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**THE INFLUENCE OF LEARNING STYLES AND SELF-CONFIDENCE
ON STUDENTS' MOTIVATION IN LEARNING ENGLISH
OF THE FIRST GRADE STUDENT
OF SMAN 1 KUANTAN HILIR**

THESIS

**Submitted to State Islamic University of Sultan Syarif Kasim Riau
in Partial Fulfilment of the Requirements for the Degree
of Master in English Education**



BY

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UIN SUSKA RIAU

**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
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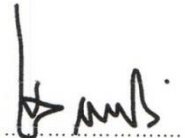
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STATEMENT OF ACADEMIC INTEGRITY**I, the undersigned,**

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State that the thesis I wrote with the title "The Influence of Learning Styles and Self-Confidence on Students' Motivation in Learning English of The First Grade Student of SMAN 1 Kuantan Hilir" as one of requirement to get Magister degree of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau is truly my original work. There are some parts in this thesis quoted from other work. I have written the source clearly based on the norm, procedure, and ethics of scientific writing.

If in the future, it is found that the whole of part of this thesis is not my original work or there are some of plagiarisms in some part, I will accept the sanctions of withdrawing my academic degree, and other sanctions based on the related regulation or law.

Pekanbaru, July 20th 2021



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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, researcher will happily accept constructive criticism in order to make it better. Researcher hopes that this thesis would be beneficial to everyone.

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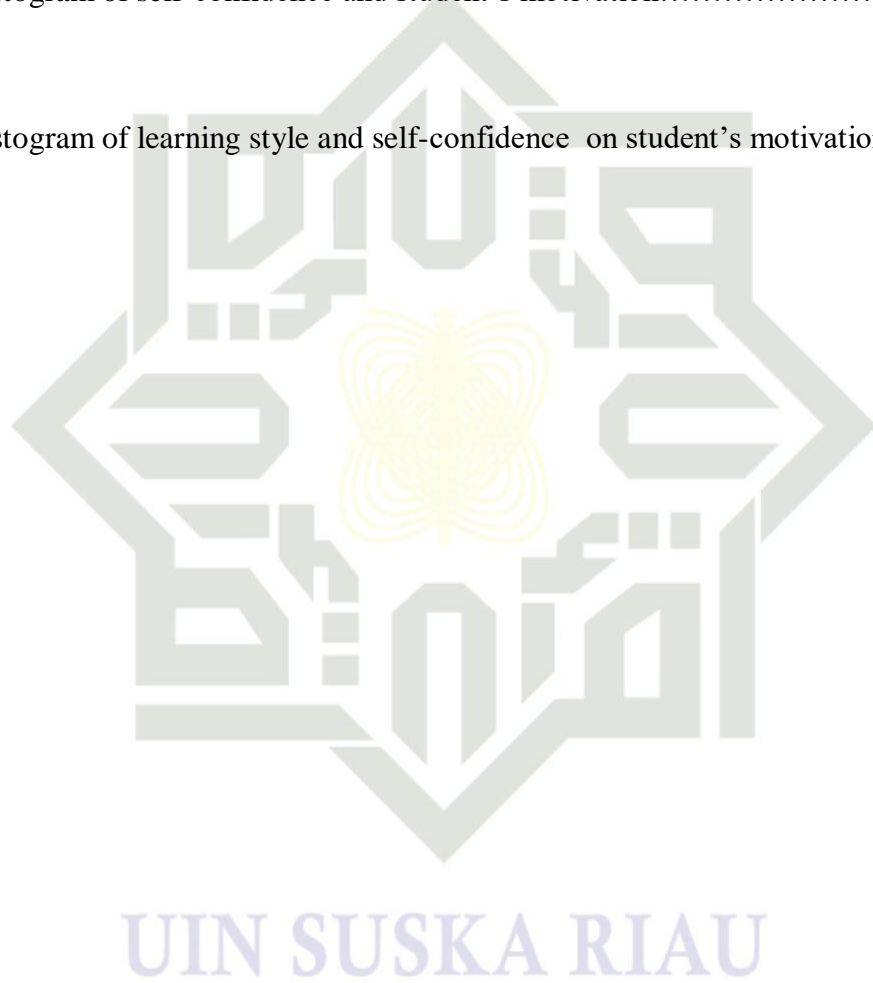
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ABSTRACT

Jun Siparilas (2021) : **The influence of learning styles and self-confidence on student's motivation in learning english of first grade students' of sman 1 kuantanhilir.**

This research was aimed at finding out the influence of learning styles and self-confidence on student's motivation at sman1 kuantanhilir. This research was a influence study using quantitative method. the subject of the research was all students of first grades students' of sman 1 kuantanhilir consisting 6 classes. The research sample was taken by using random sampling method from six classes which each class has different number of students. The total population was 227, and the total sample was 114. The data was analyzed by using SPSS version 17. Based on the descriptive statistic of learning styles showed that group was the favorite styles who has chosen by student at sman 1 kuantanhilir with mean score 18.64, another favorite styles was kinesthetic with means score 15.49. Furthermore, the total students' who have high self-confidence were 80 persons and 34 students for average score. Additionally, students who have medium level were 69, 30 students for high level and 15 students for low level. The research findings showed that first; there was no significant influence of learning styles on student's motivation with score $0.18 > 0.05$. Second, there was significant influence of self-confidence on student's motivation with score $0.00 < 0.05$. Third, there was significant influence of learning styles and self-confidence on student's motivation with score $0.00 < 0.05$ at sman 1 kuantanhilir.

Keyword : Learning Styles, Self-Confidence, Student's Motivation

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ABSTRAK

Jun Siparilas (2021)

:Hubungan antara gaya belajar dan kepercayaan diri terhadap motivasi siswa kelas sepuluh dalam belajar bahasa inggris di sman 1 kuantan hilir

Penelitian ini bertujuan untuk menemukan pengaruh antara gaya belajar dan kepercayaan diri terhadap motivasi siswa di sman 1 kuantan hilir. Penelitian ini korelasi menggunakan metode kuantitatif . Dengan subjek penelitian adalah siswa kelas sepuluh di sman 1 kuantan hilir yang terdiri dari enam kelas. Pengambilan sampel pada penelitian ini melalui metode acak dari enam kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasinya 227 dengan sampel 114. Pengambilan data melalui angket. Analisis data menggunakan spss versi 17. Berdasarkan deskripsi statistic dari gaya belajar menunjukkan bahwa kelompok adalah gaya yang paling di gemari oleh siswa di sman 1 kuantan hilir dengan nilai rata-rata 18.64, selain itu kinestetik juga gaya yang paling di gemari lainnya dengan nilai rata-rata 15.49. selain itu, total siswa yang memiliki tingkat kepercayaan diri yang tinggi adalah 80 orang, 34 untuk tingkatan sedang. Selain itu, siswa yang memiliki motivasi untuk tingkatan sedang berjumlah 69 orang, 30 orang untuk tingkatan tinggi dan 15 orang untuk tingkatan rendah. Hasil akhir dari penelitian ini menunjukkan bahwa, pertama; terdapat ketidak adanya hubungan yang signifikan antara gaya belajar dan motivasi siswa dengan $0.18 > 0.05$, kedua, terdapat adanya hubungan yang signifikan antara kepercayaan diri dan motivasi siswa dengan nilai $0.00 < 0.05$ dan yang ketiga, terdapat adanya hubungan antara gaya belajar dan kepercayaan diri siswa terhadap motivasi belajar dengan spesifik nilai $0.00 < 0.05$ di sman 1 kuantan hilir.

Kata Kunci; Gaya Belajar, Kepercayaan Diri ,dan Motivasi Siswa

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تَجْرِيدِي

جُون سِفْرَلسْ (٢٠٢١) :العلاقة بين أسلوب التعلّم و الثقة في الدافع من طلاب الصف العاشر في تعلّم اللغة الإنجليزية في المدرسة الثانوية العامة كأنه جيلير البحوث تهدف إلى إيجاداً تيز بين أسلوب التعلّم والثقة في الدافع من طلاب في المدرسة الثانوية العامة كأنه جيلير. هذا الارتباط البحثي باستخدام الطريقة الكمية مع موضوع الدراسة هو الصف العاشر في المدرسة الثانوية العامة كأنه جيلير تتكون من ستة فصول. أخذ العينات في هذه الدراسة من خلال طريقة عشوائية من ستة فصول في كل فئة كان عدد مختلف من الطلاب . عدد السكان ٢٢٧ مع عينة من ١١٤ . استرجاع البيانات من خلال الاستبيانات. تحليل البيانات باستخدام النسخة ١٧ من س ف س س. استناداً إلى وصف الإحصاءات من نمط التعلّم يزر أن المجموعة هي النمط الأكثر يحب من قبل الطلاب في المدرسة الثانوية العامة كأنه جيلير مع متوسط درجة ١٨٠٦٤, بالإضافة الحركية هو أيضاً النمط الأكثر شعبية مع متوسط قيمة ١٥٠٤٩, بالإضافة إلى ذلك, فإن العدد الإجمالي للطلاب ذوي المستويات العالية من الثقة هو ٨٠. ٣٤ لمستويات معتدلة بالإضافة إلى ذلك بلغ عدد الطلاب الذين لديهم الدافع للمستوى المعتدل من ٦٩ شخصاً, و ٣٠ شخصاً للمستوى العالي و ١٥ شخصاً للمستوى المنخفض. وتبين النتائج النهائية لهذه الدراسة أن, أولاً, هناك نقص كبير في العلاقة بين أسلوب تعلم الطلاب والدافع و $0.18 > 0.05$, ثانياً, هناك علاقة كبيرة بين ثقة الطلاب و تحفيزهم و قيمة $0.05 < 0.00$ و ثالثاً هناك علاقة بين أسلوب التعلّم وثقة الطلاب في دافع التعلّم بقيمة $0.05 < 0.00$ في المدرسة الثانوية العامة كأنه جيلير

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الكلمات الدالة ؛ أسلوب التعلّم , و الثقة بالنفس, و تحفيز الطلاب ٥:٢١



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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF STUDY

The word motivation derives from the Latin verb *move* remaining ‘to move’. What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research (Dornyei, 2010;3). Motivation is one of the most important ingredients of critical components of learning. According to Anderman, et.al 2011(cited in Slavin, 2017; 248) say that motivation as an internal process that activates, guides, and maintains behavior over time. Motivation is a key to reach process in learning that determine what where you are trying to go, and what gets you going. Student must have motivation, because it can engage the student for intensity activities in learning, determining the functional of activities and can applying active and student with high motivation can learn use cognitive process, they can check it the information. Motivation is an important aspect which inspires persons to present their first-class overall performance and assist in accomplishing agency goals. A robust tremendous motivation will permit the expanded output of worker however a poor motivation will lessen their overall performance. A key detail in employees control is motivation. In line with Likert, “it's far the center of control which shows that each human being gives him a sense of well worth in face-to-face organizations that are most essential to him. A supervisor should strive to treat individuals with dignity and popularity in their private well worth.”According to Peter Drucker, the real and positive motivators

are responsible for placement, high standard of performance information adequate for self-control and the participation of the worker as a responsible citizen in the plant community.”

