Teacher Talk and Learners' Learning Styles in Learning English over the Pandemic Era: A Psycholinguistic Study

NASMILAH*

Abstract

Teacher Talk (TT) in the classroom is a crucial topic in the research, as evidenced by the fact mentioned earlier. Poor teacher talk might result from a lack of instructor attention. This research observed how teacher talk and student learning style interplayed in the learning English process at SMAN 6 and SMKs Harapan Bangsa Watang Pulu in Sidrap, South Sulawesi Province, Indonesia, during the post-covid 19. This research used a mixed method. The data were from observation and questionnaire surveys of 5 classes in SMAN 6 and SMKs Harapan Bangsa Watang Pulu in Sidrap. The result of the psycholinguistic analysis categorized the learning style of the observed learners as high interpretation as a dominant style. The results also showed a significant interplay level between TT and learning style and auditory learning is the most dominant. The researcher found that from the six types of learning styles, visual, auditory, kinesthetic, and tactile in the learning process in the post-pandemic era, individual and group learning styles were never conducted in the class activities during the teaching-learning process post-pandemic. The research implication is teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way the teacher talk (TT) not only determines how well they transfer the lessons. At the same time, it also has a good understanding of the learners' learning styles.

* faculty member, Universitas Hasanuddin, Indonesia; imla63@yahoo.com.au

Introduction

Giving directions, assisting someone in their study of a subject, supplying them with knowledge, and causing them to know or understand are all examples of teaching (Brown, 2000). Giving and making an effort to ensure learners grasp the material they have studied are all parts of teaching. It means directing, facilitating, learning, allowing learners to learn, and creating favorable learning environments (Hanafiah et al., 2022). Based on these definitions, the teacher facilitates the learning process by giving learners the knowledge they need, and guiding, inspiring, and counseling them to understand the lesson.

Teachers must have a sufficient understanding of the features of learners to achieve performance efficiently and optimally. They must also implement what they know in incorrect specific actions (Gusnawaty et al., 2017). To teach the qualities of learners both theoretically and practically, teachers must be highly motivated (Dirman & Juarsih, 2014). It turns out that the learner's failures to digest knowledge from their professors are because of the delivery of less satisfying material, and many learners suffer perplexity when receiving lessons since they cannot digest the material offered by the teacher so that learners can receive the information that the teacher is presenting (Yassi, 2006).

Teacher talk is employed in school when an educator conducts instruction, cultivating their intellectual and managing classroom activity. Poor interaction between teacher and learner may be a common failure in learning English. Classroom interaction is concentrated totally on whole-class interactions between the teacher and learners (Kumpulainen & Wray, 2003). Teacher talk can foster the learners' spirit or learning style towards a subject. The ideals of encouragement cause learning styles in learners to obtain the expected results.

Learning style is very paramount in the learning process. Learning based on learners' interests and learning styles will increase learners' understanding of the selected material or information and create a conducive and enjoyable for teachers and learners. Learning styles are the fastest and best way for individuals to receive, assimilate, organize, and process the information they receive. Generally, learning styles are divided into three groups, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. Learning styles play a paramount role in education, especially in the teaching and learning process (Porter & Hernacki, 2013). Saeed et al. (2009) revealed that learners' learning styles that match the way they carry out learning activities have a positive impact, such as improving their learning achievement. He also said that the role of the teacher in the student learning process affects student success (Uno, 2006). A good deal of learners' failures in receiving information is due to the teacher's teaching style incompatibility with the student's learning style (Chatib, 2010). This fact is under Nasution (2013) that each teaching method depends on the way or style of the student study, the individual, and the abilities. Therefore, teachers in teaching should pay attention to learners' learning styles. By recognizing learners' learning styles, teachers can design learning activities with various appropriate models, strategies, and methods. These learning activities will create a conducive and fun learning atmosphere and under the needs and abilities of learners. Of course, it also makes learners easier to absorb information, thereby improving their interest and academic performance (Nasution, 2013).

Concerning the issue of teaching and learning, Indonesia has gone through a great change in its educational platform during the Covid-19 pandemic. Different study activities have shifted from face-to-face learning to online learning since early March 2020. This sudden change has altered the educational system to a more sophisticated platform and media for classroom instruction. The unreadiness of most educational practitioners to deal with this new teaching model has resulted in a decrease in the quality of education in Indonesia compared to other countries during the Covid-19 pandemic. Therefore, the government then began to develop strategies to allow the limited face-to-face learning implementation which started in July 2021 with the provision that all education personnel has been vaccinated and learning is carried out by limiting meeting hours and the implementation of strict health protocols. In this new subset, learners are divided into study groups or scheduled by a shift to limit the number of learners in one room (Pattanang et al., 2021). Limited face-to-face learning needs to pay attention to several things that schools can do among others, for example, 1) vaccinate all educators and education staff in schools, 2) maximize the immunity of learners, educators, and education staff, and 3) prepare facilities and infrastructure under health protocols. Before the limited face-to-face learning implementation, the Ministry of Education and Culture had socialized and published a learning guidebook during the pandemic. The role of the learning team includes 1) dividing study groups and arranging lesson schedules for each group, 2) deciding on the layout of the room, 3) providing and dividing boundaries and direction markers of corridors and stairways, 4) implementing bullying prevention mechanisms for education unit residents who stigmatized by Covid-19, and 5) preparing all equipment for implementing health protocols.

