THE INFLUENCE STUDENTS' LEARNING STYLE PREFERNCES TO THEIR SPEAKING ACHIEVEMENT

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Abstract

This study aimed to find out whether or not there was a significant correlation between students' learning style preference and their speaking achievement. The data were collected by distributing questionnaire sheets and testing a speaking achievement test for 55 students. It used correlational study. There were two kinds of variables in this study, predictor and criterion variables. The predictor variable was students' learning style preference (x), and the criterion variable was students' speaking achievement (Y). The sample was divided into two groups; experimental and control group. There were 30 students for experimental group (VIII.6) and 25 students in a control group (VIII. 1). Pearson product moment coefficients correlation and regression analysis were used to find out whether or not there was a significant relationship between students' learning styles preference toward speaking achievement of SMPN 12 Palembang. Only students' learning style in the pre-test of the experimental group was significantly correlated to their speaking achievement. It was also supported by the regression analysis, learning style preference gave 19.4 % contribution to speaking achievement. The speaking test of post-experimental, pre-control, and post-control group was not correlated significantly to learning style preference. And contribution also vice versa. Those three scores from the speaking test did not contribute significantly to learning style preference.

Keywords: students' learning style preference, and speaking achievement

Introduction

English is the language that people should learn because it has a role as an international language. People use English to communicate with other people across the country. In this modern era, English is used in almost every aspect of life, such as business, education, economic, and technology. Therefore, it is widely agreed that English is an important language to be mastered by people in order to help their communication in this global era.

English itself is divided into four skills. They are listening, speaking, reading and writing. The fourth necessary skills are taught in a integrated way. Speaking and writing are the ability to produce, listening, and reading are the ability to comprehend. All of these language skills influence the language ability of the learners. Burns and Joyce (1997) assumed that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. The success in teaching and learning process have to influence in students' learning style, sometimes the students in the class have different learning style preference, so the writers use learning style preferences especially in speaking achievement because students' learning style helps the learners or the students to learn more effectively about knowing and understanding knowledge.

Reid (1984, p 10) described that as the way of the people learn in many different ways. Some people learn primarily with their eyes (visual learners) or with the ears (auditory learners), some people prefer to learn by experience and/or by hands-on task (Kinesthetic or tectile learners), sometimes the learners feel better when they work alone while others prefer to learn in groups. The purpose of providing information about the importance of students' learning styles for teachers or lecturers is to change their teaching styles and strategies and provide a variety of activities to meet the needs of different students' learning styles.

Based on the observation done by the writers at SMPN 12 Palembang, they found that the students felt bored, passive, and shy to open their mouth, transferring their knowledge and idea through oral communication by teachers in teaching speaking. The teachers just asked to the students and the students answered in speaking class every meeting. Besides, the teachers used speaking material which only available in the textbook without giving the most exciting topic to the students. The students were not enthusiast and unmotivated in joining speaking class because of flat learning style.

As facilitators, teachers have to be able to facilitate the learners to learn. One of them is facilitating the learner with appropriate students' learning style so that they can quickly learn. Considering that condition, the researchers propose to change the condition by conducting a research concerns on implementing students' learning style to solve the problems of students' speaking in that school.

Every student have a preferred learning style. Knowing and understanding the learning style helps the learners to learn more effectively. Students' learning styles preference is defined by Reid (1984) as the way of the people learn in many different ways. Some people learn primarily with their eyes (visual learners) or with the ears (auditory learners), some people prefer to learn by experience or by "hands-on" task (kinesthetic or tactile learners), some people learn better when they work alone while others prefer to learn in groups. In order to analyze the influence of the students' learning style preference in teaching speaking, quick test made questionnaire taken from http://lookingahead.heinle.com/filing/l-styles.htm is used to categorize the students' learning style preference. There are 30 questions related to the students' learning styles which were scored based on six characteristics; there are five questions related to the visual category; they are question number 6, 10, 12, 24, and 29. Question 11, 14, 16, 22, and 25 are related to tactile category. Question number 1, 7, 9, 17, and 20 are presented in auditory. Kinesthetic category consists of question number 2, 8, 15, 19, and 26. Question number 3, 4, 5, 21 and 23 are in group category. Finally, individual category consists of question number 13, 18, 27, 28, and 30.

