

The Role of Language Philosophy in Learning Innovation

Zulfitriyani¹, Ria Satini², Ricci Gemarni Tatalia³, Lira Hayu Afdetis Mana⁴

^{1,2,3,4}Lecturer, Universitas PGRI Sumatera Barat, Indonesia

ABSTRACT: Language skills, particularly foreign languages, are a primary need in today's global society due to their crucial role in social and professional interactions. However, there is a gap or paradox between the importance of international language proficiency and the concerning quality of language learning outcomes in educational institutions. This article explores the role of language philosophy in learning innovation and emphasizes the importance of innovative teaching methods to improve the quality of education. This research highlights that each student has a unique learning style, influenced by factors such as gender and educational background. Based on David Nunan's typology, students can be categorized into analytical, communicative, concrete, and teacher-oriented types. Data shows differences in learning preferences; for example, male and female students tend to have different learning styles. Furthermore, students majoring in science and social studies also show differences in dominant learning typologies. Learning-style-based learning methods (LWBS) are approaches that create learning activities proportional to the dominant learning styles of students in the classroom. By identifying students' strengths and weaknesses through this method, teachers can create a more effective and productive learning environment, maximizing students' academic potential.

KEYWORDS: philosophy of language, learning innovation, learning style, student typology.

I. INTRODUCTION

Recently, there has been an increase in interdisciplinary cooperation, resulting in the growing popularity of interdisciplinary science. In linguistics, various branches have emerged, including sociolinguistics, psycholinguistics, neurolinguistics, and language teaching. These branches are interdisciplinary in nature and provide alternative perspectives on language beyond grammar. These branches of science typically use research methods that differ from the analytical-structural method to enhance our understanding of the nature of language (Poedjosoedarmo, 2003). Philosophers are also interested in language, but their motivation differs from that of other interdisciplinary sciences. Philosophers are interested in language because they want to understand conceptual knowledge and the nature of science in general. Philosophy of language is a theory that philosophers use to better understand conceptual knowledge. Thus, philosophers attempt to understand conceptual knowledge through language by studying the philosophy of language.

Then, what is the difference between philosophy of language and linguistics? Linguistics, on the other hand, is the scientific study of language and its structure, including the study of morphology, syntax, and phonetics. Philosophy, as a human activity based on the human mind to find wisdom in life, has a close relationship with language, particularly the field of semantics (John E, 2001). The world of facts and reality, which is the object of philosophical activity, is represented by language. As Bertrand Russell stated, language conforms to the structure of reality and facts. Wittgenstein further emphasised that language is a picture of reality. To reveal the structure of reality, a system of language symbols that meet logical requirements is necessary. This ensures that the units in the language expression are realized in propositions (Fuad, 2004). Language is a system of symbols structured around sounds and sequences of sounds that are arbitrary and used by individuals and groups to communicate.

The definition highlights several key points: language is a system, a symbol, a form of sound, and arbitrary. Additionally, it serves as a means of communication between human societies. The definition does not include any subjective evaluations or scholars' opinions about meaning. During that time, researching semantics was considered daunting by many. Structuralist scholars believed they lacked the necessary tools to study semantics. However, philosophers considered language to be of utmost importance precisely because of its ability to convey meaning. As a result, structuralist scholars and philosophers would have had difficulty engaging in meaningful conversation.

However, it is necessary to explain the discoveries made by structuralist scholars. The structuralist school posits that language consists of units such as sounds and words, which operate according to 'rules' (grammatical) (B.V.Belyayev, 1963). The units or items in language are layered. Discourse is a language unit that already symbolises the overall purpose of the conversation. Then, under the discourse there are sentences. Sentences are part of a small discourse. In a sentence there is usually only one new

The Role of Language Philosophy in Learning Innovation

information, one new thing stated by the speaker. Sentences typically consist of a subject and a predicate, although this is not always the case. The subject usually contains previously discussed information, while the predicate introduces new information. Each sentence is governed by one or more grammatical rules. The rule may pertain to the constituent components, arrangement, or its relation to other forms. The phoneme /b/ in English is formed from three sound features: voiced, bilabial, and plosive. If any of these features are missing or replaced, the sound /b/ will appear unfamiliar to English speakers. For instance, a phoneme is typically formed from specific sound features or characteristics. Therefore, possessing language skills is crucial for individuals to interact and, more importantly, to recognize and maintain their social existence..