In addition to health protocol restrictions and poor internet access was one of the challenges faced by learners and teachers at SMAN 6 and SMKs Harapan Bangsa Watang Pulu in Sidrap during the pandemic, so they are hard to utilize Zoom media or Google sessions as study spaces. It makes learning not optimal and causes learners' learning styles to decrease. This limited face-to-face system is expected to be able to overcome learning problems during the pandemic, but the new challenge for teachers in this period is that teachers must make good use of time. Few opportunities for learners to ask questions, and more learners are in study groups, each meeting twice a week for an hour. Hence, English teachers become more involved in distributing materials. Study sessions were split into two sessions, each lasting an hour, each week. It is believed to boost learners' learning abilities, particularly in learning style. Thus, the role of English teachers in material distribution increases. It should improve learners' capacity for learning, especially in terms of their learning styles.

Based on the facts above, teacher talk in the classroom becomes an urgent issue to research. The lack of teacher attention in improving the teacher talk quality can be a solemn problem if ignored. Similarly, learners' learning style needs to be known by the teacher to avoid things that can make communication or interaction of learning less comfortable. Additionally, it is paramount for teachers to recognize the learners' learning styles and how to teach according to their learning styles. In line with the background above, the researcher is interested in analyzing the interplay between teacher talks and learners' learning styles to learn English. It aims to provide a reference for other researchers, other language teachers, and practitioners. The first purpose of this research is to analyze how learners learn

English in a limited face-to-face classroom during the endemic era. Second, this research evaluates the interplay of teacher talk and the learners' learning style when learning is taking place during this endemic era.

Literature Review

Teacher talk

Talk is one of the many ways that teachers use to deliver their materials in the classroom. It is the foremost media they can apply to manage the learners' behavior. Teachers should pay attention to their talk since they must talk extensively to convey their message. During a class where learners are studying a second or foreign language, a teacher may speak to the learners is known as TT. Language is used as a teaching tool and a learning objective in English classes. Therefore, the appropriate use of instructor speak will impact language learners' output, either positively or negatively.

TT has been given definitions from different perspectives by some experts. Longman Dictionary of Language Teaching and Applied Linguistics defines TT as a variety of languages sometimes used by teachers when they are in the process of teaching. Therefore, in the framework of classroom talk (Richards & Schmidt 2013), Johnson (1994) stated that there is a tendency for teachers to control the pattern of communication. This control comes from their special status and from the way they use the language (Johnson, 1994). It means they commonly decide how, when, where, and with whom language is to be used in the classroom. For example, the teachers can control their speech in the classroom through the way they allocate speaking turns to learners by specifying who is to take it or by throwing it open to the whole class. Teacher talk is the language a teacher uses to allow the various classroom processes to happen, which is the language of organizing the classroom. It includes the teacher's explanations, responses to questions, instructions, praises, corrections, etc. Ellis and Ellis (1994) formulated that TT is a particular language that teachers use when addressing L2 learners in the classroom. Ellis and Ellis (1994) also stated that TT means that teachers address classroom language learners differently from the way they address other kinds of classroom learners. Teacher talk is essential for both classroom teaching organization and learners' language learning in the foreign language learning and the second language acquisition process. It is because teacher talk is an instrument for implementing a teaching plan (Ellis & Ellis, 1994). Teacher talk is also a kind of modification in teachers' speech that can lead to a particular type of discourse (Richards & Lockhart, 1994). They explain that when teachers use teacher talk, they try to make themselves as easy as possible to understand, and effective teacher talk may provide essential support to facilitate both language comprehension and learner production. Sinclair and Brazil (1982) postulated that teacher talk is the language in the classroom that takes up a dominant portion of class time employed to give direction, explain activities, and check learners' understanding. As an indispensable part of foreign language teaching, teacher talk has features in that both the content and the medium are the target language. Sometimes teacher talk can be called teachers' language, teachers' speech, or teachers' utterances. Despite these different shapes, they share the same characteristic where they are all the words spoken by the teacher in class.

From the definitions above, first, TT in an English classroom is one special variety of the English language, so it has specific features that others do not share. Because of the restrictions of the physical setting, for definite participants and for achieving the goal of teaching, teacher talk has its style. Secondly, teacher talk is a special communicative activity. It aims to communicate with learners and develop learners' foreign language proficiency. Teacher talk is used in class when teachers conduct instruction, cultivate their intellectual ability, and manage classroom activities (Cullen, 1998). Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teachers say. Third, teachers use language to encourage communication between learners and themselves. Therefore, TT is a communication-based or interaction-based talk.