In other hand, learning style and self-confidence are components that can support to increase the process of motivation. It's strongly of theory that learning styles is diversity of way to achieve the activity in learning process. Sims (1995;12) states that learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Furthermore, Pritchard (2009;41) define that learning style is as a particular way in which in individual learns, habits, strategies or regular mental behavior's concerning learning, particularly educational learning, that an individual display. Mood booster is a word that relatable with learning preference; it means that student has different character and choices. Dunn et al 1989 (cite in Pritchard, 2009;42) states the terms of 'learning preferences' has been used to refer to the conditions, encompassing environmental, emotional, sociological, and physical conditions, that individual learner would choose, if they were in a position to make a choice. The explanation of those theories remind that emotional condition become factor in learning, hence self-confidence becomes another factors to increase motivation. Murray, (2005;3) explains that confidence is also motivation. Low motivation can become high confidence only when strong motivation drives repeated experience.

Student is a main object of education. Most of first grades students at

SMAN 1 Kuantan Hilir think that learning English is big matter for them. They left English class without hesitation meanwhile feeling upset. The problem of learning process is student not interesting and less motivation especially in learning English. Teacher learns some strategies, methods or learning style to make student more comfort while they learning in the class and teacher also has explained the material by using media such as power point, video, sometimes method or strategy such as kinesthetic, group to increase students' motivation, it supposed to be increase the motivation better but most of the student about 60% still in their less motivation. It can proved by students who sleep in the middle of class, excuse to go to toilet, excuse to go to canteen, focus on teacher explanation but their mind outside, and looks stress. At the end of learning they will get nothing.

Students who have a low awareness in learning English will get lazy in doing the tasks because they are unable to think using their logic to find solutions to the problems. Learning outcomes influenced by factors arising from the students are motivation and learning styles. The environmental factors that affect students' learning outcomes, according Sukmadinata (2011: 164), 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 student 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;

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the social environment for instance relationships between friends, teachers, and other school communities that teach students to be able to get along 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 the school.

Motivation can be happened in student who has noisy but they have big motivation in otherwise. Some of them might be motivated by learning style but another might more strongly motivated by self-confidence. Based on theaforementioned condition, the researcher interest to conduct a research entitled “The Influence of Learning Styles and Self-Confidence on Students’ Motivationat SMAN 1 Kuantan Hilir .”

1.2 STATEMENT OF THE PROBLEM

Common problem in learning English at school is high and low motivation. Most of students SMAN 1 KuantanHilirthink that English is one of difficult subjects. They have frightened in learn English, so it makes hard to focus in learning. They are look stress, excuse more time, their face look asleep, and they don’t energy or spirit to learning English. Teacher looking for some ways to overcome those problems, such as prefer to learning style and make students’ self-confidence.

Learning style have indicators to support student in determine their style in learning. In this condition, teacher provide student to learning by watching video,

sometimes learning by listening audio, in other chance, small group discussion is also needed to make students more confidence, then method such as jigsaw, role play or games make student move their body, and student learn by their selves. Even though teacher has quite effort to make student confidence and enjoy the learning, but most of students about 60% still has less motivation. The reality is proved by students who still sleep in the middle of class, excuse to come out, look stress, and not focus.

1.3 LIMITATION OF THE PROBLEM

This study focused on the influence of learning styles and self-confidence on students' motivation based on structures questionnaires on the students of SMAN 1 Kuantan Hilir in the academic year of 2020/2021. The subject of this study is first grade students of SMAN 1 Kuantan Hilir.

1.4 RESEARCH QUESTIONS

This study guided by the following research questions:

1. Is there any influence of learning styles on students' motivation at SMAN 1 Kuantan Hilir ?
2. Is there any influence of self-confidence on students' Motivation at SMAN 1 Kuantan Hilir ?
3. Is there any influence of learning styles and self-confidence on students' motivation at SMAN 1 Kuantan Hilir?

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1.5 THE GOAL OF THE RESEARCH

The objectives of the present study are as follow:

1. To find out the influence of learning styles on student' motivation
2. To find out the influence of self-confidence on learning English in at SMAN 1 Kuantan Hilir
3. To find out the influence of learning Styles and students selfconfidence on students' Motivation at SMAN 1 Kuantan Hilir

1.6 THE SIGNIFICANCE OF THE STUDY

This study is aimed to assisting teacher or researcher about the various learning style. In addition, this study can also give contribution to teacher guides student to build self-confidence and increase their motivation. Furthermore, it can be used for the writer and readers to get the information about recognize correlation between learning styles and self-confidence on students' motivation. On the other hand, this study can be used to give positive contribution to students of SMAN 1 Kuantan Hilir to find out how preference learning style, build their self-confidence and enhance their motivation in learning English. More importantly, teacher will help student to overcome their learning style and self-confidence. Because it's benefit for student if they understand their own learning style better and can control their confidence, both of them will increase student's motivation.

1.7 THE RATIONALE OF THE STUDY

Motivation is the most crucial part in learning English. Some people have low and high motivation in their life. Motivation is needed for student not only for academic purposes but also in daily activity and society. Driscoll (2000;317) states that motivation is not only important for student to better in academic activity but also for determining the student to perform and sharing information to other people. Furthermore, Gay. et.al (2003) as cite in Slavin(2007;255) state that one of the most important types motivation for education is achievement motivation or the generalized tendency to strive for success and to choose goal-oriented success/failure activities. The researcher agree with these theories because a good result will influence someone's life, not only about earn money but success to manage time, control emotion, and benefit to other people. Hence, people must have motivation in life to make a better thing.

Finding the situation which students are less motivated in learning English makes a separate anxiety for the teacher. In hence, the way of learning must have checked more, the way of learning or learning style is a process in learning system of student productivities in learning as student's interests in different way. According to Pritchard (2005;41) explains in his book that each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. I strongly agree with Pritchard's theory that every student has different style on understanding learning English by English teacher. They have to choose their own suitable style so that they comfort and more appropriate for learning English.

More important is controlling their self-confidence in learning. Self-confidence is a self-powerful on the situation to overcome the less positive thinking, communication, and perception. Lauter (2002:4) stated self-confidence is an attitude or belief in self-ability so that in his actions not too anxious, feel free to do things according to desire and responsibility for his actions, polite in interacting with others, have a boost of achievement and can recognize the advantages and disadvantages themselves. In addition, Gahungu (2007) Self-confidence is needed for each individual to develop potential. self-confidence is not about the Ability's individual poses in accomplishing a task, but with judgments and self-perception of what individuals can do with whatever Abilities they have. The researcher agree with those theories about having self-confidence in each person, because self-confidence make ourselves better not only with the good result but for bad possibilities.

1.8 DEFENITION OF TERMS

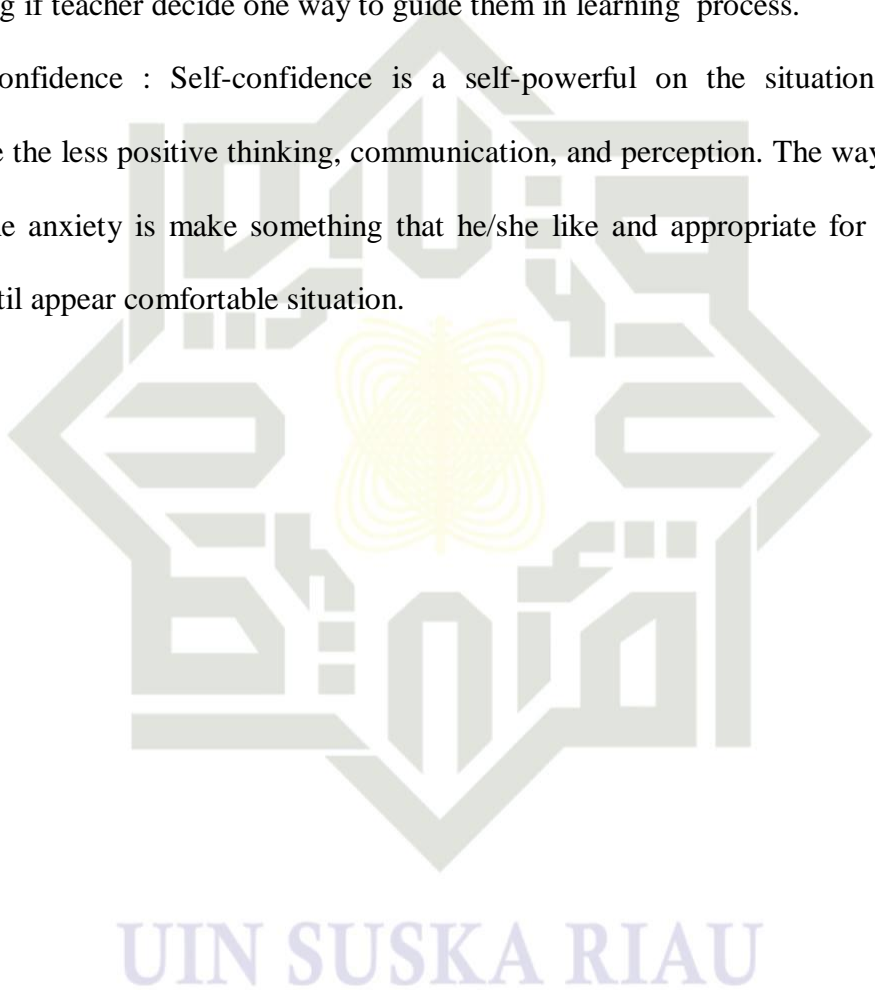
There are several definitions of the key term in this research. There are as follows:

Motivation: Motivation is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Learning style : Learning style is a process in learning system of student productivities in learning as student's interests in different way. Learning is not important for academic purposes but also attitude behavior in environment to

show individual interaction process. Learning style can be explained as experience to choose each way. Moreover, most students are like to see their result of working by used their own way, so they feel like teacher suffocate them in learning if teacher decide one way to guide them in learning process.

