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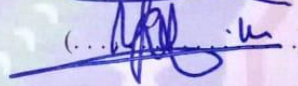
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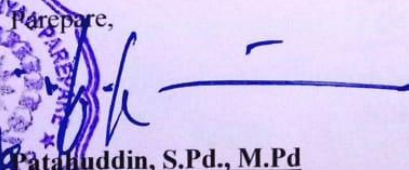
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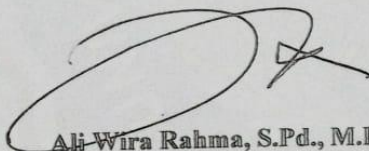
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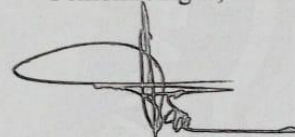
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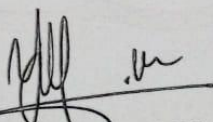
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Hiseby declare that this thesis is purely and entirely written by myself personally and contains no plagiarism, as is regulated in Peraturan Menteri Pendidikan Nasional Number 17 in the year of 2010 about *Pencegahan dan Penanggulangan Plagiat di Perguruan as well as the Aturan Akademik UMPAR*.

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Parepare, 29 Agustus 2024

(Syaifa Yunia)

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ABSTRACT

SYAIFA YUNIA. 2024. *The Effect of Motivation and Learning Style (Visual, Auditory, Kinesthetic) on Students' English Speaking Ability.*

Supervised by Ali Wira Rahman and Badaruddin.

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.

ABSTRAK

SYAIFA YUNIA. 2024. *Pengaruh Motivasi dan Gaya Belajar (Visual, Auditori, Kinestetik) Terhadap Kemampuan Berbicara Bahasa Inggris Mahasiswa.*

Dibimbing oleh Ali Wira Rahman dan Badaruddin.

Berbicara adalah hal terpenting yang dibutuhkan dalam aspek apapun. Motivasi dan Gaya Belajar adalah salah satu faktor penting dalam memprediksi konteks akademis, terutama dalam berbicara bahasa Inggris. Selama pra-observasi dan wawancara singkat, peneliti menemukan beberapa siswa sulit untuk berbicara, tetapi beberapa siswa tidak. Sehingga, penelitian ini bertujuan untuk mengetahui adanya pengaruh yang signifikan antara motivasi dan gaya belajar terhadap kemampuan berbicara bahasa Inggris mahasiswa.

Peneliti menggunakan pendekatan kuantitatif dengan metode *ex-post facto* untuk mengukur pengaruh variabel bebas terhadap variabel terikat. Populasi dalam penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris Angkatan 2023. Sampel terdiri dari 6 mahasiswa, dan dipilih dengan menggunakan teknik jenuh. Instrumen yang digunakan adalah kuesioner motivasi dan gaya belajar. Selanjutnya, peneliti menggunakan nilai berbicara mahasiswa berdasarkan hasil belajar dalam mata kuliah mereka yaitu Basic Spoken. Peneliti menganalisis data menggunakan deskriptif analisis untuk menjabarkan kelompok data pada hasil kuesioner, kemudian peneliti menggunakan teknik analisis inferensial untuk selanjutnya dilanjutkan dengan analisis bivariat dan multivariate analisis.

Hasil hipotesis 1 penelitian ini menyimpulkan bahwa tidak ada pengaruh antara motivasi terhadap kemampuan berbicara bahasa Inggris mahasiswa, kemudian hasil hipotesis 2 menunjukkan tidak terdapat pengaruh gaya belajar terhadap kemampuan berbicara bahasa Inggris mahasiswa. Hipotesis ke 3 menunjukkan tidak terdapat pengaruh simultan antara motivasi dan gaya belajar terhadap kemampuan berbicara bahasa Inggris mahasiswa berdasarkan uji regresi linier berganda yang menunjukkan nilai $F = 1.382$. Hal ini berarti tidak terdapat pengaruh yang signifikan antara kedua variabel tersebut.

Kata kunci: motivasi, visual, auditori kinestetik, kemampuan berbicara, desain *ex post facto*.