Some previous researchers researched the interplay of teacher talk to the learning style of English language learners of senior secondary school, named a psycholinguistic study. In this part, the researcher reviews some related research in the same field concerning TT. It can be studied in various contexts across the age range, from primary school to higher education, and many research titles related to teacher talk variables. Still, there has not been analytical research on the interplay of teacher talk and learning style.

Teacher discussions are divided into two categories, including functional distribution and questions. Teacher speaking needs to be articulated and examined in terms of pedagogical roles and how they are distributed in the classroom. The researcher's choice of instrument or theoretical framework affects how the functions are specified. It is clear from the description and analysis of their distributions whether a teacher is speaking to a particular student or a class of learners. The student must participate in class. Fewer learners will have the chance to participate if the teacher spends more time providing explanations and management instructions. Depending on the researcher's theoretical presumptions on language learning, one function of teacher speaking may be considered superior to another.

The type of TT refers to Flanders' Interaction Analysis Categories (FIAC). Flanders (1970) and the instructor discussion were classified into seven groups. The first four are concerned with how the teacher interacts with the learners, including accepting their feelings and elucidating their attitudes, praising, or encouraging their actions or behaviors, clarifying, building, or developing their ideas and using those ideas to solve problems, and asking questions. Through their encouragement of learner behavioral patterns, these four categories increase learners' participation and subtly communicate the teacher's authority. Less domineering behaviors are assumed by the teacher, and more student talk is heard. These actions are occasionally referred to as indirect influence. The teacher uses the other three categories to exercise direct control. These include lecturing, providing instructions, and establishing or defending authority. To enforce conformity or address inappropriate behavior, the instructor is directive. He needs to speak up more and assume a leadership position in the class activity if the teachers are to accomplish this. These actions refer to direct influence.

Learning style

The idea of multiple intelligences was put forward based on which learners can possess a wide range of intellectual skills. The eight forms of intelligence (visual-spatial, bodily-kinesthetic, musical-rhythmic, inter-personal, intra-personal, verbal-linguistic, naturalistic, and logical-mathematical) can all exist in everyone at variable levels of capacity. The student in this situation prefers to learn using a combination of some or all those intelligence (Gardner & Lambert, 1972). Learning styles function as comparatively reliable markers of how learners view, engage with, and react to the classroom environment. There are numerous ways to accomplish the learning process (Brown, 2000). Since each learning style potentially boosts a learner's success rate when appropriate for their personal needs, it is crucial to recognize them when the learning process is underway. There are a variety of justifications for learning style (LS). Reid (1995) defined learning style as a person's common and preferred method of acquiring, managing, and trusting new information. When it comes to language learning, learning styles can be thought of as the standard techniques like visual or auditory that is suitable for learning a language or other disciplines.

Learning style is a vocabulary that describes the differences among learners' use of one or more sanities to absorb, regulate, and preserve understanding. Reid (1987) stated that learning processes and performance practices are affected by learners' learning styles (Gordon, 1998). According to Dunn et al. (1998), a learner's learning style is the approach, preferences, and behavior they take when they study. Furthermore, the learners claim that there may have been significant or minor changes made to the learning schedule. For instance, a visual learner prefers to learn by looking at the written name. In contrast, auditory preferences are developed when learners learn through listening. There are numerous ways for learners to acquire and absorb information.

Learners' learning styles may be subjective to their earlier learning involvements, inherent make-up, and culture. Some are more satisfied with data and facts, while others favor exact models and concepts. The other is visual and in favor of learning by charts, while others are keen on learning by oral details and are called auditory learners (Felder & Henriques, 1995). Furthermore, some others also are interested in learning in a group, while others prefer to learn independently. Reid (1987) suggested the term learning preferences when creating a framework specifically for adult ESL learners, and these preferences were included in the widely used learning style model created by Dunn et al. (1989). The model's dominant focus is on providing an instrument for identifying the circumstances in which a person is most likely to learn, remember, and succeed (Dunn et al., 1989). However, in developing her paradigm, the emphasis is placed on learners' preferences for "perceptual" and "sociological" learning styles. The perceptual measurement examines a learner's preference for one of the three learning styles, such as kinesthetic, psychomotor, visual-spatial, and auditory or verbal in the process of learning. Reid (1995) defined learning styles as a person's regular, typical, and favored way(s) of captivating, handling, and recalling fresh material and abilities. She also presented that all learners possess individual characteristics concerning their learning progress. For instance, some may react to hands-on actions, and prefer visual performances. Of course, individuals learn contrarily, and these

variances in learning thrive in ESL/EFL situations. Reid (1987) revealed six learning styles the perceptual learning style preference.

a. Visual learning style refers to learning by seeing (learning by reading and studying charts, graphics, and diagrams).
b. Auditory learning style refers to learning through listening (learning by listening to audio, tapes, and people).
c. Tactile learners like to learn over practical involvements (hands-on, learning, such as doing lab experiments, building models vocabulary puzzles activities).
d. Kinesthetic learners favor learning by physical action and movement (learning by physical participation).
e. Individual learners favor learning individually.
f. Group learners prefer to work and study collectively.

