

# THE EFFECT OF INSTRUCTIONAL APPROACHES AND LEARNING STYLES ON ENGLISH SPEAKING SKILLS

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## Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendekatan pembelajaran dan gaya belajar terhadap keterampilan berbicara bahasa Inggris. Penelitian tersebut dilaksanakan di Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta dengan menggunakan metode eksperimen desain faktorial 2 x 2. Populasi penelitian ini ialah mahasiswa semester dua tahun akademik 2003-2004 dengan kerangka sampel berjumlah 141 mahasiswa dan sampelnya terdiri dari 74 mahasiswa yang diambil melalui teknik multistage cluster random sampling. Instrumen penelitian ini berbentuk tes keterampilan berbicara dan angket gaya belajar. Data dianalisis dengan menggunakan Anava Dua Jalan dan dilanjutkan dengan Test t Dunnett. Temuan penelitian ini menunjukkan bahwa keterampilan berbicara bahasa Inggris mahasiswa dipengaruhi oleh pendekatan pembelajaran tergantung pada gaya belajarnya.

**Kata Kunci :** Keterampilan Berbicara Bahasa Inggris, Pendekatan Pembelajaran (Pembelajaran Akseleratif & Tradisional), dan gaya belajar

## A. Introduction

When teaching students of the English Education Department, the Faculty of Tarbiyah and Teachers Training State Islamic University Syarif Hidayatullah Jakarta, the researcher observed that their mastery of English speaking skill as one of their compulsory expertise subjects required is still low. A great number of students used Indonesian. Although they spoke English, there were still many mistakes in accent, vocabulary, structure, comprehension, and fluency. This low mastery of the students' English speaking skills can also be proven by the fact that the average scores is still below 80.

There are many factors that can cause the students' low mastery of English speaking skills including learning materials, facilities, instructional strategy, the students themselves, among others. The instructional strategy used today, especially in English speaking instruction, does not enable students to achieve the expected learning outcomes. The selection of

materials, media, evaluation, and particularly instructional approach do not meet the students' needs. Instructional approaches in English speaking skills applied today still emphasize the academic grade and intellectual intelligence. This causes learning to be viewed as a burden and not as a need. Those instructional approaches are not able to respond to the problems, needs, and challenges of the 21<sup>st</sup> century.

To solve the problems, an accelerated learning approach is assumed to enable one to face learning challenges in the global era. Since, the accelerated learning approach does not only emphasize certain intelligence but multiple intelligences of the students. In addition to instructional approaches, there are many other factors that affect English speaking skills: age, talent, attitude, motivation, personality, cognitive styles, including learning styles. The students' learning styles strongly influence their English speaking skills since learning information in

accordance with the learning styles, the students' English speaking skills will improve.

Different learning styles can cause receiving, managing, processing of information and determine how much information the students obtain. Moreover, they influence the capacity of producing the information in the form of English speaking skills. Students have various learning styles such as visual and auditory among others. These two learning styles are regarded to affect language, in particular, English speaking skills. Visual learning style follows the way the visual parts of the brain works which tends to think holistically, integratively, emotionally, and intuitively. This style has the following characteristics: learning by observing, sequencing information in detail, a preference for jotting down what the lecturer says, preferring silence, and tending to be more independent.

The auditory learning style follows the way the auditory part of the brain works which tends to think analytically, verbally, linearly, and in detail. A person with this style has the following characteristics: prefers sounds, prefers the dim light, prefers informal design, uncontinuous to do an activity, and prefers learning with peers. Based on the above description, it is necessary to conduct a research dealing with English speaking skills correlated to instructional approaches (accelerated learning approach as opposed to traditional learning approach) and learning styles (visual and auditory) as the independent variables at English Department of Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Syarif Hidayatullah Jakarta.

In line with the background above, the research problem can be stated as follows: (1) As a whole, is there any difference in the English speaking skills of the students who learn by the accelerated learning approach and those students who learn by the traditional approach? (2) For students having visual learning style, is there any difference in the English speaking skills of the students who learn by the

accelerated learning approach and those students who learn by the traditional approach?

(3) For students having auditory learning style, is there any difference in the English speaking skills of the students who learn by the accelerated learning approach and those students who learn by the traditional approach?

(4) Is there any effect of interaction between instructional approaches and the students' learning styles on their English speaking skills?

## B. Solution

### 1. Theoretical Framework

#### a. English Speaking Skills

A skill is a kind of muscular memory that uses kinesthetic senses. This means that a skill involves muscular dexterity and coordination between mind and muscle. A skill is not stored in the muscle but it is patterned in the mind and in the neural system. Our mind coordinates and controls our all activities. So, the skill is processed in the mind and it is produced by activating our muscle. Skill may also mean a proficiency in the psychomotoric domain referring to procedure and product. Procedure is a sequence of movement when students are doing a task and product as a result of the procedure. In language learning, a proficiency means the ability in phonology, morphosyntax, and lexis. Watson & Tharp view a skill as the ability to do something well. This shows that a skill is constructed through knowledge and training (1985:8). Therefore, a skill refers to an ability to do various tasks. Patric states that a skill is a mental, physical activities or both organized and coordinated in performing information about an object as well as involving receptive and productive processes. In this definition, a skill is in the form of performance situation and motoric adroitness. A skill cannot merely be observed directly but it can be seen through someone's performance.

