CHAPTER I

INTRODUCTION

A. Background

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 .

B. Problem Statement

Based on the background , the researcher proposes problem statement as follows:

1. Is there any significant influence of motivation on students' English speaking Ability?"
2. "Is there any significant influence of learning style on students' English speaking Ability?"
3. "How far motivation and learning style inflluence students' English speaking Ability?"

C. Objective of the Research

Based on the problem formulation above, this research aims "To describe and determine the level of motivation and visual, auditory and kinesthetic learning styles of English language education students class of 2023, describe the English speaking ability of English language education students class of 2023, and determine the existence of a significant influence between motivation and learning style toward students' English speaking ability."

D. Significance of the Research

1. For students

The researcher hopes that students can identify their learning style so that they can determine the right way to learn to accelerate their learning.

2. For educators/teachers

The researcher hopes study can provide information, are expected to be able to apply appropriate learning methods based on their students' learning styles and to further investigate their learning motivation as a reference for employing appropriate learning strategies especially in the English subject.

3. For Further Research

This study contribute to and complete the previous research conducted in the past and also be a reference source for further research conducted by the next researcher.

E. Scope of the Research

The scope of the study is limited to content and activitiy:

The first is by discipline, this research covers aspects of psychology and linguistic, focusing on motivation , learning style and students' English speaking ability. The second is by content, this study covers students' motivation, learning style, speaking ability and its motivation and learning style influence in speaking. The last is by activity, the researcher will collect and analyse the data from the students' through questionnaires and documemntation of speaking score to see if there is a significance influence of motivation and learning style on English speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

The following were some related research findings that are used as references or study material for the researcher to conduct a study. The first research was by (Basri & Rahayu, 2022) this research aimed to find out the correlation beetwen students' motivation and their learning style in speaking subject, this research was a descriptive quantitative research. The population of this research would be all the students in English department of Sawerigading University of Makassar in academic year 2020/2021 and the sample was taken by using Purposive Sampling. Questionnaires were distributed to 42 students, This meant that correlation between them was strong correlation because there was a significant data. The results of this study there is correlation between students' motivation and their learning style in speaking class was strong correlation

The second research was carried out by (Hoque, 2016) conducted a literature review on the theory of learning dimensions produced by a group of researchers lead by Benjamin Bloom, who is well-known among educators as the creator of Bloom's Taxonomy. This article delves deeper into the learning dimension, which consists of three parts: cognitive, emotional, and psychomotor. The literature review includes various diagrams illustrating the explanation of each dimension. An interesting fact in this study is that each dimension of learning takes a relatively long time to develop; the sequence described begins with the cognitive dimension in 1956, then moves on to the affective dimension in 1964, and finally to the psychomotor dimension in 1970.

The next research was carried out by (Moneva et al., 2020) the three most popular are visual, auditory, and kinesthetic which students use to absorb information. On the one

hand, student motivation is the internal drive of students to perform a task on their own accord. This study used a univariate Likert scale questionnaire on Senior High School students at Jagobiao National High School to 244 people. The findings from this research were not statistically significant between students' learning styles and self-motivation as the ANOVA showed that the result was greater than alpha where the decision failed to reject and there was no significant relationship between the two variables of students' learning styles and self-motivation.

Another research of learning style achievement is conducted by (Ha, 2021) Conducted research in several schools in Vietnam aims to discuss the relationship between learning styles and student achievement. Using simple random sampling, the research team conducted a survey with a population size of three hundred and seven students using a questionnaire with the google form and zalo form applications starting from April 2019 to May 2021. After managing the research data, the research team found that there was a positive relationship between learning styles and student learning performance, in other words, the more students apply their respective learning styles, the more stable their learning outcomes will be.

