

## STUDENTS' LEARNING STYLES IN LEARNING TRANSACTIONAL SPEAKING SKILLS

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**ABSTRACT:** The diverse backgrounds of students in learning English lead to a great challenge to the teacher to accommodate different types of students' learning styles. This research aims to identify the students' learning styles in learning transactional speaking skills in the fourth semester students of English Education Department, UIN Alauddin Makassar. The method used in this research was the descriptive qualitative research method. The instrument used to gather the data were questionnaires and interview guidelines. The results showed that the students like to learn transactional speaking skills by watching videos or films, pictures or posters, talking to their friends, practicing their English outside, and making conversations with their friends. Besides, some students like studying alone, reading books in a foreign language, working problems set by the teacher, memorizing conversations or dialogue, and writing in a notebook. Based on the categorization of the learning styles as concrete, analytical, communicative, and authority-oriented learners, the researchers found that the dominant learning styles were concrete learners. Based on the findings, the researchers recommend that it is essential for the lecturers to implement learning and teaching methods that are appropriate to students' learning styles when teaching transactional speaking skills in the classroom. In addition, the students are expected to be able to develop their transactional speaking skills by understanding their individual learning styles for better learning and teaching process.

*Keywords: Learning Styles, Transactional Speaking Skills*

### A. INTRODUCTION

Every student learns English in a different way. The varied backgrounds of the students demonstrate how teaching English in the classroom helps the teachers accommodate various students' styles and uses English as a foreign language to broaden the teacher's expertise in designing learning strategies.

According to Masitowarni & Haswani (2020), in practice, English teachers are still unaware of the different learning styles while creating the instructional process for English subjects. Many students in some English lessons are not interested in learning the language; instead, they merely show there to play and chat excessively with their pals, or some of them are drowsy and bored and waiting for class to end. If the teachers do not use the proper strategy, this condition frequently becomes a problem.

Additionally, it was suggested that it is crucial to consider students' learning styles while

determining the best learning strategies to use in the classroom. According to Willing (1994), it is crucial to pick appropriate teaching strategies, methodologies, and classroom management to accommodate different learning styles. Since their implementation can increase students' achievement and satisfaction in English learning.

While introducing an instructional activity in the classroom, many ESL teachers encounter student opposition. Some students indicate a desire for a more communicatively oriented approach and say they want more opportunities to engage in free talk, while others would rather see more focus placed on teaching grammar (Bada & Okan, 2000). The researchers perceive that teachers should take into account the diversity of the students when choosing the activities to be used in language sessions. Knowing the students' preferred learning style is important since it will affect how they are taught.

Speaking is an essential part of studying English since it helps students become more fluent language users. Speaking, according to Bahrani et al. (2012), it is a crucial skill since it serves as a link between those who speak the same language. It aids in people's ability to communicate their thoughts, feelings, and emotions to others. Speaking skills span a broad spectrum, from casual conversation to formal public speaking. Speaking skills play a crucial role in the communication process, according to Dorgham et al. (2018). It serves as both a learning tool and an active component of the students' daily lives.

Speaking serves a variety of purposes in social interactions between individuals, depending on what the speaker requires, such as establishing relationships or making social connections with others (Kaharuddin et al., 2019). Some people engage in conversations with others in order to clarify information, persuade someone about something, or express their thoughts. Speaking serves as a means of message transmission as well as social relationship maintenance between participants. It is known as transactional speaking skills (Nur, 2018).

Speaking as a transaction, according to Richards in Uluşan (2017), describes circumstances where the emphasis is on what is said or done. The main emphasis is on conveying the intended concept and accurately representing oneself. Students must possess a number of fundamental abilities in order to participate in transactional speaking in English with accuracy and fluency. The goal of teaching transactional speaking skills is to give students the ability to speak English in a way that is both professional and casual. This includes teaching students how to ask and answer questions about jobs, create and receive messages through direct interaction, express needs, give instructions, share opinions, offer advice, and express approval and disapproval.

