THE EFFECTS OF PERCEPTION ON LEARNING STYLES AND CREATIVITY TOWARDS STUDENTS' SPEAKING SKILL SURVEY AT STATE SENIOR HIGH SCHOOLS IN CIREBON CITY, WEST JAVA

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ABSTRACT

This research is a kind of and aims to find out analyzes empirically the effects of perception on learning styles and creativity on students' speaking skill. The population of the research is twelfth graders from state senior high schools in Cirebon. The sample was taken from three state senior high schools. The research has 3 variables which are divided into 2 independent variables (Perception on learning styles and creativity) and 1 dependent variable (students' speaking skill). The collection of the data was taken from two kinds of questionnaire for independent variables and teachers' file on speaking scores for dependent variable. The gained data was analyzed by using correlation technique and double linear regression. The research findings were: 1) There are significant effects of perception on learning styles and creativity jointly on students' speaking skill at state senior high schools in Cirebon city. It was proved by the score of Sig 0.000 < 0.05 and F_{count} = 23.510 2) There was a significant effect of perception on learning styles on students' speaking skill at state senior high schools in Cirebon city. It was proved by Sig 0.007 < 0.05 and t_{count} = 2.759 3) There was a significant effect of creativity on students' speaking skill at state senior high schools in Cirebon city. It was proved by Sig 0.000 < 0.05 and t_{count} = 4.745

Key words: Learning Style, Creativity, and Speaking Skill

ABSTRAK

Penelitian ini merupakan salah satu jenis dan bertujuan untuk mengetahui analisis secara empiris pengaruh persepsi terhadap gaya belajar dan kreativitas terhadap keterampilan berbicara siswa. Populasi penelitian ini adalah siswa kelas XII SMA Negeri di Cirebon. Sampel diambil dari tiga sekolah menengah atas negeri. Penelitian ini memiliki 3 variabel yang terbagi menjadi 2 variabel bebas (Persepsi terhadap gaya belajar dan kreativitas) dan 1 variabel terikat (keterampilan berbicara siswa). Pengumpulan data diambil dari dua jenis angket untuk variabel bebas dan arsip guru tentang nilai berbicara untuk variabel terikat. Data yang diperoleh dianalisis dengan menggunakan teknik korelasi dan regresi linier berganda. Temuan penelitian ini adalah: 1) Terdapat pengaruh signifikan persepsi gaya belajar dan kreativitas secara bersama-sama terhadap keterampilan berbicara siswa SMA Negeri di kota Cirebon. Dibuktikan dengan nilai Sig 0,000 < 0,05 dan Fhitung = 23,510 2) Terdapat pengaruh yang signifikan persepsi gaya belajar terhadap keterampilan berbicara siswa SMA Negeri di kota Cirebon. Dibuktikan dengan Sig 0,007

< 0,05 dan thitung = 2,759 3) Terdapat pengaruh yang signifikan kreativitas terhadap keterampilan berbicara siswa SMA Negeri di kota Cirebon. Dibuktikan dengan Sig 0,000 < 0,05 dan thitung = 4,745

Kata Kunci: Gaya Belajar, Kreatifitas, dan Keterampilan berbicara

INTRODUCTION

Nowadays, we come to the globalization eraEnglish is media for communicating both speaking and writing. To reach that goal, English is taken into account in curriculum and becoming a subject in school as well as it is implemented in school in our country. As English becomes the major international language, it creates a new generation of learners who are eager to learn English not only for pleasure but also as the key to compete in global era. It is obviously known that there are four skills in learning languages, in this case, English. They are classified into two domain skills: receptive skills (listening and reading) and productive skills (speaking and writing). Harmer (2001: 270) stated that, without speaking, you do not understand what the speaker is saying, by looking confused scratching your head in confusion, etc. Speaking is a bridge of communication as an activity is doing by someone to communicative with others. One of the language skills have to be mastered by student in learning English as a foreign language is speaking. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel improved in their spoken language proficiency. Teachers and textbooks make use of variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1998). In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together (Jones, 1996:12). Richards (2008) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Meanwhile, according to Cristhoper (2003), speaking is the process of expressing thought, idea or feeling in the form of spoken language.