Another study was conducted by (Fathiyah et al., 2020) This research is a collaborative research conducted by students from Indonesia, Malaysia, Italy, and Pakistan. This study discusses the differences in language learning strategies, especially English, from the status of English which is the second language of Malaysia, Italy, and Pakistan compared to the status of English which is a foreign language in Indonesia. The results of this study show that there are differences in the strategies applied. In Malaysia, the merger of English with the first language in everyday life was carried out, while Strategy in Pakistan, this country to measure people's ability in English language proficiency, english-based exams were implemented. Italy has optional classes in high school for learners, so students who are

interested in sharpening their English have their specialization platform and are carried out without coercion. Although different in the application of strategies from these countries, there is an equality that the majority of countries agree that the role of English is so thick in the global realm that the provision of learning facilities does not take away the value of English.

Another research was carried out by (Setyawati, 2022) this study aims to determine the effect of learning motivation and student learning styles on pai learning outcomes at SMA N 3 Dumai. This research is quantitative research, data collection is done through questionnaires, documentation, observation. The results of this research are: There is a positive and significant influence of learning motivation and learning styles together on pai learning outcomes.

Another research was carried out by (Novesar, 2021) entitled the effect on learning style intervention on the relationship between learning motivation and learning style . The results of this research showed that partially learning motivation and learning style had a significant effect on student learning outcomes, and in the direct and indirect effects, the results showed that the indirect effect was better, in other words, learning motivation in influencing learning outcomes intervened by learning style variables, gave better results.

The next research was carried out by (Ema, 2018) The purpose of this study is to find out how the influence of students' motivation in learning English on English proficiency. This research is a qualitative research with a survey method approach, using questionnaires and English test scores. The data collection technique used was through questionnaires and English tests. Data analysis using regression test using SPSS. The results mean that there is a positive influence between motivation and English test results. This shows that motivation is very instrumental in improving learning outcomes, especially in foreign language learning.

Another research was carried out by (Noervadila et al ., 2020) In learning, each learner has a learning style that varies according to what is their learning goal. The purpose of this research is to determine whether there is an effect of the relationship between learning styles and learning motivation on student learning outcomes in mathematics class X IPA even semester at MA Fathus Salafi in the 2019/2020 academic year. And from the results of the correlation calculation it can be concluded that there is a significant influence of learning styles and motivation on student learning outcomes.

The research from (Mu'anisah, 2021) This study aims to determine the effect of motivation and learning styles on the learning outcomes of social studies education students at UIN Maulana Malik Ibrahim Malang. The results of this study indicate that there is a significant effect of learning style on student learning outcomes. Next, there is no significant effect of learning motivation on student learning outcomes. Meanwhile, simultaneously there is a significant influence of learning styles and learning motivation on learning outcomes by 25.4%, the rest there are still other factors that affect learning outcomes that can be researched further. Students need to know their learning styles well and strengthen their learning motivation in order to obtain maximum learning results.

Another research was carried out by (Keliat, 2016) This research is a study to see the profile and percentage of studenst learning styles of SWCU Biology Education students and the influence of different learning styles on the GPA obtained. Researcher got the data of students' learning styles by using questionnaire. The statistical procedures employed in this study were one-way ANOVA. The results showed that the largest percentage of learning styles that were used by the students of biology education were auditory learning styles by 32% and the VAK (Visual Auditory Kinesthetic) learning style was the least used by education students by 2%. The analysis of the percentage of learning styles showed that 72% of students with auditory learning styles reached a satisfactory category until magna cum

laude, but the percentage of students that used VAK (Visual Auditory Kinesthetic) learning styles only reached satisfying GPA level. Statistical test results in this study demonstrated that the use of learning styles did not give significantly different effect on the students' GPA.

Based on the ten studies mentioned above, it is clear that students' motivation and learning styles are not only beneficial to the discipline or topic of English, but also other disciplines such as religious education, mathematics, biology, etc. motivation and learning styles have been researched in various disciplines, and the results show that motivation and learning styles have a positive influence on academic outcomes and psychological aspects. In contrast to the aforementioned studies, the researcher aims to conduct a study that focuses on finding out whether there is a significant influence of motivation and learning style on students' academic achievement, especially english speaking ability of students at Universitas Muhammadiyah Parepare. This study focused more on speaking ability because previous studies on the influence of motivation and learning styles in English courses only focus on student achievement or student academic achievement, writing, and listening skills. Although there are also studies that examine the effect of motivation and learning styles on speaking ability, the methods used are different.