In today's global society, possessing international language skills, particularly in English, is essential. This is due to the fact that we are currently in an era of interdependence, interconnectedness, significant changes, and intense interaction between world communities. This trend is expected to persist with the latest advancements in information technology and political and economic developments (Dardjowidjojo, 2005). Proficiency in English is a fundamental necessity in contemporary society, as it remains the global language of communication for the foreseeable future. Over 70% of scientists worldwide employ English for their research papers, 85% for correspondence, and 90% for electronic information uploading systems (Dun, 1999). In addition, the ability to speak English is generally one of the requirements for applying for jobs, especially in reputable companies or those engaged in international business, obtaining education scholarships abroad, and completing studies in the country at the postgraduate level.

Another factor that triggers the widespread use of English is its dominance in education, research, economics, politics, media, air traffic control, international trade, conferences, science and technology, diplomacy, sports, the Olympics, pop music, advertising, and other fields. English is spoken as a mother tongue by 341 million people and as a foreign language by 167 million (Guild, 1998). English is an official language in over 70 countries and is taught worldwide. People learn English for three main reasons: to communicate with other nations, to improve their job prospects, and to respond to globalization (Hasman, 2000).

English is the most widely used international language due to six factors. Firstly, internal weight, which refers to the language's ability to fulfil the expectations of both native and non-native speakers. One clear indicator of this is the vast number of words in the English language, which totalled approximately 450,000 in 1983, compared to 150,000 in French and 130,000 in Russian. The Big Indonesian Dictionary of 1991 contained 72,000 entries. The number of users, the means of communicating science and technology, geographical distribution, economic dominance, and political dominance are also important factors to consider (Kasih, 1999).

On the other side of the education result quality especially for foreign language department like English, it is to be said that the results were still pretty concerning. A survey result from a certain college student group shows that only 29% from 149 personal that truly acknowledge the foreign language, yet these results does not give any proper clarify wether it is from a certified institution or organization. While the survey result from diploma graduates that only 16% from 189 respondent who properly acquires the learning of foreign language skill. Aside from that, a survey conducted at 145 companies who manage diploma graduates as their employee shows 85% of the employee barely use any foreign language at all (Koen, 2005), more specifically in English speaking. Several attempts have been made by teachers and the government through the settlement of various kinds of curricula to increase the quality of graduating students. In 1960, middle schools curriculum had implemented a method called "Grammar-Translation".

The following philosophy regarding of the curriculum is that language considered as a sign system in accordance of the sound and its rhythm. Language has several units that concludes sounds, words, and sentences which works with the assigned rules. The target for language learning can be seen through the element acknowledgement of the language system which includes phonological and grammatical unit, grammatical operation, and the lexical unit. Therefore, learning a certain language could give an impact for the sake of knowing its grammar meaning.

Moving on to the 1975, there is an usage of curriculum oriented for the empowered audio-lingual method and the approachment of grammar based learning. In 1984 and 1994, a new curriculum had been introduced which implemented with the communication method.

The curriculum has a based philosophy that came from the paradigm of the language function. Language is a communication and interaction media. This theory emphasizes more of its communicative and semantic dimention rather than only focused on the grammatical character (Machali, 2000). Language has a function for creation tools and maintaining social relations. Hence, the language teaching target in regard of the theory lies in language function aspects and its meaning through the learned language.

10 years later (2004), the curriculum gain an enhancement with the usage of Competence Based Curriculum (Nunan, 1999). In 2006, a new curriculum has been introduced as Kurikulum Tingkat Satuan Pendidikan (KTSP), and with the current ones which is 2013 curriculum that is based on the increasement of Indonesia's spiritual intelligence.

Competence Based Curriculum lies on the philosophy that states about the intention of learning the language to make a student that is fully competent for comprehending language studies such as linguistic competence, strategic competence, sociolinguistic competence, and discorsal competence which could lead people to be able to communicate within a good proportion : knowing what, where, whom, and how to express the words.

The Role of Language Philosophy in Learning Innovation

In accordance to the following text, it implicates that paradox do exist between the importance of international language skill especially in English on one side with a real condition based on the quality result of learning English through school lessons or with the ones from higher education and institutes. Thus, elaborated research is being proceeded in regards of finding an alternate and innovative method.(Size 10 & Normal)This document is a template. An electronic copy can be downloaded from the conference website. For questions on paper guidelines, please contact the conference publications committee as indicated on the conference website. Information about final paper submission is available from the conference website.

