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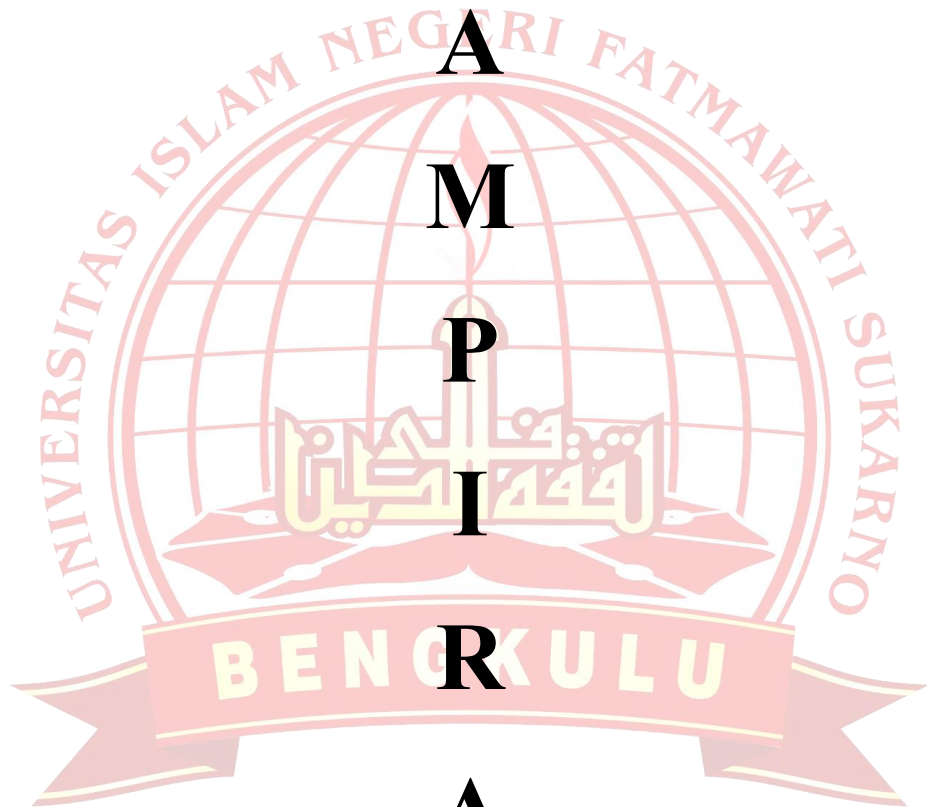
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Program Studi : Tadris Bahasa Inggris

Judul Skripsi : "Developing student's speaking worksheet using VAK Learning model at eleventh grade student of MAN 2 Kota Bengkulu"

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Jurusan : Tadris Bahasa speaking worksheet Using
Program Studi : Tadris Bahasa Inggris VAK Learning model in
eleventh Grade Student's in
MAN 2 Kota Bengkulu

No.	Hari / Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
	16/04/2024	chapter 1	make dear your urgency, GAP	
	19/06/2024	chapter I	complete your chapter I : identification of the problem research question signification of the research	
	10/10/2024	chapter I	ACC chapter I	
	13/11/2024	chapter II	write the concept of the theory based on variable	
	03/02/2024	chapter II	Design your conceptual frame work	
	07/02/2025	chapter II	write a group of preliminary research . find the similarity, difference to show your research novelty	

Bengkulu,

2025

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NIM	: 2011230012	Judul Skripsi	: Developing student speaking worksheet using VAK Learning model in eleventh grade student's in MAN 2 Kota Bengkulu
Jurusan	: Tadris Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No.	Hari / Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
	Rabu 04/2021 06	Bab IV	Result based on research question (answer research question)	
	Jum'at 11/2021 06	Bab IV	write systematically all the data	
	Senin 15/2021 06	write your chapter IV	write your discussion in find the new findings Novelty	

