

**TEACHING SPEAKING FOR STUDENTS WITH KINESTHETIC  
LEARNING STYLE AT THAMAVITYA MULNITI SCHOOL, YALA,  
SOUTHERN THAILAND**



**THESIS**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

According to Richard Jhonston (2019:13) the term of Language Policy is used to indicate that English language is needed to be embedded among other languages in a country's overall approach. While it is true that Languages Policy becomes paramount thing at many levels of society. Copland *et al.*, (2019:17) defines that a key policy consideration was created to help teachers with first languages other than English to develop the competence and the self-confidence to view themselves positively and to be just as good teachers of English Young Learners (EYL) as some but not all native speakers of English can be.

According to Willy A. Renandya *et al.*, (2016:16) the ancient Greek philosopher stated "To know is to know that you know nothing, that is the meaning of true knowledge". This means that language teachers, as do all teachers have a great deal to learn from and with their students. Aspects of learning for language teachers include language, content, and pedagogy. Additionally, the role of teachers in teaching is very important. They become one of aspects in teaching and learning activity. Furthermore, the manners of how to teach will influence students comprehension in learning.

According to Alan Pritchard (2009:1) learning is something that we all should understand and in which we all have to participate in. Learning is needed to be conducted as process to know all the things that have happened towards people. This has become a long process of people life and spent very long time depending on each individual case. Based on Jeremy Harmer (2009:84) adult learners are different from young children and teenagers, they have clearer understanding of why they are learning and what they want to get out of it. Adult learners tend to have critical thinking better than ychildren and teenagers. Furthermore, they also have more experiences in learning. This makes them have their own expectations in learning.

There are several stages that students should learn as the basics of English. They are listening, speaking, reading, and writing. These four stages play important role for English learning. Hence, students should understand every part of these stages. One of

the basics English is speaking. Speaking is an ability to produce the sound or give information to other people. Commonly, people think that speaking is the most difficult aspect in English. Most people state that comprehending what people say is much easier than revealing what they have listened or read. This is caused by the lack of opportunity to speak English. English learners may think that the ability to speak is the tool to measure the students' comprehension about language. In communicative learning, teacher helps students to develop their comprehension about speaking by practice in order to create students with good communication. The purpose of teaching speaking is avoiding misunderstanding in giving information that is caused by different way in giving information. In addition, speaking becomes one of the stages that need an appropriate learning style to make its teaching can be received easily by students. Different learning style will give different perception towards students in reaching the main of learning. Therefore, students should be able to decide which the best learning style that is proper to support their speaking ability.

English has its learning styles that can be used in order to make the learning process runs easily. Learning style means the way people act to understand and comprehend information. Learning style is utilized in education to help people find their own way in learning. It helps both teacher and students in supporting the learning process. Learning style is defined as certain way that a person learns, a mode of learning or best manners in which to think, process information and demonstrate learning (Alan Pritchard, 2009:41). According to Dick Filson *et al.*, (2002:75) every person has his or her learning style, it becomes individual signature. Furthermore, understanding students' learning style is able to help organizing classrooms to respond to their individual needs for quiet or sound, bright or soft illumination, warm or cool room temperatures, setting arrangements, mobility, or grouping preferences. Learning styles have several kinds following to the need in each stage of basics English.

Based on human research named Neuro-Linguistic Programming (NLP) mentioned that there are three different kinds of learning styles, they are auditory learning, visual learning, and kinesthetic learning. However, Fleming (2000) has developed the description of learning styles, those are visual learning, auditory learning, reading learning, and kinesthetic learning. Those learning styles have been observed to help students in learning English. Teachers may decide what aspect that is related to the material. Furthermore, they should also consider to the characteristics of students.

However, hyperactive students tend to become kinesthetic learners. According to Abbas P.G (2012:106) states that kinesthetic learners are best learners and active “hand-on” approach. These learners are favoured interaction with the physical world. Commonly, kinesthetic learners have difficulty in staying on target and probably become unfocused effortlessly. Kinesthetic learners are prefer to learn by doing. Therefore, learning style that is appropriate to be utilized is kinesthetic learning. This is one of learning styles that prefer to body movement of the learners. It helps students to build their ability to learn specially in speaking. Kinesthetic learning happens in students when they are taking out more physical activities rather than listening to a lecture or watching demonstration. They prefer to conduct their work by utilizing their body movement.

English at Thamavitya Mulniti School becomes one of important subject in academic class. This is programmed very well in this school. The teachers are also well-selected. They are guaranteed as teachers with good competencies. It has arround 25 English teachers that are available in Thamavitya Mulniti School. Every teacher teaches different level started from level 1 until 6. English is not only taught in productive classes of Thamavitya Mulniti School. However, it also has the additional programs that are purposed to develop students’ English ability. Students can choose the English program freely. Furthermore, English department in this school also have an internal program, that is English camp. This is specialized for students who are interesting in joining English program and becoming part of English Department.

