The Correlation of Students Learning Style toward Students Motivation at MA Al-Qasimiyah Sorek Satu

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INFO ARTIKEL	ABSTRAK
	Abstract: *This descriptive research was conducted to find out the correlation between learning styles and student' motivation. The sample of this research was the tenth graders in the MA AL-QASIMIYAH 2019–2020 academic year. Sample random sampling was employed by the researcher in this study to choose the sample. To collect the data the writter used questionnaires. From the data analysis, the hypothesis analyzed by multiple regression shows that that variable X toward Y is not linear with sig value 0.184 >0.05, it means that there is no relationship between learning style toward student's motivation. Based on the result each style shows that student more prefer to group learning style, it's proved by means score 37 in minor learning styles preference.* **Abstrak**: *Penelitian deskriptif ini dilakukan untuk mengetahui hubungan gaya belajar dengan motivasi belajar siswa. Sampel penelitian ini adalah siswa kelas X MA AL-QASIMIYAH tahun pelajaran 2019–2020. Sample random sampling digunakan oleh peneliti dalam penelitian ini untuk memilih sampel. Untuk mengumpulkan data penulis menggunakan kuesioner. Dari analisis data, hipotesis yang dianalisis dengan regresi berganda menunjukkan bahwa variabel X terhadap Y tidak linier dengan nilai sig 0,184 > 0,05, artinya tidak ada hubungan antara gaya belajar terhadap motivasi belajar siswa. Berdasarkan hasil masing-masing gaya menunjukkan bahwa siswa lebih menyukai gaya belajar kelompok, hal ini dibuktikan dengan skor rata-rata 37 pada preferensi gaya belajar minor.*
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INTRODUCTION

One of the most vital components of the essential elements of learning is motivation. Slavin, 2017; 248 quotes Anderman et al. (2011) as stating that motivation is an inborn mechanism that initiates, directs, and sustains action throughout time. Motivation is essential to the learning process since it helps you identify your goals and what spurs you on. Students need to be motivated since this will enable them to participate in intense learning activities, assess the usefulness of such activities, and apply active learning. Highly motivated students can also learn by using their cognitive processes to verify the information.

A key component in determining a student's readiness for communication is motivation. The combination of an attempt, a desire to achieve the goal of learning the language, and positive attitudes about language acquisition is referred to as motivation. In other words, the degree to which a person works or attempts to learn a second language out of a desire to do so and the satisfaction felt in completing this task is referred to as motivation to learn a second language. Motivation cannot be determined by effort alone. A motivated individual puts effort toward the goal, while an effort-expenditure individual is not always motivated (Gardner, 1985).

Motivation gives students a goal and a path to pursue. It plays a crucial function in language learning as a result. Insufficient motivation can lead to a number of challenges for students. It is extremely difficult for learners to acquire effective learning if they lack a desire to learn. According to Huitt (2001), even if students lack sufficient intrinsic motivation, they might increase their incentive to study by realizing the significance of language.

According to Sims (1995:12), learning styles are characterized by distinctive cognitive, affective, and physiological responses that act as comparatively consistent markers of how students view, engage with, and react to their learning environment. Moreover, Pritchard (2009:41) defines learning style as an individual's preferred method of learning, habits, techniques, or regular mental behaviors related to learning, especially educational learning, that an individual exhibits. Mood boosters are related to learning preferences since they indicate that students have unique personalities and inclinations. According to Dunn et al. (1989) (quoted in Pritchard, 2009;42), the term "learning preferences" refers to the circumstances—including environmental, emotional, social, and physical conditions—that a particular learner would select, if they were given the option.

The issue with the educational process is that students lack passion and motivation, particularly while learning English. In order to help students feel more at ease during class, teachers employ various strategies, methods, or learning styles. They also use media, such as PowerPoint presentations and videos, to explain the material. Occasionally, teachers use kinesthetic learning methods or groups to help students become more motivated. Although this is intended to improve student motivation, the majority of students—roughly 65%—remain unmotivated. Students who nod off in the middle of class, make excuses to use the restroom or canteen, concentrate on the teacher's explanations but look stressed out are examples of this. After knowing, they will receive nothing.