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2021

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Pembimbing 1

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NIM : 2011230012 Judul Skripsi : Developing student speaking worksheet using VAK Learning model in eleventh grade student's in MAN 2 Kota Bengkulu
Jurusan : Tadris Bahasa
Program Studi : Tadris Bahasa Inggris

No.	Hari / Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
	Jum'at 25/06	Chapter V	Complete your thesis	
	Kamis 21/06	Complete thesis	acc for exam	

Bengkulu,

2025

Kajur Pendidikan Bahasa



Hidayatullahman, M.Pd
NIP. 197805202007101002

Pembimbing 1



Fera Zasrianita, M.Pd
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Appendix 1. 1 Teacher Interview Instrument Grid

Yes	Indicators	Sub-Indicators	Question No.	Sum
1	Teacher's response to the teaching materials/materials used in student learning	The use of teaching materials and the consistency in their use for students	1,2,3	3
2	The influence of student learning style (VAK) in speaking learning carried out by teachers	The Influence of Student Learning Style (VAK) on Speaking Learning	4,5,6	3
3	The teacher's opinion about the use of teaching materials given to students can accommodate students' learning styles	The use of teaching materials and their accommodation for students' learning	7,8,9	3
4	Teachers' ideas and suggestions on the effectiveness of teaching materials and the diversity of teaching materials used to support students' learning styles	Teachers' Ideas and Suggestions on the Effectiveness of Teaching Materials for Speaking Learning and the Diversity of Teaching Materials	10,11,12,13	4
SUM				13

Teacher Interview Instruments

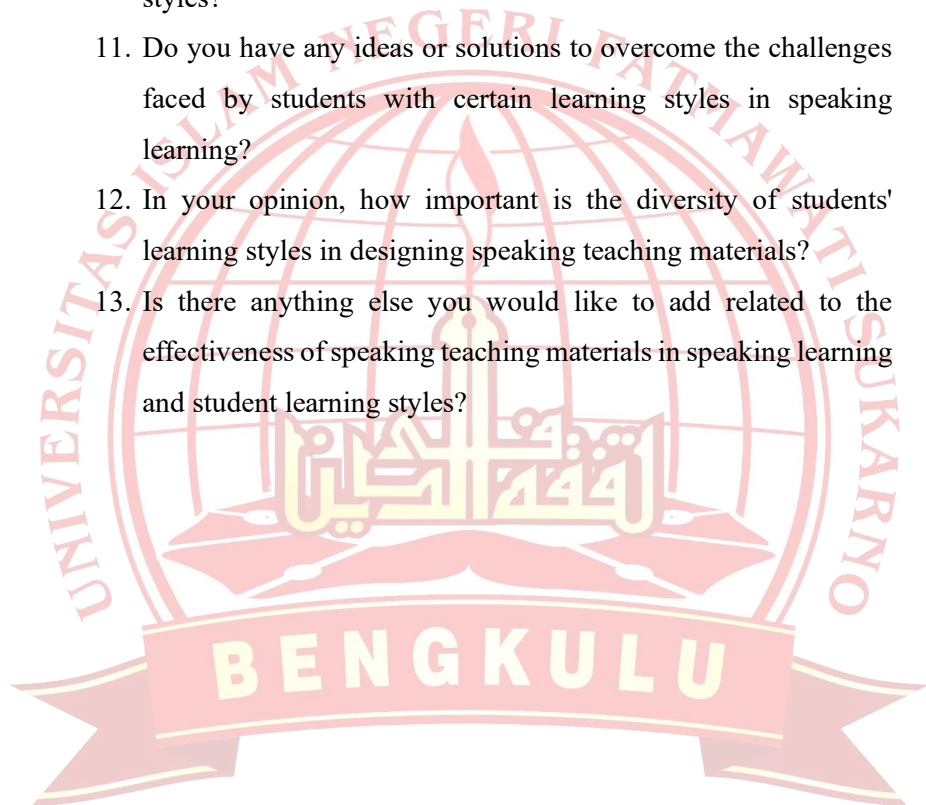
Instructions:

This interview will be conducted directly with the teacher as the respondent. The researcher will take note of each answer given as well as ask relevant follow-up questions based on the responses submitted.