Reid (1987) stated perceptual learning style preference questionnaire used in this research was the pioneer for observing the perceptual learning style preferences of ESL/EFL learners at the university level. The questionnaire established how learners' study best by using their sensitivities, such as visual, auditory, and kinesthetic preferences, and two social features of learning, consisting of group and individual preferences.

Methodology

Research design

This research used a mixed-methods design. It is more than simply collecting and analyzing quantitative and qualitative data. The research design in this study used a mix of methods with commensurate status. Qualitative research was used to find out learners' learning style in PTMT English classrooms in the post-epidemic era and the effect of TT and learning style in the classroom, and the use of quantitative methods to find out the interplay of TT and learning style.

Participants

This research was conducted in secondary education classrooms in Sidrap, specifically on English subjects, including English learners. The researcher used a purposive sampling technique in choosing research samples. One hundred-sixty learners are taken as samples. They taught English at SMAN 6 and SMK Harapan Bangsa Watang Pulu in Sidrap. The researcher chose those schools as part of this research setting because the researcher had conducted a preliminary investigation in those schools, easing further research.

Data collection method

Data were from the questionnaire and observation. The respondents were requested for their willing to contribute to this research before collecting the data, and they approved to involve in this research. Learners could be acknowledged how they learn effectively and

their preferences in learning by using Flanders' interaction analysis categories (FIAC) and Hartinah (2011).

Data analysis

The learners read the statements in the questionnaire and decided their opinions based on the choices provided. After that, the researcher collected the data from the close-ended questionnaire and counted the simple statistics to determine the mean percentage. Following are the various stages of quantifiable data analysis techniques. In analysing the data, the researcher used SPSS (Statistical Package for the Social Sciences) 23.0 version of computing the descriptive data to analyse the data obtained from the questionnaire. Data analysis of observation is the process of analysing data using reduction, reduction, and conclusion.

Ethical consideration

Formal correspondence was required to obtain research ethics or permission from schools and respondents. This letter aims to ensure that respondents prepared themselves and that there is no coercion in activating research data. It was sent to the target school requesting permission to research the schools and teachers' permission. At the same time, data related to the learner's motivation, learning style, and attitude is given directly before giving treatment. The mixed-methods design utilized in this research goes beyond gathering and evaluating both data. Both qualitative and quantitative data are used concurrently to strengthen each other (Creswell, 2007). The qualitative paradigm is applied to analyze the categories of learning styles and the quantitative data gathered through questionnaires are used to measure the relationship between the Teacher Talk and the learners' learning style of the learners. The questionnaire carries five scales as alternative answers, consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. All data obtained from the questionnaire are tested for validity, reliability, and regression.

160 participants in this research were learners at SMAN 6 and SMKs Harapan Bangsa Watang Pulu in Sidrap selected using random sampling techniques. The data were collected through video, observation, and questionnaire surveys. Qualitative data from written tests and interviews were analyzed in the process of compiling data followed by a set of procedures (Miles & Huberman, 1994), like activities that refer to the selection process, the concentration of attention, simplification, abstraction, and transformation of the raw data. It includes data classification and identification, such as organizing and categorizing the data sets so they can get a conclusion. In addition, it used SPSS 23.0 software to analyze the data (Bandur, 2016).

Findings

The learners' learning style in English

Based on direct observation of the field, the researcher found many problems with learning styles. There are still learners who are slow in the learning process, such as being

less able to remember and understand the material presented by the teacher. It is because learners have not studied according to their learning style. Teachers also do not understand learning styles. Every student has different learning styles, so teachers are required to teach according to the characteristics of the learners. To make the learners easier to absorb the lessons delivered by teachers supporting facilities and infrastructure in schools are inadequate. In addition, the researcher also found that learning styles during the post-pandemic did not vary much because the knowledge sources were centered on the teacher and limited learning time.

Based on the observations, the conclusion is some learners learn best in bright light, while others learn best in dim light. Some learners learn best in small groups, while others choose authoritarian figures such as parents or teachers, and others feel that working alone is most effective for them. Some people need music to accompany their studies, while others can only concentrate in a quiet room. Some learners need an orderly and tidy work environment, but others prefer to roll out everything. When learners need to concentrate well, they can do it well, and it is necessary to have an environment that supports student learning. Environmental factors that affect learners' learning concentration include (1) voice. Each student responds differently to sound. Some prefer to learn by listening to soft, loud music or watching TV. Some like to study in a quiet atmosphere, and some like to study in a deep crowded atmosphere, (2) temperature. Every student has different tastes. Some people like calm places, and some people like warm places; (3) learning design. There are two types of learning design; they are formal learning design and informal learning design. Traditional designs, such as studying at a desk, are complete with tools, while informal designs are casual study, sitting on the floor, on a sofa, or lying down.