B. Some Pertinent Ideas

This section covers some pertinent ideas or theories to better understand the aim which this rseearch is specifically trying to accomplish.

a. The Concept of Motivation

    1) Definition of Motivation

Motivation is included in one part of the affective aspect or behaviorism in learning theory (Muhajirah, 2020). Motivation is one of the factors that affect the effectiveness of student learning activities so that it can be an internal process that can

also be a stimulant that directs someone to behave(Kusuma et al., 2016) . The motivation of students differ from several categories, whether it is the motivation of the desire, hope, goal, or knowledge of something. So it can be concluded that motivation is one of the key determinants of the effort to master the material. The element of motivation in this case will contain different and more specific things, because learning motivation is a broad thing to be used as a reference in this study, if it is associated with the initial objectives of this study, what was be further investigated is the tendency that supports activities to improve speaking ability in English.

The type of motivation that arises in oneself is divided into two, namely intrinsic motivation and extrinsic(Kusuma & Adnyani, 2016), here's the explanation:

1) Intrinsic motivation is a person's tendency to achieve something for himself and does not require external stimulation. This type of motivation tapers to the level of personal satisfaction of a person.

2) Extrinsic motivation is a person's tendency to act to get social recognition, avoid consequences, or get benefits outside of himself.
   After all the explanation above, it can be concluded that motivation is a willingness that arises from within or the influence of the environment to seek something that aims to meet the needs of groups and individual needs. Motivation has a close relationship with aspects of human needs, because needs tend to be the motivation that moves a person to be realized or fulfilled.

b. The Concept of Learning Style

1) The learning style of students is one of the determinants of how they consistently react in understanding something, especially in the classroom or in the learning process. According to (Arjulayana, 2016), student learning style refers to the way students get

or understand information, generally learning style comes from several personality variables; cognitive structure, psychology, social cultural background, and educational experience. In addition, according to (Yogatama, 2022), learning styles can also be said in a different way from students to learn. The learning style coined by an:

1) Visual, this learning style is a learning technique that focuses on the sense of sight. Understood with characteristics that make it easier to understand the information presented in the form of symbols, images, animations, graphics, or colors. Those who have a visual learning pattern are usually able to understand information by describing it in a real way, meaning deeply in this visual learning, someone has to see or experience it directly learning so that you can understand it like demonstrate, using media and props. A students prefer to see pictures or diagrams, like performances, demonstration or watching a video. For stylish students visual, which plays an important role is the eyes/sight. In this is the teaching model used by educators should be more much emphasis is placed on demonstrations or media, invite students to objects related to the lesson or method show the teaching aids directly to students or describe it on the blackboard.

2) Auditory, this learning style focuses on the sense of hearing. With this style, a person prefers to engage themselves in discussion, dialogue, and lecture activities that only involve speaking and listening activities, with these activities they are easier to understand information. People who have an auditory learning style learn to rely hearing to be able to understand and remember learning material. The characteristics of this learning model really rely on it hearing as a way to absorb learning information. It means to understand a lesson they have to listen first to be able to absorb information as well as to remind return. Students who tend to

absorb information in this way heard that they had difficulty understanding the written lessons.

3) Kinesthetic, 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. learning in the form of props for activities in the classroom. Kinesthetic people are always physical and oriented move.Learn through manipulation and practice. Many uses body gestures.Likes plot-oriented books, they reflects action with body movements while reading. Wants to do everything people who have this learning style tend not to can be quiet and if he wants to learn about something then he has to touch and hold it to get information and remember it.