PROBLEM RESTRICTIONS

Several occurrence could impact the success rate of language education learning process such as (1) curriculum, (2) teachers, (3) medium (Pasiak, 2006). Other factor can also be seen from the learning method that is being used and the time range for the whole class time (Ramsey, 2004). According to Jack C Richards, there are 4 significant factors in regards of the success rate on language learning program, which were (1) institutional factor that includes assigned organization culture that could be found in schools and an approachment that is being used for keeping the education's quality, (2) teachers factor that concludes skill, qualification, and a compatible professional skill, (3) implementation of the learning factor that is being reflexed from a certain learning philosophy and some steps to keep and support the implementation of a decent learning, (4) student factors that include their perspective for the learning program, their learning styles and motivation, as well as how these are handled in carrying out any learning activities (Richards, 1986).

With respect to the multiple factors that contribute to the effectiveness of education and learning outcomes, this particular study aims to focus on one of them, namely the method of instruction. This decision was made in order to maintain a targeted approach and to emphasize the critical role that the choice of teaching method plays in facilitating students' success in the learning process. The noted educator, Mahmud Yunus, has famously stated that 'the methods of instruction are more important than the material itself, but the teacher is even more important than the method (Sukamto, 2003). By investigating the effectiveness of various teaching methods, there is a certain function to enhance the quality of education provided for students.

II. RESEARCH METHOD

Method is a way of doing something in accordance to the plan that has been made. In the third edition of the electronic dictionary Cambridge Advanced Learner's Dictionary, the method is stated as a particular way of doing something. Sapri defined that method is a way to accomplish an assigned target (White, 2023). According to Anthony in Soendjono Dardjowidjojo, method is an overall plan for the orderly presentation of language material, no part of certain contradicts and all of which is based upon the selected approach (Wragg, 2004). Therefore, method can be considered as a procedural matter with the way it leads to various ways and plan.

III. RESULTS AND DISCUSSION

Learning is a complex process that involves not only the acquisition of theoretical knowledge but also the development of practical skills and competencies. This process requires active engagement from students, including their efforts to apply the knowledge they have acquired. In the context of education, learning methods refer to the strategies and techniques used to deliver content to students in a manner that supports their assimilation of the material. Determining an appropriate learning method is influenced by a myriad of factors, including the learners' age, previous linguistic experience, the teaching objectives, and the learners' mother tongue.

In addition to these factors, consideration should also be given to the teaching materials availability, the characteristics and strengths of the learners, and the competencies that are to be acquired. The situation and conditions at educational institutions, including their geographical location, social culture, and the available resources, as well as the personality and level of expertise of the teachers, are also important factors that must be taken into account when selecting the most appropriate learning method or styles.

It is important to take into account the learning styles of each student when selecting an effective teaching approach. Research indicates that individual differences in learning styles, which are impacted by gender, are important determinants of the success rate at which goals are attained. Research has also shown that when it comes to learning, male and female students frequently display different preferences. While women might favor activities like role-playing, men might tend to memorize abstract ideas and regulations. In order to foster engagement levels and maximize learning outcomes, it is crucial to take a tailored strategy when choosing teaching methods, one that particularly addresses each student's predisposition toward particular exercise types and recognizes his or her individual talents (Yen, 2004).

Studies reveal that students' top choices for learning activities are watching films and videos, having conversations, using textbooks, and reading. However, when it comes to their academic endeavors, female students choose games, textbook usage, and conversation over movies or videos, which are more popular with male students. Owing to these disparate preferences for teaching styles, educators may have to compromise on how they meet the needs of each individual student. Some experts suggest dividing classes into distinct sections or using gender-specific education techniques in a same classroom. On the other hand, some argue that

The Role of Language Philosophy in Learning Innovation

educational strategies should place more emphasis on understanding each student's unique personality and learning preferences than on separating students based on their gender. Using this approach, teachers may create a more equitable and complete learning environment that meets the needs of each.

In accordance with the progress of decent technology improvement, English gained its popularity in the 1960s, a time of great technical progress which attract many students being drawn to learn it. This occasion signaled a radical change in the field of language education: communicating using this potent instrument was now given priority over teaching children that's only based on grammar. As a result, more contemporary techniques have replaced traditional ones in the instruction of students learning a language other than their mother tongue. These modifications made it possible to adopt adaptable teaching methods that emphasize real-world scenarios and emphasize cultural sensitivity and genuine communication as essential components of learning English.