The interplay of teacher talk and learners' learning style in English

This section consists of the analysis result of respondents' learning style preferences. The analysis was conducted by identifying the mean and the standard deviation score of every learning style used by the respondents. In identifying the respondents' learning style preferences, the data were enumerated from the Perceptual Learning Style Preference Questionnaire (PLSPQ) adapted from Reid (1987). The questionnaire scored the learners' preferences according to the way they learn best using their preferred senses consisting of visual, auditory, kinesthetic, and tactile preferences.

The learners' learning style preferences were enumerated from the questionnaire consisting of 16 statements that suit the categories. Four learning style preferences were represented in the 16 items questionnaire administered to the learners. Each learning style has five statements to indicate which style is mostly used by the respondents. To make a clear description, the analysis of the questionnaire result is presented. The number of successful respondents was 160 respondents. One can classify the trend of learning style preferences of successful respondents. Quantitative analysis was employed in this research to figure out the learning style preferences of non-English department learners to report the research questions.
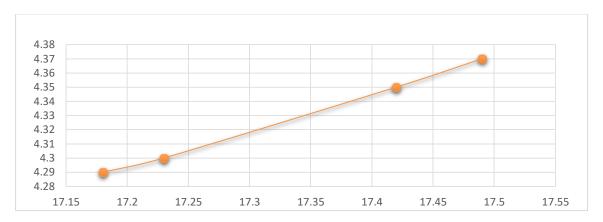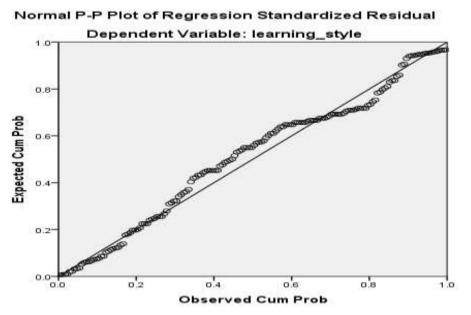
Figure 1. *Learners' learning style preferences*

Table 1. *Learners' learning style preferences*

Learning Styles	Mean	Standard Deviation
Auditory	17.49	4.37
Visual	17.42	4.35
Tactile	17.23	4.30
Kinesthetic	17.18	4.29

Based on the report above, the most preferred respondents' learning style was auditory. It can be seen from the means and the category. From 160 respondents, the highest mean was auditory (M=17.49, SD=1.812). This style is categorized as a minor style and for successful respondents. This style is the only foremost learning style preference. The other styles are in minor preference, visual (M=17.42), tactile (M=17.23), and kinesthetic (M=17.18). For respondents, no style is in negative learning style preference. The descriptive analysis result is in the figure above.

The classical assumption test is done before hypothesis testing because it is a prerequisite for regression analysis to be considered trusted or valid. In this process, the whole sample will first be tested before testing the classical assumption for each variable. The sample used in this research has met the classical assumption test consisting of one independent variable and one dependent variable, namely learning style. Therefore, the researcher tested the interplay and correlation of independent variables with the three dependent variables by using simple linear regression. The histogram and plot may be seen in the above graph output of the normality test of teacher talk and learning style, which shows a distribution pattern that deviates to the right, indicating that the data is normally distributed.

Figure 2. *Normality test*

The linearity of the teacher talk to learning style is shown in the above graph. The data plot points appear to create a straight-line pattern from the bottom left to the higher right, as in the output of the scatter plot chart above. It demonstrates that the teacher-speaking variables X and Y have a linear and favorable relationship. It means that if the teacher speaks about the experience, an increase in learning styles also appeared.
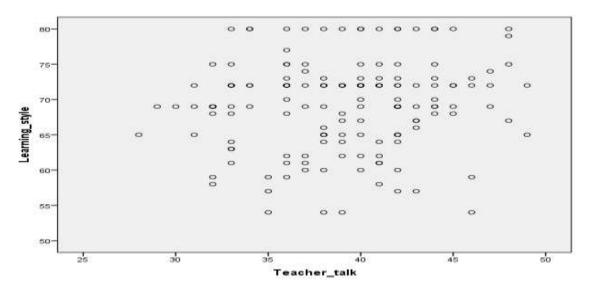
Figure 3. *Linearity test*

Validity

The validity of the questionnaire results was tested using SPSS for the Windows application. A statement item significantly related to the total score indicates that the item is valid. In this research, from 160 respondents, the r-table is 0.1552. The value computed by the r-score must be larger than the table to be said as valid. The variable of teacher talk consists of 10 statements, and after testing for validity, the results obtained from consecutive items 1 to 10 are 0.476, 0.478, 0.526, 0.484, 0.315, 0.386, 0.601, 0.601, 0.709, 0.683 and 0.722. The variable of learning style consists of 16 statements, and after testing for validity, the results obtained from consecutive items 1 to 16 are 0.431, 0.358, 0.429, 0.451, 0.424, 0.413, 0.390, 0.439, 0.509, 0.822, 0.811, 0.726, 0.732, 0.712, 0.755 and 0.814. From the validity test result in the table above, 26 questionnaires containing these two variables were filled out by 95 respondents in this research. One way to find out which statement is valid, and which is not. Additionally, we must find out the table first. The formula for the r-table is $df = N-2$ so $160-2 = 158$, so the R-values from ten items are higher than 0.1552 for the r-table. The items showed that the r-table had an R-value of more than 0.1152.

