ENGLISH STUDENTS' MOTIVATION AND THEIR LEARNING STYLES IN SPEAKING CLASS AT SAWERIGADING UNIVERSITY OF MAKASSAR

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ABSTRACT

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, while the questionnaire of students' motivation and learning style consisted of 20 questions of each variable in the form of questions, from each of the questions was followed by 5 (five) alternative answers that consecutively very Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with consecutive scores 5,4,3,2 and 1. While the value obtained from the students' motivation instrument. To get the data, researcher used a questionnaire with 20 items about distributed to 20 sample respondents. The result of findings about correlation between students' motivation and their learning style in speaking class at the third semester students of Sawerigading University of Makassar, compared prices count with r-r- table. With the 5% significance level of 0.288 was obtained r_{table} r_{hitung} at 0.882. When compared both r_{hitung} = 0.882> r_{table} = 0.288, so that Ho accepted and Hi rejected or the correlation between students' motivation and their learning style in speaking class was 0.882. This meant that correlation between them was strong correlation because there was a significant data.

Keywords: Learning Motivations, Learning styles, Speaking Skills

INTRODUCTION

Language, as a vehicle of communication, plays a crucial part in understanding what is going on around us. Language allows people to identify and communicate how they feel and think. Language can be expressed orally or in writing, and both forms can be utilized in communication. The aspects of communication include the speaker, the hearer, and the media. However, if there is no language for communication, everything is pointless. Speaking is one of the ways to communicate. Another definition of language is the system of communication in speech and writing used by people in a specific country (Oxford Advanced Learner's Dictionary: 475).

English is evidently spoken by two-third of people all over the world, it is becoming one of the most learned foreign language world widely. English has become a compulsory part of the school curriculum in Indonesia. In several schools, English is taught from the third years of elementary school to University level. The length of time spent in learning English is not a guarantee to successful learning.

Motivational theories are concerned with the processes that explain goal-directed behavior (Pintrich & Schunk, 2002: 5). Motivation theorists are generally concerned in understanding physical actions like task engagement and persistence, as well as cognitive activities like problem solving and decision making. Motivation theories are frequently employed in educational research to explain students' activity selection, engagement, persistence, help seeking, and academic success. Students who are alienated or disgruntled are less likely to attend school and engage in learning.

The existence of remedial caused by the benchmark still less the good student achievement. But we can not just blame the students for poor academic achievement. There are many factors that influence why the student achievement not good. Factors that can cause comes from within the student's itself and can also come from outside the student. One of the factors in the students themselves is learning style.

How the students' learning is often called the learning style or the student learning modalities. There are three learning styles of someone, they are visual (tend to learn through what they see), auditory (learning through what they hear) and kinesthetic (learn through movement and touch), (DePorter & Hernacki, 2002: 110-112). Although possessed of learning styles vary, but the goal remains the same, namely to achieve the goal learning and achieve the expected learning. There are students who able to maximize their learning styles, there are also students who have not been able to maximize learning styles because they have not realized the style of learn that they have. This is evident from the persistence of the students who busied himself when the teacher explains the lesson. Learning process is a determinant of success or failure of the learning, in which the students are able to feel the effects of their learning style in learning activity. The students' motivation in their sight and feel the implementation of effective learning activity can be either a benchmark implemented or not so that it can be useful lessons for the development of education in the future.

The students' motivation of their learning style are need to know on the basis that the student as the object of the learning process so that, appropriate adjustments can be made to the success of the learning process . Based on the background above, the researcher would commited to conduct a research entitled Students' Motivation and Their Learning Style in Speaking Class at English Department of Sawerigading University of Makassar. The researcher hoped that this research would be useful for the student to give a positive view of their motivation and their learning style in speaking class, be useful for the English Teachers as consideration to act better in the learning process, especially in determining the students learning style, be useful for the next writer as a reference about students motivation and their learning style and as a basis for further research to follow up on the results of this study with more samples.

Based on the background mentioned above, the researcher formulated problem statements as below:
1. How is the students' motivation in learning speaking at the English Department of Makassar Sawerigading University?
2. How is the students' learning style in learning speaking at the English Department of Makassar Sawerigading University?
3. How is the students' motivation related with their learning style at the English Department of Makassar Sawerigading University?

Based on the problem statement above, the researcher intended to investigate as follows:
1. The students' motivation in learning speaking at the English Department of Makassar Sawerigading University.
2. The students' learning style in learning speaking at the English Department of Makassar Sawerigading University.
3. To describe the students' motivation related with their learning styles at the English Department of Makassar Sawerigading University.

