# The Correlation of Students' Learning Styles, Learning Motivation, and Speaking Ability

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**Abstract**

The study aimed at finding out the correlation between (1) Students' learning style in speaking ability of communication and broadcasting Islam major, (2) correlation of learning motivation in speaking ability of communication and broadcasting Islam major, (3) correlation of students' learning style and learning motivation in speaking ability of communication and broadcasting Islam major. This study was carried out at Communication and broadcasting Islam Major in UIN Sultan Maulana Hasanuddin Banten. The method which is used in this study was the correlational method. The sample was 30 students which were taken by a simple random sampling technique. The instruments in collecting the data were questionnaires and tests. The questionnaire was used to collect the data on students' learning styles and learning motivation. The technique which was used to analyze the data was Simple correlation and Multiple Regression Correlation which were computed by the Statistical Product and Service Solutions (SPSS). The results of the analysis of the data on this research show that: (1) there is a significant correlation between learning style and speaking ability $\rho < \alpha$ $(0.043 < 0.05)$, (2) there is a significant correlation between learning motivation and speaking ability $\rho < \alpha$ $(0.041 < 0.05)$, and (3) there is a significant correlation between learning style and learning motivation toward speaking ability $\rho < \alpha$ $(0.045 < 0.05)$.

**Keywords**: speaking ability, motivation, learning style

## Introduction

Nowadays, one of the main objectives in the foreign language learning area is to enhance awareness about students' differences and their possible influence on the learning process and accordingly, on learning results (Ghaedi & Jam, 2014: 4). The classroom becomes a place of inequity, where some students receive what they need and others do not. Some students struggle along while feeling somewhat deprived of confused.

Learning style is the easiest way owned by individuals in absorbing, organize, and process information received. An appropriate learning style able to absorb and process information and make learning easier with student's learning styles. Style usage learning is limited in one form, especially those that are verbal or with an auditorial path, which can certainly cause the absorbing imbalance of information. Therefore, within learning activities, students need to be assisted and directed to recognize learning styles that suit her so that purpose learning can be achieved effectively.

In the teaching and learning process, students need learning motivation for their spirit in their study. Students who have high motivation will get good learning outcomes.

According to Hawley (1983: 3) as cited in (Ozen, 2017) students who are motivated in the learning process, students will do more learning activities than those who are less motivated to learn. It means that motivation is one of the several things which determines the success of the students in learning. With motivation, students will study harder and have full concentration in the teaching and learning process.

Communication and broadcasting Islam major is one department in the faculty of da'wah. The graduates from the department of communication and broadcasting of Islam is expected to be in the field of communication, able to become a good speaker and good announcer. English language as one of the common courses is expected to be one of the good provisions for the ability of English students. So, students have more value when they have graduated.

Language ability is identified by some as a set of language skills. A great deal of teaching and testing materials are organized around one such proposal, that of the four skills of listening, speaking, reading, and writing, and the four skills model remains pedagogically useful today, though it lacks the support of empirical findings. Language skills have four main components, among others speaking, listening, reading, and writing skills. Listening and reading are receptive skills, whereas speaking and writing skills are productive skills. The four

skills are included in the school until students learn in university.

By conducting observation, the researchers found some psychological effect from the students. As Hellystia (2018) claims that there is positive interaction between instructional strategies and the type of psychological personalities in students' performances. Each of the students has a different learning style, so the lecture must aware and use some method to make students develop their skills, actually speaking ability. The lecturer has to make their motivation high to learn English because some students think learn English is not important and they can't speaking and understand English well. Because in the classroom in communication and broadcasting Islam major, English is generally not focused on one skill only. The learners feel shy and afraid to start speaking in front of the class they don't understand the meaning or the purpose of they read. After graduating from the major in Islamic communication and broadcasting, the students are required to have at least active English skills.

## Theoretical Review

Speaking is one of the productive skills where this aspect becomes a parameter of successful teaching and learning in the classroom (Richards, 2008). Without speech, we cannot communicate with one another. The importance of speaking hence is enormous for the learners of any language.