Based on the definition above, speaking is the process of conveying the meaning, expressing idea and feeling through verbal utterance at any situation and in various contexts. People can deliver ideas, thought, feeling through speaking. In fact, it is still a problem for many Indonesian students. English learning in Indonesia is not very successful since the most students lack the opportunities to learn and practice English in their environment. Students' tension, excitement, lack of confidence during a speaking class time constraint also is the problem in teaching and learning English. Speaking is one the most important skill needed in processing of application job. After students finish study at senior high school level, they continue study or look for job. Although, they are in the next level after senior high school, English skill is still needed especially in university or having job. Based on the reason above, this is due to several factors, both external and internal factors.

The external factors are students' perception on learning style, learning environment situation, learning tools, competency of teachers, and any others. The capability of students in English can be influenced by how the students' learning style. Speaking is generally considered as the scariest activity in learning English. It is English teachers' job to facilitate students to change the paradigm by creating various activities in stimulating student's speaking skill. Yet, students also have different learning styles in learning English, especially in generating speaking skill. There so many examples of learning styles of the students such as watching English movies or listening to English songs and then they try to imitate the way native speakers speak. Learning styles is biologically and developmentally determined se of personal characteristics that make the identical instruction effective for some students and ineffective for others. (Dunn & Griggs, 2000: 9) As class size increase, so do the types and numbers of students' perception on learning styles. Given the variability in learning styles that may exist in a classroom, some authors suggested that students should adapt their learning styles to coincide with a given instruction style. This allows instructors to dictate the methods used to instruct in the classroom. This approach also allows instructors to "teach from their strengths." With little consideration to other external factors such as learning style of the students.

Learning might be better facilitated if instructors were cognizant of both their learning styles and the learning styles of their students. An understanding and appreciation of a given individual's teaching style requires self-reflection and introspection and should be a component of a well-maintained teaching portfolio. Major changes or modifications to teaching styles might not be necessary in order to effectively create a classroom atmosphere that addresses multiple learning styles or targets individual ones. It means that when students are doing something, they are practicing their speaking skill. In fact, most of the teachers still use traditional learning style that can be affected students' skill in speaking English. As English teachers, knowing the learning styles of students as it is important for teachers in helping students improve their speaking skill. As for internal factors can influence students' speaking skill are intelligence quotient, motivation, interest, creativity, and any others. The education system needs to be adapted to the needs of development in all areas that needs the kinds of expertise and skills as well as can enhance the productivity, creativity, quality, and efficiency of the work, it is said by ministry of information (1983: 60). Furthermore, to explain the sense of creativity, it will present some formulation of the conclusions of the expert on creativity. Creativity is the ability to create new combination, based on data, information or the exist elements, Munandar, S.C Utami (1997: 23). Usually people interpret the creativity, as the ability to create new things. Indeed, what created it does not need anything new at all, but it is a combination of things that already existed before. The data, information or elements, in the sense of existing or already known before, are all a person's experience has been derived both during on school and in family or in society.

It is clear, the more experience and knowledge possessed by someone, the more possibility the learner gained the advantage and applied all learners' experience and knowledge as learner's creativity. Creative ideas, or the result of the work does not appear as is. To be able to create something valuable required preparation. They said preparation will be derived since a child get education in the school, and then they are expected can solve the problem. Thus all data of experience allows one to create, that is, by combining its elements into something new. The more possibility of answer can be given on an issue, the more creativity someone will be. Of course those answers should suit the problem. Therefore, it is not merely the number of answer can be given that determine a person's creativity, but also the quality of answer. Creativity can be formulated as the ability of

reflecting the smoothness, suppleness (flexibility) and original in thinking, as well as the ability for elaborating (develop, enrich, detail) of an idea, Munandar, S.C Utami (1997: 57). The ability to judge or evaluate of an object or situation is also reflected in creativity, if someone is able to see object, situation or the problem form different points of view.

