

Kolb's Learning Style Affect EFL Creativity of Indonesian Students

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ABSTRACT

The purpose of this study is to find out the learning preference for English as a Foreign Language learners' for speaking ability. Since speaking is the most intense ability to use in communicating with others and it plays very important in a variety of language productions, talks can be in the form of discussion, speech, debate, argumentation, dialogue or conversation, storytelling and retelling. Language users orally use language to express their desires, feelings, thoughts with others, so that people can understand what is expressed. But the fact, the communication still encounters many misunderstandings where the problems may affect the mastery of accuracy, fluency, flexibility and comprehensibility of students. In addition, the role of Kolb learning style to mastering the ability of the students was investigated by fifty-eight EFL learners participated in the study. They took a topic to discuss, and engage by an oral interview. In addition, the result of the analysis of the questionnaire significantly predicted that assimilator 44.82% as the abstract conceptualization have and the most cognitive approach is making the biggest contribution compare to other style. This study has focus on need analysis result that point out that four types of learning style has significant 0,05 is normal in terms of the learning outcome. These findings provide evidence on the role of Kolb's learning style can foster the learners' creative learning.

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1. INTRODUCTION

Typically, English Education student graduates are supposed to have enough speaking skills. It is hoped that the expertise applicable to the needs of students and labor market stakeholders such as employers, and industries related to English use. The English program help students and graduates to interact visually, accurately, textual and contextually by developing the language and speaking skills with appropriate content and parts. There is presently a gap between curricular design of higher

education and demand of business professional, resulting in the development of students who are prepared with the skill required for gainful employment by employer. Nonetheless, this is not a recent phenomenon; it has been documented by sector employers in particular. (Eny Syatriana & Akib, 2019). The condition, students have less time to practice, English is a foreign language in Indonesia. It is taught only in the classroom and it is not commonly used in the wider community. (Hamra & Syatriana, 2012), This situation makes it difficult for English learners to develop English language skills; they have very little time in to practice and improve language skills, limited in class and are not continued outside the classroom. This situation requires commitment from students, lecturers or educators to try solution to the problem at all times and need more attention to look for solutions to be solved. The day-to-day reality researcher interaction and finding on their own in the classroom when the learning process of English take place, most students were not actively seen in the school.

In reality researcher interaction and findings on their own in the classroom when the learning process of English takes place, most students were not actively seen in school. The lecturer. did not encourage their full potential during the learning process so that most students were unable to acquire the individual skill required to attend advance English lesson. Most students have not yet learned how to use English to the maximum level of communication. (Eny, 2013). New students can read in reading, memorizes vocabulary, write, and remembering the rules of English. Similarly, they have not been able to use and apply English effectively in contextual everyday communication. To regard to the problems above, this study aims to determine the effectiveness of students' speaking ability. The results of this study are expected to provide the following benefits: to lecturers: supporting subjects, especially speaking in order to be able to apply different approaches in the teaching and learning process, especially speaking courses in communication process in which the aim is to exchange information or news, thoughts, ideas or feelings with others both formally and informally. In this context, also the most important thing in speaking is the arrival of messages and information from the speaker to the listener, and the listener is able to provide feedback. The specific purpose of this study is to regard the application of the English learning model based on the Kolb's Learning style and the implementation in an effort to improve students' English speaking skills.

This research is motivated by several things, namely the low English speaking skills of students at the college level and the method of learning to speak English that is used precisely less. Based on the reality, this research is designed as a research development. It develops an interactive learning model based on Kolb's learning and experiential learning style and its application in an effort to improve students' speaking abilities. This study designs a draft learning model for speaking subjects. Since this study is a multiyear thus the first phase is to describe the learning style and to know the needs and the field characteristics which relates to the development of speaking learning models, including: the description of speaking, syllabus, Lesson Plan, prototype speaking design with an assessment of the validity of the contents of the prototype model being implemented, and a limited trial of a speaking class. (Syatriana Eny, 2019). In the third step, the Speaking for Advance textbook is published and disseminated to the English education department and would be used for lecturers. Therefore this study explore students learning style as well their perception in order to answer the following questions:

- 1) What kind of learning model design can improve students' speaking abilities?
- 2) What are the students' speaking abilities by applying the Kolb Learning strategy and experiential learning style?

