The Influence of Motivation and Learning Style on Learning Pattern toward Students' Speaking Improvement

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ABSTRACT

In learning, there are three interrelated dimensions to support the learning, namely the cognitive, affective, and psychomotor dimensions. From these learning dimensions, there are learning styles that are included in the cognitive dimension and motivation are included in the affective dimension of learning. This study aims to find out the relationship and influence of motivation and learning style on learning pattern toward speaking improvement of UMPAR English Education students. The researcher applies a qualitative method with a case study approach based on phenomena among students. The respondents in this study consisted of three third-semester students and three fifth-semester students from the English education department UMPAR. In addition, this study conducted semi-structured interviews with students to understand deeper perceptions. The results of the interviews show that there are various student motivations in improving their speaking skills, namely: to train self-confidence, a sense of competition, to develop more, to gain appreciation, presence of a role model, and the support of other people. Apart from motivation, researchers found a learning style that plays a very important role in student learning, namely the auditory learning style with the highest score in all the VARK learning style test results for respondents. The researcher found that there were four classifications of student learning patterns in improving speaking skills, namely: Experience of applying learning media, social interaction, word notice, monologue habits. The results of the research about the influence of motivation and learning styles on learning patterns toward students' speaking improvement show that there is a positive influence of motivation and learning styles on student learning patterns in improving speaking skills.

1. Introduction

In the aspect of learning, which was formulated by a group of researchers led by Benjamin Bloom in 1956 (Hoque, 2016), it describes how one learns and understands the complexity of one's learning process. In general, there are three types of learning dimensions that can explain it, namely: cognitive (knowledge), affective (attitude), and psychomotor (skills) dimensions. Of the three dimensions of learning, there is motivation which is included in the affective dimension of learning and learning styles which are included in the cognitive dimension of learning.

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 (Kusuma & Adnyani, 2016) and is also a machine that moves a person to process and take on learning tasks (Meşe & Çiğdem, 2021; Rahman et al., 2023). In addition to the urge to move, there are also learning styles to express how a person behaves in the learning process as described by (Ha, 2021) that students have their own way of learning. The most widely recognized learning style is VARK (Visual, Auditory, Read-write, and Kinesthetic), VARK was developed by professor Neil Fleming (1987) from New Zealand.

In addition, English education UMPAR students also have their own motivation in learning, especially the motivation to improve speaking skills in English, some increase their ability to optimize the role of English, some do it for personal interest as well as for the development period, some increase their ability to speak English to get appreciation

or recognition from the social environment. The learning styles used by students vary, some use one learning style in all subjects, there are also those that adjust learning styles in certain conditions.

Learning style is a combination of how a person acquires knowledge and how the information obtained is organized and processed (Isemonger & Sheppard, 2003; Hamuddin et al., 2023; Andini et al., 2022). Furthermore, Understanding learning styles is a consistent way for students to understand, remember, think and solve problems with stimuli and information (Costa et al., 2020; Prihandoko et al., 2022; Hasnia et al., 2022).

Understanding learning styles is a consistent way for students to understand, remember, think and solve problems with stimuli and information (Rahman & Weda, 2018; Anggawira et al., 2021). Learning style is a person's favorite way of processing experience and information (Moussa, 2014; Yassi et al., 2022). In addition, learning style as the way students consistently build knowledge, including promoting creativity between the four learning models that have a significant impact on knowledge, skills, or attitudes through learning or experience (Scott, 2010; Sukmawaty et al., 2022).

From these variables, this study aims to analyze the impact of motivation and learning styles on student learning patterns, which explains that the pattern is something that is regular in shape and can be expected to continue. In addition, of all the variables above are included in the part that influences the formation of this pattern.

The focus of the research discusses restrictions on the object of research, so that researcher do not get caught up in the amount of data obtained in the field. The focus of the research is directed at the novelty of information about things that affect the formation of student learning patterns, namely the motivations that influence the decisions of the research object and also the learning style which is a consistent reaction of the research object in understanding the learning obtained.

2. Methodology

A case study research design from qualitative research methodology was adopted in this study as the scope of case study is based on a phenomenon that is investigated deeply in its real context. This qualitative study aimed to explore the influence of motivation and learning style of learning pattern's students in improving speaking skill using survey and semi-structured interviews to understand students' perceptions deeper.

The research carried out in Parepare, precisely at the Universitas Muhammadiyah Parepare. The research participants selected from students who fill out the identification questionnaire that has been provided by the researcher, consisted purposive sampling of six active students who were registered in the UMPAR English education study program, the respondents selected three students from two different semesters who have 'speaking' courses in their learning. The sample of respondents is relatively small compared to some previous studies that used surveys, but with this sample, a deeper investigation carried out based on phenomena that occur and cannot be changed by researcher.