In the second language learning, Chomsky makes a distinction between performance from competence. *Performance* is what a speaker does and what should study,

while *Competence* is what the speaker knows and what should be investigated by the linguists. *Performance*, according to Lawler and Selinker, has two forms: (1) performance in which a learner consciously uses grammatical rules, and (2) performance in using the grammatical rules automatically, speedily, and spontaneously. *Competence* is defined as communicative competence which consists of phonology/orthography, grammar, vocabulary, pragmatics, discourse, communication strategy, and fluency.

From the above notions, it can be concluded that a skill is the proficiency in using linguistic knowledge and experience and is acquired through training. Speaking, according to Mulgrave, has three definitions. First, speaking is the ability to pronounce articulated sounds or words to express opinion. Second, speaking is viewed as a system that can be heard and seen by using a number of muscles and body muscular connections for the sake of communicating ideas. Third, speaking refers to the form of human behaviour that uses physical, psychological, semantic and linguistic factors widely that can be regarded as an important tool to control society.

Widdowson sees speaking as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or of the grammatical system of the language or both by using speech organs. In terms of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movements of the muscles of the face, and indeed of the whole body. In other words, speaking uses both aural (auditory) and visual mediums.

Brown & Yule point out that speaking is short, often fragmentary utterances, in a range of pronunciations, often a great deal of repetition and overlap between one speaker and another, as well as speakers use of non-specific references. In this case, speaking has two functions : transaction and interaction. Florez defines speaking as an interactive process of

constructing meaning that involves producing, receiving and processing information. Its forms and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. One is said to be able to speak when he/she is able to predict and produce language functions or patterns that tend to recur in certain discourse situations. Speaking also requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but also that they understand when, why, and in what ways to produce the language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Hughes argues that speaking is one's oral ability including the global or discourse level, the structural level and the level of speech production. Global or discourse level includes the organization and behaviour in speaking that consists of psycho-socio linguistics, pragmatics, kinesics, discourse, and conversational analysis. Structure level comprises syntax and grammar, morphology, lexical and vocabulary studies, as well as phonology. And speech production refers to phonetics, phonemics, and prosody/intonation studies. In line with the statements above, it can be concluded that speaking is the receptive and productive abilities in comprehending and delivering ideas through oral utterances. So, taking an understanding of 'skill' and of 'speaking', speaking skills can mean as the oral proficiency which includes accent, grammar, vocabulary, fluency and comprehension. English as language in communication contains three dimensions: form, meaning, and use. The forms of the language consists of the visible and audible units: phonemes, graphemes, signs (sign language), grammatical morphemes (inflections and function words), as well as syntactic patterns.

The meaning of the language is the study of semantics which includes words (lexemes), derivational morphemes, multiword lexical strings, and notions (general categories of meaning) dealing with space (location, distance, motion, size) and time (indications of time, duration, sequence). The use of language is the study of pragmatics, not the meaning encoded in language, but what people mean by the language they use. The units of this dimension are social functions (speech acts such as promising, inviting, etc.) and discourse patterns (such as those that contribute to the cohesion of texts).

McCarthy further states four key descriptive areas of English as spoken language: structural features, interactional features, generic features, and contextual features. The structural features have three fundamental units to all spoken interaction namely transaction, exchange, and adjacency pairs. The interactional features include turn-taking, discourse marking, and information staging. The generic features deal with the involvement of participants in particular language events particularly about genres such as sermons, wedding speeches, jokes, lectures, service encounters, and stories. The contextual features are a separate set of concerns which emerge from the way speakers encode the language based on contexts, relations, etc.

Beside the above notions, English may mean a language that contains knowledge of structure, grammar, pronunciation, and how to use the language. To master English, a learner should have linguistic competence, sociolinguistic competence, and strategic competence. In other words, those who learn English successfully, they should master English usage and use. From the statements above, it can be concluded that English is a foreign language containing language dimension of form, notion, function, and situation/context. In conclusion, English speaking skills, in this research, refer to the proficiency to utter English functions orally that includes accent, vocabulary, grammar, fluency and comprehension.

## b. Instructional Approach

In language learning, an *approach*, according to Anthony, is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic and describes the nature of the subject matter to be taught. It is distinct from method and technique. *Method* refers to an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. Method is procedural. Within one approach, there can be many methods. A *technique* is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

In line with the notion above, Allen & Campbell affirm that an approach is assumptions about a language and language teaching and learning. Linguistic assumption says that language is human, aural-oral, and symbolically meaningful. Any given language has a unique structure which can be discovered as well as usefully and systematically described. Assumptions that relate to language teaching and learning are procedural and comparative. Procedural assumption states that (1) languages are habitual, (2) habits are established by repetition, and (3) languages must be taught through repetition of some sort. Comparative assumption says language teaching/learning is best achieved by comparing the learner's language with the target language in order to isolate those features of the target language which can be predicted to cause trouble for the learner.