Because Kolb's learning style highlights patterns of behavior or a person's attitude in receiving and processing information from the environment, it can assist a person in receiving and processing information from the environment. According to David Kolb, there are four separate learning styles that can be formed by combining several of the learning style models. Kolb claims that four learning styles, namely Concrete Experience (Feeling), Reflective Observation (Wach), Abstract Conceptualization (Thinking), and Active Experimentation (Doing), from the four models, impact a person's propensity or orientation in the learning process. The sorts of learning styles diverger, assimilator, converger, and

acomodator (Kolb and Kolb) are formed as a result of this, to measure the model of learning style and the students achievement.

Literature Review

To date, some scholars who have been interested to see the learning style is a center point to explore the students perception toward the characteristics of the general description of students learning style, and the urgency of this study which relates to students' speaking skills is still low, (Syatriana, 2011) suggests the need for attention in handling good English language learning in higher education. Handling of learning involves the various aspects, namely ; an appropriate model that can improve speaking skills and a good student presentation on the final project in the form of a thesis. (Rubi, 1984). The results of the study are expected to be an important teaching material in efforts to improve students' speaking skills. As an institutional recommendation material to make policies on increasing graduate competencies that are in line with strategic plan of higher education institutions where the target is produced methods, policies on learning strategies that can be used to develop graduates' competency skills.

In various literature about learning , this study encounter a number of concepts about student learning styles, one of them is as stated by David Kolb, an education expert from the United States, who popularizes the theory of learning "Experiential Learning". He classifies Learning Styles into four main trends: (1) Concrete Experience (CE). Students learn through feelings, by emphasizing concrete experiences, prioritizing relationships with others and sensitivity to the feelings of others. (2) Abstract Conceptualization (AC). Students learn through thinking and focus more on logical analysis of ideas, systematic planning, intellectual understanding of the situation or case at hand. (3) Reflective Observation (RO). Students learn through observation, the emphasis is to observing before assessing, listening to a case from various perspectives, always listening to the meaning of the thing observed. Students use their thoughts and feelings to argue, observe and reflect on their experiences from various aspects. (4) Active Experimentation (AE). Students learn through action, dare to take risks, and to influence others through their actions.

Furthermore, Kolb argues, that each individual is not dominated by one particular learning style in absolute terms, which is classified into 4 (four) types: Type1, Diverter, this type is a combination of Concrete Experience (CE) and Reflective Observation (RO), or in other words a combination of feelings of observation (watching). Students with the type of Diverter has an advantage in their ability to see concrete situations from many different perspectives, then connect them into something whole. Type 2. Assimilator, the second type is a combination of Abstract Conceptualization (AC) and Reflective Observation (RO) or a combination of thinking (watching). Students, with the Assimilator type, have the advantage of understanding and responding to various information and summarizing them in a logical, concise, and clear format. Usually students of this type tend to be more theoretical, preferring to work with ideas as well. Type 3. Converter, this type is a combination of Abstract Conceptualization (AC) and Reflective Observation (RO), in other words a combination of thinking and doing. Students like to learn when dealing with questions and definite answers, then immediately try to find the right answers. Converter type students excel at finding practical functions of various ideas. Usually they have good skills in problem solving (Koncoro, 2012) and decision making. Type 4. Accommodation, this type is a combination of Concrete Experience (CE) and Active Experiment (AE) or in other words a combination of feeling and doing. Students of this type will apply the subject matter in a variety of new situations to solve various real problems they face.

The advantages of this type of students, they have good learning skills from the results of real experiences they do themselves. (Kolb, 2005). In trying to solve problems, they usually consider about human factors (to get input / information) rather than technical analysis. From the above understanding, it can be understood first: the learning model is the basic framework of learning that is filled by a variety of subject content according to the characteristics of the basic framework. Second: learning models can appear in various forms according to the philosophical and pedagogical background. While the previous studies focus on the students achievement can influence the students score. The purpose of

this model is to influence students in three ways: (1) Changing the cognitive structures, (2) Changing the attitudes, (3) Extending the existing skills.