In English Education Department at UIN Alauddin Makassar, transactional speaking skills is one of the essential skills, especially the students in the fourth semester who learn speaking for academic purposes as their subject. Some students want to practice their speaking skills in the classroom by stressing a more communicative learning style. Others, however, prefer to listen to the teacher speak since they lack language proficiency and find it difficult to express their thoughts. In order to help them realize their learning styles; the researchers thought it was necessary to determine the students' speaking skills and learning styles to assist teachers in developing teaching methods or strategies that accommodate students' learning styles.

## **B. REVIEW OF LITERATURE**

### **1. Learning Styles**

According to Gilakjani (2011), learning styles are common methods that students utilize to pick up a new language or learn any other subject. Their ability to process information and absorb it made it easier for them to learn and communicate when they have a learning style that suits their preferences. Dunn & Nelson (1996) claim that learning styles describe how people pay attention to, take in, process, and make room for new and difficult knowledge. Meanwhile, learning styles are a distinctive approach for each learner to learn, according to Diab (2020). The learning style, then, can be defined as a way of learning that students frequently employ to assimilate and process information so that the learning process is made easier.

Students who are aware of their own learning styles and preferences can assert their right to learn and succeed diligently in higher education by understanding how they learn. Students who are aware of their learning styles can identify their learning strengths and limitations and give the lecturers useful feedback. According to Gilakjani (2011), students require a starting point to think about and comprehend their lessons. It will enable them to learn more independently and actively participate in their learning Gilakjani (2011). Understanding students' styles might help explain why some people learn differently than others. Students who are aware of their learning styles are better equipped to become motivated, independent, and active learners.

Four other learning styles were also recognized by Willing (1994) such as: concrete, analytical, communicative, and authority-oriented. Those four learning styles are briefly summarized by (Nunan, 2018), namely: 1) Concrete learners use simple strategies for ingesting and processing information. The use of images, games, films, videos, and cassettes helps concrete learners to learn the language. Outside of class, they converse with their companions

and work on their language skills; 2) Cognitively strong individuals who are analytical learners meticulously examine, show a strong interest in structures, and place a high importance on demonstrating their independence by carrying out these tasks on their own, independently. In other words, they choose learning grammar (from specific to general), reading newspapers and English books, working on task difficulties given to them by their teachers, and studying independently while identifying their own mistakes; 3) The tendency to actively organize knowledge is probably not a trait of authority-oriented learners. They frequently have their textbooks with them, jot down what they learn in a notebook, study grammar rules, read a lot, and pick up new terms by looking at them. They also prefer to have their teacher explain everything to them; and, 4) A communicative and social learning strategy is what communicative learners prefer, likely because they believe it will best meet their goals for language learning. In other words, they enjoy viewing videos, listening to native speakers, conversing with friends in English, watching TV in English, speaking English outside of class, hearing new words, and engaging in dialogues while learning (Willing, 1994) and (Nunan, 2018).

## **2. Speaking Skills**

Speaking is defined by Nunan in Suryani (2015) as uttering words orally, talking, and communicating as by talking; it also includes making requests and speeches. Speaking was described by Nunan (2018), as a skill that merits just as much attention as literary abilities in both the first and second language. For the majority of people, becoming fluent in speaking is the single most important step in learning a second or foreign language. The capacity to carry on a conversation in the language serves as a barometer for success.

Speaking in a second or foreign language has frequently been considered one of the four most difficult skills to master. Learners must indicate their concepts when speaking and encode those ideas in the vocabulary and syntactic patterns of the target language. Speaking is sometimes described as a means of expressing one's emotions to others verbally or through discussion. Speaking can be used to ask for something, make a speech, or simply converse. It implies that they always use it because, without speaking, they would be stupid and unable to understand what everyone was saying.

One of the four fundamental skills—Listening, Speaking, Reading, and Writing—that is crucial to master because English is a foreign language and a common international language is speaking. The primary mode of communication is speech. It is a component that requires particular consideration and education in EFL (English as a Foreign Language) teaching. Speaking is a productive skill that can be immediately and experimentally seen, according to Brown (2019). Accuracy and fluency are always collared by those observations. He further

claims that while speaking is the result of the imaginative assembly of linguistic strings, the vocabulary, organization, and discourse are chosen by the speakers.