Richards & Rogers revised and broadened Anthony's approach model by arguing that an *approach* is the theoretical base of a method which is determined by a design and at last implemented by a procedure. Then, the approach, design and procedure are the elements that establish a method. The approach

contains a theory of the nature of language and language learning. The design covers general and specific objectives of the method, a syllabus model, types of learning and teaching activities, learner roles, teacher roles, and the role of instructional materials. The procedure is the technique and behaviour observed when the method is being used.

Brown states that an approach consists of theoretically well-informed positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings. The approach is different from methodology, method, curriculum/syllabus, and technique. Methodology refers to pedagogical practices in general including theoretical underpinnings and related research. Whatever considerations are involved in how to teach are methodological. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in variety of contexts. Curriculum/syllabus is the designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the need of the designated group of learners in defined context. Technique refers to any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

An instruction is a process or a result of changing behavior through practice, teaching, or experience. Formerly, the meaning of the instruction here just refers to the activities of transferring knowledge. This means that instruction was not closely related to learning including its goal. When the teacher has transferred the knowledge, the purpose and the objectives of the instruction have already been achieved. However, the instruction today is

always connected to the learning itself. In designing the instructional activities, the teacher should learn from the students' learning activities. The learning activities are used as the basis to design an instruction.

The term "instruction" is always interpreted similar to "teaching". Both terms are really different. Instruction is the acquisition of knowledge or skills through experiential learning or teaching, while teaching is an effort to help an individual learn and how to do something, providing knowledge and him understand. Therefore, instruction can be obtained not only from teaching but also from experience. However, the instruction is inseparable from teaching. Instruction, according to Brown, has seven concepts: (1) instruction refers to practice, (2) instruction is a kind of transferring information, (3) instruction is the arrangement of organization, (4) instruction needs wisdom and consciousness, (5) instruction is relatively permanent, (6) instruction refers to practical activity, (7) instruction is behavioural change. Specifically, Pateda defines language instruction as a process of learning a language. Learning is a behavioural change occurs relatively permanent as a result of practice and training. The change internally comes from the individual in the form of performance that can be observed and measured.

Dealing with language instruction, Hamid declares that language instruction is a process of learning a language called 'acquisition'. However acquisition is different from "learning". Acquisition is an unconscious process how to acquire mother tongue, while learning is a conscious process resulting knowledge about language. Based on the above theories, it can be articulated that a language instructional approach particularly English is a process of learning and teaching to apply principles in the form of process and activity that contain a sequence of English learning and teaching interaction that is programmed consciously.

### • Accelerated Learning Approach

In language learning, Moor states that accelerated learning is a multi-sensory learning process that most of which resembles how we learn the first language. Language is presented conformed to the learning styles in a relaxed but fully attentive environment. In the user's point of view, the characteristics of accelerated learning is to comprehend a language on the basic level acquired with a high speed, the learning process is not difficult, whatever success achieved on the basic level should be consistent along the learning process, whatever learned could be instantly used, and accelerated learning encourages learners to think in the target language. This enables learners to make a conversation better rather than learning by using conventional method.

Pestalozzi argues that accelerated learning is a creative communicative language teaching with the supplement of music, relaxation, and suggestion. This is a whole approach in teaching that provides positive effects on the students' psychological atmosphere. Through this process, it can help to create effective learning. In other words, accelerated learning is more economical communicative teaching in utilizing time. In the elaboration stage, the accelerated learning is almost the same as communicative teaching. However, accelerated learning is more implicit in presentation. Therefore, there are three fundamental principles of accelerated learning, namely (1) learning is indicated by a joy and without any stress, (2) learning occurs on the conscious and unconscious levels, (3) Learners' potentials can be tapped through suggestion.

Accelerated learning is a language learning that involves left brain and right brain. Language is perceived through conscious and unconscious thinking. In order to stimulate these two kinds of thinking, language is presented through story that the learners are able to retain the lesson more in context. Emotion is involved in understanding language through the use of

music. In foreign language learning, accelerated learning is a systematic approach to teach a whole person, containing foreign language core elements used by learners collaboratively that enable them to learn faster, more effective, and more enjoyable. An effective accelerated learning program involves new findings on multiple-intelligences, learning styles, neuroscience, and cognitive psychology. To create this atmosphere, accelerated learning applies relaxation, visual arts, and music.

Foreign language accelerated learning is a unique way to learn a foreign language by applying teaching based on whole learning theory to maximize any individual learning style. This approach can optimize the individual natural learning ability. The learner will be able to master the language more from a relaxed and enjoyable learning environment in order to encourage the learner to communicate and to interact. Accelerated learning is based on the language theory, the language learning theory, the brain theory, the learning theory, the multiple intelligences theory and inspired by the original language training methodologies of suggestopedia. Theory of language that bases this accelerated learning is the language theory as communication. This means that language is learned to develop what Hymes (1972) calls it as "communicative competence". The theory of communicative competence says that language learning is organized based on the communicative functions needed by a language learner and emphasizes the way in which a certain grammatical form used to express those functions accurately.