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?



Appendix 1. 3 Teacher Interview Instruments

No.	Indicators	Sub-Indicators	Question No.	Sum
1	Student response/response to the type, effectiveness, and model of teaching materials on student interest	Use, types, effectiveness and models of teaching materials	1,2,3,4	4
2	The influence of students' learning styles on students' improvisation of speaking skills	The influence of students' learning styles in improving speaking	5,6,7	3
3	Students' suggestions for the teaching materials used and the experiences felt by students during speaking learning in class	Students' Experiences and Experiences in Teaching	8,9,10	3
Sum				10

STUDENT INTERVIEW INSTRUMENTS

Instructions:

Before the interview, the researcher prepares structured questions and introduces himself and the research objectives. Interviews are conducted in a conducive environment. The researcher listened carefully, noted the key points, and asked permission to record. Respondents' privacy is respected, and they are given the opportunity to add information. The interview ended with an appreciation, then the notes were reviewed.

Interview Questions

1. What has been your experience in using classroom teaching materials so far?
2. What types of teaching materials are most often used in learning to speak in the classroom? (For example: textbooks, videos, audio, images, games, etc.)
3. How effective do you think the teaching materials used are in helping you learn to speak? Why?
4. Do you feel that the teaching material is interesting enough and in accordance with the way you learn?
5. 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)?
6. How does your learning style (Visual, Auditory, Kinesthetic) affect the way you learn to speak? Do you find it easier or harder?
7. Are there any specific ways that you think can help you learn to speak better according to your learning style?
8. What do you think can be done to make speaking teaching materials more effective and enjoyable for you?
9. Do you have any suggestions for speaking teaching materials that fit your learning style?
10. Is there anything else you'd like to share about your experience learning to speak in class?

Appendix 1. 5 Classroom Observation Instrument Grid

Classroom Observation Instrument Grid

No.	Indicators	Sub-Indicators	No Question	Sum
1	The way students respond to the speaking material given by the teacher.	Use and suitability of Teaching Materials	1,2	2
2	The application of speaking strategies that students do during class.	Student Engagement and Response	3,4	2
3	Students' activities in groups or individually in doing speaking assignments.	Student Participation and Engagement	5,6	2
4	The use of teaching materials that support the student's speaking process, such as text, images, videos, or other aids.	Student-Teacher Interaction	7,8	2
5	Interaction between students and teachers related to speaking material, both directly and indirectly.	Use of time and space	9,10, 11	3
Sum				11

Appendix 1. 6 Class Observations

CLASSROOM OBSERVATION

Instructions:

This observation was made during the classroom speaking skills learning session. Observers will record observation data based on student behavior, response to teaching material, and the application of speaking strategies used by students.

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?			

Appendix 1. 7 Questionnaire Grid

NO	INDICATORS	SUB-INDICATOR	NO QUESTIONS	NUMBER OF QUESTIONS
1	Visual Learning	1. Use pictures or diagrams to help you speak. 2. Using notes or talking points 3. Understand an idea or topic better when viewing visualizations 4. Written statements help in speaking	1,2,3,4,5,6,7,8,9,10	10
2	Auditory Learning	1. Easier to talk to after hearing an explanation 2. Likes to speak in group discussions 3. Speak more fluently after listening to examples or stories 4. Remembering information to speak by listening	11,12,13,14,15,16,17,18,19,20	10
3	Kinesthetic Learning	1. More comfortable talking when moving or doing activities 2. Using body movements when speaking 3. Speak better in situations involving roles or simulations 4. Speak more fluently after practical practice	21,22,23,24,25,26,27,28,29,30	10
NUMBER OF QUESTIONS				30

