

<http://issn.pdii.lipi.go.id/issn.cgi?daftar&1516412850&1&&>

La Parole :

Volume 6 Nomor 2 Tahun 2023

ISSN (Print) :

ISSN (Onlain) :

**THE INFLUENCE OF MOTIVATION AND LEARNING STYLE (VISUAL,
AUDITORY AND KINESTHETIC) TOWARD STUDENTS' ENGLISH SPEAKING
ABILITY**

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ABSTRACT

Speaking is the most important thing needed in any aspect. Motivation and Learning Style are one of the important factors in predicting academic context, especially in English speaking. During the pre-observation and short interview, the researcher found some students were difficult to speak, but some students were not. Thus, this study aims to determine the significant influence between motivation and learning style on students' English speaking ability.

The researcher used a quantitative approach with an ex-post facto method to measure the effect of the independent variable on the dependent variable. The population in this study were English Education students of Class 2023. The sample consisted of 6 students, and was selected using saturation technique. the instruments used were motivation and learning style questionnaires. Furthermore, the researcher used students' speaking scores based on the learning outcomes in their course, Basic Spoken. The researcher analyzed the data using descriptive

analysis to describe the data groups in the questionnaire results, then the researcher used inferential analysis techniques to be followed by bivariate analysis and multivariate analysis.

The results of hypothesis 1 of this study concluded that there was no influence between motivation on students' English speaking ability, then the results of hypothesis 2 showed that there was no influence of learning style on students' English speaking ability. This means that there is no significant influence between the two variables.

Keywords: *motivation, visual, auditory kinesthetic, speaking ability, ex post facto design.*

INTRODUCTION

English is a language that has generally been used as a forum for communication with an international scope, so that English can be said to be universal, where its use is not only a communication bridge in everyday life in the international world but has also penetrated cyber communication. Especially in the current era of globalization, the very fast exchange of information related to scientific developments requires students to have proficiency in mastering English, therefore speaking English is needed by everyone, especially students / prospective educators. According to (Sharma & Puri, 2020) the four basic skills of learning a language are listening, speaking, reading and writing. These are the four potentialities that authorise a person to assimilate, construct and make use of the language in a meaningful social conversation. Speaking English is crucial for students (Zulfania Arrahma et al., 2022) because it can help them communicate more effectively, gain knowledge and understanding of global issues, and serve as an introduction to technology.

To get good speaking skill results, of course, requires encouragement from within oneself. Learning motivation is the most important internal factor in a person's learning process,

therefore students need to have strong learning motivation (Hidayatullah & Hidayanto, 2023). Learning motivation influences student learning results significantly. This suggests that the higher a student's learning drive, the better the learning outcomes. According to (Uno, 2021) here are various aspects in learning motivation, including encouragement and a desire to achieve, excitement for learning, future opportunities, appreciation for learning, fascinating learning activities, and a favorable learning environment.

Learning activities that are closely related to the process of understanding something have factors that move someone to do it, both from the interest that grows from within, curiosity, willingness to learn and much more. In short, it is referred to as motivation which is the drive to make a change in behavior or desire. Every student has a different learning style depending on how to understand and absorb the lessons given by the teacher. Therefore, the research from (Permana, 2016) they often have to understand the same information or lesson in different ways. Learning style can be said to be a typical way that a person uses to observe and perform mental activities in the cognitive field, which is individualized and often unconscious and tends to persist. The 3 learning modalities of a person are: “Visual, auditory or kinesthetic (V-A-K) modalities. Although each of us learn using all three modalities at some stage, most people are more inclined to one of the three. most people are more inclined towards one of the three.

In fact, not all students excel at speaking. It is difficult to master the skills of speaking and communicating in English. Especially pupils who learn English as a foreign language (EFL), such as those in our country, Indonesia, who are rarely exposed to situations in which they can use the language. The problems students have when learning to speak English in English classes have an impact on the ineffectiveness of the process and the outcomes of students learning English at school. The elements that influence how easy or difficult speaking is can be classified

into three categories: cognitive, affective, and performance factors. This means that speaking fluently necessitates not just cognitive but also emotive abilities. This remark is supported by the learning features developed by a group of researchers led by Benjamin Bloom in 1956. According to (Hoque, 2016) who believed that emotive elements are crucial and have a major impact on language acquisition. Motivation, anxiety, attitudes, character traits, self-esteem, and self-efficacy are all affective factors in this situation.