Dealing with the explanation above, the researcher interest to conduct a research entitled "The Correlation between Student Learning Styles toward Students' Motivation at MA Al-Qasimiyah Sorek Satu.

METHOD

This research is correlation research as one of the quantitative studies. According to Gay and Airasian (2000), correlation research looks for and assesses if there is a relationship between two or more variables. Finding the connection between these variables is the aim of this study. Finding the connection between two or more variables, specifically when combined with statistical data, is the aim of this study. The goal of correlational research is to understand the correlation by examining the components of a theoretical model that would be built.

The tenth graders in the MA AL-QASIMIYAH 2019–2020 academic year make up the study's population. There are four classes: 10.A, 10.B, 10.C, and 10.D. There are 160 students enrolled in MA Al-Qasimiyah Sorek Satu for the 2020/2021 academic year. Sample random sampling was employed by the researcher in this study to choose the sample. The paper pieces were placed in a box by the systematic sample selector, and samples were thereafter to be randomly selected by selecting a piece of paper from the box. There were about 80 pupils in the sample. Given that there were 160 students in the study, 80 students (or 50% of the total) were chosen as the study's sample. In addition to the explanation, 50% of each class was assigned to serve as a sample.

The researcher employed two questionnaires to gather data in order to examine students' motivation and language learning styles. Students were asked to select whether they strongly agreed, agreed, disagreed, undecided, or disagreed while responding to the questionnaire's statements.

Table 1. The classification of students learning style

Score	Classification
38-50	Major learning style preference
25-37	Minor learning style preference
0-24	Negligible learning style preference

Table 2. Classification of student's motivation

Score level	Category
81-100	High
61-80	Medium
51-60	Low
0-50	Very Low

RESULTS AND DISCUSSION

The purpose of this study was to determine whether learning styles and students' motivation are significantly correlated, if at all. In order to arrive at a conclusion, the researcher discovered that the importance of learning styles in the setting is what helps students stay motivateds   .   The   various elements of a student's surroundings that affect their learning style include layout, color, lighting, wall displays, distractions from both sound and vision, and the presence of other students in the same space. In addition to know the percentage of learning style and self-confidence influence on student's motivation with R-square is obtained. The result of analysis revealed that the R-square is (.0.26) it means that learning style and self-confidence not give the significant effect or model to student's motivation, its proved by the percentage 0.62% while another 9.38% by other factors.

Based on the descriptive statistical analysis table above shows that the mean score of learning styles was 87.31, the maximum score was 111.00, the minimum score was 54.00. Meanwhile the range of learning styles is 57.00 and sum score of learning styles is 9954.00. Students demonstrated that learning styles do not have a linear relationship with motivation based on the data from the results. Students select their preferred learning style as a way to personalize the classroom learning experience. According to the general descriptive statistic, learning style has a mean score of 87 and a range score of 57. Additionally, the means score of 37 in the minor learning styles preference indicates that students prefer the group learning style based on the results of each type. According to Reid (2005, 64), the first and most important thing to remember when it comes to learning styles is that classroom environments should be designed to be flexible enough to accommodate a variety of learning styles. Based on the study findings that pupil would rather use group in learning.

CONCLUSIONS AND RECOMMENDATIONS

The researcher draws conclusions about the relationship between learning styles and students' motivation at MA Al-Qasimiyah Sorek Satu based on the data analysis that was described. The correlation between variable X and Y found in the research indicates that there is not a significant relationship between students' motivation (Y) and learning styles (X). The significance level (2-tailed) is 0.184, which is greater than the significant probabilities of 5% or 0.05. It indicates Ho's acceptance.

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