Therefore, the writers were interested in investigating whether or not there was any significant correlation between speaking achievement and students' learning styles to the eighth-grade students of SMPN 12 Palembang.

The Concept Speaking

According to Nunan (2003), speaking is the productive oral skill between two or more person. In the act of speaking, there is usually at least one speaker or sender, a message which is transmitted, and a person for whom this message is intended (the receiver). Chaney (2002) also stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking ability focus on two

things, namely the form and the function of the language (Brown, 2007).

Meanwhile, Brown (2001, p. 269) argued that spoken language was natural to perform, but in some cases, it was difficult, in order that they could carry out the successful speaking, they must have some characteristics of successful speaking activity such as :

1. Students talk a lot. The teaching and learning process should be dominated by the students who are speaking a lot. It might be obvious, but in fact, most of time was taken up with teacher talk or pauses.
2. The motivation was high. Students are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieveing a task objective.
3. The language was of an acceptable level. Students express themselves in utterances that are relevant, easily comprehensible to teach others and of the acceptable level of language accuracy.

Besides, speaking as one aspect of communications is a very vital skill because speaking demands the speakers to have a real-life situation measured to communicate ideas and messages orally (Liao, 2009). The importance of speaking English in communication are:

1. To deliver message easier to understand.
2. To avoid miss-communication when spoken, because in speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. It involves communicative performance and other important elements such as pronunciation, grammar, vocabulary, fluency and comprehension.

Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999; Celce-Murcia, 2001).

The charcteristics of Spoken Language

Brown (2007) described some characteristics of spoken language, which can make vocal performance easy as well as challenging. The descriptions are mentioned as follows:

1. Clustering
   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
2. Redundancy
   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced forms
   Contractions, elisions, reduced vowels are all form particular problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatized them.
4. Performance variables
   One of the advantages of spoken language is that the process of thinking as the speaker speaks allowing him to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate. For example, in English's "thinking time" is not silent, but it inserts certain fillers, such as; *uh, uhm, well,*

you know. One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.

5. Colloquial Language
   Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6. Rate of delivery
   Another salient characteristics of fluency are the rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation
   They are the most important characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey essential messages.
8. Interaction
   Learning to produce waves of language in a vacuum would rob speaking skill of its most abundant component such as the creativity of conversational negotiation.

The Concept of Students' Learning Style Preference

Students' learning style helps the learners or the students to learn more effectively about knowing and understanding. Reid (1984, p 10) described that as the way of the people learn in many different ways. Some people learn primarily with their eyes (visual learners) or with the ears (auditory learners), some people prefer to learn by experience or by hands-on task (Kinesthetic or tactile learners), sometimes the learners feel better when they work alone while others prefer to learn in groups. The purpose of using learning style for teachers or lecturers to change their styles and strategies and provide a variety of activities to meet the needs of different learning styles.

Kinds of Learning Styles Preference

Knowing and understanding the learning style helps the learners to learn more effectively. Students' learning style preference is defined by Reid (1984) as the way of the people learn in many different ways. Some people learn primarily with their eyes (visual learners) or with the ears (auditory learners), the student prefers to learn by experience "hands-on" task (Kinesthetic or tactile learners). Zhenhui (2001) stated all academic classroom, no matter what the subject matter, there will be students with multiple learning styles and students with a variety of major, minor and negligible learning style. An effective means of accommodating these learning styles is for teachers to change their styles and strategies and provide a variety of activities to meet the needs of different learning style.

Reid (1984) classified learning style preference into three characteristic. They are as follows:

1) Major Learning styles Preference
   a) Visual major learning styles preference
      The students learn language well from seeing words in books, on the chalkboard, and in workbooks.
   b) Auditory major learning style preference
      In this category, the students learn from hearing words spoken and oral explanations.
   c) Kinesthetic major learning style preference
      The students learn best by experience, by being involved

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physically in classroom experiences. It means that remembering information well when the students actively participate in activities, field trips, and role-playing in the classroom.

d) Tactile major learning style preference
The students learn to do experiences with materials in a laboratory, handling and building models and touching and working with materials.

e) Group major learning style preference
In this category, the students study with at least one other student, and the students will be more successful in completing work well when the students work with others.

f) Individual major learning preference
The students learn best when they work alone. The students think well when they study alone, and to remember better the students learn by themselves.