The communicative competence does not only include the grammatical competence (knowledge of explicit and implicit grammatical rules) but also sociolinguistic or contextual competence (knowledge of language use) and strategic competence. The language learning theory that provides the basis for the accelerated learning is second language acquisition theory stated by Savignon (1983)

that language acquisition is determined by linguistic, social, cognitive, and individual roles. The foreign language accelerated learning is also inspired by Krashen's theory of second language acquisition which is called "acquisition and learning theory". According to this theory, acquisition is an unconscious process similar to the process in acquiring the first language, while learning is conscious knowledge or knowledge of the language. The acquisition and learning theory is strengthened by Krashen's another theory which is called "affective filter hypothesis". It says that language will be acquired when comprehensible input is received in a low anxiety situation.

Beside that, there are three principles of language learning theory that bases the accelerated learning: communicative principle (activities involved in real communication can create learning), task principle (activities in which language used to do meaningful task enables to create learning), and meaningful principle (meaningful language for the learner will support learning process). The brain theory that bases the accelerated learning is the triune brain theory. This theory is stated by Paul MacLean (1990) as a researcher of National Institute of Mental Health. The theory says that human brain consists of three layers: reptilian system, mammalian or limbic system, and neocortex. The three systems are in unity. This means that neocortex as the learning brain or cerebral cortex will be optimal and effective when the reptilian and the limbic systems are stimulated so that it functions actively in learning.

The accelerated learning is also based on the learning theory describing that learning is a process of involving conscious and unconscious thought. When learning, conscious and unconscious suggestions are needed. Consciously, suggestion is done by involving learners to listen their teacher, and unconsciously, suggestion is done by realizing learners' thought about peripheral things,

conscience, teacher's tone, and sound in the room. Besides, the teacher should create positive situations, and enjoyable, safe and joyful learning environment. The multiple intelligences theory also bases the accelerated learning. The theory is proposed by Howard Gardner, a professor in education from Harvard University. It says that learning not only involves intelligence quotient but also various intelligences since human beings has multiple intelligences such as linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, body-kinesthetic intelligence, interpersonal/ social intelligence, intrapersonal intelligence, and naturalistic intelligence.

The accelerated learning is also inspired by suggestopedia original language training methodology initiated by a Bulgarian psychotherapist and physician Georgi Lozanov in the early 1960s. This methodology has at least eight basic elements : (1) Learning environment should be enjoyable, (2) Using appropriate and effective music to enhance learning, (3) Using peripherals, (4) Teachers should establish credibility to their students, (5) Creating positive atmosphere in learning, (6) Using arts and drama, (7) Using active and passive concert, and (8) Three phases of teaching procedure: preparation (preparing learner to learn), active (providing learning experience), and passive (reflection and remedy). Based on the above theories, accelerated learning, therefore, has seven foundation principles : (1) learning involves the whole mind and body, (2) learning is creation, not consumption, (3) collaboration aids learning, (4) learning takes place on many levels simultaneously, (5) learning comes from doing the work itself with feedback, (6) positive emotion greatly improve learning, and (7) the image brain absorbs information instantly and automatically.

From the above notion, it can be concluded that accelerated learning is a communicative language learning approach that integrates brain, emotion, and body to activate

conscious and unconscious thought by using relaxation, music and suggestion.

- Traditional Learning Approach

Traditional learning approach is a learning that is controlled, structured, standardized, mechanized, and exclusively verbal. *Controlled* means that all learning activities are firmly monitored by the teacher from the beginning until the end. The learning process is arranged and follows the steps determined by the teacher. *Structured* is that learning follows a certain pattern already designed in such a way. *Standardized* means that the learning is homogeneous for all students and without paying much attention to the students' heterogeneity. *Mechanized and verbal* mean that learning fixed behavior repeatedly and tend to train skills in the form of words.

Rose & Nicholl state that traditional learning approach is a learning which does not emphasize happiness and joy. The learning goes on not like what happens in the period of the children life which does not differentiate learning from playing. Learning and playing are regarded as isolated activities. Learning is assumed as the preparation to work, not working. Therefore, the learning activities are created in a silent, orderly, and fully stirred by the teacher. Dryden & Vos view that traditional learning is an approach that involves certain intelligences which focus on applying linguistic intelligence and logical-mathematical intelligence. Linguistic intelligence is the ability to read, write, and communicate with words. Logical-mathematical intelligence means the ability to reason and calculate, to think things through in a logical, systematic manner.

In language learning, traditional learning is an approach which is based on the structural view of language in which a language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to the mastery of elements of this system which are generally defined in terms of phonological units such as phonemes; grammatical units like clauses, phrases, and

sentences; grammatical operation such as adding, shifting, joining, or transforming elements; and lexical items such as function words and structure words.