Atkinson (2011) divides four basic competencies that language learners must master, namely reading, listening, speaking, writing. Writing and speaking are outputs while reading and listening are input. They must be trained in order to produce adequate output. In learning languages, there are two main skills that need to be mastered: (1) receptive skills and productive skills. Receptive skills consist of listening and reading skills, (2) productive skills consist of: speaking and writing skills. One of the learning strategy that can improve student abilities is Student learning style. It is defined as the cognitive, affective, and psychological behaviour of a person about how to understand something, to respond to their learning environment, which is unique and relatively stable (McCarthy, 2010). As discussed, these studies that examined the issue of how students respond to the learning style students select based on their preference, whether the students had positive or negative responses to the learning style are focused in the general description as follows: activist, reflector, theorist, and pragmatist are the main characteristics which is found based on students' perceptions on it.

Based on the research that has been developed which relates to the improvement of English language skills through several learning strategies, it is hoped, it can improve competency in learning material with several strategies. Hence this study want to analyze an Experiential learning model with Kolb's learning style. In particular, to investigate the ability to communicate in the learning process of English is not only focused on one skill, but to be integrated with other skills (Listening, Speaking, Reading and Writing). (Pada, 2017) suggest that learning style is a complex way that someone feels most effective and efficient in learning. David Kolb divides learning style into four groups, there are diverger, assimilator, converger, and accommodator. The It done in order to mastering interest and learning motivation to produce effective and efficient speaking skills, by involving the use of sentence structures that are good and correct.

2. METHODS

Population and Sample

In order to answer the research questions, two different types of data were collected for this study- questionnaires and the result of discussion based on topic given, to identify the learning style of the student of Muhammadiyah University of Makassar. Sampling of this study were the seventh semester students of Muhammadiyah university students enrolled in 2015 using random sampling technique, which cover 58 students. Both male and female students. The participant met the criteria to measure the learning style since the participant has already in the last semester they have got more experience relates to the learning process than lower semester students. (Cho, 2019). During data collection, some students were absent on other activities,

Tabel 1: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data_30	.169	28	.040	.930	28	.060
Data_28	.132	28	.200*	.955	28	.265

*. This is a lower bound of the true significance.

Lilliefors Significance Correctio

It can be seen for divergen, assimilator, convergen and accomodator learning style, the meaning level is higher than 0,05 ($p = 0, 13, 0.244, 0.133$ and $0.013 > 0.05$), then it can be assumed that the distribution of the four types of learning styles is natural, (2) through the Shafiro-Wilk test in both the divergent, assimilative, convergent and accomodative learning styles, meaning or probability levels above 0.05 ($p = 0.133, 0.13, 0.974$ and $0.244 > 0.05$) can then be summarized for the distribution of the four normal learning style The result of normality test is based on preferred learning style to determine the strength of the students preference, thus this study classify into activist, reflector theorist and pragmatic which is sum up to very strong preference, strong preference, low preference and very low preference, based on (Mumford, 2006) was classify into four different characteristics.

It can be inferred as follows on the basis of table 2; (through the Kolmogorov-Smirnov test).

No	Name	Scoring	general descriptions	Learning Style
1	RK	15	reflectors	divergers
2	LS	18	reflectors	diverger
3	NA	14	reflectors	diverger
4	AP	13	reflectors	diverger
5	PT	13	pragmatists	accomodator
6	MS	12	theorists	accomodator
7	AN	12	theorists	converger
8	DL	15	activists	accomodation
9	I	13	theorists	assimilator
10	WW	12	theorists	assimilator
11	VK	18	reflector	assimilator
12	H	18	pragmatist	converging
13	A	15	reflectors	divergers
14	TK	18	reflectors	divergers
15	F	17	theorist	assimilator
16	AL	18	reflectors	divergers
17	ID	16	pragmatists	convergers
18	SK	13	reflectors	divergers
19	NL	15	reflections	divengers
20	AD	12	pragmatists	divergers
21	ND	13	reflectors	divergers

