Correlation among students learning styles, learning motivation and the eleventh grade students' speaking ability

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ABSTRACT

This study aims to determine the correlation among students' learning styles, learning motivation, and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. The research was conducted correlation research design. This study's population comprised eleventh grade students of MAN 1 Musi Banyusin Sekayu, sampling through a purposive sampling of 30 students. Data collection techniques used include questionnaire and test. Based on the study results the data showed that (1) there is not any significant correlation between learning styles and speaking ability with a correlation value of 0,590; (2) there is not any significant correlation between learning motivation and speaking ability with a correlation value of 0.706; (3) there is not any significant correlation between learning styles and learning motivation with a correlation value of 0,233; (4) there is not any significant correlation among learning styles, learning motivation and speaking ability with correlation value 0,838.

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Introduction

Successful learning is an education that actively includes students in the process. Involved in the course of learning, involved in answering questions from teachers, and active in communicating with their classmates. Moreover, if every student understands the learning concept, learning is said to be efficient and successful. Students' ability to comprehend a learning concept is different in degree. There are students with a rapid level of understanding through reading textbooks, there are students with a level of medium understanding that students understand after hearing the clarification of the teachers, for example, and some are slow levels of understanding that generally tend to form friendly learning groups. [1] argued that learners clearly differ greatly in their preferred approach to L2 learning, but it is difficult to tell which learning style works best. Therefore, the ability to grasp the meaning of learning depends on each pupil.

For any student, a learning style is very important as it has a powerful impact on the contradiction of achievement. It is a technique in which people , regardless of how it is described, learn and maintain new knowledge or skills, but the process for each person is different. A learning style is thus a healthy measurement of a person, resulting in a person reacting to the context, communicating and seeing something in the learning process. [2] described learning style as the normal or usual pattern of a person's acquisition of knowledge and

understanding in learning conditions. [3] the learning style is a way for information to be easily collected, stored, recalled and implemented.

Motivation can be said to be an internal motivation to accomplish learning activity in the learning process so that the object of the subject learning can be preserved in the educational environment. In order to motivate a learner to learn more quickly and efficiently, motivation is one of the most important factors. Motivation is characterized as a driving force that leads to action. The motivation can come from the intrinsic learners themselves, or outside the learners, that is, the extrinsic ones. For those who have innate motivation, they will have a clear obligation to understand. [4] defined that motivation is characterized as the degree to which someone makes decisions about objectives to pursue the pursuit and the commitment he/she would dedicate to it. [5] Students are considered to be individual human beings. having power and weakness of their own, emotions and actions, expectations and hopes, aspirations, convictions and ideals, as well as fantasies and needs. On the opposite, motivation plays an important role in increasing the capacity of students to learn. It is one of a determinant to make students interest in learning English especially for speaking skill.

Speaking in target language is not an easy thing to do for most foreign language learners because learning to speak a foreign language requires more than understanding its grammatical and semantic rules. In addition to these, [6] stated that language learners need to be interested in three areas of knowledge:(1) language elements mechanics (pronunciation, grammar, vocabulary) stressing the usage of correct words in the correct order with proper pronunciation; (2) language functions dealing with speech output in the field of communication and interaction (e.g. knowledge of how to modify information and the interpretation of important messages). (3) Socio – cultural norms (such as turn – taking, speaking rate, duration of breaks between speakers, relative roles of participants, perception of who is talking to whom, under what situations, when and why). Furthermore, language learners must also gain awareness of how native speakers use the language in the form of formal interpersonal communication due to the fact that speakers are expected to use the language properly in different social interactions. This includes not only verbal communication but also speech paralinguistic elements like pitch, tension and intonation. Moreover, non – linguistic elements, such as gestures of any body language / posture, facial expression, and so on, can accompany speech to directly convey messages. Speaking is, in other words, the complex and difficult ability to master. [7] noted that one of the most difficult aspects of communicating is master's pupils. Hence, speaking skill is one of difficult skill to be mastered., because speaking involve some elements should students learn, so that they can speak as fluent as possible like a native speaker.

Based on the teaching experience of the writers for 15 years, it was found that there are certain obstacles that students find in developing their ability to communicate. Firstly, many learners lack vocabulary because they don't know what to mean in English. They also lament that there is nothing to tell that they can not think about. In addition, both in the classroom and outside the classroom, learners often neglect English practice. Students have little time in the classroom to learn to communicate, so they are not able to practice well. Although they tend to speak their mother tongue outside the classroom rather than English, as almost all people around them speak Indonesian. In addition, the other factors that lead learners to find learning speech problems are that students are afraid of making mistakes and are shy of speaking up in the classroom. Students, on the other hand, should be able to speak in English in order to excel in learning to speak.

Based on the above statements, the writer is interested in conducting a study entitled "The correlation among students learning style, learning motivation, and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. In this research, the writer want to find out whether or not there is a significant contribution of learning style and learning motivation and the eleventh grade students' speaking ability. The writer conducted the research at MAN 1 Musi Banyuasin Sekayu because the school has a great number of students from various background.