Specifically, Long describes some characteristics of traditional learning approach for speaking skills: (1) inputs: focusing on formal language aspect and less attention to interactional process of conversation including collaborative interaction of conversation aspect, meaning negotiation, conversational message, and giving inputs by the teacher, (2) treatment and error feedback: error corrected by the teacher during training and less attention to paralinguistics, (3) teacher's role: teacher is the only one source of inputs and feedback, often dominates participants in practice, provides sample of the teacher's stimulus followed by the learner's response, and then followed by the teacher's evaluation towards the learner's response.

Traditional learning approach is based on the language theory and the learning theory. The theory of language which bases this approach is structural linguistic theory, a view that language is a system of structurally related elements for coding meaning. Structural language theory is constructed from traditional grammar. This grammar is related to the study of language philosophically and mentally to the grammar. The grammar was considered a branch of logic and the grammatical categories of Indo-European languages were thought to represent ideal categories in languages. The reaction against traditional grammar was prompted by the movement toward positivism and empirism which were supported by the writing of Darwin's *Origin of the Species*.

The term "structural" refers to the following three characteristics: (1) Elements in a language were thought of being linearly produced in a rule-governed (structured) way, (2) Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.), (3) Linguistic levels were thought of as systems



within systems—that is, as being pyramidal structured; phonemic systems led to morphemic systems, and these in turn led to the higher-level systems of phrases, clauses, and sentences. A language learning theory that bases the traditional learning approach is behaviorism. To the behaviorist, the human being is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent upon three crucial elements in learning: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement which serves to mark the response as being appropriate or inappropriate and encourages the repetition or suppression of the response in the future.

This theory reflects its view that it needs mechanization in learning in which learning is what the individual does, how the individual gives stimulus and not what the individual thinks. In the stimulus-response theory, there are principles emphasized among others: activity, repetition, generalization, discrimination, and reinforcement. Activity means that learning will be better when the teacher is active (learning by doing). Repetition, generalization, and discrimination mean that if the learning conforms to the broader stimulus, it has an implication that constant drill and several contextual drills are needed so that the learning is effective. Skill cannot be acquired without enough practice. Reinforcement activates intrinsic and extrinsic behaviors continuously. The proponents of this theory are Pavlov, Watson, Thorndike, Hull, and Skinner. Based on the above notions, it can be concluded that the traditional learning approach is an instructional approach that emphasizes the language structural mastery and verbal ability as well as focuses on intellectual intelligence in the teaching-learning processes.

## 2. Learning Styles

Learning style is a way of a learner to begin concentrating, processing and retaining new and difficult information. This definition is established from five fundamental elements namely biological and experiential

characteristics, information retaining process, perceptual and modality strength, information processing, and individual tendency in learning. According to Yellin & Blake, a learning style is unique and a behavior preferred by an individual to approach a learning situation. The way of individual learning is influenced by some factors among others: environment, emotion, sociological need, physical characteristics, and psychological tendency.

Reid claims that a learning style as an internal factor that is not always understood or realized by the learner to receive and comprehend the new information. This means that a learning style as related to the way an individual likes. It has already become a habit. The individual naturally absorbs, processes, and masters new information and skills. In this case, the learning style internally comes from the individual. It is different from learning strategy which is externally out of the individual. It is used consciously and functions as a learning skill.

Skehan affirms that learning style is a characteristic manner in which an individual chooses to approach a learning task. This style perspective contains two differences which render it more attractive. First, it implies that there may be some degree of disposition, so that the style someone adopts may partly reflect personal preference rather than innate endowment. In such a case, the "fixedness" is associated with attitude would not apply. Second, there is a possibility that with style, even though there may be a continuum of some sort either more or less of an attribute being processed, all advantages may not accrue to only one end of continuum. In more detail, Brown describes a learning style as cognitive, affective, physiological characteristics, as a relative permanent indicator about how a learner perceives, interacts, and responds the learning environment. It mediates between emotion and cognition.

Therefore, the learning style is different from cognitive style which refers to the way we learn things in general and the way we attack

the problem seem to hinge on a rather amorphous link between personality and cognition. When cognitive styles are specifically related to an educational context where affective and physiological factors are intermingled, it is called 'learning style'. In line with the above notions, it can be stated that learning style is the way an individual receives, thinks, solves problems, and retains daily learning.

#### a. Visual Learning Style

Visual learning style is a way of learning which tends to use eyes. The visual process begins from eyes which capture light and generate messages about that light. Then, through the visual pathways which transmit those messages from the eyes to visual center of the brain which interpret the messages in various ways. The visual brain is more efficient to process information holistically, integratively, and emotionally. Therefore, this visual brain has the following characteristics: intuitive, preferring to see other people to do something, preferring to sequence in presenting the information carefully, preferring to jot down what the teacher says, and during learning, the learner is silent and rarely interfered with noise.