In learning English, speaking is essential to support students' ability to use the language. As one of the language skills, speaking has contributed to learning English for foreign speakers. The importance of speaking can be seen in student's daily activities and learning activities. Speaking is an interactive task, and it happens under real-time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Therefore, speaking is considered an essential skill that needs to be mastered.

### **3. The function of speaking**

The functions of speaking can be divided into three categories, according to Brown and Yule, who were cited by Richard (2007). These categories include talk as an interaction, talk as a transaction, and talk as a performance. Each of these speech exercises has a very distinctive form and purpose, necessitating the use of various instructional strategies. These are the explanations of the functions of speaking: a) Talk as an interaction: the basic goal of conversation as an interaction is to preserve a social connection. In the meanwhile, some communication techniques include starting and ending conversations, selecting topics, making small talk, sharing personal stories, taking turns using adjacency pairs, interrupting, and responding to others.; b) Talk as a transaction: when speaking or talking in this way, the emphasis is on what is said or done. Instead of concentrating on the participants and how they engage socially with one another, the main goal here is to communicate effectively and properly. Students and teachers typically concentrate on the meaning or on talking their way to comprehension in this form of spoken language. While explaining a need or goal, describing something, asking a question, confirming information, supporting a viewpoint, providing suggestions, crystallizing understanding, and establishing comparisons are some of the abilities required in utilizing talk for transaction; c) Talk as a performance: it refers to public speaking, which is a discourse that conveys information in front of an audience, such as morning talks, announcements, and speeches. Instead of using dialog, talk as performance frequently takes the form of a monologue. It often has a recognized structure and is more like written language than spoken language. Using an appropriate format, presenting information in the right order, maintaining audience engagement, checking on the audience, using proper grammar and pronunciation, having an impact on the audience, using the right vocabulary, and using the right opening and closing are just a few of the skills required for talk performances. The same amount of planning should go into a talk as a performance as it does for a written piece.

Therefore, in this research, the researchers focused on identifying the students' learning

styles in learning transactional speaking skills to assist teachers designing appropriate teaching strategies to help students developing their transactional speaking skills in the classroom.

#### **4. Transactional Speaking Skills**

Speaking styles known as "transactional speaking skills" are those that emphasize utilizing communication to practice communicating and obtaining information without specifically focusing on forming social connections. Transactional discussions, like information-gathering interviews, role plays, or debates, are held to share information (Kaharuddin, 2019). Transactional speaking can be recognized in conversations, interviews, and other contexts when learning English. In our regular interactions as students in the classroom, we frequently use two different types of transactional speaking skills. The two transactional speaking exercises—discussions and interviews—are meant to teach Indonesian students learning English how to talk clearly and fluently in group settings and during employment interviews (Bahar, 2014).

In a circumstance when the emphasis is on what is said or done, speaking as a transaction is used (Richard, 2007). There are at least two different forms of transactional speaking abilities, namely discussion and interview, according to Bahar (2014). He continues by saying that it is crucial to teach these skills to Indonesian English learners because they allow them to participate actively and successfully in transactional discourses like discussion, debates, and interviews. The knowledge taught while teaching the two skills will demonstrate to the students the characteristics of speaking in a formal conversation with others and the characteristics of verbally expressing oneself in a classroom setting. Given that it will enable them to deal with challenges associated with group discussions and learning in English classes, transactional speaking is one of the most crucial speaking skills to teach students in the English department.