Most of students at Thamavitya Mulniti School came from three different areas, they are Pattani, Yala, and Narathiwat. Those are areas with the biggest majority of Muslims in Thailand. This school is also believed as the biggest Islamic school in Southern Thailand. This becomes one of the reason for students to choose Thamavitya Mulniti School. However, researcher chose this school to conduct the research because it has many programs for students to develop their English ability. Therefore, it would also created students with a good English comprehension. Students in this school have different learning styles. However students of Mathyom 2, 3, and 4 were having more tendency in kinesthetic learning style. This could be seen from their characteristics during learning activities in the classroom. They preferred to move arround the classroom and make some commotions inside classroom. However, some students in each class have a good speaking ability. This could be known from the way they followed the teaching and learning activities. Some of them actively asked to the teacher when they

have difficulties in learning. They also tried to make communication using English with their teachers outside classroom activities.

## **B. Research Questions**

According to the background above, it can be stated that the research questions of this research are :

1. What are the difficulties that teachers faced in teaching speaking for students with kinesthetic learning style at Thamavitya Mulniti School ?
2. What are the tools and media that teachers used to teach speaking for students with kinesthetic learning style at Thamavitya Mulniti School ?
3. What are the teaching speaking activities that teacher did to teach speaking at Thamavitya Mulniti School ?
4. What are the strategies to teach speaking towards students with kinesthetic learning style ?

## **C. Objectives of the Study**

The objectives of this study were :

1. To describe the difficulties in teaching speaking towards students with kinesthetic learning style at Thamavitya Mulniti School.
2. To explain the proper media and tools to teach speaking towards students with kinesthetic learning style.
3. To describe the teaching speaking activities that teachers did to teach speaking towards students with kinesthetic learning style.
4. To explain the strategies those were properly applied to teach speaking towards students with kinesthetic learning style.

## **D. Significances of the Study**

The result of this study was expected to be utilized theoretically and practically:

1. Theoritically, this study gave a clear view about teaching speaking towards students with kinesthetic learning style. This shew they way teacher taught speaking using proper media and the manners of how students with kinesthetic learning style learned speaking easily.

2. Practically, this study was hoped to be applied in teaching and learning activities. Additionally, this also could guide the teaching learning process to be more effective. These were some advantages of this study:

- a. English teachers

Result of this study was expected to give creative media and proper strategies in teaching speaking for students with kinesthetic learning style. In addition, teachers could build their creativity by preparing the proper media to teach speaking for students with kinesthetic learning style.

- b. Students

Result of this study was expected to make easier learning for students with kinesthetic learning style especially in learning speaking. Furthermore, this study could improve students' comprehension in learning English speaking.

- c. Researcher

Results of this study were expected to give useful data about teaching speaking for students with kinesthetic learning style. Additionally, this study could help researcher in developing the research about teaching speaking for students with kinesthetic learning style.

## **E. Limitation of the Problem**

Researcher really needed to limit the problem in order to make this study to be more specific. The focus of this study was teaching speaking towards students with kinesthetic learning style at Thamavitya Mulniti School. In this case, students with kinesthetic learning style also called as kinesthetic learners. Kinesthetic learner is type of learners who are used their body movement to conduct their learning. This is different from other type of learners such as auditory and visual learners. They tended to conduct the learning by listening and watching demonstration, which means they use less of body movement. Beside that, this study was also focussed on teaching speaking. Speaking is one of important parts in English. This also demanded how teacher could teach speaking towards students with different characteristics and learning styles. However, students with kinesthetic learning style should have the proper way to learn speaking. Therefore, this research would be more focus on how teacher teach speaking towards students with kinesthetic learning style.

## **F. Definition of Key Terms**



According to the title of this research, these are the definition of the key terms that researcher would like to explain :

### 1. Teaching Speaking

Debbie Cole *et al.*, (2007:7) state that explicit teaching of speaking and listening serves an opportunity to utilize interesting and innovative approaches that learners will enjoy. Teaching speaking means introducing people how to speak in a good manner according to the needs of each person. Every people need to interact with others. The interaction can be in small scale or even in a big scale. They need to understand how to use proper language so that the conversation could run well. Therefore, they have to find the appropriate way to make a good communication with them.

### 2. Kinesthetic learner

According to Alan Pritchard (2009:45) kinesthetic learner prefer to learn by doing. They are good at reminding things and connect feelings or physical experiences with memory. They do not have interest in listening explanation or watching demonstration. This is caused by the lack of attention in visual and auditory sense.

Following the explanation above, researcher try to dig further about teaching speaking for students with kinesthetic learning style. Hopefully, it is able to help kinesthetic learners to be more active in speaking and help them to find the proper way to learn speaking.

## G. Review of Previous Studies

According to several searches from books, journal, and theses have been found the previous studies those are relevant to this research.

First, a journal entitled “*Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching*” was written by Abbas Pourhossein Gilakjani on 2012 which explain about three different learning styles, they are auditory learning, visual learning, and kinesthetic learning.

The result of this research is that there are 15% students are kinesthetic learners. According to the research by Price, Dunn, and Sanders (1980) found that very young children are most kinesthetic learners. Carbo (1983) also states that investigating the

perceptual style of readers, found that good readers prefer to learn through visual and auditory senses, while poor readers have stronger preference for tactile and kinesthetic learning.