There are a lot of research on motivation and learning style, one of which is the research by (Basri et al., 2022) his results of this study there is correlation between students' motivation and their learning style in speaking class was strong correlation. Based on these studies, there are inconsistencies in research results, so researchers want to examine student motivation and learning styles more deeply. The aspect that distinguishes this research from other research is the lack of research on the influence of speaking ability motivation and learning style, which makes the Universitas Muhammadiyah Parepare (UMPAR) the object of research; The majority of other studies are conducted at the elementary school, junior high school, high school or college level. Based on the explanation, the researcher attempts to conducted a study to see if there is any significant Influence of Motivation and Learning Style toward Students' English speaking ability

METHODE

This research is a type of ex post facto method. According to (Samsu, 2017) “ Ex Post Facto is method used in research that examines causal relationships that not manipulated by the researcher. The term ex-post facto indicates that the change in the independent variable has occurred and the researcher is faced with the problem of how to determine the cause of the effect being observed. Ex-post facto research examines cause-and-effect relationships that are not manipulated or not given treatment by researchers.

FINDING AND DISCUSSIONS

Data obtained and analyzed is the score from the questionnaire of parental motivation motivation questionnaire and speaking course scores of English education students class of 2023.

1. Data Descriptions

The researcher examined the influence of motivation and learning style on students' English speaking ability at Universitas Muhammadiyah Parepare. Students who participated in this study have completed their speaking courses, and there are 6 students who joined the study. Variable X1 in this study is learning motivation and variable X2 is learning style as independent variables, while variable Y is students' speaking ability as dependent variable. To investigate the significant influence of the independent variable on the dependent variable, the author used two instruments. The instruments are motivation and learning style questionnaires and documentation of students' speaking scores.

a. Learning motivation questionnaire

Learning motivation is considered as an independent variable (X1 Variable). The instrument to measure this variable is the learning motivation questionnaire. This variable is measured using an online questionnaire (google form) distributed to students of class 2023 of the English education study program. Based on the questionnaire distributed to 6 respondents, the highest score was 57 and the lowest score was 48 with a mean of 52,16, median 52,00, mode 48,00 and standard deviation equal to 3,488. To determine the number of classes used the formula. The value of N is the number of respondents, namely 6 students so that the number of classes is obtained as many as 6 interval classes, and the length of class 3 is presented in the following table.

Table 4.1 Distribution Frequency students' motivation variable

No	Interval	Frekuensi	Persentase	Persentase Kumulatif
1	48 - 50	2	33,3	66,6
2	51 - 53	2	33,3	66,6
3	54 - 56	1	16,7	16,7
4	57 - 59	1	16,7	16,7
Jumlah		6	100	

Source: primary data

Table 4.2 distribution Frequency of Tendency Motivation Variable

		Motivation			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	fair	5	83.3	83.3	83.3
	high	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

The identification of the tendency category or the high-low of students' motivation in the study is based on four categories with the provisions as above. Based on the normal reference, the calculation of the tendency category is as follows. The results above show that the learning motivation of English education students class of 2023 is classified as sufficient. This can be seen from the percentage of students who have sufficient motivation of 83.3%. While students who have high learning motivation only 16.7%.

b. Learning style questionnaire

Learning style is considered as an independent variable (X 2 Variable). The instrument to measure this variable is the learning style questionnaire. This variable is measured using an online questionnaire (google form) distributed to students of class 2023 of the English education study program. Based on the questionnaire distributed to 6 respondents, the highest score was 3 and the lowest score was 4 with a mean of 54,00, median 55,00, mode 55,00 and standard deviation equal to 6,693. To determine the number of classes used the formula. The value of N is the number of respondents, namely 6 students so that the number of classes is obtained as many as 6 interval classes, and the length of class 4 is presented in the following table.

Table 4.3 Distribution Frequency students' Learning Style variable

No	Interval	Frekuensi	Persentase	Persentase Kumulatif
1	44 - 49	2	33,3	66,6
2	50 - 55	2	33,3	66,6
3	56 - 61	1	16,7	16,7
4	62 - 67	1	16,7	16,7

Jumlah	6	100
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Table 4.4 Distribution tendency categories of Learning Style Variable

		Learning Style			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	High	1	16.7	16.7	16.7
	Fair	3	50.0	50.0	66.7
	Les	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

The identification of the tendency category or the high-low of students' learning styles in this study is based on four categories with the provisions as above. Based on the normal reference, the calculation of the tendency category is as follows. The results above show that the learning style of English education students class of 2023 is classified as sufficient. This can be seen from the percentage of students who have a sufficient learning style of 50.0%, students who have a tendency to have a learning style that is less than 33.3% while students who have a high learning style are only 16.7%. Below is the tendency of learning styles used by English education students angkata 2023 based on the results of data input and learning style questionnaires.