Research Questionnaire Instruments

Instructions: For each statement below, put a check mark (✓) on the number that best matches your opinion. • 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				

Appendix 1. 9 Statistical Results

Statistical Results

Yes	Respondents	Score	Percentage (%)	Category
1	R-1	91	75.83	Agree
2	R-2	100	83.33	Strongly agree
3	R-3	89	74.17	Agree
4	R-4	91	75.83	Agree
5	R-5	98	81.67	Strongly agree
6	R-6	104	86.67	Strongly agree
7	R-7	98	81.67	Strongly agree
8	R-8	109	90.83	Strongly agree
9	R-9	95	79.17	Strongly agree
10	R-10	90	75.00	Agree
11	R-11	84	70.00	Agree
12	R-12	96	80.00	Strongly agree
13	R-13	94	78.33	Strongly agree
14	R-14	85	70.83	Agree
15	R-15	101	84.17	Strongly agree
16	R-16	90	75.00	Agree
17	R-17	90	75.00	Agree
18	R-18	105	87.50	Strongly agree
19	R-19	106	88.33	Strongly agree
20	R-20	96	80.00	Strongly agree
21	R-21	97	80.83	Strongly agree
22	R-22	87	72.50	Agree
23	R-23	84	70.00	Agree
24	R-24	89	74.17	Agree
25	R-25	97	80.83	Strongly agree
26	R-26	90	75.00	Agree
27	R-27	85	70.83	Agree
28	R-28	94	78.33	Strongly agree
29	R-29	83	69.17	Agree
30	R-30	100	83.33	Strongly agree

Appendix 1. 10 Questionnaire Results Recapitulation

Questionnaire Results Recapitulation (4-Point Likert Scale)

Based on the results of descriptive analysis of 30 respondents, the average overall score was **93.93** with a **standard deviation of 7.03**. The highest score obtained by respondents was **109**, while the lowest score was **83**.

This shows that in general, respondents tend to have a **positive attitude** towards the statements given, as the majority of the scores are in the range of the **"Agree"** and **"Strongly Agree"** categories. The relatively narrow distribution of scores also indicates that respondents' perceptions of the **questionnaire content** are quite homogeneous.