Self – confidence : Self-confidence is a self-powerful on the situation to overcome the less positive thinking, communication, and perception. The way to reduce the anxiety is make something that he/she like and appropriate for the others until appear comfortable situation.



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CHAPTER II

LITERATURE REVIEW

2.1 THE NATURE OF LEARNING STYLES

2.1.1 Definition of Learning Styles

a. Learning Style

Learning style is to point up to the way of student process and adapts information in different ways and preference. According to Reid (1995), learning style are individual natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. Learning styles is from the cognitive aspect. According to Brown (2000), the way someone learns things in general and the way someone tackles the problem seem to depend on a rather shapeless link between personality and cognition; this link is referred as cognitive style. Keefe (1997) also argued about learning styles. He stated that learning styles might be thought of as cognitive, affective, and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to learning environment.

Brown viewed learning styles as cognitive style that related to educational context, in the other hand Slavin (2006) saw learning styles from the personality aspect. He argued that learners have different personalities and also different ways in learning. Meanwhile, Oxford in Celce Murcia (2001) defined learning styles as general approach such as in global or analytic, auditory or visual, that students use in learning any other subject.

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b. The Dimension of Learning Styles

There are many researchers have investigated learning styles, and also there are many kinds of learning styles. They saw learning styles from different aspect, such as sensory preferences, personality types, desired degree of generality and also biological differences. The following section is the explanation of the four dimensions of learning styles that are more likely associated with second language learning (Oxford in Murcia, 2000).

1) Sensory Preferences

Sensory preferences can be divided into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). Visual students like to read and obtain general deal with visual stimulation. For them, lectures, conversations, and oral instruction without visual backup can be confusing.

In clear, auditory students are comfortable without any visual input and therefore enjoy and profit unembellished lectures, conversation, and oral instructions. They enjoy classroom interaction in role plays and similar activities. However, they have difficulty in writing. Kinaesthetic and tactile students are excited with movement. They enjoy working with tangible objects, collages, and flashcards. They also prefer to have frequent breaks and move around. They cannot sit for a long time.

2) Personality traits

Personality traits called psychological traits. The personality traits research of Jung (1923) was revived by Myers and Briggs (1962), and the result commonly called as Myers-Briggs Type Indicator (MBTI). Personality trait is reflecting people's characteristic patterns thoughts feelings and behaviours. It is important aspect for second language education that consisted of four sections bellow:

a) Extroverted versus Introverted

Extroverted gain their greatest energy from external word. They want interaction with people and have many friendships, some deep and some not. In the other hand, introverted catch their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep.

b) Intuitive - Random versus Sensing – Sequential

Intuitive – Random is described with more willingly rely on hunches, inspiration and imagination for perceiving reality. Intuitive – Random students think in abstract, futuristic, large – scale, and non-sequential ways. They prefer like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. Sensing – Sequential learners are data – oriented and empirically inclined to stick to observable, measurable facts, and grounded in the here and now. They want

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guidance and specific instruction from the teacher, and look for consistency.

c) Thinking versus Feeling

Thinking versus feeling describes ways of arriving at conclusions and of storing reality in memory. Thinking learners are oriented toward the stark truth, even if it hurts some people's feeling. They are also generally cognitive, impartial, objective and logical. They want to be viewed as competent and do not tend offer praise easily – even though they might secretly desire to be praised themselves. Teacher can help thinking learners show greater overt compassion to their feeling classmates and can suggest that feeling learners might tone down their emotional expression while working with thinking learners.

d) Closure – Oriented / Judging versus Open / Perceiving

Closure – Oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hard work learners who like to be given written information and enjoy specific tasks with deadlines. Ehraman and Oxford (1989) stated that the learners that closure– Oriented sometimes desire for closure slow down the development of fluency.

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Open learners are spontaneous, flexible and more comfortable with open – ended context. They want to stay available for continuously new perceptions and are therefore sometimes called as perceiving. They also take learning less seriously, treating it like a game to be enjoyed than a set of tasks to be completed. As a result, they dislike deadlines; they want to have a good time and seem to soak up the second language information by osmosis rather than hard effort.

3) Desired Degree of Generality

There are two types of personality dealing with desired degree of generality. The first is global or holistic students. They tend to socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minor details. They are comfortable even when not having all the information and they feel free to guess from the context.

The second is analytic students. They like to concentrate on the grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risk necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global students and analytic student have much to learn each other. A balance

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between generality and specificity is very useful for second language learning.

4) Biological Differences

Learning second language related to biological factors, such as biorhythms, sustenance, and location. Biorhythms reveal the times of day when students feel good and perform their best. Some learners are morning people, while others do not start learning until the afternoon, and still other are creature of the evening, happily “pulling an all-nighter” when necessary. Substance refers to the need for food and drink while learning such as a candy bar, a cup of coffee, or soda, but others are distracted from study by food and drink. Location involves the nature of the environment, such as temperature, lighting, sound and even the nature of the chairs. Second language learners differ widely regard to these environmental factors.

c. Learning Styles Preferences

There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. In addition, multiple intelligence that has been filtrated by the education community into a focus on three types of psychological learning styles, they are visual, auditory, and kinesthetic (Gardner’s, 1993).

Cohen, Oxford and Chi’s (2001) stated that Learning Style Survey was adapted for purpose of the study the focus on the sensory style preferences (visual, auditory, and kinaesthetic) of learners, the other

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section in the original survey were excluded. Many learners have different ways in learning information. Learners use all of their senses to take information. They seem to have preferences in how they learn best. Learning style that they prefer will integrate the process of learning, thus they will learn more easily and fast and will successful.

Table II.1
VAK Learning styles

No.	Learning Styles	Students learn	Media
1.	Visual	Seeing and Reading	Diagram, Graphics, Model, Picture, Video
2.	Audio	Listening and Talking	Radio, Music, Discussion
3.	Kinaesthetic	Touching and Doing	Games

1) Visual Learning Styles

Visual learners think in pictures and learn best in visual images. David P. Ausubel (1978) stated that verbal learners usually focused on learning through verbal or textual material by using map, timeline, or metaphor in the beginning of the lesson, but they are not overviews or summaries. The learners integrate new concepts and propositions with relevant concept and propositions already known, and they try to integrate new knowledge with relevant existing knowledge. They depend on the teacher's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented (Pride, N. D., 2009).

De Porter (in Menikkurnia, 2016) stated that visual student access visual images nor remembered colour, spatial relation, mental portraits and images stand out in the learning. According to Leonard Enid (2005), students were visual possibly characterized as follows:

- a) Students learn by mind maps, flow charts, and diagram using bright colours.
- b) Students practice building their visual memory.
- c) Students usually rewrite the note using different colours.
- d) Students have strong visualization skill and can remember object, shapes, and picture.
- e) Students learn through reading.
- f) Students learn by watching film, video and demonstrations.
- g) Students can see picture in their mind.

Auditory Learning Style

Auditory learners learn best by listening, and discover information through listening and interpreting information by the means of pitch, emphasis, and speed. These students gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written (Pride, N.D., 2009).

Auditory learning styles through verbal interaction and listening, such as teachers' format in discussion or recording. These students will be more likely to record teacher so that they can replay them at the time for proses of study. Auditory learners that learn best by listening and can use

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top-down and bottom-up for pre-listening activities in the classroom. Before listening, the learners can think or guess some of the vocabulary that is related to the topic that can be conveyed by the teacher. In this process, the learners base their information based on their knowledge (top-down) as they generate vocabulary and sentences (bottom-up).

The audio learners are used interactive processing in learning activity that means the learners are activating their previous knowledge (Peterson, 2001). According to Jean Piaget (2008), cognitive structure, which are basic interconnected psychological systems that enable people to process information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications. He believed in operative knowledge, which implies that change and transformation produce knowledge. Piaget identified four stages in cognitive development as follows:

- a) *Sensory-motor stage*: learn by using the five senses, object permanence, and actions that are goal-directed. Baby and children do not think the way adults. Young children experience egocentrism because they fail to coordinate their point of view with other people's.
- b) *Pre-operational stage*: children are able to do one-step logic problems, develop language, continue to be egocentric, and

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complete operations. Children in this stage, however struggle with centering and conservation.

- c) *Concrete stage*: occur during ages seven through eleven, children develop their ability to maintain the ability of grouping, organizing, and solve something. In this stage, the children thought only focus on the real event that they see.
- d) *Formal stage*: from age twelve to adulthood, children enter the formal operations stage, which allows them to think logically and show lingering egocentrism.

De Porter (in Menikkurnia, 2016) stated that auditory students access all kinds of sounds and words that created nor remembered music, tone, rhythm, rhyme, internal dialogue and a prominent voice in this learning style. According to Leonard Enid (2005), students were visual possibly characterized as follows:

- a) Students learn through listening (can hear differences in tones and rhythm).
- b) Students enjoy reading out loud.
- c) Students can remember the instruction from the teacher by hearing.
- d) Students like to repeat some information out loud in their own word.
- e) Students like to record and study over again the teacher's instructions through listening.

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f) Students loved to discussion and study in group.

Kinesthetic Learning Style

Kinesthetic learning style is learning style require whole body movement and real life experiences to absorb and to retain materials to be learned. Kinesthetic learners learning primarily by experience (Reid, 1987); they usually use the body to experience, do, and become involved with the specific learning (Dunn, 1988). Students are kinesthetic learn best with and active “hands-on” tasks (Reis, 1987). These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly (Pride, N. D., 2009).

The students learn most easily when they are very involved in the learning process. Kinesthetic students tend to be touch or feelers. They process information through the sense of touch, such as feeling shapes and textures while they may take a lot of note or doodle while attending teachers or even while simply thinking something through, often they will not refer to the notes again. Kinesthetic students are quite close, and usually have tendency to handle something or fidget with something.