2) Minor Learning Style Preference
In minor learning style preference, usually a very successful learner can learn in several different ways, so that the students can function well as a learner.

3) Negligible Learning Styles preference
A negligible learning style indicates that the students have difficulty in learning in that way. The solution might be to try to work on some of the skills to strengthen their learning style in the negligible area.

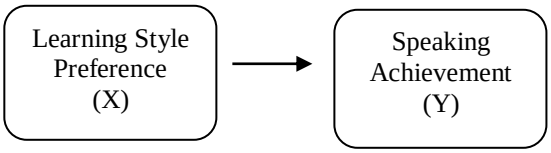
From the classified learning style preference above. The students' total scores are categorized into three styles: major learning style preference, minor learning style preference and negligible learning style preference. To the scores range in major learning style preference between 40-50, the score range in minor learning style preference was 25-39 and the negligible style the range of score between 0-24.

Methodology

This study used correlational method because it examined the correlation between different variables (Reaves, 1992). In this case, the writers tried to find the correlation between learning style preference and their speaking achievement. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2005)

Research Design

There were two kinds of variables in this study, predictor and criterion variables. The predictor variable was students' learning style preference (x), and the criterion variable was students' speaking achievement (Y). This research design was presented below:



Research Site and Participants

The population was all the eighth-grade student of SMPN 12 Palembang in academic year 2018/2019. There were six classes of the second year students. They consisted of 169 students. In this study, the writers used random cluster sample. Siegle (2008, p. 1) defined random cluster sampling as the sample where they were chosen from pre-existing groups. Groups were selected, and then the individuals in those groups were used for the study. The sample to be used was two classes

were chosen in which one class became control class and another class to be experimantal class. There were 30 students for the experimental group (VIII.6) that was taught speaking skill by using two stay two stray technique, and 25 students in a control group (VIII. 1) were taught by using lecturing method. In selecting the students, the writer used the lottery system. The students' names were written on small pieces of paper and rolled them up. From each class, the writers took randomly two papers.

In this study, the writers tried to find out the correlation between students' learning style preference and their speaking achievement and find out the contribution of each variable. Besides, the writers also compared which group who had given more contribution to learning style preference to speaking achievement.

Data Collection and Analysis

Then, the writers used two instruments in collecting the data. They were a questionnaire and test. The questionnaire was used to measure predictor variable (students' learning style preference, and the test was used to calculate criterion variable (students' speaking achievement). The test used in this study was pre-test and post-test. Since it was one of the parts of the experimental study. The score of speaking achievement was divided into four; pre-test of experimental group, post-test of experimental group, pre-test of control group, and post-test of control group. Meanwhile, the questionnaire was only distributed once during the research; it was given to both groups; experimental and control group.

In order to compute the correlation both variables, the writers used Pearson product-moment. Besides, the writer applied regression analysis to test whether variable X (students' learning style preference) significantly determined variable Y (students' speaking achievement). Regression was planned to support the correlation coefficient analysis.

Findings

Descriptive Analysis

The first calculation was the frequency, percentage, mean score, and standard deviation of students' learning style preference and their speaking achievement. Firstly, in experimental group which consisted of 30 students, the results showed that the minimum score for learning style preference was 34, the maximum score was 46, the students' mean score for was 39.77 and the standard deviation was 3.256. There were three categories of learning style preference; major, minor, and negligible. There were 17 students (47%) were classified in the major category, 13 students (43%) were classified in the minor category, and there was no student classified in the negligible category. Hence, it was assumed that the experimental group of the eighth-grade students of SMP N 12 Palembang were categorized in major and minor learning style preference.