#### **C. METHOD**

This research used descriptive qualitative method (Suharsimi & Arikunto, 2013). It identified the students' learning styles in transactional speaking skills. The research aimed to find out the students' learning styles in learning transactional speaking skills in the fourth semester of English Education Department of Tarbiyah and Teacher Training Faculty, Alauddin State Islamic University of Makassar (UIN Alauddin Makassar). If the researchers use the questionnaire or interview to collect the data, then the data source is called respondents, people who respond or answer the research questions, orally or written (Sugiyono, 2016). The respondents of this research were the fourth semester of English Education Department students at UIN Alauddin Makassar. There are six students from two classes: three students from PBI A and three students from PBI B who were selected by using

purposive sampling technique. The researchers took the research subject by selecting students who had a high score in speaking lessons in the previous semester. The researchers also considered the availability of the students.

After all the data were collected, the next step is the processing and analyzing the data. Descriptive means that the researchers need to collect the data and explained what happens in the field. Suharsimi & Arikunto (2013) stated that the data that has been collected is classified based on the kinds, characteristics, or the condition. There are three steps to analyze qualitative data based on Mills & Gay (2019) they are: reading the data, describing the data, and classifying the data.

## **D. FINDINGS AND DISCUSSION**

Learners' styles are essential elements that influences the learning process as well as achievement. Knowing the learner styles helps teachers and learners to be cooperative in learning. It helps students learn faster and easier by selecting and using an appropriate strategy to understand the theory and practice skills. In the learning process, the teacher or lecturer should know the learner styles to raise effectiveness in learning English. Four styles of learners identified adapted from Willing (1994) using the questionnaire given to the respondent were (1) concrete learners, (2) analytical learners, (3) communicative learners, and (4) authority-oriented learners.

### **1. Results and discussion from the questionnaire results**

In this part, the researchers present the result of the questionnaires. The respondents were asked to answer ten items related to their learning styles in learning transactional speaking skills. After collecting the data, the researchers analyzed the data to get the students' information of their learning styles.

#### *a. Working Styles*

The first item is working styles. The purpose of using this item was to find out how students learning transactional speaking skills in the classroom. In this item, there were four choices for students between; learning with, (1) individually, (2) in pairs, (3) in small group, (4) in one large group. The result of this item shows that six students chose to learn in a small group, and three students chose individually. Besides, two students chose in pairs and one large group. These results showed that dominantly in the classroom, the students wanted to learn in a small group. Learning in a small group is a type of communicative learner.

#### *b. Learning Inside/Outside Classroom*

The second item is learning inside/outside classroom. The purpose of using this item

was to find out how the students wanted to learn between learning inside or outside classroom. In this item, there were two choices between; (1) spend all the learning time in the classroom, (2) spend some time in the classroom and sometime practicing their English with people outside. The results showed that six students wanted to spend some time in the classroom and practicing their English with people outside. On another side, no one wanted to spend all their learning time in the classroom. It showed that students learning styles, according to this result, is concrete and communicative learners.

*c. Ways of Learning*

The third item is ways of learning. The purpose of this item was to find out the ways of students in learning. In this item, there were choices between; learning (1) by listening, (2) by reading, (3) by copying from the board, (4) by listening and taking notes, (5) by reading and taking notes, (6) by repeating what you hear, and (7) by making summaries. The results of this item shows that four students chose to learn by repeating what they hear, and three students chose to learn by listening and taking notes. Besides, two students chose to learn by listening, reading, copying from the board, and reading and making notes, but none chose to make summaries.

The data presented showed that dominantly the students like learning by repeating what they hear in the classroom and by listening and taking notes. The students who prefer learning by repeating what you hear are types of concrete learners, and those who prefer learning by listening and taking notes are types of communicative learners. So, based on these results, the types of students are concrete learners.

*d. Vocabulary Learning*

The fourth item is vocabulary learning. The purpose of using this item was to find out how the students are learning or memorizing new vocabulary. In this item, there were four choices between; learning new vocabulary (1) by using new words in a sentence, (2) by thinking of relationship between known and new, (3) by saying or writing words several times, and (4) by guessing the unknown.

The result shows that four students chose to learn new vocabulary by saying or writing words several times, and three students chose by guessing the unknown. Besides, two students chose to use new words in a sentence and think of relationships between known and new. The data showed that dominantly the students are learning or memorizing new vocabulary by saying or writing words several times. It means that the student's learning styles are communicative learners because they like to hear new vocabularies and converse with other people using English. The communicative learner would like to say and repeat the new



words several times.