De Porter (in Menikkurnia, 2016) stated that kinesthetic students access all types of motion and emotion nor remembered movement, coordination, rhythm, emotional response and physical comfort

prominently in learning. According to Leonard Enid (2005), students were visual possibly characterized as follows:

- a) Students learning by doing (using games) because kinesthetic learners tend to bored very easily, pointing writing while reading, responding physical.
- b) Students have good coordination and learn by doing.
- c) Students generally have an active approach to learning.
- d) Students spend their time for exercises or other physical activities.
- e) Students memorize by walking and seeing.
- f) Students writing notes to remember information

Different learning style that prefer by the students make them unique. Acquiring and processing of information by learners occurs in various ways. Their learning styles may be influenced by their previous learning experiences, genetic make-up, and culture. Some learners are more comfortable with data and facts, while others prefer mathematical models and theories.

Benefit of Understanding the Learning Styles

It is importance to remember that students are unique learners. They unique in the way they dress, behave, think and learn. The process of learning

is not the same; some are faster than others or vice versa. There are many advantages to understanding the way in which the learners are able to process information more efficiency. According to Ldpride (2008) some these benefits include:

a. Academic Advantages

- a. Maximizing the learning process
- b. Succeed on all educational levels
- c. Understand how to best study and score better on exams and test
- d. Overcome limitation and stress level
- e. Expand your existing learning strategies

b. Personal Advantages

- a. Improve the self-confidence and self-esteem
- b. Learn how to best use the brain
- c. Gain insight into the own strengths as well as weaknesses
- d. Learn how to enjoy learning more
- e. Develop a motivation for learning
- f. How maximizing your natural abilities and skills

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Professional Advantages

Stay up to date in professional topics

Gain an edge over the competition

Manage teams in a more effective manner

Learn how to deliver more effective presentations

Improve the sales skills

Increasing the earning power

Keep in mind that there is really not right or even no wrong way to learn. Everyone is unique and earn learning styles offer advantages as we;; disadvantages. Understanding your own learning styles can help you to learn as well as work in a more efficient manner..

Given and Reid (1999; 52) as Cite in Reid suggest that there are at least 100 instruments designed to identify individual learning styles. Given and Reid (1999;52) in cited Ride suggested that these instruments usually focus on factors that are seen to have same influence over the learning process. These factors include:

1. Modality preference: the preference for visual, auditory, tactual or kinesthetic input

2. Personality types, such as intuitive, risk-taking, cautious and reflective. Social variables, including the need to work alone or with others
3. Cognitive processes, such as memory, comprehension and methods of Information processing
4. Movement and laterality, such as active learning and left- and right hemispheric activities
5. Emotional factors which can be incorporated in many of the above categories such as personality and social preferences.

It's explained that learning style is important to change the situation while student in the learning process. Process can make the student be able to choose interest or not. The researcher agrees to Stenberg define (1997;8) that *A style* is a way of thinking. It is ability, but rather, a preferred way of using the abilities one has. The distinction between style and ability is a crucial one. Ability refers to how well someone can do something. A style refers to how someone likes to do something.

2.1.2 The Importance of Learning Styles

Most of the literature on learning styles has focused on improving the immediate and long-term results of teaching and learning episodes. The following papers exhibit this emphasis: Andrews (1981:27) cited Sims says that teaching format and student styleTheir interactive effects on learning;" Biggs (1979:27), "Individual differences in study process and the quality of learning outcomes;"

and Papalia (1978:27), “Assessing students’ learning styles and teaching for individual differences.”

Reid (2005; 83) states the importance of ensuring that classroom activities and materials are sufficient to meet a range of styles, assistance should be given to students to ensure that they have an awareness of their own learning style. the effectiveness of learning Styles is seen also as a factor towards success in learning process besides effort and hard work. Most people have a preferred way to learn.

The fact that individuals need all three modalities to truly commit information to memory: visual, auditory kinesthetic. Student has privation means that teacher not supposed to suffocate them in learning, let them explore their choices in learning.

The students is growing tighter when the teacher apply the rules in learning process but sometimes social interaction isn’t need rules to encourage in learning.

Trying to be hard in learning as usually thought by the student who wants to be the first level, means each student has a priority in their learning. Learning Styles is a deep way to control the learning process; it can be created by each student or teacher. Not only for the high level of the student but also for the middle and the low. In addition, Sims (1995:96) says on his book that the importance of having a thorough understanding of learning styles becomes more critical when applied to diverse populations and their success and failure in learning environments. Pritchard (2008:42) adds choice is another slant on the notion of preferred learning styles which has a bearing on how learning progresses. Another theory from Leaver, et.al (2005:65) says that Learning styles are convenient shortcuts for talking patterns of what an individual is likely to

prefer as a learner. For example, some people like to follow a syllabus or textbook chapter by chapter when they learn.

Price (2004) in cite on Mortimore (2007: 13) states the learning style arena is anything but simple, although some sources do tend to oversimplify it. Student do what they want, try a something new but for a choice, they have to choose as they like to choose and apply it. Pritchard (2008:42) add once learners become actively engaged in their own learning process, they develop a sense of being in control. Learning styles is helpful for learners if they are aware of their own particular learning preferences in order that they can use an appropriate learning style to suit the particular learning that is being undertaken, and take opportunities to improve their potential for learning.

2.1.3 Kinds of learning Styles

1. KOLB Learning styles Model

According Reid (2005:64) on his book learning styles and inclusion shows that Learning is the process whereby knowledge is created through the transformation of experience.” – David A. Kolb David A. Kolb’s model is outlined his book “Experiential Learning”, published in 1984. In this book, Kolb speaks of a four-stage cycle of learning as well as four independent learning styles. According to Kolb, all four stages of the learning cycle will be engaged in a complete learning process. The four stages are described below.

- A. Concrete Experience – This occurs when a new experience, or a reinterpretation of an existing experience, is encountered.
- B. Reflective Observation – This occurs when the experience is reviewed or reflected upon, with the goal of achieving a consistent understanding.
- C. Abstract Conceptualization – This occurs when a new idea or concept arises from reflection.
- D. Active Experimentation – This occurs when new ideas are applied to the world and the results are observed.

2. R. DUNN Learning styles Model

The Dunn and Dunn approach utilizes the Learning Styles Inventory (Dunn et al., 1975, 1979, 1985, 1987, 1989) cite in Reid's book entitle learning style and inclusion (2005:68) state the inventory contains 104 items that produce a profile of learning style preferences in five domains (environmental, emotional, sociological, physiological and psychological) and 21 elements across those domains. These domains and elements include: environmental (sound, light, temperature, design); emotional (motivation, persistence, responsibility, structure); sociological (learning by self, pairs, peers, team, with an adult); physiological (perceptual preference, food and drink intake, time of day, mobility); and psychological (global or analytic preferences, impulsive and reflective).

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The Learning Styles Inventory (LSI) is comprehensive and assesses elements in combination with each other. It asks students to answer the questions as if they are describing how they concentrate when studying difficult academic material. The instrument can be completed in approximately 30 to 40 minutes by elementary/primary and secondary students. After answering all the questions on the LSI answer form (the test itself), each student's answer sheet is optically read and processed individually. Each student then receives his/her own LSI individual printout – a graphic representation of the conditions in which each learns most efficiently.

3. Given's Five Learning systems

Given (2002) has developed a comprehensive approach to learning styles by incorporating five learning systems. These, Given suggests, are based on the brain's natural learning systems, which include emotional, social, cognitive, physical and reflective. Learning systems, Given argues, are guided by the genetic code but are subject to environmental input for their detailed patterns and responses to different learning situations.

The key therefore is the interplay and it is important that teachers recognize the importance of this interplay and are able to use the natural learning systems to help children develop educationally. Given outlines the educational implications of these learning systems by suggesting learning goals for each of them. The learning goals are:

- a. Emotional – Self-Direction
- b. Social – Self Assurance
- c. Cognitive – Self-Regulation
- d. Physical – Self-Control
- e. Reflective Self-Assessment.

4. Sensory Learning Styles

Sensory preferences refer to the channels through which we perceive information which consist of visual, auditory, and motor modalities, as a minimum. Sensory preferences are sometimes called kinds of memory (as in “visual memory”), KAV(referring to the types of sensory preferences: kinesthetic, auditory, or visual), and perceptual styles. They are the physical channels through which students take in and perceive new information: ears, eyes, and touch, and directly relate to the perceiving (or attentional) aspects of cognition.

The typical categories used by specialists in learner differences are visual, auditory, and motor – these are described below. Sometimes, though, you might also hear the word *haptic*. Haptic learners use their hands and their sense of touch to learn through how things feel to them. Examples include working on a foreign alphabet by tracing sandpaper letters, using block letters to spell outwards, and forming letters with clay. There are also categories for sense of smell and taste, but these are minor styles. We describe the most common ones of sensory learning below:

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a. Visual

Leaver (1998) cite in leaver, et.al (2005: 67) defines two kinds of visual learner: imagist and verbalism. Imagist When imagists hear or read something in a foreign language (or in their native language, for that matter), they see a picture of what they have heard or read. In other words, they make an image of it. They understand through that image, and they typically store the information in their memory as an image. The image, then, is more likely to help them recall the words or grammar than is a verbal prompt.

Verbalists, on the other hand, see words. If they hear the French word, *soleil*, for example, they will not necessarily see a picture of the sun; that is what the imagists would do. Rather, the verbalists will see the letters s-o-l-e-i-l in their heads. Verbalists store the letters, and when they have difficulty remembering a word, they can usually remember the initial letter or some of the letters in it. They do not associate the word with an image but with the letters that compose it. For verbalists, reading is a key to remembering – much more so than with imagists. Verbalists, not surprisingly, are much better at correct spelling (and very likely the winners of most spelling bees are verbalists or people who have learned the kinds of memory strategies that come naturally to verbalists).

b. Auditory

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Auditory learners acquire new information through sound; they hear grammatical endings, and they associate new words with sounds they already know. Leaver (1998) divides auditory learners into two groups: aural learners and oral learners. Aural learners learn by listening to others. They tend not to take notes in class because they usually remember what they hear. They are usually pretty good at listening comprehension tasks; can figure out either the essence of broadcasts and films or the details contained in them – or both, depending on their learning style; and have generally pretty good accents.