Secondly, in control group which consisted of 30 students, the results showed that the minimum score for learning style preference was 32, the maximum score was 46, the students' mean score for was 38.64 and the standard deviation was 3.328. There were three categories of learning style preference; major, minor, and negligible. There were nine students (36%) classified in major category, 16 students (64%) were classified in minor category, and there was no student classified in the negligible category. Hence, it was assumed that the control group of the eighth-grade students of SMP N 12 Palembang were categorized

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in major and minor learning style preference. See table 1 below.

Table 1. The Distribution of Descriptive Statistics of Students' Learning Style Preference

	N	Minimum	Maximum	Mean	Std. Deviation	Score Range	Category	Frequency	Percentage
Experimental Group	30	34	46	39.77	3.256		Major	17	47%
							Minor	13	43%
							Negligible	-	
Control Group	25	32	46	38.64	3.328		Major	9	36%
							Minor	16	64%
							Negligible	-	

Thirdly, the results of pretest and posttest of students' speaking achievement in the experimental group were drawn in table 2 below:

Table 2. The Score Distribution in Experimental Group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
90-100	Excellent	-	0.0%	1	3.33%
80-89	Very Good	-	0.0%	7	23.33%
70-79	Good	-	0.0%	1	3.33%
60-69	Average	8	26.66%	19	63.33%
50-59	Poor	3	10%	2	6.66%
0-49	Very Poor	19	63.33%	-	0.0%
	Total	30	100%	30	100%

From the above table, the results of pretest for the experimental group were as follow: 63.33% (reached by nineteen students) got "Very Poor", 10% (reached by three students) got "Poor", and 26.66% (reached by eight students) got "Average". After that, the results of posttest were 6.66% (reached by two students) got "Poor", 63.33% (reached by nineteen students) got "Average", 3.33% (reached by one student) got "Good", 23.33% (reached by seven students) got "Very good" and one student got " Excellent" with the percentage 3.33%. Then, the results of pretest and posttest in the control group were drawn in table 3 below:

Table 3. The Score Distribution in Control Group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
90-100	Excellent	-	0.0%	-	0.0%
80-89	Very Good	-	0.0%	1	4%
70-79	Good	-	0.0%	1	4%
60-69	Average	4	16%	2	8%
50-59	Poor	4	16%	12	48%
0-49	Very Poor	17	68%	9	36%
	Total	25	100%	25	100%

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The results revealed that of pretest for control group were: seventeen students got "Very Poor" with the percentage 68%, four students got "Poor" with the percentage 16%, and four students got "Average" with the percentage 16%, there was no one of the students were categorized in "Good", "Very good" and "Excellent".

Then, the results of posttest for control group showed nine students got "Very Poor" with the percentage 36%, 48% (reached by twelve students) got "Poor", 8% (reached by two students) got "Average", only one student got "Good" score with the percentage 4% and one student got "Very Good" score with the percentage 4% and then there was no one of the students were categorized in "Excellent". The descriptive statistics from students in the experimental group was drawn in table 4 below.

Table 4. Descriptive Statistics from Students in Experimental Group

	N	Maximum	Minimum	Mean	Std. Deviation
Pre-test Experimental group	30	66	42	56.20	4.965
Post-test Experimental group	30	88	66	75.27	5.836

The above table showed that the lowest score obtained in the pretest was 42 while the highest score was 66, the mean score was 56.20, and the standard deviation of the scores in the experimental group was 4.965. Meanwhile, the students' posttest scores in the experimental group showed that the lowest score obtained was 66 while the highest score was 88, the mean score was 75.27, and the standard deviation of the scores in the experimental group was 5.836. The descriptive statistic from students in the experimental group was shown in table 5 below.

Table 5. Descriptive Statistics from Students in Control Group

	N	Maximum	Minimum	Mean	Std. Deviation
Pre-test Experimental group	25	38	68	47.36	6.996
Post-test Experimental group	25	55	81	62.16	6.923

From the above table, it was found that the lowest score obtained in the pretest was 38 while the highest score was 68, the mean score of the pretest was 47.36, and the standard deviation of the pretest scores in control was 6.996. Meanwhile, the statistical calculation in the posttest scores from the control group showed that the lowest score was 55 while the highest score was 81, the mean score of the posttest was 62.16, and standard deviation of the posttest score in the control group was 6.923.

