

CHAPTER III

RESEARCH METHOD

A. Research Design

This study applies a mixed methods approach, which is an approach that systematically combines quantitative and qualitative data in one study to obtain a more comprehensive understanding of the problem being studied. In this study, this approach was used to identify students' needs in the use of multimodal texts in speaking learning and assess the effectiveness of the prototype teaching materials developed based on the results of the needs analysis.

The choice of a mixed method approach is based on a pragmatic paradigm, which emphasizes the importance of adapting research methods to the practical goals and complexity of the problems faced. This paradigm allows researchers to flexibly combine data collection and analysis methods from two approaches, namely quantitative and qualitative, as long as they can provide a comprehensive answer to the formulation of the problem.

The research design used is *Explanatory Sequential Mixed Methods Design*, as described by Creswell (2018). This design consists of two main stages that are carried out sequentially: the initial stage is quantitative data collection, then continued with qualitative data collection. The quantitative stage is intended to obtain empirical data on the influence of the use of teaching materials using the VAK

learning model on the improvement of students' speaking skills, while the qualitative stage aims to clarify, deepen, and interpret quantitative findings in a broader and deeper context.

1. Qualitative Method

Qualitative research is an activity that is placed in a specific context and places the researcher as an observer in the real world. Qualitative research consists of a series of interpretive and material practices that aim to make the world visible. These practices changed the world by turning them into a series of representations, including field notes, interviews, conversations, photographs, recordings, and personal memos. At this level, qualitative research involves an interpretive and naturalistic approach to the world. That is, qualitative researchers study objects in their natural environment, by trying to understand or interpret phenomena based on the meaning given by people to those phenomena. (Denzin & Lincoln, 2011, p. 3)

Qualitative research begins with assumptions and the use of interpretive or theoretical frameworks that guide the study of research problems, especially those related to the meaning given by individuals or groups to a social or humanitarian problem. To examine these problems, qualitative researchers use a qualitative approach that is developed, collect data in the natural environment with sensitivity to the people and places studied, and conduct

data analysis inductively and deductively to identify patterns or themes. A written report or final presentation includes the participant's voice, the researcher's reflexivity, a complex description and interpretation of the problem, and a contribution to the literature or a call for change (Creswell 2013)

Qualitative and quantitative are usually understood as antonyms. These two contradictory concepts can be seen as a continuum (a matter of levels) or as a set of definite concepts (with clear boundaries). In both views, these two terms are defined in opposites. Let's review some of the characteristics that are commonly associated with this contrasting approach.

Qualitative research is expressed in natural language, while quantitative research is expressed in numbers and statistical models. Qualitative research typically uses small samples, while quantitative research is based on analysis with large amounts of data (large-N). Case selection in qualitative research is carried out opportunistically or purposively, while quantitative research uses systematic (random) sampling techniques. Qualitative research often focuses on specific individuals, events, and contexts, so it tends to use an idiographic analysis style. In contrast, quantitative research focuses more on characteristics that (according to researchers) can

be generalized to a wider population, so it tends to use a nomotetic analysis approach.

2. *Quantitative Method*

Quantitative research focuses on the question "what exists?" (facts) rather than "what should be?" (idealism). Its main goal is to identify the axioms of various phenomena, explain human behavior from the perspective of a group (not an individual), as well as uncover the relationships between variables. Data is the main basis for quantitative research. Basically, quantitative research is based on the principle that no legitimate research method is without reliable data, so data quality is very crucial. In the field of education, there are various data sources for quantitative research, and the most commonly used include questionnaires, experiments, and historical data that are public (Yue.C&Xu.X 2020).

In quantitative research, researchers collect numerical data, for example ability test scores or multiple-choice question answers (or 'closed response items') in questionnaires. The data is then analyzed objectively using various statistical techniques, and the numerical results obtained are used to prove or disprove a hypothesis. The ultimate goal is for the results of the study to be generalized from the sample being studied to a wider population. (Ivankova, N. V., & Creswell, J. W. (2009).

Quantitative research is "the explanation of phenomena by collecting numerical data analyzed using a math-based method." This method is used to test objective theories by examining the relationships between variables measured through the instrument, ensuring statistical analysis of numerically valuable data (Stockemer et al, 2019).

3. ***Mixed Method***

Mixed method research has a clearly defined procedure in collecting, analyzing, and combining quantitative and qualitative data in a study, which is based on three main characteristics: (a) implementation time (*timing*), namely the sequence or stages of collecting and analyzing quantitative and qualitative data in the research; (b) weighting, *which is the priority given to one type of data in the study; and (c) mixing*, which is how quantitative and qualitative data and results are integrated during the research process. In mixed method research, researchers collected both numerical information (e.g., through closed-ended questions in questionnaires) and data in the form of text (e.g., from face-to-face interviews, picture descriptions, and so on) in order to answer the research questions in a more in-depth and comprehensive manner (Ivankova, N. V., & Creswell, J. W. (2009).