Oral learners learn by listening to themselves. Oral learners, then, like to talk. Talking and hearing themselves talk is often essential to their ability to comprehend information and store it in memory. Whereas aural learners need auditory *input*, oral learners need auditory *output*, which becomes their input. Simply put, they get to learn by hearing when they hear themselves speak. As classmates, they can be perceived to be interruptive because they talk “all the time.” However, if they were to stop talking, the quantity and quality of their learning would diminish.

c. Motor

Motor learning is sometimes called kinesthetic learning. While the terms are sometimes used interchangeably, doing so does not represent an accurate description of learning style information.

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Kinesthetic preferences are only one kind of motor learning. Quite obviously, given the terminology, motor learners acquire new information through movement. The differences among motor learners, according to Leaver (1998), are based on the kinds of muscles being used: gross motor muscles (arms, legs, or whole body) or fine motor muscles (fingers or hands).

5. Fleming Learning Styles

Dr. Neil Fleming identified four learning styles in the 1980's. These four styles came to be known as the "VARK" model of learning styles. This model describes the sensory preferences of learning. It is built on earlier notions of sensory processing, such the VAK model. This is perhaps the most straightforward of models. It is simple yet insightful.

- a. Visual – You learn best from images, pictures, symbols, charts, graphs, diagrams and other forms of spatial organization.
- b. Auditory – You learn best from sound, rhythm, music, speaking and listening.
- c. Reading and Writing – You learn best from reading and writing.
- d. Kinesthetic – You learn best from interacting with their physical surroundings, making use of your body and sense of touch.

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6. VAK Learning Styles Model

According to EssiKanninen (2009:3) VAK learning styles divide into one three preferred style of learning, there are visual, auditory, and kinesthetic (VAK) model. Three models are described below:

- a. Visual – student learned by seeing and reading with media such as Diagram, Graphics, models, picture, and video.
- b. Auditory – student learned by listening and talking with media such radio, music and discuss
- c. Kinesthetic – student learned by touching and doing media such as games.

7. Perceptual Learning Styles Preference

There are many models of learning Styles, but in this study writer uses the concept of Reid's model. Reid's perceptual learning styles of basic perceptual learning Styles:

- a. Visual

Learning primarily with eyes (Reid, 1978); visual learners remember what is seen and retrieve details and events by concentrating on them (Dunn, 1988). In this learning, the teacher can provide some media such as; filmstrips, video, pictures, charts, book, magazines based on the sources, then create the written task and evaluations.

b. Auditory

Learning primarily with ears (Reid 1978), an auditory learner who recall at least 75 percent of what is discussed or heard in normal forty to fifty minute period (Dunn, 1988). This learning creates something like students has to more comprehensive because it could use tapes, videotapes, records, radio, television clear oral instruction for tasks. The assessment could need such as comprehending, performance, progress or evaluation.

c. Kinesthetic

Learning primarily from experiences (Reid 1978), kinesthetic learners who use to the body to experience, do and become involved with the specific learning (Dunn, 1988). This learning allows the student more active by using their movement in class, then they can feel more comfortable because this part is more free time

d. Tactile

Learning through the sense of touch; learning primarily by "hands-on" task (Reid,1987). They learn better by working on experiments in a laboratory, handling, and building models. Students which tactile perceptual strengths need to underline as they read, take notes or instructions can help students evaluation.

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e. Group

The learners learn more effectively by working with others (at least one other) students (Reid, 1998). They prefer group interaction and classwork with other students and complete work more successfully when they work with others

f. Individual

The learners learn more effectively by working alone (Reid, 1998). They learn new material best when they learn it alone and they remember new information they learn by themselves.

2.1.4 The Effect of Learning Styles on Student's Motivation

Learning style is a way you determine each style in learning level based on daily situation in the class. According to Leaver, Ehrman, Shekhtman (2005; 65) state that learning styles are habitual patterns of perceiving, processing, or reacting to information. Learning styles are convenient shortcuts for talking about patterns of what an individual is likely to prefer a learner. Everybody knows the effort to make better feeling in class is one of learning motivation among student at general school. They have responsibility to achieve the goals in learning, actually toward pass the test such as theory or oral, then learning style is needed to enhance to building motivations. In terms of types in learning styles, the student will choose the appropriate to create their motivation.

According to Dunn and Dunn (1993) cite on Duun and Griggs (2000:)) state that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information. The researcher agrees with the statement, concentration and process is needed to improve the way in learning. Motivation fluctuates day to day, class to class, and teacher to teacher. It means that more student eager in improvement their learning style, the more students are motivated.

Some researchers have defined learning style by the type of motivation that spurs a student on. Biggs (1987) in cite on Mortimore (2007:15) sees style of learning as heavily influenced by types of motivation, such as personal, vocational or competitive. He suggests that there are three approaches to learning, all linked with motivation – surface, deep and achieving. Surface learners are pragmatically motivated by, for example, a desire for a qualification. Tasks are seen as demands to be met, therefore the strategies involve focusing on essentials, usually facts rather than deeper meanings authors may wish to convey. Deep learners are motivated by an intrinsic interest in the task; consequently, they adopt strategies that will satisfy their curiosity and focus on the study material as a whole with the aim of digging out the meanings the author intended to convey and linking these with their own experience and interest. Achieving learners are motivated by the competitive instinct and characterized by attempts at highly efficient task management. Biggs states that the achieving approach is usually found in conjunction with either the deep or surface approaches, and frequently the mixture of deep and achieving strategies is the characteristic of high-achievement students.

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There are therefore links between motivation, intellectual development and levels of processing.

2.2 THE NATURE OF SELF-CONFIDENCE

2.2.1 Definition of Self-Confidence

Self-confidence is a self-powerful on the situation to overcome the less positive thinking, communication, and perception. The way to reduce the anxiety is make something that he/she like and appropriate for the others until appear comfortable situation. Process is very important thing in learning to improve students' self-confidence because of learning style, material; friends and teacher become big influences to student in developing self-confidences. Neil (2019:4) say in her incredible book that goal or ambitious amount self-confidence and self-efficacy you have to be logical or reasonably. She adds that if you don't really believe in your abilities, you won't have the confidence to pursue your ambitions. or when setbacks occur, you may tell yourself you're not capable and you'll quit. I truly agree with those statements, basically person have some conditions in life means that sometimes low and high, this condition make us feel worst or better through all day.

Self-confidence is beginning with knowing yourself. When we aren't confident, we don't succeed as we should. We can't even envision the work we could be doing, or the levels we could reach, or the satisfaction we could have. We can't contribute fully to a system that is in great need of female leadership. But confidence provides so much more than that. It tends to get unfairly tagged as a

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showy quality that is all about competition and outward success. We found it has a much broader impact. Kay and Shimpan (2014:6) Confidence is not, as we once believed, simply feeling good about yourself, saying you're great, perfect just as you are, and can do whatever you want to do.

Lyczkowska (2014; 9) states that lack of confidence has the power to cause a great problem in your life, not only because it makes you feel powerless and out of control, but also because it triggers you to act in ways that are usually counterproductive to what you want to accomplish. Additionally, having ability was nice as well; someone can spend their time with all the activity by enjoying it without feeling upset and doubt. Judy.H (2009:163) positive thing is needed for positive life experiences. I think life is needed to make ourselves more comfort in every condition. Judy. H (2019:163) adds a self-confident person is willing to step outside the comfort zone.

Brown (2007:62) defines self-confidence as learners' belief that they indeed are fully capable of accomplishing a task which partially a factor in their eventual success in attaining a task. Furthermore, Self-Confidence is belief in oneself and abilities, it describes an internal state made up of what one thinks and feels about him/herself. Based on psychology, Lauter (2002:4) stated self-confidence is an attitude or belief in self-ability so that in his actions not too anxious, feel free to do things according to desire and responsibility for his actions, polite in interacting with others, have a boost of achievement and can recognize the advantages and disadvantages themselves.

MacIntyre et al. in Brown (2007: 157) categorize self-confidence which influences academic achievement into two levels. The first level resembles the state communicative self-confidence which is known with the term self-esteem, and second is overall global level simply labeled “L2 self-confidence”. In addition, Krashen (2002:23) adds that a less self-confidence person may understand the lesson delivered in the class by his or her own effort with more intense learning but they may not be able to acquire it which means both understanding and practice of the language. That is why self-confidence takes a serious part in determining the students’ success in learning language. Doney (2001) suggested the ways to promote the students’ confidence were through providing experiences of success, encouraging the learners and reducing anxiety. Moreover, some strategies have been developed to adopted and worked at, for developing a greater degree of self-confidence (Carter, 2005) ;

1. Learn to self-evaluate and take charge of your own life.
Do not focus too much on the unrealistic aspiration or standards of others such as parents. Instead, focus on how you feel about yourself, your lifestyle and your own aspirations.
2. Evaluate and emphasize your strengths by focusing on your achievements and the talents you possess
3. Even if you fail, give yourself credit for trying. View any failures as a chance to grasp new opportunities
4. Never be afraid of changes. It is inevitable, so welcome and embrace it

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5. There is no such thing as perfection, so accept yourself for what you are. At the same time, balance this with the need to improve.
6. Never try to please everyone at the same time. It simply is not possible

2.2.2 The Importance of Self-Confidence

Self-Confidence is an aspect that would be weapon to make self-stronger. Murray (2005: 53) states in her book that if you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well. Self-confidence can change our whole life to be better. Bandura (1986:173) state that self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday live. I agree with bandura's theory that self-confidence has power to decide right decision, its influence self-understanding in social daily activity.

Lack of confidence leads everyone inaction and shyness. Every person wants to be success but them not understanding that goal need action. Self-confidence is first door to build self-consistence to reach the goals. People confident have ability to manage the appropriate thing and necessary. That statement is more strongly of Early and Lituchy theory (1990: 181) that self-confidence belief have been shown to influence future personal goal-setting and to mediate the relationship between goal intentions and motivations.