The main advantage of implementing the VAK model is that students and teachers can make the teaching and learning process more effective. Teachers can customize learning models and media to suit students' learning styles. Understanding learning styles is a consistent way for students to understand, remember, think, and solve problems with stimuli and information. In addition, knowing their learning style can make students feel more confident, which leads to more productive learning and better working relationships.

c. The Concept of Speaking

   1. Speaking

   a. Definition of Speaking

   The definitions of speaking are as follows: According to (Torky, 2006) speaking is the act of transferring thoughts, feelings, and emotions into words, grouping them into phrases or sentences, and choosing particular words to express them. While (Brown,

2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. According to (Tarigan, 2015)on his research defines speaking as the ability to produce articulated sounds or sentences that express an idea or feeling".Speaking is not only about speaking properly according to grammar, vocabulary, and pronunciation. It also involves producing language responsibly in accordance with the functional and social conventions of the foreign language. In conclusion, speaking is an oral ability for communication that can be used in a variety of situations to express one's perspective regarding feelings, ideas, intentions, thoughts, etc. However, speaking becomes a key indicator of a student's success in learning a language when it comes to language teaching.

b. Aspects of Speaking

The curriculum specifies that language competence is the main focus of English instruction in Indonesia, with students expected to use a range of spoken and written English in interpersonal, transactional, and functional situations. (Maming et al., 2023)There are four aspects of speaking applied as guidance for teachers in assessing students' speaking skills . Those are:

1) Pronunciation

The way that each sound in a word is pronounced is known as pronunciation. There are vowel sounds and consonant sounds. How frequently students pronounce things correctly and inaccurately is one way that their pronunciation skills are evaluated in speaking assessments.

2) Intonation

Intonation is the rising or falling variations in pitch and tone that occur when speaking. Our voices often increase when we're angry or excited, but they typically decrease when we're sad or melancholy. In this manner, intonation can give spoken words meaning. When speaking is evaluated, the speaker's ability to use the appropriate pitch and tone depends on the circumstances.

3) Fluency

Fluency, according to Mary et al. (2005), is speaking at a normal speed without hesitation, without repetition, and with smooth use of connected speech. In other words, fluency refers to the flow of the speech.

4) Accuracy

Accuracy refers to how the speaker uses words and grammar correctly. In speaking assessment, it has to do with how frequently people utilize proper grammar and vocabulary, or, to put it simply, how well they talk.

c. Problem in Speaking

Speaking problems are issues that influence an individual's poor speaking performance. (Riadil,2019) stated Language difficulties can contribute to students' low academic achievement. Students who are poor in speaking ability tend to have a lack of vocabulary, grammar, and pronunciation, which belong to linguistics problems. Those problems hinder students from improving their speaking abilities. Students who want to become better speakers are troubled by these issues. Another problem that affects students' ability to speak English is psychological distress, which includes issues with one's mental, emotional, and physical health as well as

with one's own productivity. Examples of psychological distress include a lack of self-assurance, anxiety, and feelings of shyness when speaking English.

(Tang, 1997) mentioned that there are certain issues with speaking activities, namely: inhibition, nothing to say, low or uneven participation, and mother tongue use.

1) Inhibition

Inhibition Speaking requires some real-time communication with an audience, unlike reading, writing, and listening. Because they are worried about making mistakes, shy about speaking in a foreign language, and afraid of criticism, students are frequently discouraged from trying to communicate in a foreign language in class.

2) Nothing to Say

Students usually complain about their inability to speak up. Additionally, they lack the desire to express themselves.

3) Low or Uneven Participation

There will always be one student in a group of students who speaks most in order to be heard, while the others have little or no opportunity to speak. The tendency to dominate others is caused by this situation.

4) Mother-Tongue Usage

The majority of students in educational settings like schools and universities originate from the same region and speak some of the same mother tongues. Since it is simpler and more natural-sounding than the foreign language, it encourages them to use it when speaking to one another.

d. The importance of English Speaking

Being able to communicate in English can be beneficial for its learners, whether for social interaction, academics, and so on. According to (Ariyanti, 2016) speaking English fluently is crucial since it gives learners better opportunities, such as:

1) The English language is widely used throughout the world. The influence on the learners' lives, including in academics, business, travel, and many other areas, would be significant if they could speak English well. This assertion is also consistent with Baker and Westrup's (2003) finding that people with strong English language abilities may have better opportunities to advance in their schooling, careers, and jobs.

2) Academic performance can be a mirror of language acquisition success. Students who can communicate and have high speaking abilities typically perform well when learning a language, claims Mahripah (2014).