It is important to note that several learning methods, such as the grammar-translation method, direct method, audio-lingual method, suggestopedia method, silent way and total physical response were developed earlier. However, they cannot be considered obsolete or irrelevant. Each of these techniques has its own set of unique features and objectives which may prove ideal in certain situations. The methodologies themselves are neutral rather than absolute. They are adaptable to different circumstances while embracing innovation along the way. Ultimately, the effectiveness of a given methodology will depend on various factors including target audience and available resources. Innovative teaching approaches should therefore be viewed as dynamic processes, constantly evolving over time based on changing needs within education sector.

As such, it is difficult to defend the optimal approach or one that is superior to others. But as the previous explanation makes clear, an innovation is highly needed in order to create learning strategies that are more in line with technology advancements. This approach is referred to as a learning style-based learning strategy. Numerous research findings demonstrated the importance of integrating learning style-based learning, which led to the creation of this approach.

3.3. Learning way-based Learn Method: why it needs to be implemented?

From the implementation, students are getting benefits from being able to identify their strengths and weaknesses, being encouraged to adjust to environments that don't fit their preferred learning style, and being encouraged to reach their full academic potential (Yunus, 1978).

3.3.1. The meaning of learning ways and learning way-based learn method.

Learning styles or method have been characterized in a number of ways and are thought to be multifaceted with its complicated phenomena. Rita Dunn in Yeh W.P. defines learning style as the way a person absorbs, assimilates, and retains new or challenging information or academic content. Stated differently, it refers to a learning style or method that differs greatly between people and depends on things like gender, age, success level, culture, and preferred information processing mode (Zacharias, 2010).

According to Kinsella in Joy Reid, learning style is a way to accept, process, and store an information or brand new material that is more favored. The spoken way from the student considered as a natural state that it becomes a habit through the process despite the lack of accordance with the teacher's way or the material that had been taught (Rogers, 2015). Learning style is an unique way that is being used by a person when they study to make an perception over something, which also for processing and comprehend the lesson. Relatively, learning style can be seen as a consistency, yet also in a biological way with its process that refers to a person's specialized characters. Due to its individuality, a teacher might gave an effectivity for some students and there are also the ones who don't. Learning style is a special way to indicate how students are studying and adapt with their surroundings. It also refers to certain reflex for the way students are thinking (Sapri, 2008). According to Jack C Ricards, learning style or method is a way that often described to demonstrates someone's learning steps. As for that statement, it also to be told that a learning style tend to have its own stability traits (Zulfitriyani, 2020). David Nunan defined learning style as a general orientation towards the learning process that tend to be used for students who lies on a strong connection within biological variables such as their ages and ethnicity.

Written definitions above states that learning styles has several traits from its individuality, stabilized in a relative way, even neutral which concludes that none of these learning styles are to be seen as the best ones since it has its own uniqueness and various ways. Therefore, male nor female students tend to have their own learning way in accordance to their individuality.

Thus, certain conditions and learning styles training that conflicted with its way may have a possibility to change someone's adaptability towards their surroundings nor various environments. According to Rita Dunn and Kenneth Dunn, there are 18 dimensions that contributed towards each learning styles (Dun, 1999). These dimensions are classified into 4 stimulant categories which stated on the assigned table:

Stimulant	Element				Adults Various groups	
Environment	Sound	Light	Temperature	Spatial		
Emotion	Motivation	Eagerness	Responsibility	Regularity		
Social	Acquaintances	Individual	Partner	Group		
Physical	Conscientious	Routine	Time	Mobility		

Learning way-based Learn Method is an approaching way for language teaching that relies on student through learning style exploration and learning strategy explicitly in their class activities (Junaidi, 2019). This method provides accommodating learning activity proportion towards various learning styles. Learning activity proportions are determined with the widely spreaded learning style dominance rate. Hence, learning styles can be indentified through questionnaire method.