Many activities can be designed by educators which all are to enhance the creativity of the child. Tasks that developed creativity always demand children to think about all kinds of ideas in solving the problem. This is called a divergent thinking, thinking of many different directions, nut it is different from the convergent thinking in which a child intend to give one of the most appropriate answer to a questions. It can be included that creativity is the ability to create new combination, based on data, information or the existence elements, and are available to find many possible answer to a problem, where the emphasis is on the quantity of efficiency, and diversity of answer. Speaking is considered as the complex competence compared to other basic competence properly. Harmer (2001: 269) also defines speaking is the ability to speak fluently presupposes not only knowledge of language features, but also ability to process information and language 'on the spot'. When we speak, we think about the arrangement of sentences. It involves our ability in remember words, how to form it into a good arrangement using a good structure and also our knowledge in the language we use in spoken action and we do it which is follows by the creativity of learning. There are many ways to learn English. Beside the learning style is given by teachers at school, several students also join in English courses to gain many chances to practice English more frequently and build up their creativity to learn English. The problems can be appeared by the differences of students' creativity in learning English. The students who have high creativity to learn English influence their speaking skill or not. Whereas, their talent in speaking skill is low, the creativity how to learn English decides how far their speaking skill increases. From several explanations above, the writer was interested to find out to relate some variable from some factors influence speaking skills that are between perception on learning style and creativity in affecting students' speaking skill.

RESEARCH METHODOLOGY

The research was conducted at the State Senior High Schools in Cirebon City. The

schools are namely: SMA Negeri 4 Kota Cirebon, SMA Negeri 7 Kota Cirebon and SMA Negeri 8 Kota Cirebon The research will be done purposively to these schools (especially designed for the twelfth grade students). This study emphasizes on the effect of student's perception on learning style and creativity altogether towards student's speaking skill. It means there are two independent variables and one dependent variable; variable X_1 as the first independent variable (perception on learning) and variable X_2 as the second independent variable (creativity) which have interconnected and influenced the variable Y as the dependent variable (student's speaking skill). This research used survey method with analysis of the regression, whereas the data and information in the field is taken by presenting of a questionnaire.

According to Sugiyono (2008: 17), population is an area of generalization which comprises object or subject that has quality and certain characteristic determined to be analyzed and then made a conclusion by researcher. Furthermore, Fraenkel and Wallen (2003: 96), find out that, Population is the larger group to which one hopes to apply the result. In other words, it is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Population in this research was all State Senior High School students at twelfth grade in Cirebon City. Fraenkel and Norman (2003: 97) stated that, sampling refers to the process of selecting individuals. Sample in a research study refers to any group on which information is obtained. The sampling technique used for this survey research is a cluster-random sampling – it means taking a sample in cluster, random and in a simple way. It is done because of the wide area and a great deal of population. According to Sevilla et al (2006: 167), The cluster-simple random sampling was used in which related to a geographic location of respondents where they are in one school selected randomly as a cluster and regarded that they have an equal position for relevant characteristics towards examined variables.

In choosing the sample, there would be three schools of two sub-districts with an A accreditation chosen, namely: SMA Negeri 4, SMA Negeri 7, and SMA Negeri 8 Cirebon City, After that, ± 30 students from each selected school become a sample. As a result, 100 students in grade twelfth in the odd semester, academic year 2017-2018 would be as the samples in this survey research. The data will be collected by giving two sets of questionnaire for independent variable, and one set of teacher's file of students' speaking score for dependent variable. Both questionnaire and objective test would be given to 100

students from three schools, which are set as samples.

Research Instruments

To conduct the research, the researcher needs three variables before the hypotheses tested.

Techniques of Data Analysis

Testing Hypothesis

After all the prerequisite tests fulfilled, which means that the data need advanced processing, the following step would be the test for each hypothesis. This test will be done by using multiple correlation technique. This test will be done to find out the effects among variables, namely; perception on learning styles, creativity and speaking skill whether partially or collectively.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The things address data description requirement test, testing of hypotheses, and also interpretation of research. More detailed discussion related to research findings is clearly depicted below:

A. The Description of Data

The researcher analyzes the data from questionnaire and teachers' score files. Data are taken from perception on learning styles questionnaire, creativity questionnaire and speaking skill scores of 100 respondents where all the data are previously found to be valid and reliable through the try outs. The aim of the analysis is to find out and give the information of the research findings based on the data and variables of the research subject. Therefore, all data will be analyzed by using *Statistical Program for Social Sciences (SPSS) version 20.0 for Windows* in order to get the results of the relationship among variables.