The Correlation between Learning Style Preference and Speaking Achievement

In order to find out the correlation of students' learning style preference, Pearson Product Moment Correlation was applied. The following table 6 presents the result of correlation analysis.

Table 6. The Correlation between Learning Style Preference and Speaking Achievement

		Learning Style Preference
Pre-test of Experimental Group	**Pearson Correlation**	.441
	Sig. (2-tailed)	.015
	N	30
Post-test of Experimental Group	**Pearson Correlation**	.173
	Sig. (2-tailed)	.362
	N	30
Pre-test of Control Group	**Pearson Correlation**	.075
	Sig. (2-tailed)	.720
	N	25
Post-test Control Group	**Pearson Correlation**	.065
	Sig. (2-tailed)	.758
	N	25

From the above table, four points can be seen; first, it was found that the correlation between students' learning style preference and their speaking achievement in the pre-test of the experimental group was 0.441 at significant level 0.015. It means students' learning style and their English proficiency in the pre-test of the experimental group was significantly correlated since the p-value (0.015) was lower than 0.05. Both variables were correlated with each other in a sufficient level of correlation. Second, the correlation between students' learning style preference and their speaking achievement in post-test of the experimental group was 0. 173 at significant level 0.362. It means students' learning style and their English proficiency post-test of the experimental group was not significantly correlated since the p-value (0.015) was higher than 0.05.

Both variables were correlated with each other at deficient level of correlation. Third, the correlation between students' learning style preference and their speaking achievement in the pre-test of the control group was 0.075 at significant level 0.720. It means students' learning style and their English proficiency in the pre-test of the control group was not significantly correlated since the p-value (0.015) was higher than 0.05. Both variables were correlated with each other in very low level of correlation. At last, the correlation between students' learning style preference and their speaking achievement in post-test of the control group was 0.065 at significant level 0.758. It means students' learning style and their English proficiency in post-test of the control group was not significantly correlated since the p-value (0.015) was higher than 0.05. Both variables were correlated with each other in very low level of correlation.

The Contribution of Students' Learning Style Preference to their Speaking Achievement

In this study, the writers used regression to support correlation among variables and to see if the predictor variables determined the criterion variable. See table 7.

Table 7. The Contribution of Students' Learning Style Preference to their Speaking Achievement in Pre-test Experimental Group

Aspect	R Square	Change Statistics	
		R Square Change	**Sig F. Change**
Learning Style Preference	0.194	0.194	0.015

Based on statistical calculation, p-value 0.015 < α 0.05. It means that the students' learning style preference gave a significant contribution to the students' speaking achievement in pre-test experimental group. The R square value showed that the contribution was as much as 19.4 %.

Table 8. The Contribution of Students' Learning Style Preference to their Speaking Achievement in Post-test Experimental Group

Aspect	R Square	Change Statistics	
		R Square Change	**Sig F. Change**
Learning Style Preference	0.030	0.030	0.362

Based on statistical calculation, p-value 0.362 >α 0.05. It means that the students' learning style preference did not give a significant contribution to the students' speaking achievement in the post-test experimental group. The R square value showed that the contribution was as much as 0.3 %. See table 8.

Table 9. The Contribution of Students' Learning Style Preference to their Speaking Achievement in Pre-test Control Group

Aspect	R Square	Change Statistics	
		R Square Change	**Sig F. Change**
Learning Style Preference	0.006	0.006	0.720

Based on statistical calculation, p-value 0.720 >α 0.05. It means that the students' learning style preference did not give a significant contribution to the students' speaking achievement in the pre-test control group. The R square value showed that the contribution was as much as 0.06 %. See table 9.

Table 10. The Contribution of Students' Learning Style Preference to their Speaking Achievement in Post-test Control Group

Aspect	R Square	Change Statistics	
		R Square Change	**Sig F. Change**
Learning Style Preference	0.004	0.004	0.758

Based on statistical calculation, p-value 0.758 >α 0.05. It means that the students' learning style preference did not give a significant contribution to the students' speaking achievement in the post-test control group. The R square

value showed that the contribution was as much as 0.04%. See table 10.