This research was restricted on the sample that was taken only from the English departement in Sawerigading University of Makassar and would observe students in the class, in order to identify the students' motivation (stimulus) and their learning styles (auditory and visual). It was also restricted by the subject only the speaking class that would be research by the researcher.

METHODS

This research was a Descriptive Quantitative Research. It was aimed to describe the students' motivation and their learning style. The population of this research would be the students at the English student in English department of Sawerigading University of Makassar in Academic Year 2020/2021. The population of this research consisted of 1 class, and the class has 42 the students. The sample of this research would be one class and the number of the students would be 42 the students. The sample was taken by using Purposive Sampling that a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys.

Time and Location of the Research

The research was conducted at English Departement of Sawerigading University of Makassar in 2020/2021 academic year.

Research Instrument

To fulfill the aims above, the study was carried out by descriptive methods of data collection. The instrument that used in this study was questionnaire. In this research, questionnaire was formed into close question, the question of questionnaire was given to know the students' motivation related with their learning style toward their speaking

English in classroom.. The questions were given, would cover 20 questions to know students' motivation and 20 questions to know students' learning style**.**

The Technique of Data Collection

Before distributing the questionnaire to the sample, firstly consulted to the consultant in order to ensure that the questionnaire were appropriate to reach the students' motivation with their learning style. Next, the researcher gave the questionnaire to the current sample and asked them to fill and then analyzed by the researcher.

The procedure of data analysis also consisted of four stages, namely collecting data where the researcher collected the data from the students and gave them questionnaire , Documentation and Identification where the data was taken from the questionnaire as documentation of the research, tdata from the questionnaire was coded to help the researcher identified the data, classification here the researcher made a classification based on the students' answer from the questionnaire, and interpretation After classification the data, reseracher interpreted data, elaborated the information, evaluated, concluded, responded appropriately and predicted the result, identified. The data collected through questionnaire was analyzed by using percentage in other determined the level of the students' motivation and he researcher used the classification, After that the researcher was analyzed the data of the frequency and the percentage of questionnaire items to find out the total the last Table value was used to see the significance that based on the population of the sample. To know the result of the correlation analysis, the standard correlation Pearson *r* was used by the researcher.

## RESULTS

The Students' Motivation

The data were obtained by giving questionnaire to the students. After analyzed the data, below was the result of data analyzing. The data were served table which consisted of some forms of analysis namely classification, frequency and percentage.

Table 1. students' motivation

No.	Classification	Data Analysis	
		F	%
1	Very high (81-100)	4	9,53%
2	High (61-80)	26	61,90%
3	Intermediate (41-60)	12	28,58%
4	Low (21-40)	0	0%
5	Very low (X<20)	0	0%
Total		42	100%

Based on Table percentage of the data showed that there were 42 students, none of them got low (0%) and very low (0%). There were 12 of them (28,58%) got intermediate, 26 of them (61,90%) got high and 4 students (9,53%) got very high score. So, the result could be shown those students in Sawerigading University of Makassar were high categorized.

To see clearly the students' score percentage of students' motivation score, the graphic would be shown the result:
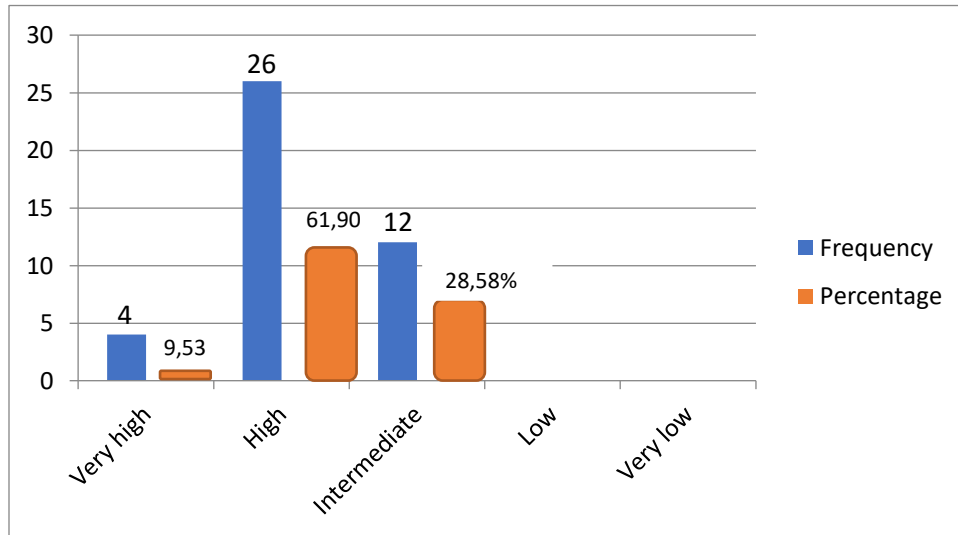
Graphic 1. The Frequency of the Distribution of Students' motivation