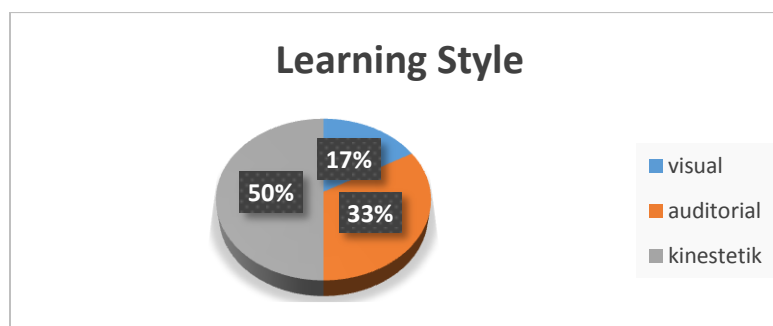


Figure 4.1 percentsge of tendency Learning style

percentage of learning style tendencies of English language education students class of 2023, most of whom use kinesthetic learning style

c. Speaking Score

The second instrument was the documentation of students' speaking scores that had been collected by the researcher from the lecturer of the speaking course. The final oral speaking test scores were used in this study. The students' speaking achievement scores were also considered as the dependent variable (Y Variable). For more details of students' speaking scores can be seen on page 68 in Appendix . In order to know the score criterion of the students, this table describes the score criterion that applied by English teachers based on lesson plans and curriculum applied there:

Table 4.5 The Result of Frequency Distribution based on Score Criterion

		LETTER_VALUE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B	5	83.3	83.3	83.3
	A	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Based on table 4.6, it can be seen that overall the students' speaking scores in the final oral test were quite high. This is evidenced by the absence of students who scored in the E, D to C categories, which means that there were no student scores below 70. There were 5 students who got B on this test. It can be seen that most students got B which represents more than half of the sample (83.3%). Meanwhile, score A consists of 1 student and it represents 16.7% of the entire sample.

2. Data Analysis

Prerequisite test analysis.

Before conducting hypothesis testing, a data analysis prerequisite test is first carried out which includes normality test, linearity test and multicollinearity test. After calculating the data, statistical calculations are needed to determine the correlation between variables. The researcher also used IBM SPSS Statistic Version 25 for Windows to calculate the data.

a. Normality Test

Table 4.6 Distribution of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		6
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.23990208
Most Extreme Differences	Absolute	.198
	Positive	.198
	Negative	-.145
Test Statistic		.198
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on the results of the normality test, it is known that the significant value is 0.200 > 0.05, so it can be concluded that the residual value is normally distributed.

b. Linearity Test

Table 4.7 Distribution of Anova results Linearity Deviation X1 to Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' English Seaking Ability * Learning Style	Between Groups	(Combined)	40.333	4	10.083	.167	.930
		Linearity	.540	1	.540	.009	.940
		Deviation from Linearity	39.793	3	13.264	.219	.878
	Within Groups		60.500	1	60.500		
	Total		100.833	5			

The linearity test results presented in the table above show that the significance value of Deviation from Linearity is 0.878 > 0.05, so there is a linear relationship.

Table 4.8 Distribution of Anova results Linearity Deviation X2 to Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' English Speaking Ability * MOTIVATION	Between Groups	(Combined)	40.333	2	20.167	1.000	.465
		Linearity	30.250	1	30.250	1.500	.308
		Deviation from Linearity	10.083	1	10.083	.500	.530
	Within Groups		60.500	3	20.167		
	Total		100.833	5			

The linearity test results presented in the table above show that the significance value of Deviation from Linearity is $0.530 > 0.05$, so there is a linear relationship. This applies to all independent variables to the dependent variable so it can be concluded that both regression lines are linear.

c. Multicollinearity Test

Table 4.9 Distribution of the results of coefficients Test

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Motivation	.910	1.099
	Learning Style	.910	1.099

a. Dependent Variable: Students' English Speaking Ability

Based on the table above, the multicollinearity test results between variables show that the intercorrelation between variables is 0.910. None of the intercorrelations of the independent variables exceeds the Tolerance value of 0.10, VIF value of $1.099 < 10.00$, therefore there is no multicollinearity and multiple regression analysis can be continued.

3. Hypothesis Test

Hypothesis I and II

Table 4.10 Distribution of Coefficients Hypothesis I and II

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.546	28.895		1.472	.237
	Motivation	.929	.562	.722	1.653	.197
	Learning Style	-.096	.293	-.143	-.328	.764

a. Dependent Variable: Students' English Speaking Ability

It is known that the significance value for the effect of X1 on Y is $0.197 > 0.05$ and the t value is $1.653 < t_{table} 3,182$ so it can be concluded that H1 is rejected, which means that there is no effect of X1 on Y.