The researcher obtains the required data in various ways. However, in this study, only three data collection techniques used, as follow:

Pre-Observation

In the observations made by the researchers, there is a preliminary questionnaire provided to identify a picture of the motivation and learning style of English education students according to the learning experience so far. Then the results of the questionnaire were re-analyzed to select the six respondents who were interviewed further. In contrast to the interview which is an interactive activity between the researcher and the respondent, in addition, observations are made to observe widely rather than objects outside the respondent. Observation relies more on observations and memories from researchers, especially with behaviors that occur around and in the field. As for the observations made before going to the next stage, the researcher first made observations of several respondents by conducting discussions directly with the respondents and also with several informants who knew about the habits of some of the selected respondents. These observations aim to find out things that are relevant to this research.

Interview

After selecting a sample with certain goals and considerations, the next step is to interview the selected respondents to find out more about the data. This stage is an informative communication carried out between researchers and research participants. The task of the researcher is to prepare several questions that asked participants to explore the information needed by holding the assumption that the subject/ respondent is the person who knows best

about him/ herself and what the respondent conveys is true and trustworthy. Researcher may conduct interviews in a structured or semi-structured way, either face-to-face or online.

Documentation

Documentation is a record of events that have passed and can be described or done in the form of survey, writing or pictures. Documentation is also important to complement the use of interview and observation methods in this study.

Processing the collected data by analyzing the data with qualitative data analysis techniques following the analysis framework developed by Miles and Huberman: data collection, data reduction, data display, and conclusion drawing and verification. In this study, a triangulation credibility test was used by checking data from several related sources or the same source after obtaining the results of data analysis, if there is a difference between the data obtained and the explanation of the source, the researcher was conducted further discussions with the source concerned to ensure the truth.

3. Result and Discussion

Research findings divided into two parts, namely an explanation of the findings of how motivation and learning styles affect the learning patterns of English education students in improving speaking ability and learning patterns formed from interview section related to the study of habits of English education students in improving their speaking ability. After the researcher conducted a study on English education students of the Universitas Muhammadiyah Parepare with the method previously described, the research findings can be presented as follows:

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Motivation is a will that grows based on the needs of a person, motivation triggers one's actions to meet those needs. This is due to the existence of a close relationship between motivation and human needs. There is a need that is long-term so that the motivation that exists in a person persists in a certain period of time. Whereas learning style is a consistent reaction of a person in learning or to understand something. The learning styles of English education students are diverse. But learning styles still have a great influence on improving speech skills. This study used the classification of learning styles found by a professor from New Zealand Neil Fleming in (Shah et al., 2013) that there are four types of student learning styles, namely Visual, Auditory, Reading-writing, and Kinesthetic (VARK Learning styles).

The interview included a discussion of internal motivation, external motivation, optimal learning environment, the influence of motivation, a little identification of learning styles, and the influence of learning styles in improving speaking ability. Based on the results of the interview, the researcher found a variety of learning experiences as described below:

a. Internal and External Motivation in Improving Speaking Ability

The results of the interviews showed various descriptions of the internal and external motivations of each respondent, but students revealed that the motivation that arises from within themselves and also the influence of the environment has a great influence to support the learning process. There are various internal motivations conveyed by respondents including; the desire for self-development, the existence of competition, the desire to be appreciated, and to build confidence. While the external motivation cited from the interviews including; the existence of parental support, the existence of role model, a sense of competition, and to gain appreciation. This finding is related to the theory of motivation explained by Clayton Paul Eldefrer (1989) which explains that there are three needs that can increase a person's motivation including: existence, relationship, and growth. In addition, the motivation theory proposed by Abraham Maslow (1954) namely Hierarchy of needs which discusses motivation based on five types of needs, namely; physical, safety, social, esteem, and self-actualization. These several types of needs, social needs, esteem, and self-actualization are the needs that are widely recognized by research respondents in improving speaking skills.

b. Optimal Learning Environment

Based on the interview results, there are two student opinions about the optimal learning environment in improving speaking skills, namely; (1) an interactive environment, full of interactions in daily life that speaks English, in addition to being a form of practice, interaction with others can create competitiveness among students in improving their abilities and can then be implemented in daily life. (2) a supportive environment, with the support of people around them can increase students' confidence in conversing in English. Therefore, the interaction and support of people around can be one of the good learning adaptations for improving the speaking skills of English Education students.

c. The Influence of Motivation in Improving Speaking Ability

There is an equal opinions of English education students regarding the role and influence of motivation is large in improving speaking skills. External and internal motivations are indirectly awakened and students' motivations are able to move a person to do what is a need or to achieve something especially in improve speaking skill. Motivation is one of the key determinants of the effort to master the material. The element of motivation in this case 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. After all the explanation before, 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. From the interviews, the researcher found that motivation has a strong relationship with needs and it will be connected when motivation and needs are mutually awakened.

d. Students' Learning Style

The researcher used one of the VARK learning style test link translated by Dr. Qushay Umar Malinta, in 2020 to identify student learning styles, namely https://vark-learn.com/kuesioner-vark/. The link contains several question points with a certain score calculation and identifies which learning style dominates in a person's learning process. The results of the VARK learning styles test obtained, there are similarities in learning styles that are widely used in improving speaking skills, namely the Auditory learning style which ranks first from all results and followed by kinesthetic. There are different results, from six respondents there are three respondents who have a multi-modal learning style and some who have strong aural results calculated from the score of the test results used. It can be concluded that the learning style used to improve speaking skills is the auditory style which explains that this learning style prefers listening, discussion, dialogue/interacting activities, and includes activities that are very in line with the way of learning mentioned by the respondents in the explanation of the learning patterns used.

e. The Influence of Learning Styles in Improving Speaking Ability

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. Learning style is very influential and it has an effect not only on speaking improvement but also in all courses, because learning style is the adaptation of a person in acceptance of the material or in learning.