According to Yellin & Blake, visual learning style is a style of learning that tends to think globally, to guess intuitively, to use movement, and to prefer to learn in formal settings. A learner having this style has the following characteristics: the learner learns better when the material is presented in a format that can be seen on the board, maps, or graphs, transparency, and through several books. Rose and Nicholl define visual learning style as learning by seeing something. So, visual learners prefer seeing pictures or diagram, preferring learning through exhibition, simulation, and watching video.

DePorter & Hemacki claim that visual learning style is a way of learning by seeing. Learner with this style of learning has the

following characteristics: tidy and orderly, speaking fast, a good long-term planner, noticing performance in dressing and presentation, good speller, remember better what to see rather than to hear. Dunn, et. al. argue that visual learning style is a style of learning in which a learner prefers to learn by seeing. The characteristics of this style are : preferring to keep silent, preferring bright light, preferring formal design, able to learn continuously, does not like to be bothered when learning.

In conclusion, a visual learning style is a way the students receive, think, solve problems, and retain information in their daily learning based on how the visual brain works. This brain works globally, emotionally, and intuitively indicated by : (1) preferring reading to watching, (2) preferring using pictures/patterns when giving and receiving explanation, (3) preferring to learn independently, (4) global-oriented thinking, (5) a tendency to speak faster, (6) connecting to other people through eye contact and facial expression, (7) possessing good visual memory, (8) responding better when seeing, (9) diligent to learn, and (10) preferring sequencing in presenting information carefully.

#### b. Auditory Learning Style

Auditory learning style is style of learning that tends to use the sense of hearing. The characteristics of this learning are : preferring learning by ears, tending to ignore what the teacher does or jots down, relying on the ability to hear and to remember, during learning the learner is talking too much and easy to be bothered by noise.

DePorter & Hemacki see auditory learning style as a way to learn by ears. The characteristics of this learning are: talking alone when working, easy to be bothered by noise, moving the lips and pronouncing words when reading, preferring reading loudly and listening, enabling to repeat and imitate tone, rhythm, sound colour, often difficult to write, better to tell a story, speaking with a patterned rhythm, usually as a fluent speaker, preferring

music to arts, learning by listening and remembering what has been discussed rather than what has been seen, good at spelling loudly rather than writing, preferring oral chatting rather than reading comics.

According to Dunn, et. al. auditory learning style is a way of learning in which the learner is able to remember almost three-fourth of what is heard during a normal class by listening for 40-50 minutes. They also mention auditory learning style characteristics: preferring sound, preferring not so bright light, preferring informal design, not continuously learns, preferring receiving when learning, preferring learning with peers.

Rose & Nicholl view auditory learning style as a way to learn through hearing. This learning has some characteristics: preferring to listen, easy to remember the name of a person, preferring using verbal words when giving and receiving explanation, way of dressing: label is important, expressing emotion verbally, using words or expression as if they were correct, listening what you say, creative activities such as singing, telling a story, playing music, making funny story, debating, philosophizing, detail-oriented, speaking in a normal speed, connecting people through open dialogue and discussion, when keeping silent the learner likes to talk to himself, doing business through telephone, easy to remember, memorizing words and expression that have ever been expressed, and responding better when listening to the information rather than reading it.

Then, it can be concluded that auditory learning style is a way the students receive, think, solve problems, and retain information in their daily learning based on how the auditory brain works. This brain works verbally, analytically, and sequentially, linearly that is indicated by : (1) preferring listening, (2) preferring using verbal words when giving and receiving explanation, (3) preferring to learn with friends, (4) detail-oriented thinking, (5) a tendency to speak slower, (6) connecting to other people through open dialogue and

discussion, (7) tending to remember better and memorizing words and expression that has ever been expressed, (8) responding better when hearing rather than reading, (9) not diligent to learn, and (10) not preferring sequencing in presenting information carefully.

So, in this research, learning style means a way the students receive, think, solve problems, and retain information in their daily learning based on how the visual brain works in which it works globally, emotionally, intuitively and on how the auditory brain works in which they works verbally, analytically, and sequentially, linearly that is indicated by : (1) preferring reading/being read, (2) giving and receiving explanation, (3) preferring to learn independently or with friends, (4) thinking orientation, (5) speaking speed, (6) the way of connecting to other people, (7) the way of retaining information, (8) the way of responding, (9) diligent or not diligent to learn, and (10) preferring or not in sequencing information presentation carefully.

### 3. Research Methodology

This research method was an experiment by using factorial design 2 x 2. The research was conducted at Departement of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta starting from March 23, 2004 and ending on July 13, 2004. The population of this research was all students of the second semester of Departement of English Education in the 2003-2004 academic year with the sampling frame consisting of 3 classes or 141 students. The sample was 74 students divided into two groups namely 37 students for the experimental group and 37 students for the control group, selected by using *multistage cluster random sampling*. The research instruments are the English speaking test and the learning style questionnaire. The data of this research was analyzed by using two way of ANOVA and continued by using Dunnett t test.