22	FR	9	pragmatists	converger
23	WD	14	reflectors	diverger
24	F	15	reflector	divergers
25	R	15	reflector	divergers
26	DN	15	reflectors	divergers
27	FR	15	reflectors	divergers
28	RT	14	reflectors	divergers
29	AY	14	reflectors	divergers
30	IR	15	theorist	Assimilator

Table 2. Characteristic of Kolb Learning Style Result (Adopted from Allan and Muford, 2006) As sample for 30 students at Muhammadiyah University of Makassar. This study uses a research and development approach the implementation methods are focused on English education, in general, the development procedure consists of three stages: 1. Problem identification, 2. Design, 3. Implementation. The explanation of each stage: (1) Problem identification is carried out in a literature study and needs analysis; (2) model draft design; (3) development: Developing and editing products. In the evaluation stage, formative and summative evaluations are done. The three stages of the research which have been described above (problem identification, design, prototype development) are grouped into three stages of activity.

The limitation of this study about analyzing the learning style then based on the learning preference the researcher produces the design book. Thus, this study is multiyear research, the first stage will be conducted in 2020, it will cover to analyze the learner learning style based on Kolb learning, then design prototype for design model.

3. FINDINGS AND DISCUSSION

In this study, descriptive statistics analysis technique were used, to analyze students' learning style, the data was gathered using a motivational questionnaire which consisted 80 items adopt from Peter Honey and Alan Momford. They use a four way classification. In order to serve the aims of this research, the questionnaire was distributed on English learning the questions were written as simply as possible in English, The eighty-point questionnaire were distributed with five general description; reflector, pragmatist, theorists and activist in order to assess the self-learning style of EFL students in terms of divengers, assimilator, converger and accommodation were distributed to see the students preferences in learning English. Table 1 shows the test normality by using Shafiro-Wilk. Analyzing each student's learning styles is one strategy to improve learning attainment outcomes. Because each person is unique, each pupil has different traits than the others.

Additionally, a questionnaire was circulated at the end of the semester to determine what type of learning style they belongs to. Out of the 58 students submitted, the questionnaire consisted of five general categories the questionnaire was submitted in the seventh semester by students under the premise that their opinion should be conveyed more openly in their opinion. based upon the

assumption that students would be able to express their thoughts more freely in their learning preference as the last semester learning experience. The total number of the questionnaire is 80 choices in terms of students thinking about what is right, good or poor in learning, problem solving inspiring students achievement, asking for new experience or new environment in real life, students responding if they have learned of new idea, and other as in (appendices). Until now several models of learning style have been developed. As the idea of learning style is a complex framework that cover multiple topic, but not limited to perception it takes into account the knowledge.