Count: 30.0

Mean: 93.93

Std: 7.03

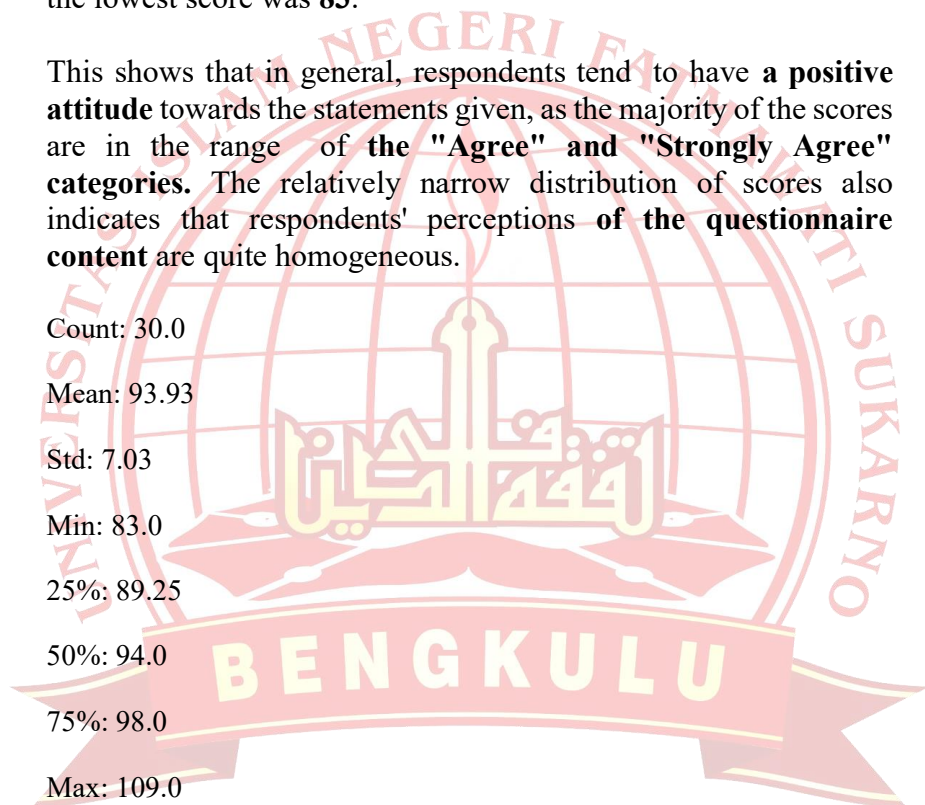
Min: 83.0

25%: 89.25

50%: 94.0

75%: 98.0

Max: 109.0

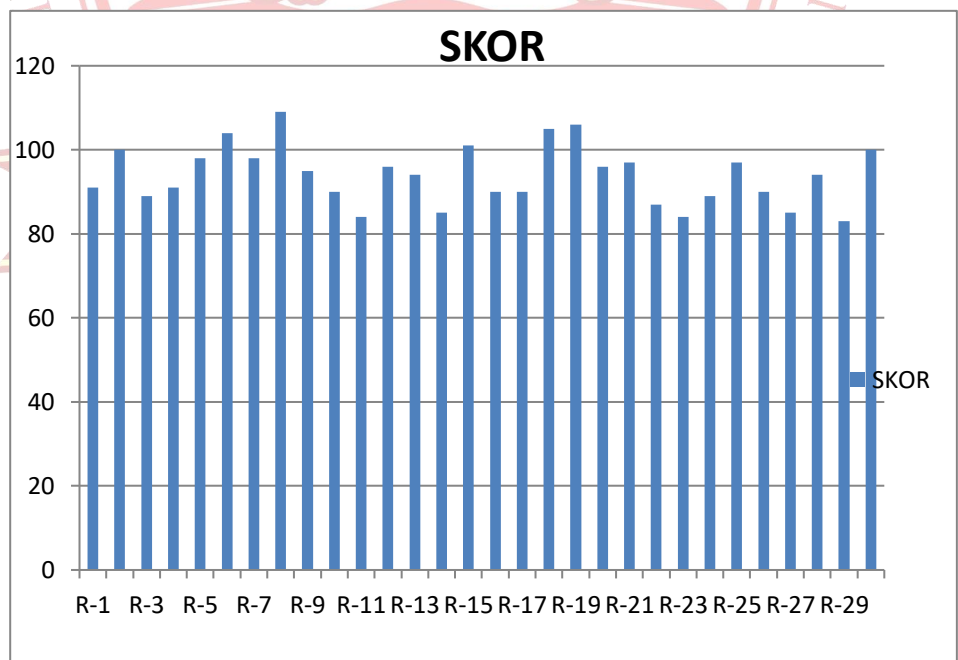
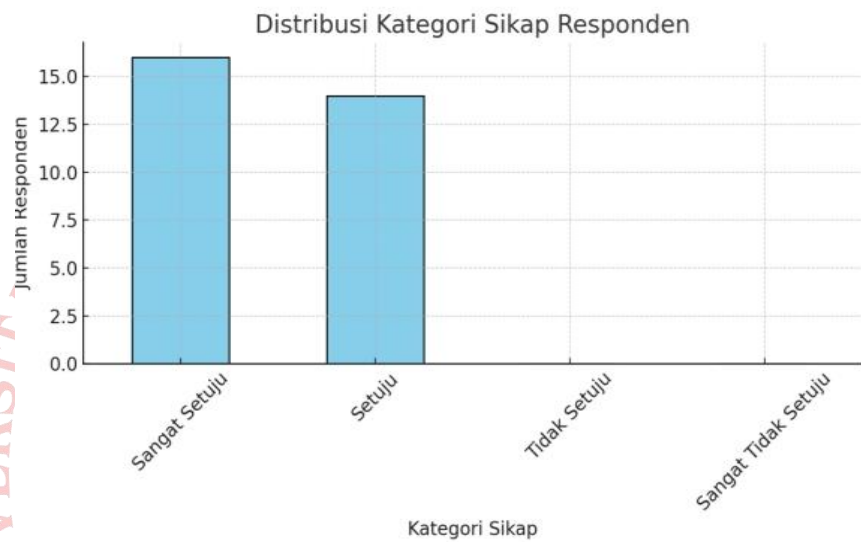