Additionally, Confidence (or lack of it) is learned, mostly in the first few years of childhood. It began to take shape when you were weak and vulnerable,

after which it became self-reinforcing. And anything which has been learned can be reappraised and replaced with new, superior learning. According to Zachary&Tayler (2016:21) defines that if someone lack of confidence, the odds of failing become higher than the odds of succeeding. Somebody needs confidence to do a lot of things, especially the student, including reaching for the goals. Confidence is closely related to assurance. It is knowing and being aware of your strengths and value. When you believe in your own power, judgment and ability, you can say that you are a confident person. The researcher agrees with the statement that student must know their goals, ability, and strength to chance their mindset well. Besides that, Confidence makes you more optimistic. When you are confident, you become more attentive to the goodness of life. You stay strong despite criticisms, failures, obstacles and adversities.

Brian (1997:3) says that self-confidence is the foundation of all great success and achievement. Average people have wishes and hopes. Confident people have goals and plans. Confidence is a habit that can be developed by acting as if you already had the confidence you desire to have. Self-confident people do not compare themselves to others. They only compare themselves with the very best that they can be.

2.2.3 The Factors of Self-Confidence

Everyone has different character and confidence level; it does depend on the effort to get it. Anthony (1992) defines there are several factors that affect confidence. There are two factors are as follows:

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1. Internal factor

a. Self-concept

Self-concept is an idea of oneself. Individuals who have low esteem usually have a negative self-concept. According to Meadow (2005), self-concept will affect the level of individual confidence. The higher the self-concept is determined by the various emotions that affect the individual.

b. Physical state and health

Health condition can also affect individual confidence if the individual is sick protracted will disrupt the individual's confidence (Anthony:1992).

c. Life experience

Lauster (1997) states self-confidence is influenced by life experience, where learning from past experience is important to develop healthy personality.

d. The role of the family environment

The role of the family environment to the form of self-confidence is very important in the formation of one's self-confidence if the family function goes well, then most likely the individual in the class has good confidence.

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2. External factor

There are several external factors below:

a. The environment and experience

Corey (1997) says that the harsh environment tends to facilitate individual to form self-confidence, besides self-confidence is also determined by the experiences since childhood.

b. Education

Anthony (1992) says education affects one's confidence. Furthermore, it can be said that the low level of education tends to make the individual dependent and be subordinate to a more intelligent individual; otherwise individuals who have higher education tend to be more disciplined and not necessarily dependent on other individuals.

c. Works

Rogers (2011) argues that work can generate creativity and independence and self-confidence, confidence will arise by doing work other than material, satisfaction and confidence gained because of developing self-ability.

The explanation above tells that looks more energetic and excited is that self-confidence. In addition, Fennel (2011: 2) says being self-confident is not about being an extrovert, or the life and soul of every party. The support system in life is about a positive mind set even its extrovert or introvert can go a long way to

make a difference to what you can achieve, and course, about own self. The researcher agree what Fennel explained about confidence, every student has chance to behave as good as they can in positive way, even its accepted or not in environment, trying to be good and proud of own self is needed to survive sportive.

2.2.4 The Characteristic of Self-Confidence

Judy.H (2009:24) states on his book, the characteristics of self-confidence decide into high and low self-confidence. These characteristics often influence and detract from the joy that a person may experience. There are:

1. Characteristic of low self-confidence

- d. They are fearful of change.
Many people with low confidence in the future come from a basis of lack and live their life in fear of- what if I low confidence people tend to be re-active rather than pro active
- e. They are pessimistic and tend to see the glass as half empty.
By blaming circumstances on other people they delay assuming personal responsibility for their own choices
- f. They have difficulty communicating what they really want from life. They have no clear idea of what they truly value.
When I asked what would make them happy, they give generalities (rich, thin, beautiful) rather than specific.

- g. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their potential. Much like chameleons (lizard that change colors to fit their environment) those who lack of self-confidence would rather blend in than stand out.
- h. They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth

2. Characteristic of High Self-Confidence

- a. They are ambitious
They want more from life than existence or survival
- b. They are goal oriented
They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves, they enjoy breaking their own record.
- c. They are visionary
Rather than being stuck for too long, they can see themselves in better circumstances and surroundings. They keep a picture of what success will be like.
- d. They have learned to communicate
They know how to ask for what they want and to hear and heed advice and counsel. It is less important for them to be

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- e. They are loving and kind.

Those people who have a good inner self-image form nourishing relationship instead of toxic ones. They have learned to detach from relationship which do not allow them to be authentic

- f. They are attractive and open to others

Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word but rather spiritually beautiful

2.2.5 Indicator of Self-Confidence

When you act with confidence, you are likely to have a good selection of these ten qualities: Burton and platts (2006; 12), proposed the qualities of self-confidence as follows:

1. Direction and value: confident people know what they want, where they want and to go, and what thing which is really important
2. Motivation: confident people are motivated by and enjoy what to do
3. Emotionally stability: confident people will be calm and focused approach to how they are their selves and how are with other people tackle challenges, confident people notice difficult emotions such as anger and anxiety, but they work with them well.

4. A positive mind-set: confident people have the ability to stay optimistic and see the bright side even when they encounter setbacks. Confident people positive regard for their selves as well as other people.
5. Self-awareness: confident people know what they are good at, how capable they feel, and how they look and sound to others. Confident people also acknowledge that they are a human being and they don't expect to be perfect.
6. Flexibility in behavior: confident people adapt their behavior according to circumstance. Confidence people can see the bigger picture as well as paying attention to details. Confident people take other people's views on board to making decision.
7. Eagerness to develop: confident people enjoy stretching themselves, treating each day as a learning experience, rather than acting as if they are already an expert with nothing new to find out. Confident people take their discoveries to new experiences.
8. Health and energy: confident people are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situation becoming ill.
9. A willingness to take risks. Confident people have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers all the skills to get things right.

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10. A sense of purpose: confident people have an increasing sense of the coherence of the different parts of their life. Confident people also have chosen a theme or purpose for their life.

Find your total score in one of the following categories:

- a. 80–100

Congratulations! By any standards, you are what most people consider to be a confident person. You are clear on your priorities and are in positive pursuit of the life you want. Take note of any areas where you scored below par and consider the advice in the ‘Personal profile’ section below.

- b. 60–80

Well done! You are already pretty confident in most situations. Just a few areas bring you down in the test and in your life. You can find plenty of guidance for dealing with these trouble spots in this book. Look at the advice in next section to make the most rapid progress.

- c. 40–60

You are in the right place! You may be experiencing some confusion or uncertainty in your life right now, and you may wonder whether there is anything you can do about it. Give yourself time to work on the areas that need attention and you will be amazed by the progress you can make.

- d. 20–40

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Full marks for honesty and courage! Your confidence may be at low ebb right now, but it doesn't have to stay that way. You can find good advice that you can put to use on almost every page of this book. If you take our advice, and act upon it, you face the possibility of life transformation.

2.2.6 How to Improve Self-Confidence

Zachary and Tyler (2016:33) define how to improve self-confidence. They are:

1. **Remind yourself that success can breed confidence.**

You have learned that being a confident person can make you successful in life. Don't over thinking that feeling upset, shy, awkward in society will make you underestimate own self. Whenever you are having a moment of sadness or feeling defeated, you can look back on your past experiences. Think about your achievements and awards to boost your mood levels.

2. **You can train yourself to be successful**

You can train yourself to be a successful person. For starters, you can wake up early in the morning to exercise, have a good breakfast, and prepare for your day. If you are still in school, you can study smarter instead of harder. You can research ways on how you can do that. Another way to train yourself to become a successful person is to device a goal setting system. This helps you structure success and

achieve goals. Note that preparation is a crucial ingredient to success and self-confidence.

3. **Observe how other people succeed and try to emulate what they do**

It is pretty easy to find a role model. You can research about the most successful people in your chosen field. If you do what they did, you can be successful too. In fact, you can even achieve greater things since you already know about the mistakes that they have done, and you can avoid doing those. You can also factor in your own experiences and lessons learned.

4. **Give yourself a pep talk.**

Your self-talk can significantly affect the way you feel and think. Obviously, if you want to achieve great things, you need to give yourself a positive self-talk. Otherwise, you can plummet downwards. If you consistently tell yourself that you can do it, then you can definitely do it. On the contrary, if you always discourage yourself and say that you can't, then you won't be able to do what you want to do.

5. **Act confidently**

Your emotions, thoughts and behaviors are all interconnected. Each one affects the other. What you think influences how you feel, which eventually shows through your behavior and words. When you give yourself a negative self-talk, you make yourself insecure. This can

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cause you to get nervous and show tension. You may start to stutter and walk back and forth as a sign of nervousness.

6. Determine your power pose and hold it for two minutes

A study on high and low power poses was conducted by Harvard University associate professor and social psychologist Amy Cuddy to determine the effects of these poses during job interviews. The participants of the study were divided into two groups. One group was told to do the high power poses while the other group was told to do the low power poses. Those who did the high power poses were found to outdo those who did the low power poses.

7. Visualize your future

Although it is more important to be mindful of your present than feel bad about your past and worry about your future, don't disregard the importance of preparation and goal-setting. After all, your present is a step towards your future. By having a long-term vision of yourself, you can place things into better perspective. You can be more financially responsible and start saving money for your retirement. You will be more motivated to take your studies seriously, so you can land a better job and establish a career.

8. Practice gratitude

Oftentimes, people get so engulfed with their problems that they forget to appreciate all the good things that happen to them. This causes them to feel so much worse than they already do. When you learn to appreciate even the simplest things, you become a happier person. The

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fact that you can see nature and feel the warmth of the sun already makes you blessed.

2.3 The Effect Self-Confidence on Students' Motivation

Self-confidence is a situation on the brave to face outcome. Murray (2005; 54) on his book says Confidence is also about motivation. Low confidence can become high confidence only when strong motivation drives repeated experience.

As confidence increases in any one area of understanding, less attention energy will be wasted in anxiety and uncertainty and lower levels of motivation will be required to drive it, On the other hand, if confidence is misplaced and a step taken leads to a crash, then the reverse process will occur and a process of re-motivation may be needed before the experience is repeated. Over-confidence is likely to trip itself up in the end and may damage self-confidence overall – so confidence is also about having good judgment. Moreover, self-confidence has important role in improvement students' motivation; both of them link in a process it called learning.