C. Conceptual Framework

Figure 2.1 Conceptual Framework

Figure Description :

X1   = Student Learning Motivation Variable

X2   = Students Learning Style variable

Y   = Students English Speaking Ability Variable

⟶   = 1) The Influence of Motivation to Students' English Speaking Ability

         2) The Influence of Learning style to Students' English Speaking Ability

- - - - ▶   3) The influence of motivation and learning style on students' English speaking ability

D. Hypothesis

Based on the problem statement and the related research findings presented, the researcher makes hypothesis as follows:

1. Motivation

   H1 (Alternative Hypothesis): There is a significant influence of motivation on students' English speaking ability.

   Ho (Null Hypothesis): There is no significant influence of motivation on students' English speaking ability.

2. Learning Style

   H1 (Alternative Hypothesis): There is a significant influence of learning style on students' English speaking ability.

   Ho (Null Hypothesis): There is no significant influence of learning style on students' English speaking ability.

3. Motivation and Learning Style on Engish Speaking

   H1 (Alternative Hypothesis): There is a significant influence of motivation and learning style on students' English speaking ability.

   Ho (Null Hypothesis): There is no significant influence of motivation and learning style on students' English speaking ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

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. The existence of a causal relationship relationship is based on theoretical studies, that a certain variable causes certain variables" This method is used to determine whether there is a significant effect of motivation and learning style on students' English language skills.

B. Research Variable and their Operational Definitions

1. Research variables

There are three kinds of variables used in this study, namely an independent variable and a dependent variable. An Independent variable is the variable that influences, affects or causes the change of a dependent variable, while dependent variable is the variable that is influenced by the independent variable.

Independen variable (X1)   : Motivation

Independen Variable (X2)   : Learning Style

Dependen variable (Y)   :Students' English Speaking Ability

2. Operational Definition

a. Motivation

According to (Irons, 1987) "motivation is "As a basic reason, basic thought, a person's drive to act on the main idea that always affects human behavior".The motivation referred to in this study is the encouragement from within / outside the individual regarding his ability to speak English.

b. Learning Style

According to (Ha, 2021) defined a learning style as a learner's consistent reaction to respond to and utilize environmental stimuli in a particular learning context, individual ways of dealing with information processing, emotions, and behavior in learning situations. The learning style referred to in this study is the way English language education students class of 2023 capture information in learning to speak English. Learning styles identified in this study are limited to visual learning styles, auditory learning styles, and kinesthetic learning styles.

c. English Speaking Ability

Speaking is included in the communication process that can change thoughts and feelings (Arjulayana, 2016). The English speaking ability referred to in this study is the ability of students to speak English in expressing opinions, ideas, thoughts, intentions, and others.

C.   Population and Sample

The population of this study was all students majoring in English education in the academic year 2023 at Uiversitas Muhammadiyah Parepare. The sample was taken using total sampling technique, according to (Notoatmodjo, 2018) "total sampling is a sampling technique when all the members of population are used as a samples". therefore, as a sample, the researcher took a total sample of 6 students to be used as participants in this study.

D.   Instrument of the Research

This research used two main instruments to gain the data:

1.   Documentation of Speaking Score

The first instrument that researchers used is the student's learning achievement test document. Achievement test are conducted to measure students' knowledge or ability of students in a course. In this study, the speaking achievement test was taken from the class of year 2023, especially in the " Basic Spoken" subject.

2. Students' Learning Outcomes

In the second instrument, researchers will use two questionnaires, namely a learning motivation questionnaire and learning style questionnaire. The first is a learning motivation questionnaire adopted from (Sembiring, 2023) this questionnaire consists of 13 terminals that have been tested for validity. The Likert scale is used to determine how the statement describes students. The scale ranges from one (strongly disagree), two (disagree), three (undecided), four (agree), five (strongly agree). Furthermore, the questionnaire that will be used for motivation in speaking has been validated and used in previous studies with a total of 57 respondents to test its validity and reliability. The results showed 0.266 using the product moment correlation formula which means the

validity of the questionnaire is acceptable. Cronbanch's alpha was found to be 0.841 which means reliable.