Discussion

Based on the above results, it showed that both experimental and control group in SMP N 12 Palembang were categorized in major and minor learning style. For the experimental group, 47% of students were categorized in major learning style, and 43% of students were categorized in minor learning style. On the other side, for control group, 36% of students were categorized in major learning style, and 64% of students were categorized in minor learning style. None of the students in both experimental and the control group was categorized in negligible as a negligible learning style indicates that the students have difficulty in learning. The results showed that the students were able to learn English well by determining their learning style as major leaning style consisted of visual, auditory, kinaesthetic, group, and individual leaning style. Meanwhile, minor learning style as a very successful learner who can learn in several different ways, so the students can function well as a learner.

From those above findings, the writers assumed that students of SMP N 12 Palembang were able to learn English by maximizing their learning preference.

Besides, based on pre-test of the experimental group, it showed that more than half of the students were in very poor (63.33%), 10% of the students were categorized in poor, 26.66% of students were categorized in average, and none of them is good, very good, and excellent category. Post-test of experimental group showed significant improvement, none of the students was categorized in very poor, 6.66% of the students were categorized in poor, 63.33% of the students were categorized in average, 3.33% of the students were categorized in good category, 23.33% of the students were categorized in very good, and 3.33% of the students were categorized in excellent category.

The result of speaking test in the the pre-test of the control group showed that 68% of the students were categorized in very poor, 16% of students were categorized in poor, 16% of students were categorized in average, and none of them is good, very good, and excellent category.

Post-test of control group showed that 36% of the students were categorized in very poor, 48% of the students were categorized in poor, 8% of the students were categorized in average, 4% of the students were categorized in good category, 4% of the students were categorized in very good, and none of the students was categorized in excellent category. It means that the students from the experimental group were better than the control group. They had significant improvement in speaking achievement after being treated by the writers.

Also, the students learning style preference was correlated significantly only with speaking achievement in pre-experimental. Meanwhile, there was no significant correlation among leaning style preference to speaking achievement post-experimental, pre-control, and post-control group. It also occurred in the contribution of learning style preference to speaking achievement, only learning style preference in the pre-experimental group contributed 19.4% to speaking achievement. The learning style preference in post-experimental, pre-control, and post-control did not give a significant contribution to speaking achievement. Even though almost of the students in the post-experimental

group had achieved good speaking achievement, there were other factors which influenced speaking achievement , it might be they were not too serious in answering the learning style preference questionnaire.

To add this pain, the students might have another aspect which influence their speaking achievement. One of them was motivation; the students might have low motivation in improving their speaking achievement in teaching and learning process. Regarding this factor, Hamad (2013) added that students find themselves lost when they asked to deliver a speech in front of the class, also they hesitated when they had to get a conversation with native outside their classroom. Besides, the other affecting factors of difficulties in speaking come from a problem in issues like sound recognition, connected speech, and the relation between spelling and sounds which was clearly noticed when examining students' performance in English (Adayleh, 2013).

Another thing was the students' got confused in determining their learning style preference. They could not maximize their potential especially in English., as they did not know which learning style they preferred.

Conclusion

In conclusion, only students' learning style in the pre-test of the experimental group was significantly correlated to their speaking achievement; the regression analysis also supported it, learning style preference gave 19.4 % contribution to speaking achievement. The speaking test of post-experimental, pre-control, and post-control group was not correlated significantly to learning style preference. And contribution also vice versa. Those three scores from the speaking test did not contribute significantly to learning style preference. Since the factors influenced, the regression analysis could not explain speaking achievement.

In other words, the success of students' speaking may come from the internal factor such as the students themselves and the external factors like the role of the instructor, teaching media, the design of the curriculum or the way the test was conducted. The teachers should know the students' potential to improve their English skills, especially in speaking. They should provide fun materials and strategy in order to make the students' interest to join the teaching and learning process.

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