Respondent Recapitulation Table

Yes	Respondents	Score	Percentage (%)	Category
1	R-1	91	75.83	Agree
2	R-2	100	83.33	Strongly agree
3	R-3	89	74.17	Agree
4	R-4	91	75.83	Agree
5	R-5	98	81.67	Strongly agree
6	R-6	104	86.67	Strongly agree
7	R-7	98	81.67	Strongly agree
8	R-8	109	90.83	Strongly agree
9	R-9	95	79.17	Strongly agree
10	R-10	90	75.00	Agree
11	R-11	84	70.00	Agree
12	R-12	96	80.00	Strongly agree
13	R-13	94	78.33	Strongly agree
14	R-14	85	70.83	Agree
15	R-15	101	84.17	Strongly agree
16	R-16	90	75.00	Agree
17	R-17	90	75.00	Agree
18	R-18	105	87.50	Strongly agree
19	R-19	106	88.33	Strongly agree
20	R-20	96	80.00	Strongly agree
21	R-21	97	80.83	Strongly agree
22	R-22	87	72.50	Agree
23	R-23	84	70.00	Agree
24	R-24	89	74.17	Agree
25	R-25	97	80.83	Strongly agree
26	R-26	90	75.00	Agree
27	R-27	85	70.83	Agree
28	R-28	94	78.33	Strongly agree
29	R-29	83	69.17	Agree

30	R-30	100	83.33	Strongly agree
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Attitude Category Distribution Chart



THEMATIC TEACHER INTERVIEW RESULTS

14. How would you assess the effectiveness of the speaking teaching materials used in the classroom so far?

Response: 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.

15. Do you feel that the existing speaking teaching materials are suitable enough to improve students' speaking skills? Why?

Response: If I don't guarantee that it will always be appropriate to improve the speaking skills of these high school students who can explore more deeply their material and if they can, they just need to hone their speaking skills again.

16. Are there any parts of the speaking teaching material that you find less effective? If so, what are the causes?

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

17. How do you see the role of students' learning styles (Visual, Auditory, Kinesthetic) in speaking learning in the classroom?

Response: 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 experiencing "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 speaking or its application.

18. Do you see a difference in the effectiveness of speaking teaching materials for students with different learning styles? If so, how does it differ?

Response: The effectiveness of teaching materials and learning styles is 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 at the same time 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.

19. In teaching speaking, do you notice any special difficulties in students who have certain learning styles (Visual, Auditory, Kinesthetic)?

Response: 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 assess 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 which they see in the video I show).

20. How do you tailor your speaking teaching materials to meet the needs of students' diverse learning styles?

Response: It's a bit complex but so far, if they've been given texts with different learning styles we're sure they'll be able to understand it.

21. 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?

Response: I can tell them to do role play or some kind of role-playing, do a dialogue in pairs using English but before that they must be given examples first then practiced and in the process of practice 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".

22. 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)?

Response: I think the teaching materials I use are quite good in their application to students for their accommodation which aims to be differential learning.

23. What are your suggestions for improving the effectiveness of speaking teaching materials to better suit students' learning styles?

Response: 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 later 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 often enriching so that they can repeat their learning so as to improve the quality of their speaking.