Without speech, a language is reduced to a mere script. The use of language is an activity that takes place within the confines of our community.

Speaking is the verbal use of language to communicate with others. The purpose for which we wish to communicate with others is so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples (Syafrizal, et al, 2018). Points out three important elements that the students need to figure out to have good English speaking which are Structural View, Functional view, and Relating Forms (Hemerka, 2009). According to the structural view, a language that is contained within the structural aspects is closely related to how meaning is transferred. Not about the grammatical structure but also about the people understanding of the content of speech.

Speaking is a complex skill requiring the simultaneous use of several different abilities which often develop at different rates. Either four of the five components are generally recognized in analyses of the speech process. First is Pronunciation (including the segmental feature-vowels and consonant and the stress and intonation pattern). Second is grammar, (Brown, 2001: 347) grammar is a system of the rule governing the conventional arrangement and relationship words in a sentence. Third, Vocabulary is defined as a word in a foreign language. Fourth is Fluency, the case and speed, and of the flowing speech. The last is Comprehension; as the ability to understand something by reasonable. Based on the components speaking above could help to make the test reliable, since it avoids subjectivity because it provides a clear, precise, and mutually exclusive behavioral statement for each point.

Brown (2001: 140) describes two major challenges in assessing speaking: (1) the interaction of listening and speaking (e.g. the use of much clarification) can make it difficult to treat speaking apart, (2) the speaker's strategy to dodge certain form to convey meaning may make it difficult for test-makers to design a solid elicitation technique (one that can result in the expected target form). Brown (2004: 141) cited in (Rahmawati & Ertin, 2014) provides 5 types of Assessment Tasks. The first is Fluency; the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The second is Pronunciation; errors in pronunciation are frequently dealing with foreigners attempting to speak. The next is Grammar; ability to used the language accurately on all levels normally pertinent to professional needs. Grammar errors are quite rare. The fourth is Vocabulary; ability to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on

practical, social, and professional topics. The last is Comprehension; quite complete at a normal rate of speech and can understand any conversation within the range of the experience.

Learning style is the way students begin to concentrate on the process, internalize, and remember new and difficult academic information (Dunn and Griggs, 2000: 8). To capitalize on their learning style, students need to be made aware of their: reaction to immediate instruction from the lecture, the environment of the classroom, situational, psychological characteristics, and perceptual characters (about visual, auditory, tactual, or kinesthetic strengths).

Learning style is an integral part of the second professional development course, the instructors of utilizing learning-styles concepts and strategies throughout the course (Dunn and Griggs, 2000: 59). According to this theory, learning style is a very important thing for the students to achieve the material that can make the speaking skill is improving.

There are seven general approaches in classifying types and characteristics of learning style (Gunawan in Faridah, 2014) as discussed follows. The approach is based on information processing; determining a different way of processing new information; the approach is based on personality; determining different types of personal characters; the approach is based on perceptual modality; determining the dependency level through certain sensory perceptions; the approach is based on the environment; determining different responses through the physical, psychological, and social condition, and instructional; the approach is based on social interaction; determining different ways of connecting with others; the approach based on intelligence; and the approach is based on the cerebral area; determining relative domination of the cerebral area, such as the left hemisphere and right hemisphere.

In the teaching and learning process, students need learning motivation for their spirit in their study. Students who have high motivation will get good learning outcomes. According to Hawley (1983:3) as cited in (Ozen, 2017) students who are motivated in the learning process, students will do more learning activities than those who are less motivated to learn. It means that motivation is one of the several things which determines the success of the students in learning. With motivation, students will study harder and have full concentration in the teaching and learning process.

According to Schunk (2008:236) as cited in (Antoni & Rasyidah, 2016) classified that motivation is divided into two-part, they are intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation concerned with activities for its own sake. Internal motivation involves motivation to do something for its desire. Extrinsic motivation is the motivation that comes from not from

inside of ourselves but from outside, it means that extrinsic motivation is the motivation that is caused by outside factors of the situation. That factor can influence students' extrinsic motivation in the teaching and learning process as follow: Teacher, Parent, Environment.