The second is a learning style questionnaire adopted from (Alfiani, 2019) this questionnaire consists of 20 terminals that have been tested for validity using a Likert scale. If all respondents answer yes then the value is 4, if the respondent answers often then the value is 3, if the respondent answers sometimes then the value is 2, if the respondent answers never then the value is 1. Furthermore, the questionnaire that will be used for motivation in speaking has been validated and used in previous studies with a total of 30 respondents to test its validity and reliability. The results showed the Cronbanch Alfa value obtained was 0.804 which means it can be concluded that the questionnaire is reliable. The results of the learning style instrument validity test showed a value of 0.361 using the product moment correlation formula which means that the validity of the questionnaire is acceptable. The lattice of research instruments is described in the table bellow.

Table of 3.1 learning motivation research instrument lattice.

Variable	aspects/ dimensions	Indicator	question item number	
			positive statement (+)	Negative Statemenet (-)
Learning Motivation	Perseverance in learning	attendance in lecture	1,	8
		seriousness, responsibility and concentration in learning	5,7,15	2,3,6,10,16
	independent in learning	managing time		9,11
	interest in learning	enthusiasm for lesson	4,12,13,	
		desire to achieve	14,17,18, 19	

Table of 3.2 learning style research instrument lattice.

Variable	Indicator	Sub Indicator	Question Number
	1. Visual Learning Style	a. Regurarly pay attention to everything to keep up appeareances.	1
		b. Read quickly and diligently	2
		c. Speak and read quickly	3
		d. Remember what is seen rather than what is heard	4 to 5
		e. Usually not bothered by noise.	6
		f. scribble meaninglessly while talking on the phone or in meetings	7
Learning Style	2. Auditory Learning Style	a. Move lips and say the words in the book.	8
		b. Enjoys reading aloud and listening	9 to 10
		c. Finds writing difficult, but is great at speak.	11
		d. Is easily distracted by noise.	12
		e. learn by listening and remember what is discussed rather than what is seen	13

	f. Prefer music to calligraphy	14
3. Kinesthetic Learning Style	a. Speaks Slowly.	15
	b. Stands close when talking to others	16 to 17
	c. Memorize by walking and looking.	18
	d. Uses fingers as a guide when reading	19
	e. Cannot stay still for long.	20

E. Procedure of Collecting Data

The researcher used of two main instruments to gain the data:

a. One of the instruments is the students' speaking achievement in the form of documentation of students speaking values. The researcher will first contact the teacher of the subject to explain the purpose of the research. Then, the researcher asked permission to acces the student speaking performance by taking their final oral test scores. Once the researcher obtains score script from the teacher, the next procedure will be applied

b. In the second procedure, the researcher was meet with the students who be the sample of the study then explain the purpose of the study and assure the participants that their data not be leaked, as well as assure the participants that the study has nothing to do with their speaking course grades. Then, the researcher will distribute questionnaires to be filled in according to the ability and confidence of each participant.

F. Technique of Data Analysis

1. Descriptive Statistic Analysis

This analisys is the activity of collecting, structuring, summarizing and presenting data with the hope that the data is more meaningful, easy to read and easy to understand by data users. Descriptive statistics are only limited to providing a description or general description of the characteristics of the object under study without the intention of generalizing the sample to the population. Descriptive statistics are used to explain or provide an overview of the characteristics of a series of data without drawing general conclusions (Ghozali, 2016). Presentation of descriptive statistical data is usually in the form of diagrams or tables. Descriptive statistical analysis consists of mean, median, maximum, minimum, and standard deviation values. Descriptive statistical analysis has the aim of describing or describing data

based on the results obtained from respondents' answers to each variable measuring indicator.. in this study researchers used descriptive analysis techniques with the help of IBM SPSS version 25 for windows.

a.   Docummentation Speaking Score

After analyzing the data that had been gathered, the researcher had to decide on the score classification, the researcher created a rating categorization to gauge the students' English speaking abilities. Below is a classification of the grading scale of the class of year 2023 rating scale based on the lesson plans and curriculum used by the English Speaking Lecture :

Table of 3.3 Speaking Score Criterion

No	Score	Letter Value
1	85 100	A
2	70 - 84	B
3	55 -69	C
4	50 -54	D
5	0 - 49	E

Furthermore, to find out the percentage of students' speaking scores, researchers also used IBM SPSS Statistic Version 25 For Windows.