24. Do you have any ideas or solutions to overcome the challenges faced by students with certain learning styles in speaking learning?

Response: 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.

25. In your opinion, how important is the diversity of students' learning styles in designing speaking teaching materials?

Response: 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.

26. Is there anything else you would like to add related to the effectiveness of speaking teaching materials in speaking learning and student learning styles?

Response: I give it the most 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.

THEMATIC STUDENT INTERVIEW RESULTS

1. What has been your experience in using classroom teaching materials so far?

Response: 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. What types of teaching materials are most often used in learning to speak in the classroom? (For example: textbooks, videos, audio, images, games, etc.)

Response: The most commonly used are textbooks, sometimes there is audio listening, and occasionally videos. Rarely use games or other interactive activities.

3. How effective do you think the teaching materials used are in helping you learn to speak? Why?

Response: I find the teaching material 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. Do you feel that the teaching material is interesting enough and in accordance with the way you learn?

Response: To be honest, it's not 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 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)?

Response: If I prefer a combination, but if I have to choose one, I prefer it if I can practice it directly or do direct activities, because it feels more real and makes me remember quickly.

6. How does your learning style (Visual, Auditory, Kinesthetic) affect the way you learn to speak? Do you find it easier or harder?

Response: 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. Are there any specific ways that you think can help you learn to speak better according to your learning style?

Response: 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. What do you think can be done to make speaking teaching materials more effective and enjoyable for you?

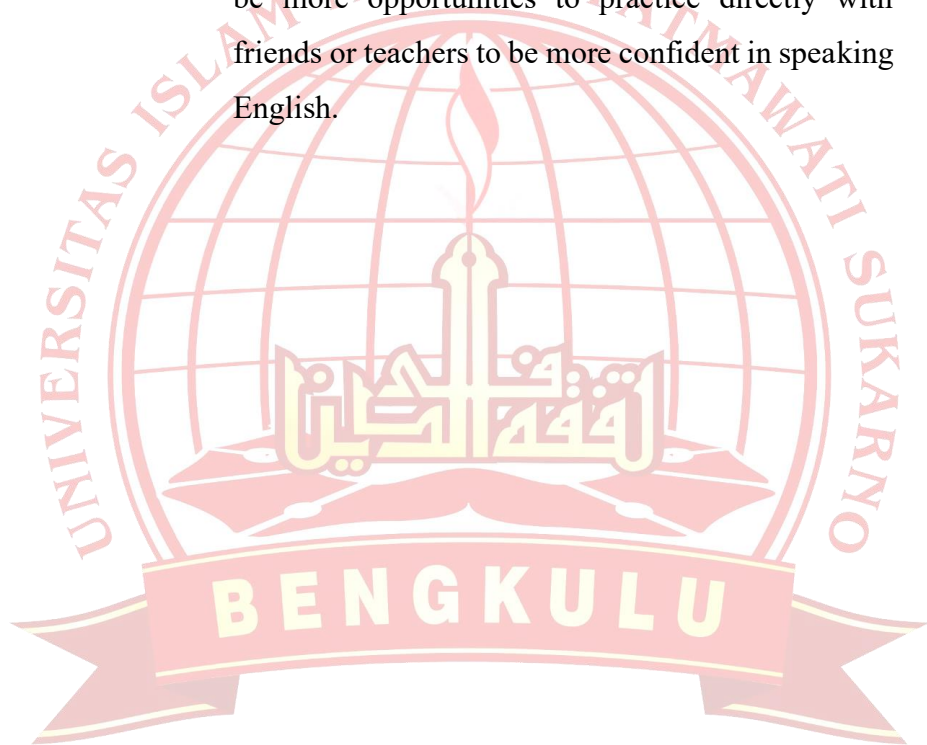
Response: I think the teaching material should be made more interactive, such as adding games, interesting videos, or group activities that make students more actively speaking. Don't just focus on textbooks.