Lastly the students answered the questionnaire from the eighty number to the scoring list, answered the students and simply circled the question number in the table for each question ticked by the students then inserted the number or circled answer in the total raw. To define students preference for learning style, select the question number and decide the score to meet the criteria of activist, reflector, theorist and pragmatic, which circle the total score for each learning style to determine the strength of students preference for power. (Eny Syatriana, Ardiansyah, & Orem, 2018), This research has seen, based on observation during the process, that learning is taking place in different ways. Peter Honey and Alan Mumford (1986) describe four distinct types of learning preferences – and many of us choose to adopt one or two activist, theorist, pragmatist and reflector are the behavioural forms or models of thought. These types of learning are closely linked to the learning process in Kolb's, so that they can become more active in experiencing new challenges and not take the time. Participant need to communicate with other people and engage with other stages of the learning process in order to become stronger learner. By participating and doing, activists know. They like the challenge and with both feet are likely to jump in first. They are generally open minded in their approach to learning with regard to new experience. This group includes the explorers' and innovators. As well. Reflectors learn by looking and talking about what happened. From a point, we like to analyse and reflect on the interaction from different perspective. We like to collect data to review and reflect and communicate with stakeholders. They want to see contact from various points of view. They like to collect data for analysis and reflection, and to collaborate with stakeholder. However, reflectors still hesitate in drawing conclusions. Theoretician needs to learn about the reasons behind actions and the problems. We will involve other people consider the reasoning behind behaviour and to think about issues. By using templates concept, and fact. In general, we are logical, want to analyse and synthesize turn this new insight into coherent theory. It also involves executives and their decision makers in this category. One may describe much of their style of decision taking as rational. Pragmatists and seek new idea they have studied and put into practice. Pragmatists like experimenting with concepts, hypothesis, and method to see if they work. The active experimentation (doing) and tangible experience poles of the accommodator learning style are combined (feeling). Students with the accommodator learning style have strong learning capacities from the consequences of genuine experiences that they do themselves when learning Environmental Pollution material (Kolbs, 2005). You also come across method for seeing if they are effective, (Fiala & Sheridan, 2003) believing that many learning style have been develop up to now. Since the concept of learning style is a dynamic construct covering several topic but not limited to interpretation, it takes into account the information models have been built up to now.

Students Learning Style by Four Characteristics

Learning is best thought of as a method, not in the term of result (Hamra & Syatriana, 2012) In order to develop higher education, the primary emphasis should be on engaging students in a process that better improves their learning education must be conceived as a continuous reconstruction of knowledge and purpose of being one and the same (Dewey 1897: 79). ELT defines learning as "the process whereby knowledge is created through the transformation of experience (Kolb & Kolb, 2005) stated results from the combination of grasping and transforming experience. The analysis of students preferred learning styles followed by identification of general description, as shown in table 3. This study has analyze the description of characteristics result of students preferences.

Table 3. Descriptive Statistics for Students Learning Style

	N	Minimum	Maximum	Mean Score
DIVERGER	20	11.00	18.00	14.4500
ASSIMILATOR	26	10.00	18.00	13.3077
CONVORGER	6	9.00	20.00	14.3333
ACCOMODATOR	6	7.00	15.00	12.0000
Valid N (listwise)	6			

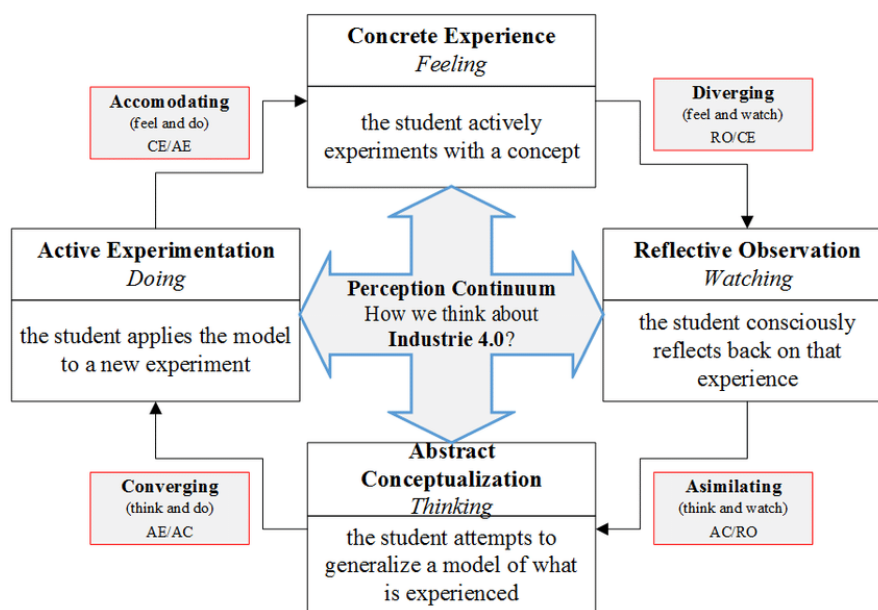
In general, the assimilator (26) learning style is the most used by the students which categorized as abstract conceptualization/Reflective observer. Which they have the most cognitive approach, preferring to think than to act, this type has a characteristic when they learn they will ask "What is there I can know? And like organized and structure understanding. Then then lecturer must know assimilator type is the one who likes to respect the expert, then people with this type will have a strong control need, where students can learn with best experience which start from high level concepts and they like to work in detail, about 13.3077 mean score.