Research for learning styles had gained improvement since 1940. The term has been introduced by Herman A. Witkin who shares two types of learning styles which were field-dependence dan field-independence (Dun, 1999). Several other terms like visual style, auditory, kinesthetic, and tactile was used by Dunn and Joy Reid. Myers Briggs had also found some typologies such as extraverts-introverts, sensors-intuitors, thinker-feeler, and judger-perceiver. David A. Kolbs, experimental learning theory iniator, states several methods which were concrete-reflective, abstract-reflective, abstract-active, and concrete active. Filder-Silverman found that learning style can also be grouped into sensing learner-intuitive learner, visual learner-verbal learner, inductive learner-deductive learner, active learner-reflective learner, and sequential learner-global learner. As for David Nunan, he clarifies that student's typology are being grouped into analytical typology, communicative, concrete, and teacher-oriented.

1. Analytical Typology

1. *Analytical learner*

The charateristics for these learners are :

- (1) Having an interest over grammars
- (2) Pique their interests over English books
- (3) Likes to read media revolved pages like newspapers, magazines, etc.
- (4) Self-learners
- (5) Often find and resolves mistakes in their own works.
- (6) Decent problem solvers from the works that's given by the teachers

2. *Communicative learner*

The charateristics for these learners are :

- (1) Likes to learn English by listening the native speakers
- (2) Tend to communicate directly with their friends in English
- (3) Having an interest over watching English TV series
- (4) Tend to talk English in public
- (5) Prefer to learn new vocabularies by listening to its sounds
- (6) Preferably learn English through conversations

3. *Concrete learner*

The charateristics for these learners are :

- (1) Prefer to study through games
- (2) Likes to study with pictures usage
- (3) Enthusiasm for studying from watching films
- (4) Tend to learn and studying by watching videos
- (5) Likes to study with the usage of DVDs or cassettes
- (6) Prefer to talk English in a partner way
- (7) Tend to demonstrate English speaking outside of the class.

4. *Teacher-oriented learner*

The charateristics for these learners are :

- (1) Prefer for the teacher that entirely explains the material towards students
- (2) Tend to have their own text book
- (3) Likes to take notes from every of the lesson through the book
- (4) Has an interest over grammar
- (5) Prefer to study by rely on reading
- (6) Tend to learn new vocabularies by looking through the words.

According to Nunan, these characteristics more likely to be related with English learning process. Therefore, stated typologies above are fully considered to be student's typology according to David Nunan. As for this matter, Nunan had adopt students typology K. Willing who were doing research of adult immigrants way of learning in Australia on 1988. A lot of these research results that states about ways to know learning style that gave positive impacts for teachers and students. As a result, the impac for teachers are being able to know about learning method or styles that lead these teachers for an additional help to analyze student characters, motivate them to fully focused on studies, increasing academic achievements, creating a conductive, productive,

The Role of Language Philosophy in Learning Innovation

and effective learning situation, and to help teachers for creating and apply various creative and adaptive ways of learning style strategies [28]. While for the students, one of the positive impact that they could gain is to help them for recognizing more of their own strengths and weaknesses, gave more encouragement to adapt towards a certain learning style that's barely comprehensible, and make students to optimized their own academic potential that they have.

Other things that could be taken on according to the statements above is that despite of its situation and condition that may have conflicted with any of these learning styles, teachers could overall applied a speech method for the learning process, while students tend to do project-based learning activities. Yet on the other side, it also can help students to adapt with their environment. For that reason, a learning situation does not need to be fully adaptive towards learning method or styles.

3.3.2. Implication towards the learning process

By considering the student's characteristics within statements above, a teacher is required to rely on learning style-based principles, by creating a propotional learning activity with more dominance on the student's learning style. The results of research in Public High School of Cirebon Regency (Sekolah Menengah Atas Negeri Kabupaten Cirebon) on 2012, Islamic senior high school, and Islamic boarding school in Kuningan Regency on 2013, shows that majority of the students were oriented by the teacher (*dependent learner*) and the rest of it are communicative learners. In Public High School of Cirebon Regency, 6/8 eleventh grade classes were in the majority of dependent learner sides, while 2 of the classes were based on communicative typology.

As for the students in Islamic boarding school of Kuningan Regency, the results can be seen from the following table :

LEARNING STYLE DIFFERENCES OF STUDENTS BASED ON THEIR MAJOR

No	Students Typology	Science (IPA)	Percentage	Social (IPS)	Percentage
1	Analysis	5	6.32	2	4.08
2	Communicative	23	29.11	18	36.73
3	Concrete	12	15.18	5	10.20
4	Teacher-oriented	26	32.91	13	26.53
5	Combination	13	16.45	11	22.44
	Total	79	100%	49	100%

There are 26 science major students (32.91%) that relies on **teacher-oriented** typology.

