

ABSTRACT

Anggeraini, Yesi. 2026: Exploring Students' Learning Style in Learning Speaking Used By The 12th Grade Students an English Course. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Gunung Djati Islamic State University.

This study explored the learning styles of 12th-grade students in developing speaking skills, particularly speaking fluency, in an English course at Bimbel Edu Karya Bandung. The study aimed to identify the dominant learning styles among the students and examine how visual, auditory, and kinesthetic learning styles influenced students' speaking learning process and their development of speaking fluency. This research employed a descriptive qualitative method involving 11 12th-grade EFL students and one speaking instructor as participants. Data were collected through a learning style questionnaire, classroom observation with field notes, and semi-structured interviews. The data were analyzed descriptively by organizing findings into Visual, Auditory, and Kinesthetic (VAK) categories and identifying patterns related to students' engagement, speaking fluency, and speaking difficulties. The findings showed that learning styles shaped students' speaking development through their participation in classroom activities. Visual learning style supported speaking preparation through written examples, vocabulary lists, pictures, and videos. Auditory learning style supported pronunciation learning and fluency development through teacher modeling, discussions, and verbal feedback. Kinesthetic learning style encouraged higher participation, confidence, and speaking fluency through interactive activities such as role-play, simulations, group discussions, and speaking games. The dominant learning style among the students was kinesthetic, followed by visual, while auditory appeared least frequently. The study also found major speaking difficulties, including low confidence, nervousness, fear of making mistakes, and limited vocabulary, which influenced students' willingness to speak and their speaking fluency. Overall, the study highlights the importance of integrating varied speaking activities and learning supports that accommodate students' learning styles to improve engagement, confidence, and speaking fluency in EFL course settings.