THE EFFECT OF STUDENTS' SPEAKING LEARNING TECHNIQUES (ROLE PLAY AND GROUP DISCUSSION) AND COGNITIVE STYLES (FIELD INDEPENDENT AND FIELD DEPENDENT) TOWARDS THE STUDENTS’ SPEAKING ABILITY

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Abstract: the method that is used in this research is the true experimental study. The researcher does four steps in this research, at the first point, the researcher classifies the students’ cognitive styles by giving them a questionnaire. After that, she investigates the students’ speaking ability before they are given the treatment, pre test is used. Next, the students are treated using speaking techniques role play and group discussion. Finally, they are given another test, that is post test. This research is aimed to find out which technique is appropriate given to students whose cognitive style is field independent and which one is suitable for students whose cognitive style is field dependent. The significances of this research are, first, to find ways to ease students to master English in form of communication. Secondly, to support theories by proving that students will more easily to understand the lesson if they are taught using appropriate techniques based on their cognitive styles. The finding of this research is that field independent students are better taught using role play technique, while field dependent students are better taught using group discussion.

Keywords: Speaking ability, cognitive styles, speaking learning techniques

Introduction

One of the main reasons for someone to learn English language is to be able to use it in communication. To converse in English is a priority for the second or foreign language learners of English. It means that the success of the learners in learning English can be measured on the basis of whether or not they can use it in a form of communication. has investigated in his research about the importance of communication in a language, mastering the art of speaking is the most important aspect of learning a second or a foreign language, and success is measured in term of the ability to carry out a conversation in the language.

By contrast, there are still some problems found in teaching and learning of speaking skill, In addition, to these problems, students have different kind of cognitive styles. If some activities or techniques used in the classroom do not consider their cognitive styles, it might also cause some problems in learning a language. Regarding to this, Nunan (1989) has revealed in his research that it is very important for teachers to find out the learning styles and techniques which are possessed by the students. It means that the teachers should have the knowledge of the learning process, techniques, and styles.

The differences are assumed as the teaching and learning process because the learners respond differently towards the activities given by the teacher. A teacher should pay more attention to the responses and try to identify and classify the learners’ styles before preparing and presenting the materials and activities in a classroom. This, may help teachers select and provide materials and activities that can fulfil each learner’s learning needs. In relation to this, Davidoff and Berg (1990) in their research found that students will learn better and more quickly if the teaching method, materials, and activities are match to the students’ learning styles. This finding strengthen the theory of this research that activities as well as the materials provided by the teachers need to be based on the students’ needs. Finally, another research by Bergen (1990) resulted in the importance of considering the students’ cognitive styles will construct the students’ thought processes, including remembering problem solving, and decision-making from childhood through adolescent to adulthood.

Based on the issues and problems raised above, the writer conducts this research. Speaking learning techniques discussed in this research are role play and group discussion. The reason for researcher to use both techniques because both of them expose students to communicate one another so that they are expected to be confident to express their ideas. While the cognitive styles used in this research as parts of learning style are field dependence and field independence. This research is done to show that besides preparing teaching materials and activities, teachers need to consider the students’ psychological part so that they can help their students optimally.

Aims of The Research

This research is done to find out:
1. Whether there is a significant difference of speaking ability between the students who are treated using role play and those treated using group discussion;
2. Whether there is a significant difference of speaking ability between field independent students who are treated using role play and those treated using group discussion;
3. Whether there is a significant difference of speaking ability between field dependent students who are treated using role play and those treated using group discussion;
4. Whether there is a significant difference of speaking ability between field independent students who are treated using role play and field dependent students using role play;
5. Whether there is a significant difference of speaking ability between field independent students who are treated using group discussion and field dependent students using group discussion; and
6. Whether there is any correlation between speaking learning techniques and cognitive styles in effecting the students’ speaking ability

Research Methods
This research is quantitative and also is classified as experimental research, using pre test and post test control group design. The purpose of this research is to find out the effect of speaking learning techniques, that is role play and group discussion and cognitive styles that is field dependence and field independence on students’ speaking ability. In this case, the experiment group is a group that is treated using role play and the control group is a group that is treated using group discussion.