*e. Error Correction*

The fifth item is error correction. The purpose of using this item was to find out how the students wanted to be corrected in the classroom. In this item, there were three choices between; corrected (1) immediately, in front of everyone, (2) later, at the end of activity, and (3) later, in private. The result of this item shows that four students chose to be corrected later, in private and two students chose to be corrected later at the end of the activity, in front of everyone. Besides, one student chose to be corrected immediately in front of everyone. It showed that dominantly the students wanted to be corrected later, in private rather than directly, in front of everyone.

*f. Peer Correction*

The sixth item is peer correction. In this item, there were two choices between; (1) how if other students sometimes corrected their work, and (2) how if the teacher sometimes asked the students to correct their own work. The results of this item shows that three students chose if other students sometimes correct their work. On the other side, three students chose if the teacher sometimes asked them to correct their work. Furthermore, the data showed that students don't mind if the other students correct their work or the teacher asked them to correct their work. It means that the students learning style are analytical learners, which is a type of learners that like to find their own mistakes and solving the problems provided by the teacher.

*g. Media Preference*

The seventh item is media preference. The purpose of using this item was to find out the media that students used in learning transactional speaking skills. In this item, there were six choices between; learning from (1) television/video/films, (2) radio, (3) tapes/cassettes, (4) reading newspaper, (5) studying books in the foreign language, and (6) pictures/posters. The result of this item shows that four students chose to learn transactional speaking skills from television/video/films and pictures/posters based on the table above. Besides, three students chose to learn from studying books in the foreign language, but no students chose to learn from radio, tapes/cassettes and reading newspapers. The data showed that in learning transactional speaking skills, dominantly, the students learn from television/video/films and pictures/posters. Therefore, the researchers found that the students' learning styles are concrete learners in these results because concrete learners learn by using pictures, games, movies, videos, and cassettes.

*h. Learning Preference*

The eight item is learning preference. The purpose of using this item was to find out the students learning preference in learning transactional speaking skills. In this item, there were five choices between; (1) studying alone, (2) working on problems set by the teacher, (3) talking to friends in English, (4) prefer the teacher to explain everything, and (5) write everything in a notebook.

The result shows that six students chose to learn by talking with their friends in English, and three students chose to learn by studying alone. Besides, one student chose to learn by working on problems set by the teacher and prefer the teacher explain everything, but no students chose to learn by writing everything in a notebook. The data showed that dominantly the students prefer to talk with their friends in English. So, the students in these results are concrete learners because they learn English by talking with their partners.

*i. Learning Activities*

The ninth item is learning activities. The purpose of using this item was to find out the students learning activities in the classroom. In this item, there were eight choices between; (1) role play, (2) language games, (3) songs, (4) talking with and listening to other students, (5) memorizing conversations/dialogues, (6) getting information from guest speakers, (7) writing a learning diary, and (8) learning about culture.

The results showed that four students chose to do the following: talking with and listening to other students. Also, four students chose to learn about the culture. Then, two students used language games, songs, memorizing conversations/dialogues, getting information from guest speakers, and writing a learning diary. Besides, one student chose role play. The data showed that dominantly the students chose to talk with and listen to other students and learn about the culture. The students who like talking with and listening to other students are types of concrete learners, and the students who chose learning about culture is types of analytical learners.

*j. Expression of Satisfaction in Progress*

The tenth item is expression of satisfaction in progress. The purpose of using this item was to find out the students' expression of their satisfaction in learning progress. In this item, there were two choices between; (1) written tasks set by the teacher, and (2) seeing if they can use the language that they have learn in real-life situations. The result of this item shows that six students chose to see if they can use the language that they have to learn in real-life situations. Besides, no students chose written tasks set by the teacher.