1. The Data of Speaking Skill (Y)

Data of the student's speaking skills are taken teachers' score files from SMA Negeri 4 Cirebon, SMA Negeri 7 Cirebon, SMA Negeri 8 Cirebon. Thus, the

maximum score will be 100, while the minimum will be 0. It is known that the score in the range 58 – 93. It means that the minimum score is 58 and the maximum score is 93. The speaking skill level of the respondents is on the average 77.70 (*mean*), standard deviation 7.908, *median* (score at center of distribution) 78.00 and *mode* (most frequently score in the data set) 78.

Table 1

Data Description of Students' Speaking Skill

Statistics		
Students' Speaking Skill		
N	Valid	100
	Missing	0
Mean		77.70
Median		78.00
Mode		78
Std. Deviation		7.908
Minimum		58
Maximum		93

Source: Research Data Result

It can be seen from the table above, it shows that level of students' speaking skill among the respondents is relatively high. This is indicated by an average score of 77.70.

Furthermore, the graph of frequency histogram illustrates the distribution of speaking skill as follows:
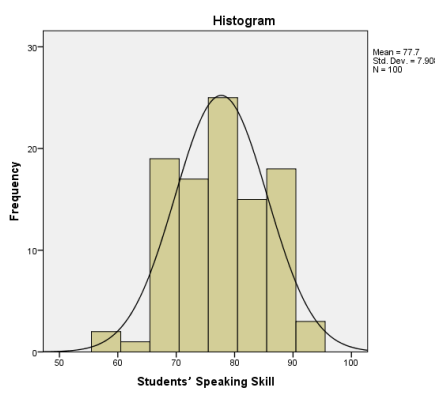
Histogram Polygon Variable Level of Students' Speaking Skill

Source: Research Data Result

According to figure 2 above, it can be concluded that the level of data distribution of speaking skill of the respondents is relatively normal. Since the data are scattered out of the normal curve.

2. The Data of Perception on Learning Styles

Data of perception on learning styles are taken from a set of questionnaire. The questionnaire consists of 30 questions out of 100 respondents. Each item will be given choices for strongly agree = 5 points, agree = 4 points, neither agree nor disagree = 3 points, disagree = 2 points, strongly disagree = 1 point. The perception on learning styles of the respondents is on the average 97.61 (*mean*), standard deviation 8.310, *median* (score at center of distribution) 96.00 And *mode* (most frequently score in the data set) 96.

Table 3

Data Description of Students' Perception on Learning Styles

Statistics		
Student's Perception on Learning Styles		
N	Valid	100
	Missing	0
Mean		97.61
Median		96.00
Mode		96
Std. Deviation		8.310
Minimum		76
Maximum		111

Source: Research Data Result

From the description of table 3 above, it can be said that the students' perception on learning styles at state senior high schools students in Cirebon city is relatively high. This is indicated by an average score of 97.61.

Furthermore, the graph of frequency histogram illustrates the distribution of perception on learning styles score as follows:
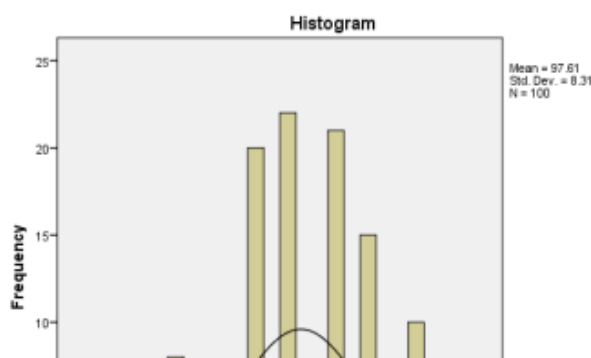
Histogram

Mean = 97.61
Std. Dev. = 8.31
N = 100

Figure 2

Histogram Polygon Variable of Perception on Learning Styles

Source: Research Data Result

According to the histogram figure 3 above, it can be concluded that the level of data spreading of perception on learning styles of the respondents is relatively normal, since the data are scattered out of the normal curve.