Mixed-method research used both quantitative and qualitative approaches repeatedly (iterative) or simultaneously to produce stronger research findings than if only one approach was used separately. Overall, the incorporation of quantitative and qualitative methods allows researchers to explore more complex aspects and relationships of the human and social worlds. Some of these aspects and relationships can be analyzed both quantitatively and qualitatively (Malina, M. A., Nørreklit, H. S., & Selto, F. H. (2011).

Mixed method research is an approach that combines quantitative and qualitative methods in one study to provide a broader and more comprehensive view of a problem. This approach is used when comparative analysis as well as the development of research aspects need to be carried out comprehensively and in-depth. The use of mixed methods allows researchers to overcome the limitations of each quantitative and qualitative approach and obtain richer information, which cannot be obtained if only one of the methods is used separately (Almeida, F. (2018).

A. Population and Sample / Respondents / Source of Data (Depending on the type of research)

a. Population and Sample

The population in this study was all students of grade XI MAN 2 Bengkulu City in the school year that is the object of the research, as well as English teachers who teach speaking skills at the grade XI level. This population was chosen because students are the main target of developing speaking teaching materials, while teachers act as key informants who have pedagogical knowledge and practical experience related to learning speaking skills in the classroom. Thus, the study population includes both parties relevant to the research objectives.

The research sample was purposively determined to fit the focus of the study. The student sample consisted of grade XI students who voluntarily responded to the needs analysis questionnaire distributed by the researcher. Through this sample, information was obtained about learning styles, difficulties, and expectations of students in learning speaking. Meanwhile, the sample of teachers consisted of a grade XI English teacher who was interviewed in depth to obtain data related to teaching practices, instructional challenges, and evaluation of speaking learning media in madrasahs.

The sampling techniques used are purposive sampling for teachers and convenience sampling for students. This selection is considered the most appropriate because it ensures that respondents have direct relevance to the focus of the research. Thus, the research sample not only represents the perspective of students as users of teaching materials, but also includes the professional views of teachers as facilitators. This dual representation allows the data collected to be more comprehensive and reflects the real needs in the development of teaching materials in MAN 2 Bengkulu City.

b. Respondents

The participant in this study was a teacher at MAN 2 Kota Bengkulu Mrs. Usna Delfita, located on Jalan Bandara Fatmawati, Bengkulu City, Bengkulu Province, Indonesia. The participant was purposively selected based on their relevant experience and significant role in relation to the focus of the study.

An interview was employed as the primary data collection method to obtain in-depth insights into the research topic. The interview was conducted directly with the participant and lasted for approximately 30 minutes in total. During the session, the researcher posed a series of systematically structured questions to ensure the

collection of accurate and relevant data aligned with the objectives of the study.

c. Source Of Data

The source of data for this research was obtained through two main techniques, namely interviews and questionnaires. Interviews were conducted with English teachers at MAN 2 Bengkulu City who teach grade XI students. This interview data provides an overview of teaching strategies, challenges faced by teachers, and solutions applied in speaking learning. In addition, an open questionnaire was given to grade XI students to identify their needs for speaking teaching materials. With the combination of these two methods, researchers can obtain comprehensive data, both from the perspective of educators and students

Furthermore, the data source of this study also includes the results of interviews with grade XI students at MAN 2 Bengkulu City, which provide an in-depth view of their learning experiences, barriers in speaking English, and learning style preferences. These findings show that the majority of students prefer kinesthetic-based learning combined with visual elements. In addition, data from the questionnaire showed the limitations of the learning media used in the classroom, so students felt that the opportunity to practice speaking

was still minimal. Thus, the source of this research data consists of teachers and students through interview techniques and questionnaires, which complement each other in answering research questions validly and reliably.

B. Research Instrument

In the context of *preliminary research* as conducted in the interview with the teacher above, qualitative instruments refer to tools used to collect non-numerical data in the form of narratives, perceptions, opinions, or experiences. The following is an explanation of the relevant qualitative instruments in the study:

1. Qualitative Instruments

a) In-depth Interview

Main instruments used in this study

- Objective: To explore in depth the views, experiences, and strategies used by teachers in learning to speak.
- Type: Semi-structured interview
- Question Form: Open-ended questions that are structured based on the focus of the research (e.g.: the effectiveness of the teaching materials, student learning styles, teaching strategies).
- Sample Questions:
 - How do you assess the effectiveness of the teaching materials used so far?
 - How do you tailor teaching materials to students' learning styles?

b) Class Observation

Classroom observation is a data collection technique in qualitative research that is carried out directly in a learning environment to understand the process, interaction, and dynamics of learning that takes place naturally (Creswell, 2012). Observation provides a deeper understanding of learners' behaviour and teachers' strategies, especially in contexts that cannot be explained through interviews or questionnaires." (Patton, 2002)

Objectives of Classroom Observation in Qualitative Research

- Describe the learning process in a holistic way
- Observing teacher-student interaction
- Assessing the effectiveness of teaching materials in a real-world context
- Detecting students' dominant learning styles
- Identify learning challenges or barriers

2. Quantitative Instruments

Quantitative instruments are tools used in quantitative research to collect data that are numerical and statistically analyzeable. This instrument is very important because the quality of the data obtained is highly dependent on the validity and reliability of the instrument. In the context of quantitative research, instruments must be

systematically designed to measure the variables being studied accurately and consistently.

