfortable position, even though it is not usually done by other students.
- Increase practice in the laboratory.
- You can memorize something while moving, walking or pacing.
- Increase simulation and role playing.
- Let the child stand or move using the body when explaining something.
- Don't force children to study for long hours.
- Allow children to chew gum while studying.
- Encourage students to use bright colors to highlight important things in the reading.

D. The Implications of Learning Style

There's no clear prove as to which learning styles are altogether superior than others. Ellis said learners show a assortment of learning styles, but it's not clear whether a few styles lead to speedier and more seriously learning than others. In any case, learning fashion models can shed light on complex learning forms.

Learning styles are important for both students and teachers. By knowing what kind of learner they are, students can have a clearer idea of how to prepare for learning and become more aware of learning. A deeper appreciation of the nature of learning may help us understand why learning some aspects is comfortable while learning others is uncomfortable. And they can learn what they're good at and why they're learning slower than others. Therefore, you can make small changes and changes to your learning, right down to your learning environment and teaching strategies. Most importantly, students can determine their learning process based on their learning style, examining their own weaknesses and qualities. Study procedures are more related to academic ability than learning methods. Plus, you can set realistic learning goals that are right for you. For those who are visual learners, they can be great readers. Auditory learners may be good at speaking and communicating.

Changing your learning style is not easy because it is more or less fixed and you cannot easily change your identity, tendencies, or cognitive style. In this sense, it is more important for teachers to understand assumptions about learning styles and make students aware of learning styles. As educators, we need to remember that our students' learning styles may not be the same. Different learning styles in the classroom make teaching difficult. Based on this, individual teaching strategies should be adapted and a balanced teaching approach should be found. But first you need to get an overview to determine your student's learning style. Based on the results of your survey, determine which learning styles are most prevalent in this particular lesson and which learning styles are least prevalent in this course. I will check it. Our teaching strategies address contrasts in learning styles. On the other hand, she wants to group younger students with similar or equivalent learning styles into her one class, making the lessons more student-centered and easier to manage.

Haynes records exercises suitable for students with different learning styles. For auditory learners, these exercises include attending meetings, debates, and board meetings, giving oral reports, and participating in oral complex dialogues. The following exercises are recommended for visual learners.

Text that includes parts of computer reality, maps, charts, diagrams, cartoons, blurbs, diagrams, and images. Materials students' favorite activities include painting, board games, and model building. For kinesthetic learners: whole-body recreation, developmental practice, model building, and test setting. Foreign learners: choral readings, book recordings, story writing, computer programs, leisure activities, group exercises. For descriptive learners, data is presented in a series of steps, tailored by the instructor, with clear goals and requirements. Another suggestion is:

No single teaching method or approach will work for all students in the class. Familiar communication approaches may not be suitable for studying visual or descriptive learners. A task-based teaching approach can be a good choice if the tasks are carefully explained.

According to DePorter & Hernacki, (2004) suggestions of the learning fashion of understudies for a instructor within the learning handle, counting :

1. Curriculum planning

At this stage, teachers are supposed to select and present learning materials that emphasise students feelings, senses, and creativity while also improving students skills in evaluating and solving issues sequentially and rationally.

2. The teaching process

At this stage, the teacher is supposed to plan learning techniques and procedures depending on students learning styles, employing a variety of learning tactics, reflection, conceptualization, and experimenting.

3. Assessment strategy

At this arrange, instructors are anticipated to utilize different evaluating methods that center on creating understudies abilities. Those clarification can be concluded that the learning fashion incorporate learning styles are a combination of retaining, controlling, and preparing data with an ideal level of acknowledgment.

E. English Speaking Ability

In Indonesia, learning English is a must to do for junior high school and senior high school. Even so, the lessons or materials provided by the teacher will adjust to the level of the students, and even at the time of grade increase, the material provided will also turn out to be more difficult or challenging than before. Learning the English language in senior high school means not only memorizing vocabulary but also reading, writing, listening, and speaking. these many aspects, speaking is an aspect that I think is very important, especially in this era.