Reliability

Before the reliability testing, there must be a basis for the study's use of questionnaires to measure the interaction between variable X and variable Y in the investigations. The reliability test for the factors is in teacher speaking and student learning style. These two variables have a total score of 2 points and statements worth 26 points each. The statements after being tested get the following results:

Figure 4. *Reliability*

Cronbach's Alpha	N of Items
.733	10
.745	16

After analyzing the reliability test, Cronbach's alpha in variable teacher talk is 0.733, and the learning style is 0.745. All variables have Cronbach's alpha of > 0.70. Thus, all the variables are reliable.

Regression test

Simple linear regression analysis is a linear relationship between one independent variable (X) and one dependent variable (Y). The function of this analysis is to know the interplay or correlation between teacher talk learning style variables. The first table generated in a linear regression test in SPSS is Model Summary. It provides detail about the characteristics of the model. The model summary table looks like below.

Table 2. *Coefficient of teacher talk to learning style*

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278[a]	.077	.072	4.064
a. Predictors: (Constant), Teacher_talk b. Dependent Variable: Learning_sytle				

The correlation between the dependent and independent variables is represented by the R-value. For further examination, the number that is taken is more than 0.3. The value in this instance is .278, which is favorable. R-square displays the overall variation for the dependent variable that the independent factors may account for. The number which is higher than 0.7 indicates that the model can identify the relationship. The value in this instance is.077, which is favorable. In multiple regressions, the adjusted R-square demonstrates the generalization of the results or the variation of the sample results from the population. A minimum difference between R-square and the adjusted R-square must exist. In this instance, the value is.077, which is close to.278, making it acceptable.

Table 3. *Significance of teacher talk to learning style*

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	219.143	1	219.143	13.268	.000[b]
	Residual	2609.701	158	16.517		
	Total	2828.844	159			
a. Dependent Variable: Learning sytle Predictors: (Constant), Teacher talk						

The following table's components are paramount for understanding the findings of the P-value/Sig value. First, in most cases, the research significance level is set at 5% or the 95 percent confidence interval. Consequently, the p-value must be lower than 0.05. It is .000 in the table above. It shows that the outcome is crucial, F-ratio. Second, after considering the model's inherent inaccuracy, it represents an improvement in the variable predicted. A value for the F-ratio yield efficient model is higher than 1. The value in the table above is 13.268, which is favorable. These findings suggest that the null hypothesis may be rejected further because the p-value of the ANOVA table is below the acceptable significance level. The relationship's strength, or how important a variable is to the model and how much it affects the dependent variable, is shown in the table below. The hypothesis testing for the research is aided by this analysis.

Table 4. *Coefficient regression of teacher talk to learning style*

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	27.835	2.800		9.940	.000
	Teacher_talk	.260	.071	.278	3.642	.000
a.	Dependent Variable: Learning sytle					

The Sig. value is the only value that matters in the interpretation process. The value should be less than the research's acceptable significance level, which for this research is less than 0.05 for the 95 percent confidence interval. The null hypothesis validity is determined by the significant value. The null hypothesis is rejected if Sig. 0.05. The null hypothesis is not rejected if Sig. > 0.05. Rejecting the null hypothesis indicates that there is an impact. However, if a null hypothesis is not disproved, it means that no effect exists. The interpretation in this situation will be that the null hypothesis is rejected (0.00 > 0.05). Little to no change in the way teachers discuss learning styles. It is due to the Sig. value is higher at 0.05.

Discussion

The learning styles of the earners are different from each other. The fact that learning styles are different is not a shortcoming but rather a feature that enriches the learning environment. If the learner feels ready for self-learning, this is the learning style for the learner. In other words, how the learner wants to learn is the best learning style for this learner. When the learning environment is oriented towards natural tendencies such as studying, exploring, and touching the learner, then the learner is willing to participate in the lesson and TT. In addition, the matching between learning styles and learning activities in the learning environment positively affects academic success. Identifying the learners' learning styles and designing the activities will also make learning easier for learners with learning disabilities. Teachers need to reveal the learners' learning styles and shape the learning process. Based on the observations, the conclusion is that some learners learn best in bright light, while others learn best in dim light. Some learners learn best in small groups, while others choose authoritarian figures such as parents or teachers, and others feel that working alone is most effective for them. Some people need music as an accompaniment to their studies, while others can only concentrate in a quiet room. Some learners need an orderly and tidy work environment, but others prefer to roll out everything so that it can be seen when learners need to concentrate well. For the learners to concentrate well, it is necessary to have an environment that supports their learning. Environmental factors that affect learners' learning concentration include voice, temperature, and learning design.