3. **The Data of Creativity**

The data of creativity are taken from a set of questionnaire. The questionnaire consists of 30 questions out of 100 respondents. Each item will be given choices for strongly agree = 5 points, agree = 4 points, neither agree nor disagree = 3 points, disagree = 2 points, strongly disagree = 1 point. The creativity of the respondents is on the average 94.37 (*mean*), standard deviation 9.135, *median* (score at center of distribution) 95.00 and *mode* (most frequently score in the data set) 95.

Table 4

Data Description of Students' Creativity

Statistics		
Creativity		
N	Valid	100
	Missing	0
Mean		94.37
Median		95.00
Mode		95

Std. Deviation	9.135
Minimum	75
Maximum	111

Source: Research Data Result

From the description of table 4 above, it can be said that the students' creativity at state senior high schools students in Cirebon city is relatively high. This is indicated by an average score of 94.37.

Furthermore, the graph of frequency histogram illustrates the distribution of creativity score as follows:
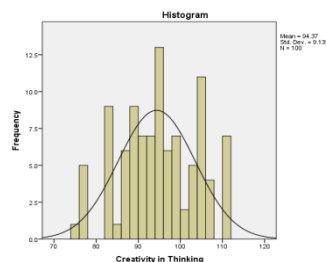

Figure 3

Histogram Polygon Variable of Creativity

Source: Research Data Result

According to the figure 4 above, it can be concluded that the level of data spreading of creativity of the respondents is relatively normal, since the data are scattered out of the normal curve.

B. Testing Hypothesis

Testing of Hypothesis is done based on statistical Hypothesis in last part of chapter III. The recapitulation of the entire test can be seen in the set of following tables:

Table 5

The Recapitulations Result Multiple Correlations of the Effects of Perception on Learning Styles (X₁) and Creativity (X₂) on Student's Speaking Skill (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571ᵃ	.326	.313	6.556

a. Predictors: (Constant), Creativity, Student's Perception on Learning Styles

Source: Research Data Result

Table 6

The Recapitulations Result for Regression Coefficient Significant Test of the Effects of Perception on Learning Styles (X_1) and Creativity (X_2) on Student's Speaking Skill (Y)

Model		Sum of Squares	Df	Mean Square	F	Sig.
		ANOVA[a]				
	Regression	2021.249	2	1010.625	23.510	.000[b]
1	Residual	4169.751	97	42.987		
	Total	6191.000	99			

a. Dependent Variable: Students' Speaking Skill

b. Predictors: (Constant), Creativity, Student's Perception on Learning Styles

Source: Research Data Result

Table 7

The Recapitulations Result for Linear Regression Equality Test of the Effects of Perception on Learning Styles (X_1) and Creativity (X_2) on Student's Speaking Skill (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Coefficients[a]				
		B	Std. Error	Beta		
	(Constant)	19.629	8.813		2.227	.028
1	Student's Perception on Learning Styles	.237	.086	.249	2.759	.007
	Creativity	.370	.078	.428	4.745	.000

a. Dependent Variable: Students' Speaking Skill

Source: Research Data Result

Based on the three tables above, the testing of hypothesis is formulated both statistically and verbally in the following:

1. **The Effects of Perception on Learning Styles (X_1) and Creativity (X_2) Jointly on Students' Speaking Skill (Y)**

   $H_0 : \beta_1 = \beta_2 = 0$

   $H_1 : \beta_1 \neq 0, \beta_2 \neq 0$

Explanation:

H_0 : There are no significant effects of perception on learning styles and creativity jointly on students' speaking skill

H_1 : There are any significant effects of perception on learning styles and creativity jointly on students' speaking skill