The graphic 1 indicated the score percentage of students' motivation, it was showed from 42 students that there were 12 students (28,58%) got intermediate score, 26 students (61,90%) got high score, 4 students (9,53%) got very high score and none of them got low (0%) and very low (0%) related with the result of the questionnaire. It was indicated students' motivation in speaking class were high (with average value 65,81%), because half of respondents (26 respondents) were in high classification.

Learning Styles

The data of learning style were obtained from questionnaire. The number of respondents were 42 and the number of questions were 20, those were answered by each respondents. The data were served table which consisted of some forms of analysis namely classification, frequency and percentage.

Table 2. The Students' Learning Styles

No.	Classification	Data Analysis	
		F	%
1	Visual	14	33,33%
2	Auditory	28	66,67%
	Total	42	100%

Based on Table percentage of the data showed those 42 students, majority of them were Auditory where 28 students (66,67%) and 14 students (33,33%) were Visual. So the result shown that students in Sawerigading University of Makassar in learning style were auditory categorized.

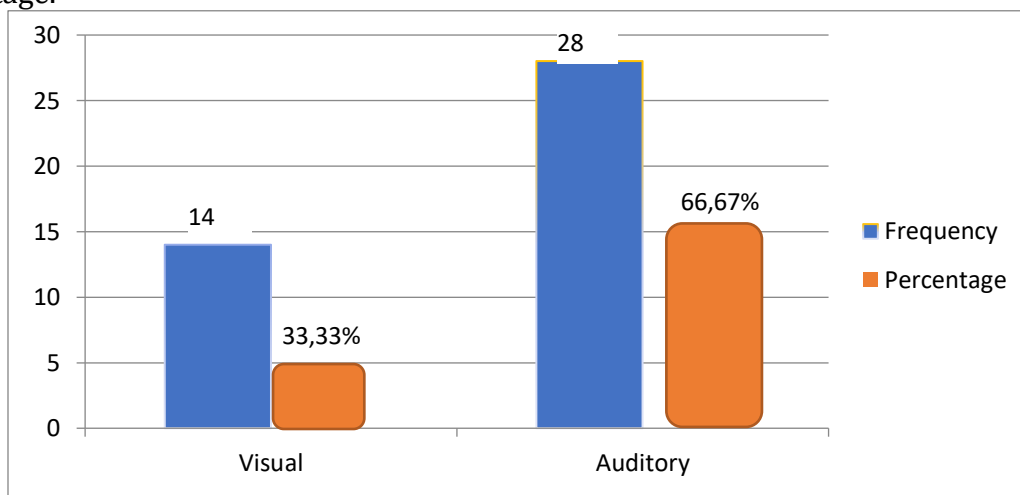The graphic would be shown the result for making clearly about learning style score percentage.

Figure 1. The Frequency of the Distribution of Students' Learning style

As shown in the graphic 4.2, the score percentages of learning style were auditory. It was showed by the graphic that 28 students (66,67%) from 42 students were auditory and 18 students (33,33%) were visual.

Correlation between Students' Motivation and Their Learning Style

After collecting the data, the next step was to analyze it to determine whether or not there was a relationship between students' motivation and their learning style in speaking class. To collect data on the relationship between students' motivation and learning styles in the speaking class at the Students in Sawerigading University of Makassar in Academic Year 2020/2021 can be obtained from the results of questionnaires which have been given to students as respondents who were 42 students.

Questionnaires were distributed to 42 students, while the questionnaire of students' motivation consists of 20 questions in the form of questions, from each of the questions was followed by 5 (five) alternative answers that consecutively very Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with consecutive scores 5,4,3,2 and 1. While the value obtained from the students' motivation instrument. To get the data, researcher used a questionnaire with 20 items about distributed to 42 sample respondents.