The description data shows: (1) students with assimilator learning styles from the subject (N) 26 obtained the highest academic achievement with a score of 18.00, (2) students with a diverger learning style from the subject (N) 20 obtained an academic achievement of 18.00 and the lowest score of 15.00, the score an average of 1,775, (3) students with converger learning styles and accommodators with a score of 20.00 have accomodator learning styles. Based on the description of the average score shows that the assimilator learning style is mostly found in students who are followed by a convergent and divergent learning style. In detail the students' preferences in this study are the more dominant assimilative learning styles and convergers. In conclusion Assimilator is 44,82%, diverger is 34,48%, both converger and accomodator is 10.35%, thus students learning preferences goes to assimilative and diverger as indicated below:

Table 4. the most preferred learning style

NO.	LEARNING STYLE	FREQUENCY	PERSENTASE
1.	DIVERGER	20	34.48%
2.	ASSIMILATOR	26	44.82%
3.	CONVERGER	6	10.35%
4.	ACCOMODATOR	6	10.35%

A learning style refers to the preferred ways of learning how to absorb, store, and handle information by either recalling, reasoning, and /or problem solving (Bagus, Sudria, Sc, Kirna, & Si, 2017). In the classroom Kolb's experiential learning model was implemented very well in learning shown by the percentage of the implementation of learning procedures. By recapitulating the implementation of Kolb's experiential, it can be shown that Kolb's experiential model of learning will be implemented in universities. Through the recapitulation of the implementation of Kolb's experiential learning model, it can be seen that Kolb's experiential learning model will be implemented in the university. As illustrated below the learning preference.



However, (Mcleod, 2017) said successful learning only happens when learner can performed all four stages of the model phases Therefore, no single stage of the process is successful as a learning method for its own training effective as a learning procedure on its own learning

Students personal style study reveals the students Life style review of the students questionnaire result that they have a strong understanding of what is right or wrong, good and bad in working environment. Analysis the students questionnaire badly functioning and incorrect, view of what is right and wrong decent and bad working climate. (M Babiani, 2018) suggested that learning styles are factors that affect students' learning processes. Learners use different styles based on their individual differences. Learners learn most effectively through specific experiences and reflective observation in the case of the Assimilating (think and watch); through diverging (feel and watch) observation are the most popular by the learner and disturb accommodating for active experimentation; through abstract conceptualization and active experiments for the converging, and through concrete experiences and active experimentation for the Accommodators. Learning languages cause many problems both learners and teacher alike. On the other hand the classification, of the learning preference goes to the assimilator with Abstract conceptualization and reflective observer, has the most cognitive approach, rather than thinking and acting, when the student learns then will ask "What is there I can know? And like organized and structure understanding, also people with this style have a strong control need, they learn best with lecture that start from high level concept and like to work detail to complex. (Healey & Jenkins, 2000), found that the different phases of the process are correlated with distinct types of learning styles. Individuals vary in their preferred learning styles, and understanding this is the first step in increasing consciousness among students' about potential alternative approaches. (K, 2015) as the second finding that converger learners in Abstract Conceptualization (AC) have the highest score and Active Experimentation (AE). These type of learners have highest strength in the practical application of ideas.