There are 18 social major students (36.73%) that relies on **communicative** typology.

Science major students' typology are pretty different with social major students' typology.

LEARNING STYLE DIFFERENCES OF STUDENTS BASED ON GENDER

No	Students Topology	Male	Percentage	Female	Percentage
1	Analysis	5	9.09%	2	2.73%
2	Communicative	16	29.09%	25	34.24%
3	Concrete	10	18.18%	7	9.58%
4	Teacher-oriented	16	29.09%	23	31.50%
5	Combination	8	14.54%	16	21.91%
	Total	55	100%	73	100%

There are 16 people (29.09%) for male student group who gets categorized into **teacher-oriented** typology and another 16 people (29.09%) for the ones in **communicative** typology.

While for the female student group, there are 25 people (34.24%) in the **communicative** typology.

In conclusion, male student group typology were also quite different with female student group typology.

The previous stated data shows that major and gender can be two of the factor that gave certain differences for student's learning styles.

In accordance with the studies that has been stated, each individual might have a different way of learning and teachers could take their time to consider the learning style-based principles. To create a learning activity for teacher-oriented students, these options could be included for consideration.

Based on the learning activity, teacher-oriented students tend to like:

1. The teacher elaborate more of the lesson details
2. Furtherly explained about the things that students need to learn and read
3. Get to have the assigned material and guide for ways to comprehend the lesson

The Role of Language Philosophy in Learning Innovation

4. Learning reading comprehension

5. Working on grammar exercises

Consequently, the relatively effective method that can be applied on dependant students is the speech method: teacher elaborately explains the lesson, teacher as a model (teacher give a proper example for every learning activity aspect), helping students to comprehend the materials intensively, guide students to do their lesson tasks. Class model for teacher-oriented students can be called as *teacher-centered classroom*.

While communicative typology students tend to like:

1) Learning with film and video media, and listening to the native speakers

2) Speak English with foreigners for every opportunity that they have got 3) Speaking English with friends

4) Learning through conversations

5) Watching English TV series

6) Learning new vocabularies through self observation.

In terms of creating learning activity for communicative typology students, teachers could apply an approaching method for the students as the center of attention in the class (learner-centered). Interactive method, group discussion, and debate could encourage students to be more motivated in speaking. The usage of multimedia like film, CD, video and audio tapes can also be a good option for communicative typology because the media could give the opportunity to train their skills for observing native speakers. Observing and talking are two dominant skills that tend to be favored by students with this typology.

IV Having a language related skill is an important trait to have within every individual so that they could pursue a proper interaction, and the main thing is that each of these individuals could objectify and keep this skill socially. English speaking skill has been considered as a primer needs in today's global society.

In accordance to this statement, innovated learning method that involves with technology usage is highly needed in order to enhance the studying quality and the peak of student's speaking skill. One thing that could be taken note of is that learning styles relatively have a neutral trait, which means that each method has its own characteristics and speciality in every of its implementation based on certain factors like institute-related philosophy, characteristics, and backgrounds of the students's acknowledgement, teachers competence, also the purpose and settings of the study. Learning style-based Learn Method applies on study principle which states that learning activity is created proportionally with students learning style dominance to maximizing students' potential to learning.

This article is pretty far to be considered as a perfect sample and tend to have such limitations. Therefore, elaborated observations could be a good option to fully study on why majority of the students are having communicative studying style and being oriented on teachers. That matter can be taken by doing some focus on group discussion or indepth interview. Aside from that, experimental studies needs to be done to test the effectivity of the learning style-based learn method.

Despite that, the results of this study can be used as a reference and consideration for teachers especially for the ones who wanted to create a learning model in order to do an approachment method based on students. If being seen from the student's perspective, knowing the learning or study characteristics can be used for self optimization.

IV. CONCLUSIONS

Having a language related skill is an important trait to have within every individual so that they could pursue a proper interaction, and the main thing is that each of these individuals could objectify and keep this skill socially. English speaking skill has been considered as a primer needs in today's global society.