Refers to table 5 above, we can see that the coefficient correlation of the effects of independents variables: perception on learning styles (X_1) and creativity (X_2) altogether on dependent variable: the students' speaking skill (Y) is Sig. = 0.000 < 0.05 and F_{count} = 23.510. F_{table} for 100 respondents and three variables is 3.09. It indicates F_{count} is higher than F_{table}. It means, H_0 is rejected, H_1 is accepted. It means that there are any effects of perception on learning styles and creativity jointly on students' speaking skill. This influence is very significant because both have sig value = 0.000 < 0.01 (not only less than 0.05). From the tabulation of correlation test, regression test and linear model above, we can conclude that there are any significant effects of independent variable X_1 (perception on learning styles) and X_2 (creativity) jointly on the dependent variable Y (student's speaking skill). Meanwhile, the equation of multiple regression lines can be expressed by $\hat{Y}$ = 19,629 + 0,237 X_1 + 0,370 X_2. This has the sense that the increase of one student's Perception score on Learning Styles and Creativity of Students contributes 0.237 by X_1 and 0.370 by X_2 to the level of Students' Speaking Skill variable. From table 4.9 it also can be explained that Students' Perception on Learning Styles and Creativity of Students contributes 32.6% to the level of Students' Speaking Skill variables jointly.

2. **The Effects of Perception on Learning Styles (X_1) on Students' Speaking Skill (Y)**

H_0 : $ß_1$ = 0

H_1 : $ß_1 \neq 0$

Explanation:

H_0 : There is no significant effect of perception on learning styles on students' speaking skill.

H_1 : There is a significant effect of perception on learning styles on students' speaking skill. To test the hypothesis above, we can simply see from the numbers which are stated *Sig* column or t column in the row of perception on learning styles shows *Sig* = 0.007 < 0.05 and t_{count} = 2.759 as seen on Table 6 and t_{table} is 1.661 for 100 respondents on df = 97 in

Sig = 0.007 < 0.05. According to general assumption, the significance of regression is if *Sig value* < 0.05 or t_{count} is higher than t_{table}, it brings consequence that H_0 is rejected and H_1 is accepted. It means that there is an effect of the independent variable X_1 toward the dependent variable Y. This influence is very significant because perception on learning styles has sig value = 0.007 <0.01 (not only less than 0.05). *Sig value* is the number which is stated in *Sig* column for the row of perception on learning styles (Variable X_1) on the table 11. Since *Sig value* (0.007) is less than 0.05 and $t_{observed}$ is higher than t_{table} it brings consequence that H_0 is rejected and automatically H_1 is accepted. From the tabulation of correlation test, regression test and linear model above, we can conclude that there is a significant effect of independent variable X_1 (perception on learning styles) towards the dependent variable Y (student's speaking skill).

The contribution of Student's Perception on Learning Styles variable to the level of Students' Speaking Skill can be expressed by the formula:

$$KD = \text{Value } \beta_{x1y} \text{ x Partial Correlation Value } (r_{x1y}) \text{ x } 100\%$$

$$KD = 0{,}249 \text{ x } 0{,}412 \text{ x } 100\% = 10{,}26\%$$

From the calculation results above can be stated that the contribution of Students' Perception on Learning Styles in improving the level of Students' Speaking Skill is 10.26%.

3. **The Effects of Creativity (X_2) on Students' Speaking Skill (Y)**

$H_0 : ßy_2 = 0$

$H_1 : ßy_2 \neq 0$

Explanation:

H_0 : There is no significant effect of creativity on students' speaking skill.

H_1 : There is a significant effect of creativity on students' speaking skill.

To test the hypothesis above, we can simply see from the numbers which are stated *Sig* column or t column in the row of creativity shows *Sig* = 0.000 < 0.05 and t_{count} = 4.745 as seen on table 7 and t_{table} is 1.661 for 100 respondents on df = 97 in *Sig* = 0.000 < 0.05. According to general assumption, the significance of regression is if *Sig value* < 0.05 or t_{count} is higher than t_{table}, it brings consequence that H_0 is rejected and H_1 is accepted. It means that there is an effect of creativity toward students' speaking skill. This influence is very significant because creativity has sig value = 0.000 <0.01 (not only less than 0.05). From the tabulation of correlation test, regression test and linear model above, we can

conclude that there is a significant effect of independent variable X_2 (creativity) on the dependent variable Y (student's speaking skill).