In this context, the fact that teachers reveal the learners' learning styles can be evaluated positively. Although the learners' prior knowledge is not under scientific facts, this

preliminary information is paramount and should be taken into consideration. The readiness level can vary so much as the individual differences of the learners vary. Teacher classes should study the individual differences of the learners and discover the learners' readiness levels and develop and apply the teaching methods and techniques. Based on the four interviewed teachers through observation, only two mentioned the importance of the learners' readiness level. However, one of the crucial tasks of the teacher is to determine the learners' readiness level and determine their needs. It will be very hard to realize learning in a learning environment where learners will not be present and need to be prepared.

Instructional activities must conform to the level of development in which the learner is involved. The physical and spiritual development of each learner is different. Given that there are learners with very different individual differences in the learning environment, it is very difficult for teachers to achieve gains with a single approach or teaching method. In this context, the appropriateness of the teaching methods, techniques, and strategies of the teacher to the learners' achievement is a problem. Otherwise, all the teaching methods, techniques, and strategies to be implemented will not work and it will be very difficult to achieve the desired effect on the learner.

The more the sense organ participates in the learning-teaching process, the better the learning takes place. In the teaching process, the tools and equipment have a great influence in supporting the teaching process by affecting the sense organs. Tools that support the individual differences between on-site and on-time learners can provide effective and fast learning and enrich the teaching process. Some learners learn better when they see, some listen, some read, and some with the help of different tools. As the number of equipment suitable for the individual differences of the learners' increases in the learning-teaching process, the probability of effective learning will also increase.

As explained in the previous background, the learning system in the pandemic period use WhatsApp Group more as a learning space, so the learning style found is visual. The system that the teachers applied followed definite procedures in which the teachers sent the materials and assignments to the WhatsApp Group then the learners were given time to do them without supervision from the teacher. After completing the assignment, the learners share their work via WhatsApp or Google Classroom. Although all teachers teach with such a system, there is still a teacher who combines teaching via WhatsApp, Zoom and sharing YouTube links.

There are three dominant findings of this research concluded based on the descriptive analysis result. Under the research questions of identifying the learning style preferences of non-English department learners, the first findings are that the learning style preference of successful respondents is auditory (M=17.55, SD=4.37) as the dominant learning style preference, and visual (M=17.42, SD=4.35), tactile (M=17.23, SD=4.30), and kinesthetic (M=17.18, SD=4.29) as the minor preferences. It means that learning styles during the pandemic and endemic period are still the same, namely the visual learning style. The t-test result was 9.940, and the df was 160. In conclusion, the p-value was 0.000, and which 2-tailed value was lower than 0.05 (alpha value).

The result showed that the scores differ much between significance and 0.05. There might be a significant interplay between teacher talks and English language learners' learning styles in secondary high school. The first is the correlation coefficient or Pearson's r value.

That is the Pearson Correlation value, which in this case is 0.355 and shown above the square red box. The correlation coefficient in table 4.22 of.355 is fair positive. Although the effect is fair and marginal, people are more likely to perform better the longer they spend taking the test. A significant influence between the two variables might be due to the learning carried out at SMAN 6 and SMKs Harapan Bangsa Watang Pulu in Sidrap existing now in a combination of online and offline learning. In offline learning, the learners can interact directly with the teachers even though the teaching time is very limited. The learners' learning style has also looked better than the learning model using Google Classroom only. The learners assume that communication is more effective when done through face-to-face learning in class. Naim (2011) revealed the child's world is typical. They have different perceptions, imaginations, and views from their parents. Their life is different from their parent's or teachers' life. In this way, face-to-face communication will be more effective in communicating with children, especially those in Senior High school (Naim, 2011).

Some limitation of the research is the limited observation time so that data related to learning styles cannot be investigated because the teaching schedule becomes one hour per subject each week during the limited face-to-face learning. Therefore, many teachers complain that the teaching time is minimal and that so much teaching content must be completed in a relatively limited time. Learner interactions are time-consuming. It is not allowed to let learners talk more and ask them more referential questions in a short class time, or the necessary teaching content will not be achieved, whereas it will save much time through more teacher lectures. In addition, it is a very demanding job to prepare and design class activities that consume time and energy. Teachers are usually overloaded and reluctant to do so. The classroom is the situation that occurs inside and outside the classroom. Everything that happens inside and outside will be material for the teacher. For example, at the first meeting of T2, there was a vaccine schedule for learners, but many teachers talked about discussing vaccines.