The result suggest that the learning style of the students can greatly influence the academic achievement in particular the fourth learning preference implemented by munfon may provide input that style in learning should be taken into account for the future design of the classroom setting both the materials should fit the student learning style. Understanding the learning styles of the students will support learners and educators alike. The study found major gradations among the groups. (Sundari, 2018), It will help students recognize the strengths and limitation inherent in their chosen learning style, optimizing their learning ability by making the most out of their experiences. (ALQahtani & Al-Gahtani, 2014) also point out that the educator would also help educators in evaluating their teaching approaches and selecting more appropriate learning opportunities for their students (e.g., by including a variety of

teaching strategies to match their students' styles). Thus this study analyzes the students reaction based on their questionnaire responses, which aims to match the preferred learning styles as adult over years, establish learning patterns and recognize learning behaviors that are assimilated and diverged by the students most selected. The preference for assimilating the information is a descriptive, logical approach. Plus important are ideas and concepts. The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunities. They excel at understanding wide-ranging information and organizing it in a clear logical format. (Abu-Asba, Azman, & Mustafa, 2012), In general, the findings indicated that the learning styles most preferred by students were: assimilating diverging, converging and accomodating, students in this study expressed the least preference for the individual learning style. Learning style is a combination of how learners absorb and then organize information. Kolb's model was designed based on empirical learning. According to Kolb and Kolb (2005), learning involves a series of human activities, including sensation, reflex, thinking and doing. Based on Kolb's model, the four main learning abilities are reflection observation, concrete experiences, active experiment and abstract conceptualization. A person's preference for using any one of these four items will develop a different learning style. Each of the learning styles has weak points and positive points; the perfect learner is someone who uses different styles in different situations appropriately (Kolb & Kolb, 2005; Reshmad'sa, & Vijayakumari (2017).

Table 5. Conceptual Schematic of Kolb's Learning Styles and Learning Modes.
Based on the result of analysis

<i>Learning Stlyle</i>	<i>Learning modes</i>
<i>Assimilative</i> <i>Strenght: Buiding Theoretical models</i> <i>Emphasis: Less on People & More</i>	<i>Abstract conceptualization</i> <i>Focus: Logic, Ideas, & Concept</i> <i>Value: conceptual systems & rigorous idea</i>
	<i>Reflective Observation</i> <i>Focus: Understand meaning of idea</i> <i>Values Patience, impartially & thoughtful</i>
<i>Divergent</i> <i>Strength: creativity ad brain Brainstorming &</i> <i>Emphasis: Social interaction & perspective taking</i>	<i>Reflective observation</i> <i>Concrete experience</i>
<i>Convergent</i> <i>Strength: Doing & Risk-Taking</i> <i>Emphasng : problem solving decision making</i> <i>Accommodator</i> <i>Strength: doing risk taking</i> <i>Emphasis: adapting oneself to new situation</i>	<i>Abstract conceptualization</i> <i>Active experimentation</i> <i>Concrete experiences</i> <i>Focus: Involve interpersonal experience</i> <i>Value; & Real World Situation</i> <i>Active Experimentation</i> <i>Focus: Influencing people & changing situation</i> <i>Value: Ability to manipulate environment</i>

Note: Information provided in this table is adapted from Kolb (1984) and the result of analysing of Students of Muhammadiyah University.

4. CONCLUSION

Accommodative learners learning styles require practical knowledge and constructive exploration. As noted above, some combination of these learning modes are integrated into one of the four Learning Styles (assimilative, accommodative, convergent, divergent), which are mentioned in Table 1 explain the relationship between learning modes and learning styles. ("Investigating Malaysian Distance Learners' Conceptions Of Their Learning Styles In Learning English,") or accommodative learning style have higher proficiency and more oriented to learning English successfully at a distance than those of lower proficiency. This means it's important to develop materials that can fit various learning style to support lower skill students. As noted above, this study will design the material which is based on the most leaning style choice of EFL students of Muhammadiyah University of Makassar. The result showed that skill distance had the highest percentage of 'analytical-communicative learners'. So this research can benefit lower-skill students, it is important to develop materials that can accommodate different learning styles. However this research was performed on a limited number of participant, there is a drawback in generalizing the result to wider contexts and the outcome of this research suggest that subsequent studies need to be thoroughly investigated in order understand better how students can develop the achievement as well as the speaking skill by using the chosen learning style. The implication of learning style can influence the creativity both teacher and the students in designing the instructional topic. Another positive impact of professional development is teacher are exposed to wider exposure of teaching and learning.

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