Method

This research used quantitative method and descriptive method to analyze the data that had been collected. A quantitative approach and descriptive method were used in this research because the main purpose of this research is to find out whether there is any correlation among students' learning styles, learning motivation and their English-speaking ability or not. In order to find out the correlation, a correlation research design was used in this research.

[8] explained that, "A correlation research design is a quantitative research method in which the researcher uses the statistical technique of correlation analysis to calculate the degree of association (or relationship) between two or more variables. It can be inferred that a correlation research design enables the researcher to

relate two or more variables (student learning styles, learning motivation, and students' English-speaking ability.

The population of this study was all the eleventh grade students at MAN 1 Musi Banyuasin Sekayu, in the academic year of 2020/2021 totalling 233 students.

In this research, the sample class was selected using a purposive sampling technique. Etikan (2016) suggested that the purposeful sampling process, also known as decision sampling, is deliberate option of a participant regardless of the qualities that the participant possesses. The researcher took XI.3 Social Sciences at MAN 1 Musi Banyuasin Sekayu as the sample because the total of them is 30 (Fraenkel et.al, 2011, p.338) suggest that "the minimum acceptable sample size for a relevant study is considered by most researcher to be no less than 30".

Results and Discussions

Normality Test

In this study, normality test was done by using Kolmogorov Smirnov and calculated by applying SPSS. The significant score of learning styles is 0.200, learning motivation is 0.200, and speaking ability is 0.200. The significant scores are higher than 0.05. Therefore, the data used in this study are normal.

Homogeneity Test

The homogeneity test is carried out using the Levene Statistics for Windows software in SPSS 21. The significant value of Levene Statistic is 0.472. This value is above 0.05. Therefore, the data used in this study are homogenous.

Linearity Test

The result of linearity test shows the significant value of Deviation from Linearity between learning styles and speaking ability was 0.729 higher than 0.05; it means that two variables (learning styles and speaking ability) had a linear correlation. The result of significant value of linearity test Deviation from Linearity between learning motivation and speaking ability was 0.529 higher than 0.05; it means that two variables (learning motivation and speaking ability) had a linear correlation.

Hypothesis Test

1. Correlations between students learning styles and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu
   In order to answer the first research questions, the result of learning styles questionnaire and speaking ability through *Pearson Product Moment correlation* can be seen in Table 1.

Table 1 <Correlations between Learning Styles and Speaking Ability>

		Learning Styles	Speaking Ability
Learning Styles	Pearson Correlation	1	.103
	Sig. (2-tailed)		.590
	N	30	30
Speaking Ability	Pearson Correlation	.103	1
	Sig. (2-tailed)	.590	
	N	**30**	**30**

Coefficient correlation of (r) product moment of the students' learning styles and their speaking ability was 0.590. Thus, the data confirmed that coefficient correlation is higher than r table. Therefore, it can be inferred that Ha is rejected and Ho is accepted. It means that there is not any significant correlation between students' learning styles and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu.

Based on data of the result, students showed that learning style is not linear on the eleventh grade students speaking ability at MAN 1 Musi Banyuasin Sekayu. Learning style did not influence students' speaking ability so much.. It indicated that high learning styles are not followed by high speaking ability. It can be seen from the general descriptive statistic, the means score of learning styles is 94,00 with range score is 46, and the means score of speaking ability is 9,70 with range score is 5. Furthermore, the learning styles questionnaire summary showed that there were 67% or 20 students who belong to visual learning style, meanwhile, 13% or 4 students belong to auditory learning style and

there were 20% or 6 students belong to kinesthetic learning style. [10] stated that there are a number of factors which influence the success of language learning, including learning style and learning strategies.From the research result,the eleventh grade students of MAN 1 Musi Banyuasin Sekayu more prefer to visual learning style than auditory and kinesthetic learning style. [9] people who have visual learning style having clear dialogue difficulty.

2. Correlations between learning motivation and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu

In order to answer the second research questions, the result of learning motivation questionnaire and speaking ability through *Pearson Product Moment correlation* can be seen in Table 2

Table 2 <Correlations between and Speaking Performance>

		Learning Motivation	Speaking Ability
Learning Motivation	Pearson Correlation	1	.072
	Sig. (2-tailed)		.706
	N	30	30
Speaking Ability	Pearson Correlation	.072	1
	Sig. (2-tailed)	.706	
	N	30	30

Table 2 shows coefficient correlation of (r) product moment of the students' learning motivation and their speaking ability was 0.706. Value of probability shown by the column Sig.(2-tailed) was higher than 0.05. Thus, the data confirmed that coefficient correlation is higher than r table. Therefore, it can be inferred that Ho is accepted and Ha is rejected. It means that there is not any significant correlation between learning motivation and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu.

Based on data of the result, students showed that learning motivation is not linear on the eleventh grade student's speaking ability at MAN 1 Musi Banyuasin Sekayu.In other words, high learning motivation is not followed by high speaking ability. It could be seen from the general descriptive statistic, the means score of learning motivation is 95,40 with range score is 26, meanwhile the means score of speaking ability is 9,70 with score range is 5. [11] without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough their own to ensure student achievement. From the research result, learning motivation is not a main factor to determine the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. The eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu is affected by linguistic components like lack of vocabulary mastery, lack of comprehension, and personality.