So, the data showed that dominantly the students like to find out how much their English

improved by seeing if they can use the language they have learned in real-life situations. The students' learning styles based on this aspect are communicative learners. The types of communicative learners are listening to native speakers, talking to partners in English, watching television using English as its language, using English in other places such as public transportation and public places.

Based on the questionnaire results, the researchers found that dominantly the students learning styles are concrete learners. Because almost all of the students like to learn speaking skills by watching videos or films, pictures or posters, talking to their friends, practicing their English outside, and make conversations with others. Besides, the researchers found that students could have more than one learning styles that they used in absorbing information in the learning process. For example, a student tends to be a concrete type who likes to learn through videos. On the other hand, they also tend to be an analytical type where after watching videos, they will write down some of the conclusions they have gotten from the video. The most common is the same tendency in concrete learners and communicative learners. If the student is a type of communicative learner, they also have a type of concrete learner. Such as the students who wanted to learn English by talking to their friends. Also, the students wanted to spend some time in the classroom and practicing their English with people outside. Therefore, the researchers found that the most dominant learning styles were concrete learners, followed by communicative learners and analytical learners. Then, the last preferred was authority-oriented learners.

Related to the previous findings, Masitowarni & Haswani (2020) found similar results from their research that the dominant types of learners were concrete learners. It means that students prefer to use games, pictures, movies, videos to learn English, talking with partners, and practicing English outside. The authority-oriented learners were demonstrated to be the least preferred learning styles. It seems to align with the findings identified by Panahandeh et al. (2015). It can be inferred that the students tend to study independently and overcome their problems while learning. On the other hand, this finding contradicts with Masitowarni & Haswani (2020) and Bidabadi & Yamat (2012) research findings that considered analytical learning styles the least common learning styles among the students.

## **2. Results and discussion from interview results**

The researchers gave questionnaires and interviewed the respondents by asking some questions: (1) which learning ways do you like while learning transactional speaking skills? (2) which learning ways do you find most helpful while learning transactional speaking skills? And (3) which learning ways will you use in learning another skill? This interview was

conducted to adjust the data discovered from the questionnaires as supportive information for this research. As a result of the interview, we can see it in the following table:

*Student 1*

She stated that she likes watching videos, listening to music or podcast, and songs when learning speaking skills. She used the imitation technique when learning transactional speaking skills. Imitation, also called the repetition technique that was the way the students use it in learning. For example, she would like to repeat what she heard and practice that repeatedly when watching videos or films. She also stated that repetition was the most helpful for her when learning transactional speaking skills because it's very suitable for her. Besides, when learning another skill, she said that sometimes she also used repetition techniques such as listening.

Based on the statement, the researchers could find out her learning styles in learning transactional speaking skills, that was a type of concrete learner who is like learning English by using pictures, games, movies, video, and cassettes. Therefore, she stated that watching videos or films could help her learn transactional speaking skills because it is very suitable for her.

*Student 2*

She stated that when learning transactional speaking skills, she like watching YouTube to improve her speaking skills. She would like to practice what she saw on YouTube. She also said that she likes to speak up in front of the class because she wanted to get feedback from the lecturer and the other students. In addition, she stated that the most helpful when learning transactional speaking skills was repeat the lessons and asking for input from others. Besides, she said when learning other skill, repetition was also good ways to do.

Based on the statement, the researchers found that she is a type of concrete learner because she likes watching videos on YouTube to improve her transactional speaking skills. Besides, she is communicative because she wants to speak up in front of the class to get feedback from the lecturer and the other students and practice her transactional speaking skills.

*Student 3*

She stated that in learning transactional speaking skills, she likes to watch videos on YouTube or Instagram. Besides, she wants to create or make conversation with other students, and it's beneficial for her in improving her transactional speaking skills. She also stated that when she watched videos in English, she got easier to understand and tried to practice it by herself and pronounce it with her friends. In addition, she stated that the most

helpful way to learn transactional speaking skills was making conversation with her friends because it can help her gain confidence when speaking. The statement showed she is a concrete learner who learns by watching videos and making conversations with other students.