According to John W. Creswell (2014), a quantitative instrument is a tool used to collect data which is usually in the form of questionnaires or standardized tests. Creswell emphasized the importance of the validity and reliability of the instrument as two key aspects in ensuring that the data obtained truly reflects the variables to be measured. Validity is related to the extent to which the instrument is able to measure what should be measured, while reliability is related to the consistency of the measurement results if done repeatedly. In addition, Creswell also outlined that quantitative instruments should be prepared by paying attention to technical aspects such as measurement scales (e.g. Likert scales), clear question formats, and language that is easy for respondents to understand. This aims to avoid misinterpretations that can affect the accuracy of the data. A good instrument will help researchers to collect valid and reliable data, so that the results of statistical analysis become more meaningful and accountable.

Quantitative Instruments used :

1. *Questionnaire*

Questionnaires are one of the most commonly used instruments in quantitative research to collect data from respondents. The questionnaire contains a series of

written questions designed to measure a specific variable systematically and objectively. The data obtained from the questionnaire is usually in the form of numerical data that can be analyzed statistically.

According to Creswell (2014), quantitative questionnaires usually consist of closed-ended questions, such as multiple-choice, Likert scale, or rating scale, which makes it easier for respondents to provide structured and easy-to-analyze answers. Questionnaires allow researchers to collect data from many respondents in a relatively short time and at a cost-efficient rate.

Functions and Characteristics of Quantitative Questionnaires

1. Standardization: The questionnaire has the same format for all respondents making it easy to compare results.
2. Objectivity: Because the questions are structured, the interpretation of the answers is more objective.
3. Time efficiency: Can be deployed to multiple responders at once and processed quickly.
4. Ease of Analysis: Answers in the form of numbers or closed choices facilitate the process of statistical analysis.

5. Validity and Reliability: A good questionnaire must be tested for validity and reliability so that the measurement results are accurate and consistent.

C. Data Collecting Technique

This study uses qualitative and quantitative data collection techniques. Qualitative data are obtained through observation and interviews, which allow researchers to directly capture behaviors and interactions in their natural context. Meanwhile, quantitative data was collected using questionnaires, which provided measurable and numerical insights from the participants' responses. The full explanation is as follows:

1. *Observation*

Observations are carried out to identify teaching and learning activities, especially speaking activities guided by the teacher, as well as to reveal problems in speaking activities in the classroom. This can include the teacher's performance during Classroom Action Research and students' responses to the use of Visual, Auditory, and Kinesthetic learning styles.

Teachers' performance during the implementation of Classroom Action Research will be observed using **classroom observation instruments that will record student behavior, responses to teaching materials, and the application of speaking strategies used by students.**

**Communicative observation activities of student behavior,
response to teaching materials, and the application of speech
strategies used by students Classroom observation**

School :
Teacher :
Lesson :
Research Time :

No.	Statement	Yes	Not	Note
1	Do students use teaching materials to speak actively? (For example, books, texts, videos, images, other tools)			
2	How appropriate is the teaching material to the speaking assignment given?			
3	Are students applying the speaking strategies that have been taught by the teacher? (For example, speak confidently, speak clearly, use proper vocabulary, speak with good intonation)			
4	How do students respond to questions from teachers or classmates?			
5	Are students actively involved in group discussions or other speaking activities?			
6	Are students actively involved in individual speaking tasks?			
7	How do students interact with teachers during speaking sessions?			
8	How is the interaction between students when discussing or speaking in front of the class?			
9	Can students complete speaking assignments in the allotted time?			
10	How do students use the classroom to speak?			

11	To what extent do students achieve their speaking learning goals at the end of the learning session?			
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Table 3. 1Communicative observation activities of student behavior, response to teaching materials, and the application of the talking strategies used