Learning to speak is quite challenging learning for students in Indonesia. This is because students in Indonesia

rarely use English as their second language in everyday life. Difficult vocabulary and pronunciation are factors that influence this so students are less confident in speaking English. Teachers usually look for ways to get students to want to speak English by giving the task of having a dialogue with friends while reading the text that has been prepared previously, conducting self-introduction to classmates, and so on. We know that English is an international language that is used in all countries in the world to be able to communicate and exchange information with each other, this is also supported by the opinion of Rokhayani & Cahyo (2015) that speaking is an verbal dialect aptitude that's useful in regular human life because by talking ready to get and pass on data to others. On the other hand, speaking is one of the language skills studied in English language learning as a communication process, the process of transforming thinking or feeling into speech or fully meaning utterance (Arjulayana, 2016). Therefore, speaking is very important to be learned by students in Indonesia, especially in Bengkulu because In this era, speaking is a vital component of everyday communication, and most people's initial impressions are based on their ability to talk smoothly and completely.

The ability to speak can be obtained if we continue to practice and the ability to speak English is not only

translating foreign languages into Indonesian, but the ability to be able to digest the information obtained. This is also supported by Harmer (2001) speaking ability is defined as the capacity to communicate fluently, which requires not just mastery of language characteristics but also the ability to process information and language, of the many aspects, speaking is the most important. However, speaking English fluently is a big challenge for Indonesian students. Since we do not utilize English as our day by day communication dialect. Talking may be a profitable ability and is indivisible from tuning in. When we talk, we make important content. Communication includes not only messages and feedback, but also speakers and listeners. Furthermore, speaking and pronunciation cannot be separated. Training and improving students' English skills is part of a teacher's job, but it is not easy. If you are an experienced and creative teacher, it is not difficult to find a suitable strategy for selecting assignments. Speaking is a method of communication that can impact a person's life. Based on the above explanation, the author concludes that speaking is a way of expressing our emotions, which manifests itself in the form of vocal-linguistic processes between two or more people. According to Richards (2006), many practitioners advocate different voice functions. In speaking he has three functions.

Speaking as an engagement, speaking as a execution, and talking as a exchange. Talking as an interaction alludes to intelligent that are fundamentally social in nature. When individuals meet, they become friendly and develop a comfortable social zone with other people, exchanging exciting news, making small talk, and sharing recent experiences. The focus is on the speakers and how they try to express themselves to each other..

F. Learning Achievement

Academic achievement, like learning accomplishment, speaks to execution comes about that appear the degree to which a person has finished specific goals that were the center of works out in rules settings, especially in school, college, and college. School systems commonly characterize cognitive goals that either apply over diverse subject zones (e.g., fundamental considering) or consolidate data and understanding in a specific mental space (e.g., numeracy, instruction, science, history).

achievement is an importan marker of the comes about gotten amid instruction. Based on the right terms or linguistic use agreeing to the Enormous Indonesian Lexicon, these accomplishments can be deciphered as comes about accomplished (Meerah, 2012). Learning achievement is the result of someone in a learning development (Siti, 2005). It is clear that learning

achievement is the result fulfilled by a person after he made changes to learning, both at school and outside, which must be surveyed.

G. Higher Achievement Students

According to Abadi (2018) higher achievement students are the consequence of an activity conducted, both separately and in bunches. Accomplishments will never be made whereas doing nothing. recommends that learning exceptional could be a confirmation to the victory that a individual has accomplished. Higher achievement students can be interpreted as great students in a field, ranging from academic and non-academic. Those who won the class were higher achievement students too, because they managed to get the best rank or the best students in their class so that the title of higher achievement students deserves to be given to those who become class champions.