### 4. Research Findings

#### a. The Effect of Instructional Approaches on English Speaking Skills

The English speaking skills of the students who learned by the accelerated learning approach and those who learned by traditional approach has resulted  $F_o = 4.36$  higher than  $F_t = 4.02$  on the significant level of  $\alpha = 0.05$ . Therefore, the nil hypothesis is rejected and the research hypothesis is accepted. This means that on the significance level of  $\alpha = 0.05$ , there is a significant difference on the English speaking skills of the students who learned by the accelerated learning approach and those who learned by traditional approach. Then, the hypothesis stating that English speaking skills of the students who learn by the accelerated learning approach higher than those who learned by traditional approach is empirically tested.

#### b. The effect of Accelerated Learning Approach and Traditional Approach for Students who have Visual Learning Style on English Speaking Skills

The result of Dunnett t test proves that  $t_{observed} = 3.27$  is higher than  $t_{table} = 1.67$  on the significant level of  $\alpha = 0.05$ . Therefore, the nil hypothesis is rejected and the research hypothesis is accepted. This means that there is a significant difference on the English speaking skills of the students who have visual learning style between those who learned by the accelerated learning approach and those who learned by traditional approach. Then, the hypothesis stating that English speaking skills of the students who have visual learning style learn by the accelerated learning approach higher than those who learn by traditional approach is empirically tested.

#### c. The Effect of Accelerated Learning Approach and Traditional Approach for Students who have Auditory Learning Style on English Speaking Skills

The result of Dunnett t test proves that  $t_{observed} = -0.31$  is smaller than  $t_{table} = 1.67$  on the significant level of  $\alpha = 0.05$ . Therefore, the nil

hypothesis is accepted and the research hypothesis is rejected. This means that there is no significant difference on the English speaking skills of the students who have auditory learning style between those who learned by the accelerated learning approach and those who learned by traditional approach. Then, the hypothesis stating that the English speaking skills of the students who have visual learning style learning by the accelerated learning approach are lower than those who learn by traditional approach is not empirically tested.

#### d. The Effect of Interaction between Instructional Approaches and Learning Styles on English Speaking Skills

The result of an effect of interaction between the instructional approaches and the learning styles on the English speaking skills shows that  $F_o = 6.41$  higher than  $F_t = 4.02$  on the significant level of  $\alpha = 0.05$ . It means that there is an effect of interaction between the instructional approaches and the learning styles on the English speaking skills. Therefore, the hypothesis stating that there is an effect of interaction between the instructional approaches and the learning styles on the English speaking skills is empirically tested. The interaction effect can be shown in the following figure :

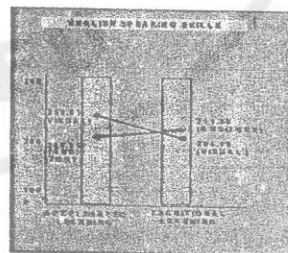


Figure 1. The effect of interaction between the instructional approaches and the learning styles on the English speaking skills

#### 4. Conclusion

In line with the research findings above, this research concludes that the English

speaking skills of students are affected by the instructional approaches depending on their learning styles. This means that for students who have visual learning style, the accelerated learning approach is more suitable to improve the English speaking skills of students than the traditional approach. But, for students who have auditory learning style, the accelerated learning approach is also helpful to increase the English speaking skills of students rather than the traditional approach.

## 5. Implication

In line with the conclusion above, the research findings give the following implications:

### a. Applying Accelerated Learning Approach to Increase English Speaking Skills

An effort to apply the accelerated learning approach should be systematically undertaken to improve the English speaking skills. Some suggestions to relax the students include giving respiratory and relaxation exercises accompanied by prayer, active and passive music in the beginning of the learning and teaching process. Some other strategies are making small groups to practice a dialogue, using drama, utilizing games, as well as using attractive and funny pictures to comprehend the learning materials.

### b. Identifying Visual Learning Style to Increase English Speaking Skills

To improve the English speaking skills, we should identify the visual learning style in learning and teaching process by systematically undertaking the following efforts :

Firstly, giving an understanding to the lecturers about the characteristics of visual learning style in which it is based on how the visual brain works. The characteristics of visual brain are thinking wholly, integratively, emotionally, intuitively, and easy to interpret movements and other nonlinguistic functions. To meet this need, the lecturers should follow training, seminar or workshop about learning styles. Secondly, before giving a lecture, the lecturers should identify the students' learning

styles and their interests by distributing learning style questionnaire or giving some questions that can describe the learning styles and willingness of most students in order to optimize their learning outcome.

### c. Identifying Auditory Learning Style to Increase English Speaking Skills

To increase the English speaking skills, we should identify the visual learning style in learning and teaching process by undertaking systematically the following efforts: Firstly, giving an understanding to the lecturers about the characteristics of auditory learning style in which it is based on how the auditory brain works. The characteristics of auditory brain are thinking analytically, verbally, linearly, and in detail. To optimize the auditory brain function, this auditory learning style also needs visual inputs especially to interpret discourse and metaphorical or humorous language.