Formed Learning Pattern From The Influence of Motivation and Learning Style

The learning patterns are formed from the factors of motivation and learning styles described earlier. This is supported by explanations in research (Vermunt & Donche, 2017) which explains that learning styles are formed from several personal factors, including academic motivation and several goals to be achieved. Several factors explained from the research findings, this is inseparable from the improvement of students' speaking skills, which is the ability to communicate or exchange information orally with others. Speaking skills cannot be separated from good pronunciation skills, appropriate use of words, intonation and fluency in speaking, as well as the confidence of speakers to achieve the goals of a communication. The data were obtained from semi-structural interviews of the same respondents. After being transcribed, then analyzed, the research topics are summarized by several learning patterns in speaking improvement from the influence of motivation and learning style formed as follows:

a. Experience of Applying Learning Media

The that technology media has become a necessity among students and is applied in daily life to improve the ability to speak English, students are now also proficient in searching in cyberspace, especially to access any information. In addition to technological capabilities that support learning, the tendency of students towards qualified media is one of the learning media itself, and the ability of students to utilize existing media is a distinct advantage in complementing learning activities. This pattern is explained from the data obtained that students tend to use learning media while empowering the available technology and contents, such as: Tiktok, Youtube, U-dictionary, Podcast, video/ movie, etc.

b. Word Notice

One of the shortcomings that many respondents admit is the lack of vocabulary, this is commensurate with the way respondents mark foreign words for them and it makes them more sensitive to new words. Sensitivity to a new word usually determines the level of a students' need, the need continues when the student begins to study starting from the

translation, function and time of use. This pattern explains how the process of improving English speaking skills will tend to train students' sensitivity in noticing new words. Unconsciously, the students have similarities in learning English, especially in speaking improvement.

c. Social Interactions

As previously explained, an interactive environment is a very supportive learning environment in improving students' speaking skills. In the following explanation, it is included how social interaction is also one of the needs of students in improving speaking skills. The results of the interview shows that interaction in English can be a means of improving students' speaking skills that are applied in daily life. Interaction is the right learning environment to support the improvement of students' speaking skills. Apart from that, social interaction is very suitable to support the auditory learning style in which there are dialogue, discussion, listening, and speaking activities.

d. Monologue Practice

This learning pattern is included based on the same habits found among the respondents. The habit of monologue or talking to oneself is one of the most effective practices in improving speaking skills, but it is considered not to be able to become a benchmark for habits that can increase self-confidence. What can be found in the benefits of monologue is intonation and pronunciation training which can be further trained in English conversation. In contrast to social interaction, monologue practice supports students' ability to practice the small details of the speaking elements such as pronunciation, intonation, and also exercises self-confidence a little. The monologue in this case is like a students' intrapersonal ability, but the monologue in question covers more of the speaking practice part.

4. Conclusion

Student motivation and learning styles have an impact on developing speaking abilities. Based on the research findings and discussions, students have various opinions regarding the motivation that arises from within themselves according to the students' condition to fulfill self-actualization such as; to train self-confidence, a sense of competition, to be more developed, and to have distinctive abilities so that they can get recognition from others in the social environment. As for the external motivation of students such as; there is support from parents, there is a role model, there is a sense of competition, and the desire to get appreciation. This shows that external motivation is triggered by existence and the surrounding environment.

Apart from motivation, there was also identification conducted on respondents using the VARK learning style test. There are some mixed results, from six respondents there are three respondents who have a multi-modal learning style, one respondent with a mild aural learning style, one respondent with a strong aural learning style, and one respondent with a very strong aural learning style. These findings shows that the auditory learning style, which is popular among students, becomes a suitable learning mode when speaking skills need to be improved. Motivation and learning styles have an influence and have an impact on students' speaking improvement. From the interviews, the researcher found that motivation has a strong relationship with needs and it will be connected when motivation and needs are mutually awakened.

Based on the research findings, the researcher has identified many patterns, which are split into four categories according to the influence of motivation and learning style, namely; experience of applying learning media, word notice, social interaction, and monologue practice. Given that the four patterns were constructed using activities that encourage auditory learning habits, this is related to motivation and learning styles in particular. Motivation and learning style have a positive influence on the learning patterns of UMPAR English education students. This is characterized by a high correlation between needs, motivation, and learning styles as students' consistent reactions and attitude to improve speaking skills.

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