3. Correlations between learning styles and learning motivation of the eleventh grade-students at MAN 1 Musi Banyuasin Sekayu

In order to answer the third research questions, the result of learning styles and learning motivation questionnaire through *Pearson Product Moment correlation* can be seen in Table 3.

Table 3 <Correlations between Anxiety and Self efficacy efficacy>

		Learning Styles	Learning Motivation
Learning Styles	Pearson Correlation	1	.225
	Sig. (2-tailed)		.223
	N	30	30
Learning Motivation	Pearson Correlation	.225	1
	Sig. (2-tailed)	.233	
	N	30	30

Table 3 shows coefficient correlation of (r) product moment of learning styles and learning motivation was 0.233. Value of probability shown by the column Sig.(2-tailed) was higher than 0.05. Thus, the data confirmed that coefficient correlation is lower than r table. Therefore, it can be inferred that Ho is accepted and Ha is rejected. It means that there is not any significant correlation between learning styles and learning motivation of the eleventh grade-students at MAN 1 Musi Banyuasin Sekayu.

Based on data of the result, students showed that learning style is not linear on learning motivation the eleventh grade students at MAN 1 Musi Banyuasin Sekayu..It means high learning motivation is not followed by high learning styles. It can be seen from the general descriptive statistic of learning style, the means score of learning style 94,00, with range score is 46, meanwhile the means score of learning motivation is 95,40 with range score is 26. [12] explained that the environmental factors that affect student's learning outcomes consist of three factors namely: (1) Family environment is the basic environment in the learning process. It is the early fundamental environment for students to learn. The physical state of good family for example housing conditions, home environment, and family can be determinants for the students success in learning; (2) School environment is essential for the success of learning. They include the school physical environment such as facilities, learning media and learning resources; the social environment for instance relationships between friends, teachers and other school communities that teach students to be able to get a long well; and the academic environment such as the implementation of learning, vocational guidance, industrial information, extracurricular activities; and (3) Society environment is the environment where students apply the knowledge acquired in the family and in their school. Society teaches students on the use of ethics and values existed in the society. It is expected that the environment has a huge impact on the psychological development of students. Motivation can be created through self - awareness or originated within ourselves (intrinsic motivation) and the encouragement of others or the environment (extrinsic motivation), [12].From the research result,the eleventh grade students' learning styles at MAN 1 Musi Banyuasin Sekayu is not correlated on the eleventh grade students' learning motivation at MAN 1 Musi Banyuasin Sekayu. High learning motivation is not determinant in students' learning style. Learning style is the way students to begin to concentrate on the process.

4. Correlations among learning styles, learning motivation and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu

Table 4 <Correlations among Learning Styles, Learning Motivation, and Speaking Ability>

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	915	2	458	.178	.838[b]
1	Residual	69.385	27	2.570		
	Total	70.300	29			

a. Dependent Variable: Speaking Ability
b. Predictors: (Constant), Learning Motivation, Learning Styles

In order to answer the fourth research questions, the result of learning styles, learning motivation questionnaire and speaking test through by using analysis of multiple linier regression technique through F-test.can be seen in Table 4.

Table 4 shows that F value was 178 and sig. value 0.838. Thus, the data confirmed that Fcount is higher than Ftable. Therefore, it can be inferred that Ha is rejected and Ho is accepted. It means that there were not any significant correlation among learning styles, learning motivation, and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu.

Based on data of the result, students showed that learning styles, learning motivation are not linear on the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. High learning style and high learning motivation are not followed by high speaking ability. Learning style and learning motivation are not as a determinant in increasing the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. It can be seen from the general descriptive statistic of learning styles, learning motivation, and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu, the means score of learning styles is 94,00, with range score is 46. And then the means score of learning motivation is 95,40, with range score is 26, the last, the means score of speaking ability is 9,70, with range score is 5. [13] stated that the key point in relation to learning styles is that firstly, every effort should be made to organize classroom environment in a manner which can be adapted to suit a range style. From the research result, the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu are not determined by learning style (visual, auditory and kinesthetic) and learning motivation (extrinsic and intrinsic motivation). The eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu is determined by linguistic components. Although the eleventh grade students'

learning style and learning motivation at MAN 1 Musi Banyuasin Sekayu are high, but they cannot make the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu is high to.

Conclusions

Based on the results and discussions in the previous chapter, some conclusions could be presented as follows: 1) There was not any significant correlation between students' learning styles and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. 2) There was not any significant correlation between learning motivation and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu. 3) There was not any significant correlation between students learning styles and learning motivation of the eleventh grade students at MAN 1 Musi Banyuasin Sekayu. 4) There were not any significant correlations among students' learning styles, learning motivation, and the eleventh grade students' speaking ability at MAN 1 Musi Banyuasin Sekayu

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