Table 3.4 of variable tendency categories

highest theoretical score	number of questions x highest scale
lowest theoretical score	number of questions x lowest scale
ideal average (Mi)	1/2 (highest theoretical score + lowest theoretical score)
ideal standard deviation (SDi)	1/6 (highest theoretical score + lowest theoretical score)
level of tendency (categorization) :	
High	-≥(Mi +1 SDi)
Fair	(Mi +1 SDi) > - > Mi
Less	Mi > ‾ ≥ (Mi +1 SDi)
Low	‾ < (Mi +1 SDi)

(Djemari Mardapi, 2008:123)

2. Classical Assumptions Test

Classical assumption test according to (Ghozali, 2018) this tets is a statistical method in multiple linear regression analysis which aims to assess whether there are classical assumption problems or not.

a. Normality Test

Normality test is a way to determine if the distribution of data in a particular data group is distributed normally. This test is used as a requirement in performing simple linear regression test. The normality of the data that is collected from the questionnaires will be tested using Kolmogorov-Smirnov test. The guidelines for decision making are as follows:

Table 3.5 Normality Criterization

Value	Criterization
Sig > 0,05	Normally Distributed
Sig < 0,05	Not Normally Distributed

b. Linearity Test

Linearity Test is a way to determine if the relation between variables is linear or not. This test is used as a requirement in performing deviation from linearity test. The guidelines for the decision making are as follows:

Table 3.6 Linearity Criterization

Value	Criterization
Sig deviation from linearity > 0,05	Linear Relation
Sig deviation from linearity < 0,05	No Linear Relation

c. Multicollinearity analysis

This requirement demands that there should not be a high correlation between the independent variables, testing can be done by looking at the Tolerance value and Variance Inflation Factor (VIF) in the regression model. The decision-making criteria regarding the multicollinearity test are as follows:

1. If the VIF value < 10 or the Tolerance value> 0.01, it is stated that there is no multicollinearity.
2. If the VIF value> 10 or Tolerance value <0.01, then it is stated that multicollinearity occurs.

This means that the multiple linear regression test requirements cannot be continued. Conversely, if multicollinearity does not occur, then multiple linear regression tests can be continued.

1. Hypothesist Test

a. Bivariate Analysis

Bivariate analysis was used to test the all hypotheses, namely to test the coefficient between the independent variable and the dependent variable. To test the direction of the relationship between the independent variable and the dependent variable, the formula used is coefficient. The interpretation of the correlation coefficient value from thecalculation is as follows. The interpretation of the correlation coefficient value from the calculation used IBM

SPSS 25 for windows.The criteria of accepting the hypothesis (H1 & H2) in this study is as follows:

If the sig value < 0.05 or t count > t table then Ha is accepted and H0 is rejected and If the sig value > 0.05 or t count < t table then Ha is rejected and H0 is accepted.

The criteria of accepting the last hypothesis in this study is as follows:

If the sig value < 0.05 or F count > F table then Ha is accepted and H0 is rejected and If the sig value > 0.05 or F count < F table then Ha is rejected and H0 is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Desccriptions

     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

		Frequency	Percent	Valid Percent	Cumulative 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	