1. In accordance to this statement, innovated learning method that involves with technology usage is highly needed in order to enhance the studying quality and the peak of student's speaking skill. One thing that could be taken note of is that learning styles relatively have a neutral trait, which means that each method has its own characteristics and speciality in every of its implementation based on certain factors like institute-related philosophy, characteristics, and backgrounds of the students's acknowledgement, teachers competence, also the purpose and settings of the study. Learning style-based Learn Method applies on study principle which states that learning activity is created proportionally with students learning style dominance to maximizing students' potential to learning.
2. This article is pretty far to be considered as a perfect sample and tend to have such limitations. Therefore, elaborated observations could be a good option to fully study on why majority of the students are having communicative studying style and being oriented on teachers. That matter can be taken by doing some focus on group discussion or indepth interview. Aside from that, experimental studies needs to be done to test the effectivity of the learning style-based learn method.
3. Despite that, the results of this study can be used as a reference and consideration for teachers especially for the ones who wanted to create a learning model in order to do an approachment method based on students. If being seen from the student's perspective, knowing the learning or study characteristics can be used for self optimization.

The Role of Language Philosophy in Learning Innovation

4. Thus, certain conditions and learning styles training that conflicted with its way may have a possibility to change someone's adaptability towards their surroundings nor various environments. According to Rita Dunn and Kenneth Dunn, there are 18 dimensions that contributed towards each learning styles. These dimensions are classified into 4 stimulant categories which stated on the assigned table.

REFERENCES

- 1) B.V.Belyayev. (1963). *The Psychology of Teaching Foreign Languages*. New York: The Macmillan Company.
- 2) Dardjowidjojo, S. (2005). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Yayasan Obor Indonesia.
- 3) Dun, R. & K. D. (1999). *Teaching Students through their Individual Learning Styles: a Practical Approach*. Reston Publishing Company Inc.
- 4) Fuad, A. H. (2004). *TEFL in Indonesia: What went Wrong? Opening Speech*. Jakarta: Grand mahakam Hotel.
- 5) Guild, P. B. & S. G. (1998). *Marching to different Dummies 2nd ed*. ASCD.
- 6) Hasman, M. A. (2000). *The Role of English in the 21st Century*. *English Teaching Forum January*. The United States Information Service.
- 7) John E, J. (2001). Globalization and the Spread of English: The Long Perspective. *Journal of South East Asian Education*, 2(2).
- 8) Junaidi, J. (2019). Peran Media Pembelajaran Dalam Proses Belajar Mengajar. *Diklat Review : Jurnal Manajemen Pendidikan Dan Pelatihan*, 3(1), 45–56. <https://doi.org/10.35446/diklatreview.v3i1.349>
- 9) Kasih, E. W. dan A. S. (1999). *Pendidikan Tinggi Era Indonesia Baru*. Grasindo.
- 10) Koen, W. (2005). *Memperbaiki Pembelajaran Praktik Profesional di Sekolah Menengah*. Gramedia.
- 11) Machali, R. (2000). *Pedoman bagi Penerjemah*. Grasindo.
- 12) Nunan, D. (1999). *Second language Teaching & Learning*. Massachusetts. Heinle and Heinle.
- 13) Pasiak, T. (2006). *Manajemen Kecerdasan*. Mizan.
- 14) Poedjosoedarmo, S. (2003). *Filsafat bahasa*. Universitas Muhammadiyah Press.
- 15) Ramsey, P. A. (2004). *TEFL in Indonesia: What went Wrong? Key Note Speech*. Grand Mahakam Hotel.
- 16) Richards, J. & T. S. R. (1986). *Approaches and Methods in language Teaching*. Cambridge University Press.
- 17) Rogers, J. C. R. and T. S. (2015). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- 18) Sapri, S. (2008). Metode Pembelajaran Bahasa Arab: antara Tradisional dan Modern. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 13(3), 441–452.
- 19) Sukanto, K. E. (2003). *Rampai Bahasa, Pendidikan, dan Budaya Kumpulan Esai Soendjono*.
- 20) White, C. dkk. (2023). *Instructional Methods & Strategies*.
- 21) Wragg, E. . (2004). *Teaching and Learning*. The Routledge Falmer.
- 22) Yen, W. . (2004). *Learning Styles, Learner Characteristic, and Preferred Instructional Activities in Computer Based technical Training for Adults*. Oklahoma State University.
- 23) Yunus, M. (1978). *Attarbiyah Watta'lim*. Trimurti.
- 24) Zacharias, N. T. (2010). *A survey of tertiary teachers' beliefs about English Language*.
- 25) Zulfitriyani, M. A. (2020). *Reading and Analyzing Short Stories as Appreciation of Language and Literature in Humanizing Students in Understanding Cultural Diversity*.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.