## Method

The research was conducted in UIN Sultan Maulana Hasanuddin Banten used correlational According to Gay, Mills, and Airasian (2009), the correlational relationship method is a way to collect data on two variables to figure out whether there is a relationship between those variables or not The researcher only administered the questionnaire to know students learning style, learning motivation, and speaking ability. The researcher gave the questionnaire first, then followed the speaking test. After that, the data gained from the questionnaire and test were analyzed to see whether learning style, learning motivation, and speaking ability.

The questionnaire was adapted from Reid (2009) in *Understanding Learning Styles in the Second Language Classroom* book. The questionnaire consists of 15 items, there are 5 items for each kind of learning styles.

The instrument used to collect the data of motivation in this research is adapted from Gardner (2004) as cited in (Putra & Narius, 2017) namely the Attitude/Motivation Test

Battery (AMTB). This questionnaire is chosen because many researchers that want to see the stage of the motivation of their students have used it. In addition, because the researcher is only going to see the motivation of the students, there are 30 points for motivation.

**Table 1.** The Indicators for Extrinsic Motivation

| Aspects | Indicators |
|---------|-----------|
| Lecturers | Lecturer encourages students to learn English |
| | Lecturer becomes an inspiration |
| | Lecturer uses interesting method in teaching |
| Parents | Parents encourage students to learn English by asking students to follow English private course. |
| | Helping students to overcome difficulties. |
| | Giving rewards to students |
| Environment | The environment influences the students' ability to speak. |
| | Students are easy to speak wherever they are |

**Table 2.** The Indicators for Intrinsic Motivation

| Aspects | Indicators |
|---------|-----------|
| Effort | Students attempt to learn English by Practice English every day. |
| | Asking lecturer when getting difficulties. |
| | Doing English assignment |
| Desire | Students like to speak English. |
| | English is very important for students' careers in the future. |
| | Students exercise English by watching the English program on television. |
| Attitude | Students like to speak English |
| | Students considered English as an interesting lesson. |

The statistical hypothesis in this research are as follows.

1. First hypothesis

$$H_0 : \beta_1 \leq 0$$
$$H_1 : \beta_1 > 0$$

$H_0$ = Score $\beta_1 \leq 0$; there is no correlation of students' learning style in the speaking ability of the communication and broadcasting Islam major

$H_1$ = Score $\beta_1 > 0$; there is a correlation of students' learning style in speaking ability of the communication and broadcasting Islam major

2. Second hypothesis

$$H_0 : \beta_2 \leq 0$$
$$H_1 : \beta_2 > 0$$

$H_0$ = Score $\beta_2 \leq 0$; there is no correlation of learning motivation in speaking ability of the communication and broadcasting Islam major

$H_1$ = Score $\beta_2 > 0$; there is a correlation of students' learning motivation in the speaking ability of the communication and broadcasting Islam major

3. Third Hypothesis

$$H_0 : \beta_3 \leq 0$$
$$H_1 : \beta_3 > 0$$

$H_0$ = Score $\beta_2 \leq 0$; there is no correlation of students' learning style and learning motivation in the speaking

ability of the communication and broadcasting Islam major

$H_1$ = Score $\beta_2 > 0$; there is a correlation of students' learning style and learning motivation in speaking ability at communication and broadcasting Islam major.

**Result**

The result of the validity and reliability test found that vocabulary mastery and reading habit instruments are valid and reliable. Moreover, writing instruction is also readable.

**Table 3.** The Result

| | | Learning style | Motivation | Speaking |
|---|---|---|---|---|
| learningstyle | Pearson Correlation | 1 | ,047 | ,234 |
| | Sig. (2-tailed) | | ,023 | ,043 |
| | N | 30 | 30 | 30 |
| motivation | Pearson Correlation | ,047 | 1 | ,376* |
| | Sig. (2-tailed) | ,043 | | ,041 |
| | N | 30 | 30 | 30 |
| speaking | Pearson Correlation | ,234 | ,376* | 1 |
| | Sig. (2-tailed) | ,213 | ,041 | |
| | N | 30 | 30 | 30 |

The first hypothesis says that there is a positive correlation between students' learning style ($X_1$) and Speaking ability (Y). That hypothesis is an alternative hypothesis (Ha). To test the hypothesis, Ha is changed become null hypothesis (Ho), it says that there is no positive correlation between

students' learning style ($X_1$) and Speaking Ability (Y). The statistical hypothesis of the first hypothesis:

Ho : $r_{xy}$ = 0. It means there is no correlation between $X_1$ and Y.
Ha : $r_{xy}$ > 0. It means there is a correlation between $X_1$ and Y.