Table 4.4 Distribution tendency categories of Learning Style Variable

Learning Style

		Frequency	Percent	Valid Percent	Cumulative 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.
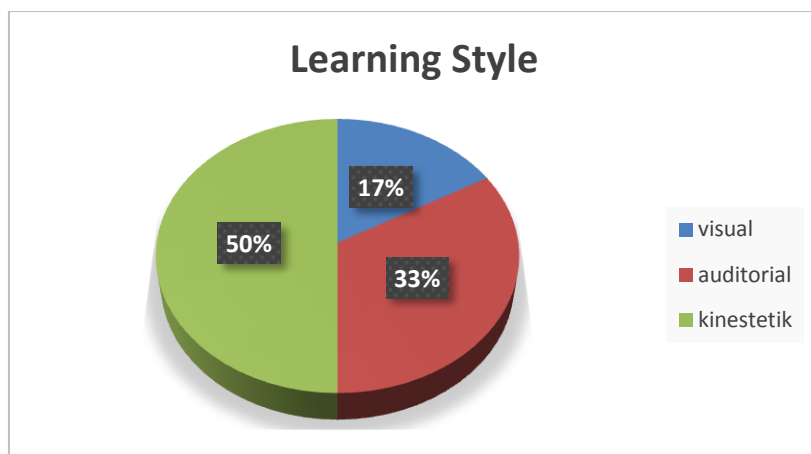
Figure 4.1 percentsge of tendency Learning style

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 Sore Ceiterion

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 consist 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 arre needed to determine the correlation between variables. The researcher also used IBM SPSS Statistic Version 25 for windows to calculate the data.

a. Nor mality 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 Seaking 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. Multicolinearity Test

Table 4.9 Distribution of the results of coefficients Test

Coefficientsa

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 multicollimearity and multiple regression analysis can be continued.

3. Hypothesis Test

   Hypothesis I and II

Table 4.10 Distribution of Coefficients Hypothesis I and II

Coefficientsa

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.

B. Discussion

        This study was conducted to determine the effect of motivation and learning style on students' English speaking ability. In this study, there were 6 students who became the research sample in the English education study program class of 2023. The instruments used in this study were a motivation questionnaire consisting of 13 statement items and a learning style questionnaire consisting of 20 statement items and documentation of speaking scores from English teachers. In this study, researchers did not test the validity and reliability of the questionnaire because the questionnaire had been tested for validity and reliability by previous researchers so that it could be directly used in this study.

        The results of descriptive analysis of motivation variables (X1) show that most of the motivation possessed by English language education students class of 2023 Muhammmadiyah University of Parepare is in the sufficient category, this is shown in table 4.2. The linearity test results presented in table 4.7 show that the significance value of Deviation from Linearity is 0.530> 0.05, so there is a linear relationship. based on the results of hypothesis I 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 influence of motivation on students' English speaking ability. The results of descriptive analysis of learning style variables (X2) show that most of the styles possessed by English language education students class 2023 Muhammmadiyah University of Parepare are in the sufficient category, this is shown in table 4.4. 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. 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.

        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 firgure 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 abilitiy

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.

The findings of this study show that there is no influence of motivation and learning style on students' speaking ability based on the results of multiple regression tests. Meanwhile, based on the results of the hypothesis statistical test, it shows that F count is smaller than F table, so the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. These results are also in line with (Keliat, 2016) The results of statistical tests in this study show that the use of learning styles does not have a significantly different effect on student GPA. In addition, (Mu'anisah 2021) the results of her research show that one of his hypotheses regarding motivation is rejected because there is no significant influence between learning motivation on student learning outcomes. So, it can be concluded that motivation and learning style cannot influence students' English speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. 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 Ha 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 Ha 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.

B. Suggestions

1. For Lecture / Educators

   Increase students' enthusiasm for learning by providing learning motivation and encouraging the utilization of students' learning styles so as to improve student achievement. Students who were previously less than optimal in utilizing learning styles if combined with learning motivation in accordance with their learning characteristics. And the last is to provide constructive feedback to students during speaking lessons, where students can identify which parts they can improve for their speaking performance and ability.

2. For Students

   Students are advised to pay attention to their willingness or motivation and the learning style they feel comfortable with, for example by often encouraging themselves to study or practice speaking and recognizing the learning style that is suitable for each subject they are interested in or not. Therefore, it is important for students to know the supporting factors that exist in themselves for the application of speaking English.

3. For Future Research

   The researcher realizes that this study may still be far from perfect. Therefore, the researcher suggests to future researchers to examine other supporting factors that can improve students' speaking ability by conducting direct oral performance tests or giving pre-observation questionnaires to students as well as teachers, lecturers and educators. The researcher also suggests to future researchers to enrich research instruments in the form of in-depth interviews and use different methods.

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