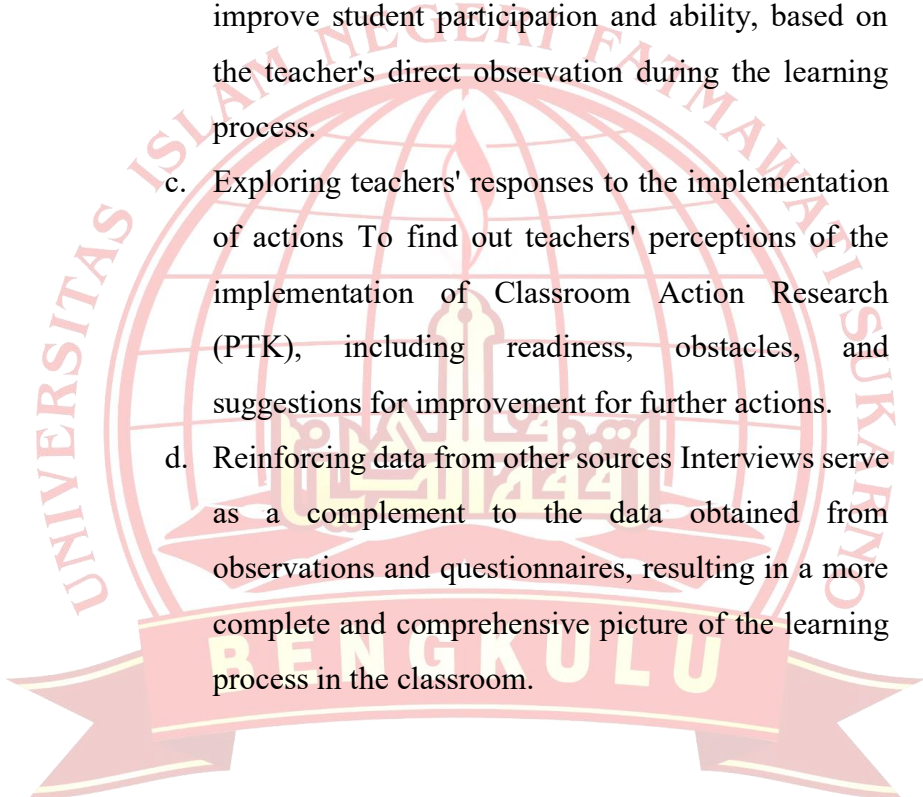
2. Interview

Interviews in research aim to unearth in-depth information that cannot be obtained only through observation or questionnaires. Through interviews, researchers can understand the views, perceptions, experiences, and opinions of the participants in more detail and personally. In addition, interviews help researchers to get clarification on findings that arise from other data collection methods, so that they can enrich their understanding of the context being studied.

a. Teacher Interviews

Interviews with teachers are conducted as one of the data collection methods to obtain more in-depth information about the learning process, especially in the application of strategies or techniques being researched. Through these interviews, researchers can explore direct experiences, professional views, and challenges faced by teachers in managing learning in the classroom.

The objectives of the teacher interviews in this study include:

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- a. To find out how teachers apply certain techniques or approaches (e.g., role play techniques) in learning activities, especially in speaking skills.
 - b. Gain insight into the effectiveness of learning To understand the extent to which the methods used can improve student participation and ability, based on the teacher's direct observation during the learning process.
 - c. Exploring teachers' responses to the implementation of actions To find out teachers' perceptions of the implementation of Classroom Action Research (PTK), including readiness, obstacles, and suggestions for improvement for further actions.
 - d. Reinforcing data from other sources Interviews serve as a complement to the data obtained from observations and questionnaires, resulting in a more complete and comprehensive picture of the learning process in the classroom.

Teacher interview activities on the identification of learning methods, learning effectiveness and teaching materials used, and Teacher PTK

School :
Teacher :
Lesson :
Research Time :

In this study, the researcher conducted a teacher interview by interviewing one of the teachers of MAN 2 Bengkulu City, Mrs. Usna Delfita, who is an English teacher in the 11th grade of high school at the school, the following is the interview design.

Interview Questions :

1. How would you assess the effectiveness of the speaking teaching materials used in the classroom so far?
2. Do you feel that the existing speaking teaching materials are suitable enough to improve students' speaking skills? Why?
3. Are there any parts of the speaking teaching material that you find less effective? If so, what are the causes?
4. How do you see the role of students' learning styles (Visual, Auditory, Kinesthetic) in speaking learning in the classroom?
5. Do you see a difference in the effectiveness of speaking teaching materials for students with different learning styles? If so, how does it differ?
6. In teaching speaking, do you notice any special difficulties in students who have certain learning styles (Visual, Auditory, Kinesthetic)?
7. How do you tailor your speaking teaching materials to meet the needs of students' diverse learning styles?