To meet this need, the lecturers should study the brain function in learning through discussions, seminars, workshops. Secondly, making learning style instrument to identify students' learning styles, interests, and needs in order that the learning and teaching process is more attractive and successful. To do this, it is needed to make a team to design the learning style instrument and to conduct a try-out to the instrument to judge its validity and reliability.

Applying Instructional Approaches and Identifying Learning Styles to Increase English Speaking Skills. To improve the English speaking skills, we should make an effort to apply the instructional approaches and identify the learning styles in learning and teaching process. This means that the English speaking skills can be optimally acquired when the application of an instructional approach is adapted to the students' learning styles. To do this, the lecturers should understand how the English speaking skills work, select an appropriate approach, identify the students' learning styles, and meet the students' interest and need. In this case, the lecturers should study the English speaking skills, several

instructional approaches, and the students' characteristics through seminar, workshop, training or doing a research.

### C. Suggestions

In line with the research findings and the implication above, the writer suggests : First, the students learn the English speaking skills by using approaches that involve brain, emotion, and body integratively in order to activate the students' multiple intelligences to master the English speaking skills. Moreover, the students should realize their own learning style to better comprehend the learning materials. Second, the lecturers apply the accelerated learning approach particularly in teaching the English speaking skills because this approach is able to respond the students' learning styles and the visual and auditory parts of their brains. By adapting the accelerated learning approach to the students' learning styles and optimizing their visual and auditory preferences, the English speaking skills will increase since speaking skills need both the visual and auditory parts of the brain to process the nonlinguistic functions.

Third, the university is suggested to make a team in applying the accelerated learning approach and other approaches that can create whole brain learning : learning to know, learning to do, learning to live together, and learning to-be. By creating those kinds of learning, a university can be an international university and its alumni will be enabled to compete in the global era. Fourth, the decision-makers in education are suggested to make a policy by focusing on the classroom learning process. This means that the learning process in the class should be accelerative, not only the program is accelerative while the teachers in the classroom as the main actor cannot run the program successfully.

Fifth, to make this research more complete, it is suggested to other researchers to continue this research by conducting a research about several up to date approaches and several learning styles particularly in mastering

the English speaking skills or with other various dependent variables.

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## KATA PENGANTAR

Jurnal Teknologi Pendidikan edisi ke 4 kali ini memuat beberapa tulisan. Pembahasan dimulai dengan hasil penelitian **Didik Santoso** tentang Keterampilan Berbicara Bahasa Inggris, Pendekatan Pembelajaran (Pembelajaran Akseleratif & Tradisional), dan gaya belajar. Tujuan penelitian ini adalah untuk mengetahui pengaruh pendekatan pembelajaran dan gaya belajar terhadap keterampilan berbicara bahasa Inggris. Penelitian tersebut dilaksanakan di Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta dengan menggunakan metode eksperimen desain faktorial  $2 \times 2$ .

**R. Mursid** melakukan Penelitian Model Pembelajaran, Kemitraan, Berbasis Kompetensi, Vocational Skill, Berorientasi Produksi. Model pembelajaran berbasis kompetensi melalui *vocational skill* berorientasi produksi, merupakan orientasi baru dalam pendidikan pada pembelajaran yang menjadikan lembaga pendidikan sebagai lembaga kecakapan hidup, yang bertujuan mencapai kompetensi, dengan proses pembelajaran yang autentik dan kontekstual yang dapat menghasilkan produk bernilai yang bermakna bagi mahasiswa, dan memberi layanan pendidikan berbasis luas. Prinsip pembelajaran dilakukan melalui perencanaan, pelaksanaan dan evaluasi.

Kajian **Sahat Siagian** tentang Perencanaan, Evaluasi, Pembelajaran, Aneka Sumber Belajar. Perencanaan pembelajaran aneka sumber perlu dilakukan disebabkan: (1) dengan belajar berbasis aneka sumber, pembelajar dapat melakukan kegiatan belajar sesuai dengan gaya belajar yang dimilikinya, misalnya dengan jalan mendengarkan rekaman audio, siaran radio, dan melihat TV, video dan computer assisted instruction (CIA), dan lain-lain

Dengan demikian persepsi bukanlah suatu proses yang berdiri sendiri, akan tetapi merupakan hal yang kompleks dan berinteraksi. Kajian **Keysar Panjaitan** menawarkan Sistem Komunikasi Massa dalam Pendidikan Implementasinya dalam Pendidikan/KBM. **Juaksa Manurung** menawarkan Desain Ruang Belajar Aneka Sumber yang Bermakna. Kemampuan Pribadi dan Peningkatan Motivasi berprestasi ditawarkan oleh **Yasaratada Wau**. Kemudian ditambah dengan 2 tulisan yang masing-masing mengkaji tentang Penerapan Teknologi Media Pendidikan dalam Proses Pembelajaran oleh **Dwi Diar Estellita**, dan Pengaruh Strategi Pembelajaran dan Kemampuan Berfikir Kritis oleh **Mely Novasari Harahap**

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