It is known that the significance value for the effect of X2 on Y is $0.764 > 0.05$ and the t value is $-.328 < t_{table} 3,182$ so it can be concluded that H2 is rejected, which means that there is no effect of X2 on Y.

Hypothesis III

Table 4.11 Distribution Anova Test of Hypothesis III

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.349	2	24.174	1.382	.376 ^b
	Residual	52.485	3	17.495		
	Total	100.833	5			

a. Dependent Variable: Students' English Speaking Ability

b. Predictors: (Constant), Learning Style, Motivation

It is known that the significance value for the simultaneous influence of X1 and X2 on Y is $0.376 > 0.05$ and the calculated F value is $1.382 < 6.94$ so it can be concluded that there is no simultaneous influence of X1 and X2 on Y.

DISCUSSION

The following study conducted by (Moneva et al., 2020) the three most popular are visual, auditory, and kinesthetic which students use to absorb information. the statement is in line with what the results of the description of this study that students have a tendency to have three learning styles in their learning process as shown in figure 4.1 in the findings of this research on the learning style tendencies of English language education students class of 2023. Their learning

tendency is a kinesthetic learning style, which means this learning style requires more active effort than other learning styles, because someone with this learning style is easier to understand the material by involving practical activities and prefers real learning experiences such as field visits, laboratory practices, sports, and also media. Another research conducted by Setyawati (2022) aims to determine the effect of learning motivation and learning styles of students learning outcomes. the data in this study also used the same instrument but there were different results. the results of her research state that there is a positive influence together between motivation and learning styles on learning outcomes. This is not in line with the findings of this research where motivation and learning style did not affect students' English speaking ability

There is no influence between motivation and learning style on students' English speaking ability in this research, which can be seen in the hypothesis results.. in the research findings by (Ema, 2018) where she also used SPSS to analyze the data, she used a different research approach. where she used a qualitative approach by using the same type of instrument in this study, namely the motivation questionnaire, but the researcher used the English test results in the independent variable. however, the results in this study showed a positive influence between motivation and English test results. this is certainly a limitation of researchers in identifying the use of instruments. Based on the level of motivation and learning style, the results showed that most of the students had sufficient motivation and learning style level. Likewise, the students' (basic spoken) course grades, which were used as an assessment of speaking ability, almost all of them got B grades in speaking. This shows that students assess themselves adequately, which means that they sometimes feel that they can and cannot speak in English. This result shows that students still doubt their ability to speak English, so this also affects the students' English oral exam scores. . This shows that students assess themselves adequately, which means they feel

they can and cannot perform speaking tasks. According to (riadil, 2019) the problem that affects students' ability to speak English is psychological pressure, which includes problems with a person's mental, emotional, and physical health and their own productivity (motivation). Students tend to avoid tasks or activities when they think that the tasks or activities exceed their abilities, whereas they will participate when they think that they are capable of doing something. In short, students may face a sense of lack of encouragement when doing a speaking task and think that they cannot do it well, but on the other hand, they have sufficient ability to speak English. In addition, students was participate more in tasks or activities when they feel that they can do it.

CONCLUSION

Based on the results of the research and discussion, Based on the results of descriptive analysis tabulated through a questionnaire, the motivation of English language education students class of 2023 is classified as moderate. while their learning style is classified as moderate. Their learning style tendencies also show that the majority of students tend to use a kinesthetic learning style in the learning process. The first hypothesis is not proven because the significance value between variables X1 and Y exceeds the significance value of 0.05 and the t value is smaller than the t table so that H_a is rejected. then this also happens in the second hypothesis where the significance value of X2 and Y exceeds the significance value of 0.05 and the t value is smaller than the t table value therefore H_a is rejected. it can be concluded that the results of multiple regression tests prove that there is no effect of motivation and learning style on students' English speaking ability, seen from the significance value which is smaller than the probability value and also from the F count which is lower than the F table. This is in line with the results of hypothesis testing which shows the coefficient value of the data is 1.382. In

addition, based on the research results, F count is higher than F table, so the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. This also means that there is no significant positive influence between motivation and learning style on students' speaking ability.

Based on the above results, it can be concluded that there is no significant influence between motivation and learning style (visual, auditory and kinesthetic) toward students' English speaking ability. In addition, the level of correlation between the two variables not shows a strong correlation. For example, this shows that students who have motivation and learning styles may not necessarily be able to show satisfactory learning abilities or results. Conversely, students who have motivation and learning styles can also obtain good learning outcomes as well.

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