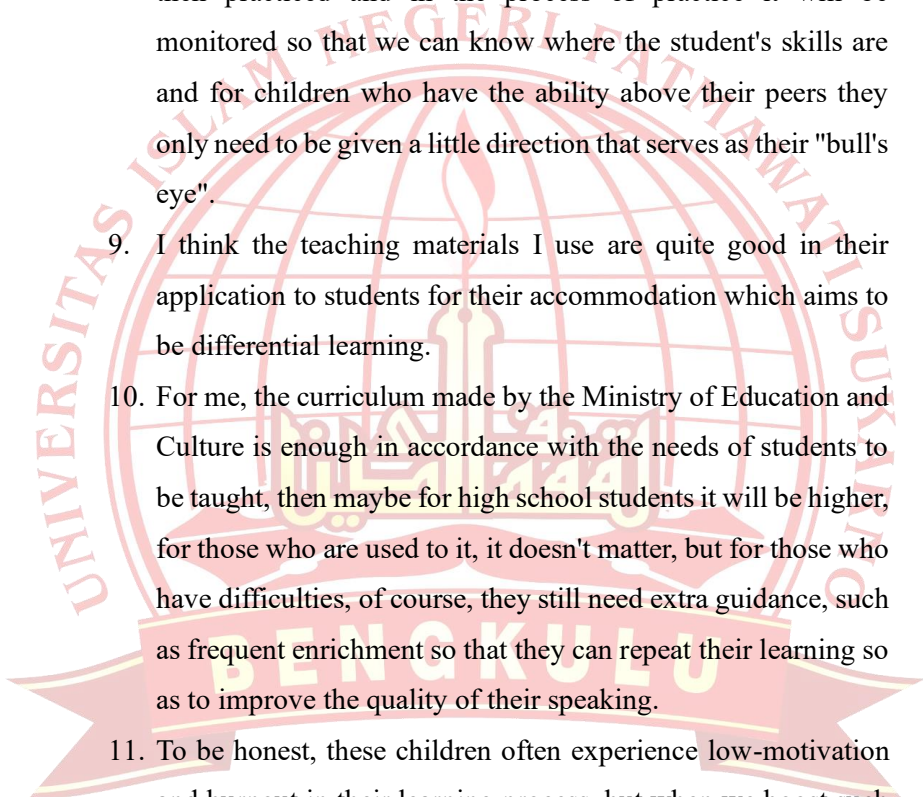
8. Do you feel there needs to be a variety in speaking teaching materials to accommodate different student learning styles? If so, what is the variation?
9. Do you feel that the speaking teaching materials used today can meet the needs of students with kinesthetic learning styles (e.g. through physical activity)?
10. What are your suggestions for improving the effectiveness of speaking teaching materials to better suit students' learning styles?
11. Do you have any ideas or solutions to overcome the challenges faced by students with certain learning styles in speaking learning?
12. In your opinion, how important is the diversity of students' learning styles in designing speaking teaching materials?
13. Is there anything else you would like to add related to the effectiveness of speaking teaching materials in speaking learning and student learning styles?

Interview Response :

1. I think it is quite effective for the use of teaching materials that I use in class in the learning process of speaking for students.
2. If anything, I don't guarantee that it will always be appropriate to improve the speaking skills of these students, these high school students who can already explore their material more deeply, and if they can, they just need to hone their speaking skills again.
3. As far as I know, as long as I use teaching materials and are quite good, it is not so good that the term is appropriate for the

teaching materials that I use for students and has been listed in the teaching materials and in the print out that I use.

4. If speaking is indeed speaking, on average those who are active in learning to speak they are more likely to absorb and implicate their learning results but for those who are not so proficient such as lack of vocabulary in English or experience "anxiety" in the learning process they tend to experience difficulties in the learning process of speaking and our job as teachers is to guide them so that they can and are brave in learning to speak or its application.
5. The effectiveness of teaching materials and learning styles, indeed, when discussing children's learning styles, there are those who have a tendency to learn using kinesthetic learning styles, and especially in speaking materials, those who have kinesthetic learning styles, they will learn and practice it so that they understand it faster because it suits their learning style and of course it all starts from the basic abilities of the students themselves.
6. During my teaching, the difficulties experienced by students are when they are told to display their abilities and when teaching and I try to overcome them by using three learning styles at once such as the use of "Youtube" media where I consider that there are already three aspects of the student's learning style such as Visual (from the media displayed), Auditory (Audio owned by the media itself) and Kinesthetic (which is when I tell students to practice what they are doing). They see it in the video I showed.

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7. It is something rather complex but so far, if they have been given texts with different learning styles, we are sure they can understand it.
 8. I can tell them to do role plays, do dialogue in pairs using English but before that they have to be given examples first and then practiced and in the process of practice it will be monitored so that we can know where the student's skills are and for children who have the ability above their peers they only need to be given a little direction that serves as their "bull's eye".
 9. I think the teaching materials I use are quite good in their application to students for their accommodation which aims to be differential learning.
 10. For me, the curriculum made by the Ministry of Education and Culture is enough in accordance with the needs of students to be taught, then maybe for high school students it will be higher, for those who are used to it, it doesn't matter, but for those who have difficulties, of course, they still need extra guidance, such as frequent enrichment so that they can repeat their learning so as to improve the quality of their speaking.
 11. To be honest, these children often experience low-motivation and burnout in their learning process, but when we boost such as the implementation of practices that take their grades, they are only enthusiastic about doing their learning. And teachers must also be firm, not harsh in dealing with students like this.
 12. Indeed, many students are grouped based on their learning style, but among them there are also those who are dominant in Visual, some are dominant in Auditory, or are dominant in

Kinesthetic. But for one time learning styles are not possible to do simultaneously but are done alternately such as this week using visuals, the next week Audio, the next week Kinesthetic and so on. So that teachers can coordinate all student learning styles, and especially in kinesthetic learning teachers often apply it in practice such as drama, speech, story telling, etc.