Research Findings
1. Students’ speaking ability who were taught using role play is higher than those taught using group discussion (Fcount is 38,574 which is higher than F table which is 4.11). In table 4.1 the result of two way annava shows that the students’ score who were taught role play is $\Sigma$SLT/Role play$= 66.25$. While the students’ score who were taught group discussion is $\Sigma$SLT/Group Discussion is 59.29. Roleplay shows higher score for both group, this might happen because role play offers a lot of activities and fun as Oxford University Press (2000) states, that a variety of experience can be brought into the classroom through role play.
2. Speaking ability of field independent students taught using role play is higher than those taught using group discussion (Q count is $Q > 4.2$). The score of the field independent students taught using role play shown in two way annava table is 56.42, and those taught using group discussion is 60.33. It means that The result of field independent students were better taught using role play. This finding support the theory of Witkin, et.al (1971), the field independent learner does not rely on the learning environment for referents, Field-independent learners have an internal structure that enables them to analyze information and solve problems without outside assistance. This might be because in role play, each student has his or her own part and perform it based on the part. They don’t need to discuss things and rely on the group for completing an activity.
3. Speaking ability of field dependent students who were taught using role play is lower (two way annava table is 56.42) than those taught using group discussion (two way annava table is 60.33), Tukey test (Qcount is lower than Qtable (3.64 < 4.2). It means that field dependent students are better taught using group discussion. This also support the theory of Witkin, et.al.(1971) states that field dependent student responds best to a learning environment that evokes their feelings and experiences. For them learning is a social experience.
4. Speaking ability of field independent students taught using role play is higher (the two way annava table is 76.08) than those whose cognitive style is field dependence (the two way annava table is 56.42). It means that field independent students have better academic score than field dependent students if the technique used in the teaching and learning match to their cognitive style. This condition support the theory that says, field dependent students are less achievement-oriented and competitive than the analytic learner. They have short attention spam and is easily distracted Witkin,et.al(1971)
5. Field independent students’ speaking ability taught using group discussion (two way annava table is 58.25 lower than field dependent students taught using group discussion two way annava table is 60.33, Qcount is lower than Qtable (1.94 < 4.2). This finding really shows that field dependent students are better taught using group discussion, they learn best by socializing, expressing ideas within group, and listening to other’s idea. They can perform well if they are put in informal situation, and they do not have to concentrate themselves. While field independent students learn best independently and solve problems without outside assistance.
6. There is interaction between speaking learning techniques (role play and group discussion) and cognitive styles (field independence and field dependence) in influencing the students’ speaking ability. Fcount 94.220 and F table is 4.11. It means that there is interaction of speaking learning techniques and cognitive styles in influencing the students’ speaking ability. This finding support the theory that proposed by Saracho (1997), cognitive style relates to a person’s psychological and educational attributes and is a part of each individual’s personality. It becomes an important factor in schooling because it influences the performance of students and teachers.
Significance of The Research

The findings of this study are expected to contribute theoretically and practically to the improvement of EFL teaching and learning process, they are as follows:

1. Theoretically

The findings of the research are expected to give beneficial input to support some theories related to cognitive styles, learning techniques, and the teaching of speaking.

2. Practically

This study is expected to be valuable for:

a. The students, to learn effectively using the right techniques based on their cognitive style so that they can enhance their skill in speaking.

b. Teachers, to consider the students’ cognitive styles in order to provide the right teaching materials and activities.

c. Curriculum designers, to design the appropriate curriculum based on the students’ needs.

d. English teachers association (MGMP), to consider the students’ needs related to their cognitive or learning styles so that students of English language can be accommodated effectively to enhance their speaking skill.

Bibliography