Based on research that has been done at Sawerigading University of Makassar obtained from the student's questionnaires, as follows:

Table 3. The Students' Learning Motivations and Learning Styles

Criteria	Students' Motivation	Students' Learning Style
The number of samples	42	42
Standard minimum completeness	65	65
The highest score	90	95
The lowest score	45	60
Average score	65,81	71,55
The number of students who completed	29	42

DISCUSSION

Students' Motivation in Speaking Class

Before given the questionnaire, the researcher observed the class while the teacher teaching the students to look the students' enthusiasm in speaking, , regardless of whether they are highly motivated or not. The questionnaire was distributed to the students, and the researcher tallied the data associated with the students' responses. After examining the data, it was discovered that none of the 42 pupils scored low. There were 12 students (28.58 percent) who received an intermediate score, 26 students (61.90 percent) who received a high score, and 4 students (9.53 percent) who received a very high score. It was discovered that the percentage of students that were motivated was high. As a result, students at Sawerigading University in Makassar were classified as well qualified.

Learning style

According to DePorter and Hernacki's theories (2002: 110-112). Students acquire visual style, which plays a vital part is an eye / vision (visual), and they learn by what they see. They learn more quickly when visual aids such as diagrams, illustrated textbooks, and video are used.

Then there are kids that rely on auditory learning achievement through the ear (hearing instrument). Auditory learners can learn more quickly by engaging in verbal dialogues and paying attention to what the teacher says.

The result of this experiment showed that there was a significant correlation between these learning style with students' motivation related with the data that has been mentioned above. It showed, from collected and calculated the data, it was known 28 students (66,67%) from 42 students were Auditory and 18 students (33,33%) were Visual. So the result showed that the students in Sawerigading University of Makassar with their learning style were auditory categorized.

Correlation Between Students' Motivation and Their Learning Style in Speaking Class

The findings about the association between students' motivation and their learning style in speaking class at the English Semester Sawerigading University of Makassar students compared pricing count with r-r- table.

The testing of the data between students' motivation and their learning style in speaking class revealed that there was a positive significant correlation between students' motivation and their learning style in speaking class, because If rhitung> rtable, Ho was rejected (non-significant), and vice versa, if rhitung rtable, H1 was accepted (significant). The rtable rhitung was reached at 0.882 with a 5% significance level of 0.288. When both rhitung = 0.882> rtable = 0.288 were compared, Ho was rejected and H1 was accepted, indicating that the correlation between students' motivation and their learning style in speaking class was 0.882. This showed that there was a high association between them, we can see from students in Sawerigading University of Makassar were intermediate categorized of students' motivation in speaking class. The data showed that out of 42 students, none of them got low. There were 4 students (9,53%) got very high score and 26 of them (61,90%) got high score and 12 of them (28,58%) got intermediate. So, the result could be shown those students in Sawerigading University of Makassar intermediate categorized. Learning style of Sawerigading University of Makassar students were Auditory, It was known those 42 students, majority of them Auditory, where 28 students (66,67%) and 14 students (33,33%) were Visual. So the result shown that students in Sawerigading University of Makassar in learning style were auditory categorized.

CONCLUSION

Students in Sawerigading University of Makassar were intermediate categorized of students' motivation in speaking class, the result could be shown those students in Sawerigading University of Makassar intermediate categorized. The data showed that out of 42 students, none of them got low. There were 4 students (9,53%) got very high score and 26 of them (61,90%) got high score and 12 of them (28,58%) got intermediate. So, the result could be shown those students in Sawerigading University of Makassar intermediate categorized. Learning style of Sawerigading University of Makassar students were Auditory, It was known those 42 students, majority of them Auditory, where 28 students (66,67%) and 14 students (33,33%) were Visual. So the result shown that students in Sawerigading University of Makassar in learning style were auditory categorized. The correlation between students' motivation and their learning style in speaking class was strong correlation between students' motivation and their learning style in speaking class of the students at Sawerigading University of Makassar. It meant, if the value of variable X was higher than the value of variable Y tent to be low or conversely. Considering that students' motivation and their learning style in speaking class, so, the lecturers should apply more learning style in the classroom in order the students can be motivated and encourage joining in the class activities. It is suggested the English Lecturers have to do this for teaching as one of the alternative ways in learning and teaching English speacially in speaking class. So the lecturers have to be more creative to apply various learning style, carring with their students

in order to the students will never bored, but they will be more interested in learning English, for the students, should be highly motivated to practice their English language and use it in activities.

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