The explanation that we emphasize most is that self-confidence is valuable because it improves the individual's motivation to undertake projects and persevere in the pursuit of his goals, in spite of the setbacks and temptations that periodically test his willpower. Morale is universally recognized as key to winning a medal, performing on stage, getting into college, writing a great book, doing innovative research, setting up a firm, losing weight, finding a mate, and so forth. Earley and lituchy (1990:181) define self-confidence belief have been

shown to influence future personal goal-setting and to mediate the relationship between goal intentions and motivations.

In addition, Bandura (1977;181) states that self-confidence is a major determinant of behavior only when people have sufficient incentives to act on their self-perception of confidence and when they possess the requisite skills. I think it that would be fine if a performance or social interaction or learning process consist with self-confidence, because people confident overcome the possibilities that would be happen. Here the example of self-confidence are influencing the students motivation, the case is when a student decide to try speak or giving opinion, even though their opinion is not good enough but they can feel satisfies with their own self. More important, they are motived to be better.

As just discussed, Druckman et.al (1994;181) defined that people self-confidence beliefs are hypothesized to influence thought pattern and emotional reactions as well as behavior. Two thought patterns of particular interest to the study of performance motivation are goal intentions and causal attribution; a third thought pattern that can influence self-confidence beliefs is how one think about ability. Building confidence takes time, effort and patience. Students will take a risk, they will feel anxious, the way people confident being motivated in inappropriate place, situation or feeling. Hayden (2017:6) states that Self-confidence isn't a quality that can be forced. The harder you try to appear confident, the less confident others will perceive you to be.

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2.3 THE NATURE OF MOTIVATION

2.3.1 Definition of Motivation

Motivation is reinforcement and pushing to an activity that happens in orders all aspects. The goal of motivation is moving to another thing that creates a good condition in learning. The researcher agrees with Driscoll (2000;317) states that motivation is not only important for student to better in academic activity but also for determining the student to perform and sharing information to other people. Students who are motivated to learn something use higher cognitive processes in learning about it and absorb and retain more from it. More strongly statement of Slavin in his book (2017;267) that Motivation is an internal process that activates, guides and maintains behavior over time.

Life is choices and need it. Most people agree and disagree, believe or disbelieve, it's only about meaning of life. Dorney (2010;19) on his book defines that people agree what definition of motivation focus on direction and magnitude of human behavior, such as the choice of particular action, the persistence with it and the effort if expanded on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. The researcher mostly agrees for the Dorney said that everyone has objectivity to do and make something in life. Determining the difference of life push everyone to growth up and survive with their emotional.

Furthermore, Dorney (2010;13) defines that motivation is a viewed as located within the individual, though naturally the individual's cognition and

perceptions may be influenced by various social and environmental factors. I am pro with Dorney's statement that motivation refers to individual which are connected to social environment, social perception, and individual cognition. Students not only learn for academic purposes but also they need social interaction to spread their imagination and knowledge. Basically, an academic purpose is to engage social interaction become growth up.

Nothing impossible in the world when somebody asks about the daily activity and another tells how it could so brave and scare in the same time. Motivation influence life's someone, to get on one chance a human should be brave to take an opportunity, it should be applied by the student then how they learn in class for seven hours a day, they have to keep the positive energy to listening, writing, speaking and reading till become a concentration and comfortable to overcome all the problem in learning process. Furthermore, a reinforcement of internal people such as family, friend or else are needed to increase the students' motivation without hesitation in learning, because an achievement in motivation might someone feeling better in their situation. I definitely pro with this statement about achievement based on Stipek, et al (2003) as cite in Slavin (20017;255) state that one of the most important types motivation for education is achievement motivation or the generalized tendency to strive for success and to choose goal-oriented success/failure activities. The final execution of motivation is an achievement, that's why we have optimist to face and overcome the problem.

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Marion Williams and Richard Burden in Harmer, (2001:51) suggest that motivation is a state of cognitive arousal, which provokes a decision to act as a result of which there is sustained intellectual and or physical set goal. Forman, (2005) states that motivation is the process through which individuals are driven to increase their activity or performance either by internal (intrinsic) or external (extrinsic) factors. Additionally, Brown (2000;160) defines motivation from three perspective emerge:

1. From a behavioristic perspective, Motivation is seen in a very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior, and we act accordingly to achieve further reinforcement. In simple word, our acts are likely from external forces.
2. In cognitive terms, motivation places more emphasis from individual's decision," the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect, (Keller 1983;389). Ausubel (1963;363-379). Identified six need undergirding the construct of motivation:
 - a. The need for exploration, for seeing "the other sides of the mountain, for probing the unknown;
 - b. The need for manipulation, for operating-to use Skinner's term-on the environment and causing change:

- c. The need for activity, for movement and exercise, both physical or mental;
 - d. The need for stimulation, the need to be stimulated by the environment, by other people or by ideas, thoughts and feelings
 - e. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity and stimulation or resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge.
 - f. Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others.
3. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (wiliams and burden 1997:120). Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of the goals was possible only by passing through a hierarchy of need, three of which were solidly grounded in community, belonging and social status. Maslowsee motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food) then community, security, identity and self-esteem, the fulfillment of which finally leads to self-actualization.

According to Ryan and Deci (2000;5) to be motivated means to progress or to be in motion to do something. Crump believed that excitement, interest,

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keenness, enthusiasm towards learning are the main constituents of motivation. Douglas as cited in Harmer stated that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge and ego enhancement. Pintrich and Schunk (1996, as cited in Sandoval Pineda, 2011, p. 32) define motivation as a process which cannot be observed directly, but can be inferred by behaviors as "choice of tasks, effort, persistence, and verbalizations". According to them, motivation involves goals that provide impetus for action and it requires physical or mental activity geared towards attaining goals.

In a general sense, Dörnyei and Ottó (1998: 65) cite in Dörnyei (2010;6) state that motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. The researcher agrees with this statement that biggest motivation influences individual to change their main set of process learning.

Bolduc (2000:160) says in his book that the key having the power of motivation work for you is to control the two most basic experiences human have pain, and pleasure. When you can control pain and pleasure, you can follow through on the necessary process of achieving a goal. Anytime you fail to achieve a goal it's because you have a pain and pleasure working against you. Personally, the researcher really love Bolduc's statement; it's so motivated and inspires people especially students more aggressive in life, study hard, and stay strong.

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Additionally, Whitely (2002:5) Motivation concerns the incentive which makes people act in a certain way. Motivation determines why, whether, and how we work. There can be a strong element of control held by skilled individuals also to the terms on which they work and what motivates them to choose an employer.

Furthermore, Adair (2004:58) states that motivation is about something within you impelling you to move forwards, to achieve a goal, to make progress in a task. The 'something' which is the driving force may be a need, or a desire or an emotion but it leads you to act in a certain way. Signs of motivation in a person are an energy and determination to achieve. In addition, Harmer (2007: 51) states motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

2.3.2 Indicator of Students Motivation

There are some indicators to measure the student's motivation, as follow:

1. Reinforcement

Students are able to make themselves stronger and independent to enjoy the learning even its ups and down.

2. Pushing

Students are able to force themselves to leaning English; however they find difficulties of it.

3. Moving

Students have to transform to get things better in learning English

4. High cognitive

Students are able to make themselves understanding and analysing the material in learning

5. Ask more

Students have the ability to ask more and critic. They also can analyse and getting information the learning who has given by the teacher

6. Remember

Students are able to remains how the teacher explains the material and the process of learning in class.

7. Activate

Students can define some inspiration to get a new innovation and information.

8. Guides

Students are able to lead themselves to doing something in relate with their learning

9. Maintains

Students can maintain their activity in learning even its in main learning or extracurricular

10. Personality

Students have ability to feel the condition of them. They feel brave, and scare, anxious in the same time

11. Positive Energy

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Students have ability to keep the feel alright comfort and more energetic by using positive energy

2.3.3 Kinds of Motivation

Leaver, et.al (2005:104) in cites Gardner and Lambert (1972) adds factors which related to motivation:

1. Integrative motivation

Integrative motivation has to do with wanting to be accepted by another community

2. Instrumental motivation

If you are learning a language primarily for a purpose like getting a job or fulfilling an academic requirement you are affected by instrumental motivation.

In addition, the motivation classified into main categories, Leaver, et.al (2005:105) in cites to Decy and Ryan (1989) states that motivation comprises two kinds, the first is intrinsic motivation and extrinsic motivation as the following:

1. Extrinsic motivation

Extrinsically motivated behaviors are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. Extrinsic and instrumental motivation are similar but not exactly alike – extrinsic focuses on the fact that the reason is outside of you, whereas instrumental is about the purpose of your learning

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2. Intrinsic motivation

Intrinsic motivation (IM) generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. Intrinsic and integrative motivations are even more different: intrinsic motivation has to do with what makes you feel good or whole, whereas integrative motivation is about acceptance and some form of membership in a language community.

Some experts have divided motivation into two major groups of internal motivations and external motivation. While the individual influenced by the external motivation with independent goal undertakes a specific activity, the internal motivation provides the sufficient incentive for doing a task as Mohamadi (2006) states cited in KourosAmrai, et.al 2011). Moreover, Decy (1975; 23) as cite in Brown (2000; 76) states that intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward, intrinsically motivated behaviors are aimed at bringing about internally rewarding consequences, namely, feelings of competence and self-determination.

Palmer states that students' motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, and they appear to be happy and eager. Kaylene, et al (2013) students' motivation is probably the single most important element of learning.

Just like Eccles and co-workers' intrinsic cost construct, intrinsic motivation is represented in some of theoretical fashions as a key purpose for valuing a hobby. Truly placed, intrinsic motivation is described as the amusement of an pastime for an interest's sake (Sansone&Harackiewicz, 2000).It reflects attractive in the pastime as a lead to itself for the inherent satisfaction and leisure of the activity. Intrinsic motivation is automatically proposed because the superior cause for an individual to have interaction in a venture. a number of opinions show off the high quality members of the family between intrinsic motivation and other appropriate success behaviors and attitudes—specially that intrinsic motivation is immediately related to hobby in a task, persisting on the venture, and reengaging with the project over the years (Lepper&Henderlong, 2000; Sansone&Harackiewicz, 2000). In contrast, extrinsic motivation (i.e., valuing a task because it leads to some tangible benefit such as a reward or the avoidance of a punishment) is not well represented in Eccles et al.'s framework.