13. I give it enough because it is indeed the effectiveness of speaking and learning style, but because English has 3 skills, maybe students have other dominant skills outside of speaking such as writing and listening, they have different skills.

b. Student Interviews

Student interviews were conducted to explore a deeper understanding of their learning experiences related to the application of VAK-based approaches (Visual, Auditory, Kinesthetic) in the learning process. Through this interview, the researcher wanted to find out how students felt, responded, and assessed the effectiveness of learning strategies that were in accordance with their respective learning styles.

The objectives of the student interviews in this VAK-based research include:

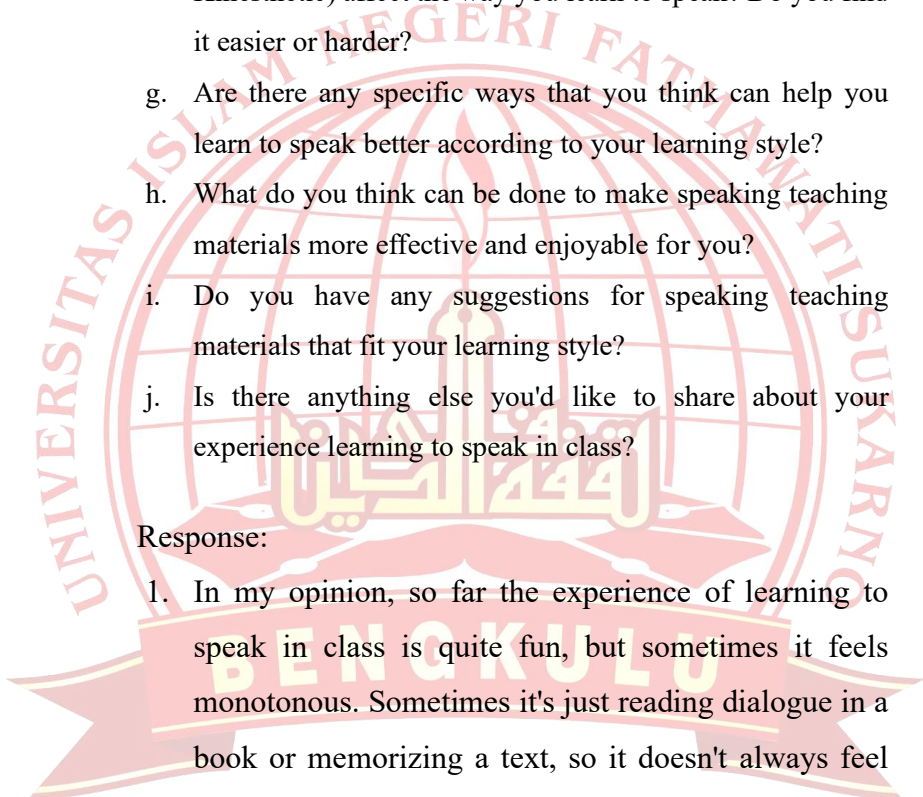
1. Identify students' learning style preferences To find out whether students are more likely to use visual, auditory, or kinesthetic learning styles, as well as how they affect material comprehension.

2. Evaluate students' responses to the application of the VAK method To understand how students feel the application of the VAK approach in the classroom, including the extent to which they feel helpful in processing information and improving their learning skills.
3. To find out the obstacles or difficulties faced by students during learning with the VAK approach, both in terms of materials, methods, and interactions in the classroom.
4. To gather students' opinions on aspects of learning that can be improved or improved to better suit their needs and learning styles.

Student interview activities on differences in Visual, Auditory, and Kinesthetic learning styles in student speaking learning

School :
Student :
Lesson :
Research Time :

- a. What has been your experience in using classroom teaching materials so far?
- b. What types of teaching materials are most often used in learning to speak in the classroom? (For example: textbooks, videos, audio, images, games, etc.)
- c. How effective do you think the teaching materials used are in helping you learn to speak? Why?
- d. Do you feel that the teaching material is interesting enough and in accordance with the way you learn?

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- e. If you had to choose, would you rather learn to speak by looking at pictures/diagrams (Visual), listening to explanations (Auditory), or doing direct physical activities (Kinesthetic)?
 - f. How does your learning style (Visual, Auditory, Kinesthetic) affect the way you learn to speak? Do you find it easier or harder?
 - g. Are there any specific ways that you think can help you learn to speak better according to your learning style?
 - h. What do you think can be done to make speaking teaching materials more effective and enjoyable for you?
 - i. Do you have any suggestions for speaking teaching materials that fit your learning style?
 - j. Is there anything else you'd like to share about your experience learning to speak in class?

Response:

1. In my opinion, so far the experience of learning to speak in class is quite fun, but sometimes it feels monotonous. Sometimes it's just reading dialogue in a book or memorizing a text, so it doesn't always feel alive or challenging.
2. The most commonly used are textbooks, sometimes there is audio listening, and occasionally videos. Rarely use games or other interactive activities.
3. I find the teaching materials quite effective for the basics, such as learning vocabulary or sentence

patterns. But to train confidence in speaking, it feels less because there are rarely opportunities to practice directly with friends or teachers.