*Student 4*

She stated that she likes to make conversation with her friends in learning transactional speaking skills because she wanted to get feedback from her friend about her speaking abilities and can correct immediately if she got wrong. Besides, she also stated that she likes to watch English videos on YouTube, and it's beneficial for her to improve her transactional speaking skills. In learning another skill, she said that she used English books for reading skills. The statement showed that she is a concrete learner because she likes to learn transactional speaking skills by making conversations with her friends and watching English videos.

*Student 5*

She stated that she likes to listen to English songs while practicing her pronunciation and learning new vocabulary when learning transactional speaking skills. She also said that she usually tried to make conversation with native speakers by social media, which was very helpful for increasing her transactional speaking skills. Besides, she likes to read English Books or English quotes on Instagram for other skills like reading. From the statement, the researchers found that she is a type of communicative learner because she likes to learn transactional speaking skills by searching native speakers and listen to English songs.

*Student 6*

She stated that she likes learning transactional speaking skills by talking with other students, make a speech in front of the class, tell her friends about her daily activity. She also wants to read English books and find new vocabulary. Besides, when learning another skill like listening, she would like to memorize the vocabulary, and for the reading skills, she wants to make summaries from what she had read. From the statement, the researchers found that she is a type of authority- oriented learner because she likes to read English books and find new vocabulary. She also likes to make summaries of what she had read. The authority-oriented learners prefer using their textbook and a notebook in writing everything, studying grammar, reading, and seeing the vocabularies in improving new vocabularies.

Therefore, from the interviews, the researchers found that dominantly the students' learning styles were concrete learners. Almost all respondents learn transactional speaking skills by watching videos, movies, films, seeing English pictures on Instagram, talking with their

partners, and practicing language skills outside class.

Based on Willing (1994), who categorized students' learning styles as concrete, analytical, communicative, and authority-oriented learners, the researchers intended that the discussion which established the findings of this research showed that the dominant learning styles were concrete learners. It means that the students chose their learning styles such as watching videos, movies/films, pictures, games, talking with partners, and practicing English in other places.

#### *Limitation of The Research*

Although this research has reached its aim, there were unavoidable limitations. The researchers realized that currently, we are in a pandemic situation that caused this research not to be carried out directly with the students in the English Education Department. The researchers used Google Form to distribute the questionnaire and interviewing the respondents by phone due to time constraints and the unavailability of respondents. Hence, this affects the findings obtained by researchers. The researchers cannot ensure the authenticity of the data obtained, such as whether the respondents filled out the questionnaire correctly and according to what happened to them. Therefore, the researchers cannot ascertain the authenticity of the data in this research. In addition, the researchers could not observe how students learn in the classroom directly and analyze whether the learning and teaching styles match their learning styles.

## **E. CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the results and discussions presented, the researchers concluded that the student's learning styles in transactional speaking skills were concrete learners. Knowing students' learning styles in learning transactional speaking skills will be beneficial for lecturers in designing the teaching methods that they will use in teaching in the classroom. It also provides direction and knowledge to students on how they learn and process the information provided by the lecturer.

### **Recommendation**

Based on the conclusion described above, the researchers would give some recommendations as the following: 1) for the lecturers (Speaking lecturers of English Education Department), this research shows that students' learning styles are concrete learners, which means the students wanted to learn using videos, movies/films, pictures/posters, talking with the other students, and practicing their English outside. So, hopefully, the lecturers can apply suitable learning methods in teaching transactional speaking skills in the classroom because the

students will be more active and easier to accept the material if the class is comfortable and the lecturers always encourage them well; 2) for the students (English Education Department), it is expected that they can learn transactional speaking skills in comfortable and interesting ways. They can use the appropriate learning styles in learning transactional speaking skills to help them increase their skills. Hopefully, the students can improve their transactional speaking skills and be comfortable when learning transactional speaking skills; 3) for further researchers, it is recommended that other researchers complete this research by conducting any other research related to students' learning styles. The result of this study can be used as an additional reference for further research with different samples and occasions.

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