The characteristics of higher achievement students usually have a very high level of optimism. In general, higher achievement students have characteristics such as daring to try new things, not afraid of being wrong, study diligently, not easily influenced by new things that are not clear whether it is good or bad, that is a sign that they will find out before acting and want to know that they are very big (Muslihudin & Rahayu, 2017), this is also said by Rubin, Larson & Freeman, and Willis in (Ras, 2013) such

as these understudies can take dangers, have a tall level of certainty, has the will to discover. Agreeing to Rubin in (Ras, 2017) too recognizes the characteristics of higher accomplishment understudies as takes after :

1. You can hope it's not final yet.
2. Communicate and learn through communication
3. Practice the language as much as possible
4. Deal with your own learning style and how others learn.
5. I want to write a sentence
6. Focus on the importance of communication itself

Furthermore, it can be concluded that there are several determinants of students' language learning success, including:

1. Language tasks with clear structure, goals, and needs
2. Learning style
3. Positive attitude towards the target language
4. Motivation for language learning, age, and personality
5. Language to be learned
6. General level of ability to learn languages

To find higher achieving students in tenth grade science at SMAN 06 Seluma, researchers conducted classroom observations to see how the students were in the classroom when learning to speak English. After that, the researcher interviewed the tenth grade English teacher to determine which students had the best ability to speak

English in the tenth grade science class at SMAN 06 Seluma. Then the researcher looked at the scores of the students who had been previously selected and finally the researcher got the outstanding students in the tenth grade science class at SMAN 06 Seluma school.

H. Relevant Studies

The researcher also observed four previous studies. The first study is from Kurniawati, Tri. A study on the students learning style in learning English at SMA negeri Ikawedanan, Magetan. 2007, The purpose of this study was to investigate the learning styles of second-year students at SMA Negeri I Kawedanan in Magetan. Learning style refers to how pupils learn and is an essential aspect of the teaching and learning process. This is because learning styles can boost students' success. Besides, some time recently setting up the correct fashion in educating English, the instructor must be mindful of the students' learning styles to play down jumbles between the student's learning styles and the instructors' instructing styles. Based on the going before declaration, the taking after issues were defined: (1) What sorts of learning strategies do second-year understudies utilize when examining English? (2) In considering English, which learning fashion is most commonly utilized by second-year understudies? This ponder utilized a graphic quantitative inquire about

approach. This study's members were second-year understudies from SMA Negeri I Kawedanan in Magetan. This study's test measure was 40 understudies, who were chosen utilizing the cluster testing approach. Reid's PLSPQ (Perceptual Learning Style Preferences Questionnaire) was employed in this investigation (1987) The study found that the second-year students of SMA Negeri I Kawedanan, Magetan used six different learning styles when studying English. The learning styles were visual, aural, kinesthetic, tactile, group, and individual. The auditory learning mode was the most commonly used by second-year students at SMA Negeri I Kawedanan, Magetan. According to the findings of this study, second-year students at SMA Negeri I Kawedanan used several learning strategies when studying English. It demonstrates that pupils learn English according to their own preferences. Furthermore, the pupils may use a variety of learning approaches. This is because kids may utilise any type of learning approach to learn English. The difference between this research and the research I will be doing is, my research focuses on visual, auditory, and kinesthetic learning styles as well as the tendencies used in higher achievement students in English speaking ability and the similarity is that we have a goal to look at the learning styles of students in high school.

The second is from Pongkendek, Jesi Jecsen; Ahmar, Dewi Satria. Analysis of Learning Styles of Students in Class of XI Science 1 and XI Science 2 at SMAN 3 North Luwu, The ponder was expressive in nature, with the objective of learning around the learning strategies of understudies in Course XI Science 1 and Science 2 at SMAN 3 North Luwu. Learning styles will be depicted within the shape of visual, sound-related, and kinesthetic styles. This study's subjects were 29 understudies from lesson XI Science 1 and 30 understudies from course XI Science 2. A understudies learning style survey is utilized to recover investigate information. The expressive information investigation handle yielded the taking after comes about: (a) the inclination of learning styles of lesson XI Science 1 understudies: visual accounted for 18 individuals (62.1%), sound-related accounted for 13.8%, and kinesthetic accounted for 7.1%; (b) the propensity of understudies learning styles in course XI Science 2: visuals account for 15 individuals (50%), sound-related accounts for 9 individuals (30%), and kinesthetic accounts for 6 individuals (20%). Concurring to the discoveries of this ponder, kids' learning styles change; a few are visual, sound-related, or kinesthetic. In spite of the fact that it looks that students in Lesson XI Science 1 and Science 2 have a visual learning fashion. The teachers can select the