4. To be honest, it hasn't been very interesting. If I only rely on text or listen to audio, I quickly get bored. It would be better if there was a variety of media or activities that made learning more lively.
5. If I prefer a combination, but if I have to choose one, I prefer it if I can practice directly or do direct activities, because it feels more real and makes me remember quickly.
6. My learning style really influences, because if I just listen or read, I quickly forget. But if I immediately practice or see interesting visuals, I can understand and remember more easily.
7. In my opinion, learning through role play or group games can be very helpful. Also, watching an English video and trying to imitate his speech will be very helpful for practicing pronunciation.
8. In my opinion, the teaching materials should be made more interactive, such as adding games, interesting videos, or group activities that make students more actively talking. Don't just focus on textbooks.
9. My suggestion is that teachers can try to use media such as videos, pictures, or songs more often, and then

invite us to discuss or practice them directly. So it's not just learning from text.

10. In my opinion, learning to speak is important, but sometimes in class it feels like there is not enough space to practice. Hopefully in the future there can be more opportunities to practice directly with friends or teachers to be more confident in speaking English.

3. *Questionnaire*

Questionnaire is the most widely used technique to obtain information from respondents. The questionnaire is relatively economical, has the same questions for all respondents, and can guarantee anonymity.

In this study, the author used a questionnaire to find out students' responses to teaching-learning activities during Classroom Action Research. The author provides a questionnaire consisting of 25 questions in the form of a Likert scale. For positive statements, SS (Strongly Agree) answers were given a score of 4, S (Agreed) was given a score of 3, TS (Disagree) was given a score of 2, and STS (Strongly Disagree) was given a score of 1.

Charging Instructions:

For each of the statements below, mark a check (✓) on the number that best suits your opinion.

VAK RESEARCH QUESTIONNAIRE QUESTIONNAIRE IN MAN 2 BENGKULU CITY

- 1 = strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

NO	Information	STS	TS	S	SS
A. Visual Learning Style					
1	I understand the subject matter more easily if there are pictures or diagrams that explain it.				
2	I prefer to watch lesson-related videos to help understand the material.				
3	I find it easier to remember information after looking at a picture or concept map.				
4	I am more likely to memorize lessons by looking at visual notes rather than listening to explanations.				
5	I often use pictures or diagrams to explain a topic when speaking				
6	I find myself more interested in learning materials that are accompanied by visual media (such as videos, images, or slides)				
7	I easily remember the information taught by using colors or interesting designs				
8	I often use visual media (such as posters or infographics) to help me learn to speak				
9	I find it easier to convey ideas when using images as a reference in conversations				
10	I feel more comfortable in learning to speak if it is accompanied by a visual presentation				
B. Auditory Learning Style					
11	I understand the material more easily if it is explained using words or verbal explanations				
12	I prefer to learn by listening to explanations rather than reading material on my own				
13	I find it easier to remember information given in the form of stories or verbal				

14	I often repeat explanations or conversations to help remember the material				
15	I find it easier to speak in front of the class if I hear a voice or explanation first				
16	I feel comfortable in discussions or conversations that use clear verbal instructions				
17	I feel more focused while listening to explanations than reading texts				
18	I'm more interested in learning to speak that involves conversation or dialogue				
19	I tend to remember lesson information if it is listened to in recorded or audio form				
20	I often use podcasts or voice recordings to learn to speak				
C. Kinesthetic Learning Style					
21	I find it easier to understand the learning material if I can try or practice right away				
22	I find it easier to remember information gained from physical activity or practice				
23	I prefer to talk about a topic while doing physical activity or moving				
24	I feel more comfortable speaking if I can use equipment or aids in the learning process				
25	I feel more engaged in speaking learning that involves hands-on activities or role-play				
26	I tend to understand the material better when I'm having a conversation or discussion in person				
27	I feel more confident in speaking after involving physical movement or interaction				
28	I learn better by trying or experimenting in the topic being talked about				
29	I find it easier to speak if I can get a hands-on experience of the situation being talked about				
30	I find it easier to remember and talk about a topic after doing a simulation or related practice				

Table 3. 2 VAK RESEARCH QUESTIONNAIRE QUESTIONNAIRE IN MAN 2 BENGKULU CITY

D. Data Analysis

a. *Teacher Interview Analysis Data*

The results of interviews with English teachers show that the effectiveness of speaking teaching materials in the classroom depends on its suitability to the needs of students and the variety of methods used. This is in line with the theory of learning differentiation (Tomlinson, 2001), which emphasizes the importance of adapting teaching materials to students' needs, learning styles, and readiness levels. The teacher mentioned that the integration of the three learning styles (Visual, Auditory, Kinesthetic) in one learning helps meet the diverse needs of students. For example, the use of YouTube videos combines visual and auditory aspects, while the practice of role play meets the needs of kinesthetic students. This supports the theory of **VAK (Visual, Auditory, Kinesthetic)** learning styles put forward by Fleming (2001), where students learn better if the learning method matches their learning style tendencies. Challenges faced by teachers, such as low student motivation or anxiety when speaking, have also been often found in studies of second language learning (L2 anxiety) proposed by Horwitz et al. (1986). Teachers overcome this by giving practical assignments that are worth assessment so that students are more motivated.