Second, a thesis entitled “ *Using movement and kinesthetic learning to teach academics in fourth grade classroom*” was written by Elise Fulginiti on 2009 that explain about movement and kinesthetic learning can be implemented academically in a fourth grade elementary classroom.

The result of this research is that movement and kinesthetic learning can help to enhance the classroom curriculum if used in an effective and academic manner. Without a clear behavior management plan and well-rehearsed transitional cues, a classroom full of young students moving around the room can become chaotic and counterproductive.

Third, a thesis entitled “ *Kinesthetic Teaching Strategies for Adults in a Lecture Setting* “ was written by Rowan Cheney on 2017 explains that kinesthetic teaching is a beneficial way for adults to learn and retain new information, but is not commonly used by instructors.

The result of this research shows that there is a need for further research in kinesthetic teaching for adults is needed to determine the effectiveness of all the strategies presented. The strategies listed are some idea for instructors to incorporate kinesthetic teaching into their presentations. Using kinesthetic teaching allows for a novel experience that promotes attention and retention of the material being presented. It not only encourages instructors to change their teaching style but also empowers learners to take control of their own learning as well.

## **H. Graduating Paper Outline**

In order to give the detail discussion, it is needed to provide an arrangement of this research. These are the things that will be discussed in this research :

Chapter I provides the description about an introduction that consist of eight sub chapters. Those are background of the study, research question, objectives of the study, significances of the study, limitation of the problem, definition of key terms, review of previous studies, and graduating paper outline.



Chapter II provides theories about Teaching Speaking for Students with Kinesthetic Learning Style at Thamavitya Mulniti School, Yala, Southern Thailand that is divided into two sub-chapters, those are speaking, teaching speaking, kinesthetic learning, kinesthetic learners, and teaching speaking for students with kinesthetic learning style.

Chapter III provides the research methodology that is divided into six sub-chapters, those are types of research, research location, data sources, data collection techniques, and data analysis techniques.

Chapter IV provides result of the research that is divided into three sub-chapters, they are Thamavitya Mulniti School, presentation of data research, and research data analysis. The general description involves historical overview of Thamavitya Mulniti School, geographical location, vision and mission, organizational structure, teachers and staffs of the school, classification of classes, the difficulties in teaching speaking for students with kinesthetic learning style, the tools and media to teach speaking for students with kinesthetic learning style, the teaching speaking activities for students with kinesthetic learning style, strategies to teach speaking for students with kinesthetic learning style, analysis of the difficulties in teaching speaking for students with kinesthetic learning style, analysis of the tools and media to teach speaking for students with kinesthetic learning style, analysis of the teaching speaking activities for students with kinesthetic learning style, analysis of strategies to teach speaking for students with kinesthetic learning style.

Chapter V provides conclusion, suggestions, and closing remark.

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## CHAPTER V

### CLOSING

#### A. Conclusion

This research was conducted at Thamavitya Mulniti School, Yala, Southern Thailand. This school is well known as the biggest Islamic School in Southern Thailand. English Teaching in this school has been programmed well. The activities of English teaching was made enjoyably and effectively. In this research, the researcher focused on how English teachers taught speaking for students with kinesthetic learning style. It has been done the observation towards the teaching and learning speaking activities.

This research used qualitative approach, which means that the purpose was to place the problems that required deeply the context of time and situation in question following the condition in the field. The techniques that were used to collect the data were observation, interview, and documentation. Furthermore, researcher analyzed the data using three data collection techniques, they were data reduction, presentation of data, and verification.

The result of this research were divided into four parts. *First*, the difficulties in teaching speaking for students with kinesthetic learning style. It was found that there were some difficulties included different level of comprehension, lack of attention in listening and watching demonstration of teacher, lack of vocabularies, less confidence, influence of mother tongue, and crowded class. *Second*, the tools and media those were used in teaching speaking for students with kinesthetic learning style included the used of whiteboard, microphone, and flash card. *Third*, the teaching speaking activities for students with kinesthetic learning style included pre-teaching, during teaching, and post-teaching. *Fourth*, the teaching speaking strategies for students with kinesthetic learning style included classroom seating arrangement, cooking class, dialogue journal, discussion, and gallery presentation. Those were result of the research that was conducted by researcher at Thamavitya Mulniti School, Yala, Southern Thailand.

## **B. Suggestion**

Teaching and learning speaking activities that are conducted in Thamavitya Mulniti School has been effective for students. They can follow the teaching and learning activities enthusiastically. However, there are some cases that need to be evaluated including how to manage the classroom which most consisted of students with kinesthetic leaning style. They tend to have less attention in monotonous teaching. This is needed to be evaluated in order to give the better teaching towards students.

## **C. Closing Remark**

All praises be to Allah, God of this universe who has guided the writer to conduct this research successfully. Many thanks are also given to all people who have supported the writer to complete this thesis entitled Teaching Speaking for Students with “Kinesthetic Learning Style at Thamavitya Mulniti School, Yala, Southern Thailand”. Hopefully, the result of this research can help many people, especially teacher, students, and other researchers. However, the writer realizes that this thesis is still far from being good or even perfect. Critics and suggestion are kindly accepted in order to make the better research.



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