The implications of the conclusions in this research and development are that in general TT becomes the developed strategy and approach that can be used in learning English in high school. Research has several implications as follows (1) teachers need a communication model that fits the needs of competency standard learners to convey the subject matter. Teachers are expected to be able to improve their linguistic abilities, and (2) learners need a stimulus so that learning styles are not focused on auditory.

Conclusions

There are several points to be concluded in this research. First, the results indicate that the learning style preference of the respondents is auditory as the dominant learning style preference, while visual, tactile, and kinesthetic are the minor preferences. It means that learning styles during the pandemic and endemic period are still the same, namely the visual learning style. Second, there is a significant interplay between teacher talk and learners' learning style in learning English.

This research bears two limitations that need to be considered when similar research is to be carried out. The first limitation is that this research only looked at the learners' learning styles and had a small number of research sessions, so data on the different kinds of

teacher discussion cannot be found when learners were learning English in the classroom. Second, because the researchers did not observe the learners' learning styles while studying, the information on the learning styles was limited to the questionnaire only. To develop the findings from this research, future research on the related topic use a larger sample size, involve some English teachers, and attend more classroom meetings.

Disclosure statement

The author certifies that she has no affiliations with or involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

References

Bandur, A. (2016). *Penelitian kualitatif: Metodologi, desain, dan teknik analisis data dengan Nvivo 11 Plus (Qualitative research: Methodology, design, and data analysis techniques with Nvivo 11 Plus).* Jakarta: Mitra Wacana Media.

Brown, H. D. (2000). *Principles of language learning and teaching.* New York: Longman.

Chatib, M. (2010). Sekolahnya manusia, sekolah berbasis Multiple Intelligence di Indonesia (Human schools, schools based on Multiple Intelligence in Indonesia). Bandung: Kaifa.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* Thousand Oaks, California: Sage Publication Inc.

Cullen, R. (1998). Teacher talk and the classroom context. *ELT Journal, 52*(3), 179-187.

Dirman, C. J., & Cicih, J. (2014). *Karakteristik peserta didik. Dalam rangka implementasi standar proses pendidikan siswa* (Characteristics of students. To implement the standard process of student education). Penerbit Rineka Cipta.

Dunn, R., Dunn, R. S., Griggs, S. A., & Griggs, S. A. (1995). *Multiculturalism and learning style: Teaching and counseling adolescents.* Greenwood Publishing Group.

Ellis, R., & Ellis, R. R. (1994). *The study of second language acquisition.* Oxford University.

Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education. *Foreign language annals, 28*(1), 21-31.

Flanders, N. A. (1970). *Analyzing teaching behavior.* Addison-Wesley.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning.* Rowley.

Gusnawaty, G., Yastiana, Y., & Yassi, A. H. (2017). Ideational meaning of Butonese Foklore: A systemic functional linguistics study. *Rupkatha Journal on Interdisciplinary Studies in Humanities, 9*(1), 327-338.

Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: The case study of Indonesian EFL learners. *Education Research International,* 1-13.

Johnson, D. W. (1994). *Cooperative learning in the classroom. Association for supervision and curriculum development.* Alexandria.

Kumpulainen, K., & Wray, D. (2003). *Classroom interactions and social learning: From theory to practice*. Routledge.

Naim, N. (2011). *Dasar-dasar komunikasi Pendidikan* (Fundamentals of educational communication). Yogyakarta: Ar-Ruzz Media.

Nasution, S. (2013). *Berbagai pendekatan dalam proses belajar dan mengajar* (Various approaches in the process of learning and teaching). Jakarta: Bumi Aksara.

Pattanang, E., Limbong, M., & Tambunan, W. (2021). Perencanaan pelaksanaan pembelajaran tatap muka di masa pandemi pada SMK Kristen Tagari (Planning for implementing face-to-face learning during a pandemic at Tagari Christian Vocational School). *Jurnal Manajemen Pendidikan, 10*(2), 112-120.

Reid, J. M. (1987). The learning style preferences of ESL students. *TESOL Quarterly, 21*(1), 87-111.

Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. Heinle & Heinle Publishers.

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge university press.

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Saeed, N., Yang, Y., & Sinnappan, S. (2009). Emerging web technologies in higher education: A case of incorporating blogs, podcasts and social bookmarks in a web programming course based on students' learning styles and technology preferences. *Journal of Educational Technology & Society, 12*(4), 98-109.

Sinclair, J. M., & Brazil, D. (1982). *Teacher talk*. Oxford University Press.

Uno, H. B. (2006). *Orientasi baru dalam psikologi* (A new orientation in learning Psychology). Jakarta: PT. Bumi Aksara.

Yassi, A. H. (2006). Speech variety of elite people in Makassar: Forms and social functions of Indonesian-English code switching. *Nady Al Adab, 4*(2), 70-82.

Biographical Note

NASMILAH is faculty member at the English Department Universitas Hasanuddin. She holds a PhD from University of Newcastle in English language, an M.Hum in English language from Universitas Hasanuddin.