leading learning plan to utilize within the classroom . The similarities to the previous research, this study focuses on the learning styles of students in science class and has the same difference with the first research, namely that I will focus on the learning styles of higher achievement students in English speaking ability.

The Third is from Gilakjani. Visual, Sound-related, and Kinaesthetic Learning Styles and Their Impacts on English Dialect Educating, One of the most important uses of learning styles is to help instructors incorporate learning styles into their instruction. There are distinctive learning styles. The three most prevalent are visual, sound-related, and kinesthetic, where understudies record information. A few understudies learn outwardly, whereas others learn through sounds and kinesthetics. Understudies utilize all their capacities to obtain data, but they appear to have inclinations almost how best to memorize. Teachers should teach as many of these trends as possible to help students learn. Teachers can incorporate these learning styles into exercises in teaching modules to help students succeed in the classroom. This study investigated the learning styles of Iranian EFL students. More than 100 students completed a survey to determine whether their learning style is acoustic, visual, or kinesthetic. The learning style preferred by Iranian EFL students was found to be visual in nature. The

reason for this consideration is to increase employee awareness and understanding of the impact learning styles have on training preparation. Determine how your learning style affects your readiness with a writing exam. For the similarities of this research we will focus on the impacts of Visual, Auditory, and Kinaesthetic Learning Styles in language teaching and the difference is I focus on which of the three learning styles is most used by tenth graders of science at SMAN 06 Seluma.

The last is from Hajar, Ibnu, et al. "Learning Style Of An Outstanding Students In English Learning At SMA Negeri 1 Buru, This study sought to discover an achievement students' learning style as well as the elements that influence great students to continue to enjoy the learning process and achieve many accomplishments. The descriptive qualitative approach was used in this study. To collect data, the researcher attempted to get school documents, physically observed, and interviewed the students as the major data source, as well as the teacher, family, and friends. A students from XI IPA 1 SMA NEGERI 1 BURU was observed. The data was collected, organized, and presented by the researcher. The analysis of the process data took as long as the investigation lasted. Data was collected during and after the investigation to allow for in-depth examination. For the similarities of this

research, we make students who excel as the object of research this time but the research that I will do will focus on learning to speak English.

I. Theoretical Framework

High achieving students are students who succeed in capturing the material provided and who can process information better than other ordinary students. Higher achieve students usually have higher grades than other students, this is because they have a learning style that suits what they like or makes them comfortable when carrying out the learning process. With a learning style that suits individual characteristics, a fun learning process is created so that they can absorb/manage information well.

Learning styles are the preferred ways in which a person thinks, processes, and understands information. The educational tools that may properly decide the learning process; thus, the instructor should be able to grasp students learning styles to assess the students' specific preferences. So the teacher must know the learning style of understudies within the classroom.

The teacher can formulate a more mature strategy to obtain satisfactory learning outcomes, especially in English subjects. In Indonesia, English is something that must be learned in high school, each grade level must have different materials or levels of difficulty.

In English subjects at school, there are many aspects that we learn such as reading, writing, listening, and speaking. In this study, I will focus on how students learn to speak. Speaking is the most important thing to learn in today's era. Learning to speak is also a fairly challenging lesson for students in Indonesia. This is because students in Indonesia rarely use English as their second language in everyday life. Difficult vocabulary and pronunciation are factors that influence this so students are less confident in speaking English. Teachers usually look for ways to get students to want to speak in English by giving the task of having a dialogue with friends while reading the text that has been prepared previously, conducting self-introductions to classmates, and so on.