The result of the computation shows that the coefficient of correlation (r) between students' learning style ($X_1$) and Speaking ability (Y) is 0.234 with significantly (p) = 0.043. It means that there is a significant correlation between students' learning style and Speaking ability because of $\rho < \alpha$ (0.043 < 0.05). Thereby, Ho is rejected and Ha is accepted so it can be concluded that there is a correlation between learning style and speaking ability.

The second hypothesis says that there is a positive correlation between learning motivation ($X_2$) and Speaking ability(Y). That hypothesis is an alternative hypothesis (Ha). To test the hypothesis, Ha is changed become null hypothesis (Ho), it says that there is no positive correlation between learning motivation($X_2$) and Speaking ability (Y). The statistical hypothesis of the second hypothesis:

Ho : $r_{xy}$ = 0. It means there is no correlation between ($X_2$) and (Y)
Ha: $r_{xy}$ > 0. It means there is a correlation between ($X_2$) and (Y)

The result of the computation shows that the coefficient of correlation (r) between learning motivation ($X_2$) and Speaking ability(Y) is 0.376 with significantly (p) = 0.041. It means that there is a significant correlation between learning motivation and Speaking ability because of $\rho < \alpha$ (0.041 < 0.05). Thereby, Ho is rejected and Ha is accepted so it can be concluded that there is a correlation between learning motivation and speaking ability.

The third hypothesis says that there is a correlation between Students' Learning Style ($X_1$), learning motivation ($X_2$), and Speaking Ability (Y). To test the hypothesis, the researcher uses the Multiple Linear Regression Formula with SPSS 22 for windows. The statistical hypotheses of the third hypothesis are:

Ho: $r_{x1x2y}$1= 0. It means there is no correlation between ($X_1$), ($X_2$), and (Y).
Ha: $r_{x1x2y}$ 1> 0. It means that there is a correlation between ($X_1$), ($X_2$), and (Y).

The result of the computation shows that the coefficient of correlation (r) between Students' Learning Style ($X_1$), learning motivation ($X_2$), and Speaking Ability (Y) is 0.434 with significantly ($\rho$) = 0.045. It means that there is a significant correlation between learning motivation, learning motivation, and Speaking ability because of $\rho < \alpha$ (0.045 < 0.05).

## Conclusion

The first finding of the hypothesis testing shows that there is a positive correlation between students' learning style $(X_1)$ and speaking ability (Y). Based on the resulting product-moment correlation analysis, the value of significance testing also shows that the correlation between students' learning style and Speaking ability is significant, because of $\rho < \alpha$ (0.043 < 0.05). From the score, it can be known that learning style gives a contribution to speaking.

The second finding of the hypothesis testing shows that there is a positive correlation between learning motivation $(X_2)$, and Speaking ability (Y). Based on the resulting product-moment correlation analysis, the value of significance testing also shows that the correlation between learning motivation and Speaking ability is significant, because of $\rho < \alpha$ (0.041 < 0.05). From the score, it can be known that learning motivation gives a contribution to speaking ability.

The third finding of the hypothesis testing shows that there is a correlation between learning style $(X_1)$, learning motivation $(X_2)$, and Speaking ability (Y). Based on the resulting product-moment correlation analysis, the value of significance testing also shows that the correlation between $\rho < \alpha$ (0.045 < 0.05). From the score, it can be known that learning style and learning motivation give a contribute to speaking ability.

Regarding the result of study, the researchers recommend further study to investigate how motivation and learning style effect on students learning achievement for other language skills. This actually needed as response to the recent study.

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