In addition, teachers also recognize the importance of using a gradual approach and providing extra guidance to

students who are struggling, which supports the scaffolding approach of Vygotsky's theory (1978), in which the teacher plays the role of a facilitator who helps students achieve a higher level of ability through temporary support. Overall, the results of the interviews show that effective teaching of speaking requires planning that pays attention to variations in learning styles, motivation, and adaptation of methods according to the needs and ability levels of students. This is in line with the principles of *communicative language teaching* which emphasizes the importance of using language in a real and meaningful way in the context of the classroom.

Thematic Table of Teacher Interview Results

Main Themes	Interview Findings	Information
The Effectiveness of Teaching Materials	Teachers consider teaching materials to be quite effective, but not always 100% suitable for all students.	It is necessary to adapt according to the needs of students, especially those who are already proficient so as not to get bored, and those who are still having

		difficulties to be helped.
The role of students' learning styles	Students with different learning styles have different responses to teaching materials; teachers try to integrate Visual, Auditory, and Kinesthetic in learning.	For example: the use of YouTube videos that cover all three aspects, as well as hands-on practices such as role play for kinesthetics.
The Challenges of Learning to Speak	Students experience problems such as lack of vocabulary, <i>anxiety</i> , or low motivation when they have to perform.	The teacher copes with extra guidance, repetition of the material, and the use of interesting methods.
A variety of teaching materials according to learning styles	Teachers are aware of the importance of a variety of teaching materials, for example using role plays, dialogues, storytelling, videos, etc.	You can't rely on only one type of media because students have diverse learning styles.
Strategies to increase effectiveness	Teachers set examples before practice, monitor the process, and provide <i>feedback</i> . In addition, it	The teacher also emphasized the

	tailors the approach for students with lower or higher abilities.	importance of using three learning styles in turn (this week Visual, next week Auditory, etc.).
The importance of teaching differentiation	Teachers agree that diversity of learning styles is important in designing teaching materials.	The differential approach allows all students to have appropriate learning opportunities, including kinesthetic students who need physical activity.
Student motivation	Student motivation is often low; Teachers use strategies such as assessed practices to make students more enthusiastic.	Teachers also emphasized a firm but not harsh attitude to maintain discipline.

Table 3. 3 Thematic Table of Teacher Interview Results

b. Student interview analysis data

Qualitative Data Analysis of Student Responses

1. Data Reduction

The interview data was simplified by highlighting key points related to the student experience, the type of teaching materials used, the effectiveness of the teaching materials, and the preferences and needs of students based on their learning styles.

- The experience of learning to speak in class feels quite fun but sometimes monotonous because of the dominance of textbook use and memorization.
- The most commonly used types of teaching materials are textbooks, audio, and videos, while interactive activities such as games are rarely used.
- The effectiveness of the teaching materials is sufficient for basic mastery such as vocabulary and sentence patterns, but it is lacking in training confidence due to the lack of direct practice.
- Teaching materials are less interesting if they are only text-based or audio-based, students prefer interactive media variations and direct activities.
- Learning style preferences are more inclined towards hands-on practice and activities that involve visuals to facilitate comprehension and memory.
- Student suggestions include increasing the use of varied media such as videos, images, songs, as well as

group activities and role play to enable students to speak.

2. **The presentation of Data** Data is presented narratively and thematically as follows:

- **Experience and Difficulties:** Students feel that learning to speak so far is less challenging because they rely a lot on textbooks and memorization of dialogues, so the classroom atmosphere is less lively.
- **Types of Teaching Materials:** Textbooks, audio, and videos are the primary media, but interactive media such as games and group activities are rarely utilized.
- **Effectiveness of Teaching Materials:** Effective for the basics, but lacks confidence training and hands-on speaking practice.
- **Learning Style Preferences:** Students are more likely to understand and remember material when they are invited to practice directly and see interesting visuals, while learning only by reading or listening tends to be less effective.
- **Development Suggestions:** Students want more interactive teaching materials, utilizing videos, pictures, songs, and actively speaking group activities, such as role plays.

3. Conclusion and verification

From the analysis of the data, it can be concluded that to increase the effectiveness of speaking learning in the classroom, there is a need for a diversification of teaching materials that are not only oriented to textbooks and audio, but also include visual media and kinesthetic activities. This is in accordance with the needs and diverse learning styles of students so that learning is more interesting and provides enough practice opportunities to build confidence. The use of activities such as role play and group play is highly recommended to improve verbal interaction and student motivation.