9. Do you have any suggestions for speaking teaching materials that fit your learning style?

Response: My suggestion is that teachers can try to use more media such as videos, pictures, or songs, and then invite us to discuss or practice them directly. So it's not just learning from text.

10. Is there anything else you'd like to share about your experience learning to speak in class?

Response: I think 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.



Appendix 1. 13 Teaching Modules

Material	Learning Outcomes (CP)	Learning Objectives (TP)	Core Activities (Brief)
Digital Literacy for the Future	- Able to communicate verbally and in writing (giving, agreeing/disagreeing with opinions).- Analyzing and producing texts in a digital context.- Compiling report texts in good language.	- Classify and use expressions of stating opinion, agreeing, disagreeing.- Identify explicit and implicit information in social media.- Create captions/posts with subject questions, transitional words, sequences.- Compile and present oral/written report texts.	Discussions, social media text analysis, creating posts/captions, group presentations, writing & presenting report texts.
Keeping the Environment Well	- Use adjective phrases & clauses.- Understand descriptive texts.- Be able to produce descriptive texts about the environment.	- Identify and use adjective phrases & adjective clauses.- Find the main idea, purpose, details in the descriptive text.- Create descriptive texts with the five senses and present them.	Observing environmental texts, group analysis, discussion of environmental words/phrases, writing descriptive texts, presentation of written results.
Healthy Lifestyle for Happier Life	- Able to convey and defend opinions.- Understand the structure of analytical exposition.- Write analytical exposition texts related to healthy lifestyles.	- Identify expressions of giving and defend opinions.- Identify the main idea & details of the analytical exposition text.- Write an analytical exposition text with conjunctions.- Present & debate healthy lifestyle issues.	Exposition text discussions, class debates, giving/rejecting exercises, writing analytical exposition texts, presentations & reflections.

Unit 1 – Digital Literacies and My Identities

This unit emphasizes digital literacy skills and self-identity through social media. Students learn to express opinions, agree/disagree in transactional conversations, understand the intent of the content writer/creator, and create interactive captions with subject questions and transitional words. Learning is oriented towards understanding multimodal texts and the practice of creating posts that build self-image. The activity trains critical thinking, communication, and ethical reflection in the use of digital space.

Unit 2 – Love Your Environment

This unit focuses on environmental awareness, especially household waste management. Students are introduced to adjective phrases in descriptive texts about the environment. Activities include listening to monologues, discussing, reading texts about types of garbage, and writing descriptions with the five senses. The learning output is in the form of digital/non-digital posters about environmentally friendly interesting places. This unit fosters an attitude of caring for the environment and the ability to explain ecological phenomena in proper English.

Unit 3 – Healthy Life for a Healthy Future

This unit emphasizes the importance of a healthy lifestyle and balanced nutrition. The main focus is the analytical exposition text, where students learn to give and defend opinions in debate. They understand the structure of

analytical expositions, identify details in multimodal texts, and write arguments using conjunctions. The activity centered on discussion, debate, and reflection on healthy living habits. This unit integrates critical communication skills with awareness of personal and social health.

Unit 4 – Indonesian Environmental Figures

This unit introduces young Indonesian figures who play a role in environmental conservation. Through narrative texts, students learn the structure of simple past tense and intonation in transactional conversations. Activities include listening to character stories, reading narratives, writing linear stories about neighborhood figures, and making posters. This unit not only trains language skills, but also inspires students to emulate leadership, caring, and an active role in caring for the earth.

Unit 5 – Personal Money Management

The last unit highlights financial literacy, particularly personal money management. Students are familiar with procedural texts with a focus on imperatives, comparatives, and superlatives. Activities include listening to financial instructions, having a dialogue about financial management, reading procedural texts, and writing money management steps. Learning products are in the form of digital/non-digital posters on how to manage personal finances. This unit equips students with practical skills in managing

finances as well as the ability to communicate through procedural genres.