The contribution of Creativity of Students variable to the level of Students' Speaking Skill can be expressed by the formula:

KD = Value β_{x2y} x Partial Correlation Value (r_{x2y}) x 100 %

KD = 0,428 x 0,523 x 100 % = 22,38 %

From the calculation results above can be stated that the contribution of Creativity of Students in increasing the level of Students' Speaking Skill is 22.38%.

Discussion

The results above conclude that the Students' Perception on Learning Styles and Creativity have positively influenced the increase in the level of Students' Speaking Skill of Senior High Schools students in Cirebon City jointly together. This implies that Students' Perception on Learning Styles and Creativity of Students has a significant effect on increasing the level of Students' Speaking Skill at Senior High School students in Cirebon City.

The results above conclude that the Students' Perception on Learning Styles has positively influenced the increase in the level of Students' Speaking Skill of Senior High Schools students in Cirebon City. This implies that Students' Perception on Learning Styles has a significant effect on increasing the level of Students' Speaking Skill at Senior High School students in Cirebon City.

The results above conclude that the Students' Creativity has positively influenced the increase in the level of Students' Speaking Skill of Senior High Schools students in Cirebon City. This implies that Students' Creativity has a significant effect on increasing the level of Students' Speaking Skill at Senior High School students in Cirebon City. This research is conducted to find effects of perception on learning styles and creativity on students' speaking skill. The results of the research show that there are effects on perception on learning styles and creativity both partially / individually and collectively. As we can see, perception on learning styles has sig = 0.000 < 0.05 and t_{count} = 2.759. Meanwhile, creativity has sig = 0.000 < 0.05 and t_{count} = 4.745. It shows that creativity has bigger t_{count} than perception on learning styles does. It means that creativity effect is more

significant than perception on learning styles does on the students' speaking skill.

CONCLUSION

Based on the results of hypothesis testing and discussion of research findings, on this chapter presented conclusion and suggestions that are synthetically and systematically. The general conclusion which is form the basis for further assessment will be presented in the form of research suggestions. Some conclusion of this research can be presented as follows: 1) There are any effects of perception on learning styles and creativity jointly on students' speaking skill at state senior high schools in Cirebon. It is proved by *Sig* 0.000 < 0.05 and the score of F_{count} = 23.510. It means that the more preferred the students' perception on learning styles and the higher creativity are, the better students' speaking skill will be, or *vice versa.* This indicates that the perception on learning styles and creativity are two critical variables to be considered in generating students' speaking skill. The variables of students' perception on learning styles and creativity give contribution - that is about 32.6 % on the level of students' speaking skill variable. 2) There is a significant effect of perception on learning styles on students' speaking skill at state senior high schools in Cirebon. It is proved by Sig = 0.007 < 0.05 and t_{count} = 2.759. It means that the more preferred the students' perception on learning styles are, the more fluent the students' speaking skill is. On the contrary, the less preferred students' perception on learning styles are, the less fluent students' speaking skill is. Therefore, perception on learning styles is an important variable to consider in predicting the students' speaking skill. The variable of students' perception on learning styles gives contribution - that is about 10.26 % on the level of students' speaking skill variable. 3) There are any effects of creativity on students' speaking skill at state senior high schools in Cirebon. it is proved by Sig = 0.000 < 0.05 and t_{count} = 4.745. It means that the higher creativity, the more fluent the students' speaking skill will be. On the contrary, the lower creativity, the less fluent students' speaking skill will be. Therefore, creativity is an important variable to consider in generating the students' speaking skill. The variable of students' creativity gives contribution - that is about 22.38 % on the level of students' speaking skill variable. Refers to the research findings as illustrated before. It is proved that the students' speaking skill is mostly affected by perception on learning styles and creativity.

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