The comparison among the extra controlled motives for venture engagement represented via extrinsic motivation and the extra self sustaining motives for challenge engagement represented via intrinsic motivation are the point of interest of the influenced law continuum inside self-dedication principle (Ryan & Deci, 2000). Valuing a pastime for extrinsic motives is on one cease of the continuum and valuing an hobby for intrinsic reasons is on the opposite.

Being extrinsically motivated entails undertaking an activity due to external reward and punishment contingencies, and creates compliance to an out of doors authority. It's considered the least self-determined form of motivation

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(i.e., the person want not have any investment inside the conduct past achieving praise or warding off punishment).The following shape of extrinsic motivation alongside the self-determination continuum is interjected motivation. This category of motivation reflects a shift from responding to external rewards and punishments to internal rewards and punishments.Specially, interjected regulators are nonetheless managed by means of robust inner pressures that they have got sure outside responsibilities that they need to or must do. While completed, ego-associated pleasure is skilled; when unaccomplished, emotions of guilt and anxiety occur. Third at the extrinsic motivation continuum is recognized motivation. This class displays a vital shift because an individual now sees personal benefits and significance for attractive inside the undertaking. This is much like software cost in the Eccles' et al. (1983) model. Subsequently, fourth at the extrinsic motivation continuum is integrated motivation. The number one difference among incorporated motivation and authentic intrinsic motivation is that tasks achieved to affirm identification (and reap more desires) are considered incorporated, while tasks carried out for enjoyment are considered intrinsically encouraged.

2.3.3 The Effect Between Learning Style and Self-Confidence on Student's Motivation

Basically, everything can be related such as requirement in the surrounded. It means that, real fact for learning styles such as audio, visual, kinesthetic/tactile, individual and group influence student almost all in the world. Then, concept for

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self-confidence is providing the main object of education to absorb each style to increase self-confidence in learning. For the last variable, motivation is an obligation for student in each person especially general school students. Reality tells not easy to arrange something that relates to soul, or self, it can be more nervous and frightened to overcome the problem.

Leaver (2005:105) states that motivation applies not only to why you are learning language, but also to why you make the choices you do while learning. factor that motivation and hence the choices include learning styles, and personality, anxiety, self-efficacy, and personal history among other things. Furthermore, Leaver (2005:92) defines that motivation is reflected in the reasons you study a foreign language and the reason you do or do not work hard in class.

Personality in system learning process need a “taste” it’s like somebody can maintains the activity and combination between confidence and learning style into a strength to doing something such self-existence to be self- motivation by happiness. Student learns by their own choice, it makes them easier to understand, satisfy and happy. Then, confident feeling is taken by belief, struggle, and happy. Those sentences are related to how incredible motivation get from happiness. Bolduc (2000:28) says on his incredible book that most people drive to discover the secret to happiness is the strongest motivation that exists. The end of this discussion is learning style and self-confidence relate to student’s motivation. You will never be able to inspire others if you do not feel inspired yourself. Enthusiasm is infectious, and when it’s combined with commitment and trust it’s a great way.

Leaver, et.al (2005:95) states learning styles are convenient shortcuts for talking about patterns of what an individual is likely to *prefer* as a learner. Inside the classroom, mistakes can be more threatening to your sense of self-esteem than outside of it. You may feel judged by your teacher and classmates for your performance, and of course in some ways everything is a test, not only formally named tests. A good way to deal with the inevitable anxiety of feeling judged is to focus on your performance, not that of others. Put effort into observing your own progress and patterns of errors, and relate them to your learning plans. For example, after you notice that you are getting the pronouns for superiors and inferiors in Asian languages wrong regularly, put some special activities for practicing them into your study plans for the week. Your learning style will help you with starting points for these activities: for instance, an analytic learner might want to build a table of the pronouns and the situations where they should be used. On the other hand, a synthetic learner might well decide to write some dialogue among characters of different social status.

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2.5 RELATED STUDIED

This section provides several researchers that had related studies brought out on learning Styles, Self-Confidence and Student's Motivation at SMAN 1 Kuantan Hilir.

First is study from Ririn Sri Gusmella (2017) the research was entitled *the influence of students' learning Styles and language learning strategies toward students English Achievement of second-grade students at SMA N 2 Rambah Hilir*. The research design was correlation research which classified quantitative research. The sample of this research is consist of 72 students. The different of previous research in this research is conducted from the highest learning Styles was group than the individual. The final analysis from the data by using multiple regressions, then there is influence between students learning Styles and language learning strategies toward students English Achievement of second grade students at SMA N 2 Rambah hilir.

Secondly is study from Rahmi Muliati (2016) entitled *The Influence of Students' Learning Styles and Intrinsic Motivation on Their English Motivation at State Islamic Senior High School (MAN) Kuok Bangkinang Barat of Kampar Regency*. The research design was correlation research which classified into quantitative research method. The sample of this research were consists of 52-second grade students. After the analysis of the data by using multiple regressions, the finding indicates that there was a significant influence of the students' learning Styles and intrinsic motivation on their Motivation at MAN Kuok Bangkinang Barat.

Third is study from Muhammad Faris Fahrudin (2012) the research was entitled *The Correlation between Students' Learning Styles and Students' Speaking Achievement*. English Education, Faculty of Languages and Arts, State University of Surabaya. The sample of this research were consist of 34 students as the participant of the correlation research include quantitative method. The difference of previous research in this research show how auditory is the most preferred in learning Styles. The other side, there was no significant correlation between learning Styles and speaking achievement of XII IA 3 on students SMA N 1 Tumpang.

Fourth is study from Ismail Gurler (2015) the research was entitled *Correlation between Self-confidence and Motivation of English Language Teaching and English Language and literature preparatory students Agri Ibrahim Cecen University, Faculty of science and letters, Department of English Language and Literature, Agri Turkey*. The participants were 77 male and female preparatory from both departments. This research was correlation research. The analyzed data were by a quantitative method in the statistic package. The difference from previous research in this research is using independent sample t-test, but the previous research is using multiple regressions. Then, there was a significant correlation between self-confidence and speaking Ability.

Fifth is study from A.Seda Saracaloglu (2009) the research was entitled *A Study on Correlation between Self-Confidence and Academic Motivation of Prospective Teachers*. Adnan Mealnderes University, Aydu, Turkey. Instructur Beste Dincer. The study was designed as a relational survey method. The

participants were 251 teachers from two universities. The similarities with the previous research are the final result of the study indicated that there was a correlation between self- Confidence and academic motivation of prospective teachers.

Sixth is study from Rahman Sahragard, Omid Mallahi. (2014) the research was entitled *Relationship between Iranian EFL Learners' Language Learning Styles, Writing Proficiency and Self-assessment. Shiraz University, Shiraz Iran, Hakim Sabzevari University, Sabzehar, Iran*. The participants were 30 Iranian upper-intermediate EFL. The research design is used correlation research in which quantitative research. The result of the research is indicated that more proficient writers underestimated their writing ability whereas the majority of the less proficient ones overestimated different aspects of their writing ability.

Next is study from Dr. Teo, Teck Choon (2017) The research was entitled *Understanding Asian students learning Styles, cultural influence and learning strategies. School of Business London School of Business and Finance Singapore*. A survey was conducted for 80 students in a local private education institution. The findings that seem differ that students are less hesitant to ask questions in class, open to small group and choice course of students due to their own choice. It differs from previous research because it refers to a small group but the previous is referring to the individual.

Next is study from Muhammad Yusuf (2017) entitled *the influence of students' motivation and anxiety toward Motivationat language development center of state Islamic University of Sultan Syarif Kasim Riau*. The research

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was Correlational research included quantitative research. The sample of this research was the second level of Islamic Law students of language Development Center of UIN SUSKA. The similarity of the study conducted by Muhammad Yusuf this study was the research design while the difference was in the instrument used in collecting the data.

Next is study from Julanos (2018). The research entitled *The Influence of Self-Confidence and Self-Esteem on Students' English Achievement at Sekolah Tinggi Teknologi Dumai*. The participants of the research were 112 students. The research was correlational research. The differences in English achievement are influenced by various factors such as their self-Confidence and self-esteem. The finding result of the study indicates that self-Confidence and self-esteem have a significant influence on English Achievement.

Next is study from Mutua Meshack Nzesei. The research was entitled *A Correlation Study Between Learning Styles And Academic Achievement Among Secondary School Students In Kenya Mutua*. University of Nairobi Department of Psychology. This type of this research was correlational research. The different of previous research is The sampling applied was purposive. The final result from this research of least preferred learning style was the single kinesthetic modality which was preferred by only 2 female students. There was no significant difference in learning style preference among male and female students and among high and low academic achievement groups. There was strong positive and statistically significant relationship between learning styles and academic achievement for the trimodal learners, and among male and female students.

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Next is study MarijaTrajanov (2016) entitles the Relationship between Teaching Styles and Strategies and FI Learners' Motivation. University of Zagreb Faculty of Humanities and Social Sciences Department of English TEFL Section. This type of research design was correlation research. The results showed that the students whose teacher had a democratic teaching style were more motivated to teach English than the students whose teacher had an autocratic teaching style, which confirmed the first hypothesis. The results also confirmed that the teacher who had a democratic teaching style was used more motivational strategies than the teacher who had an autocratic teaching style. The sample was taken by 2 elementary school teachers in Zegreb.

Next is study from MitraAlizadeh (2016) the title of this research is the *Impact of Motivation on English Language Learning.Lahijan Branch, Islamic Azad University, Lahijan, Iran*. In this paper, the researcher was defined the term motivation, explains different types of motivation, reviews previous studies about the role of motivation in language learning, mentions conditions of motivation, and finally states key factors of motivation. The different between previous researches is research method. Previous research was quantitative research but this research was qualitative research.

Next is study from Hsuan –You Tony Lai (2013) *entitled the Motivation of learners of English as foreign Revisite. Department of Applied foreign languages, National Taipei College of Business, Taipei City, Taiwan*. The different of previous research was qualitative, but for this research was comparison quantitative design. The result showed that the majority of participants studied

English for travel, instrumental and integrative orientations, as well as intrinsic motivation and the ideal L2 self, but not for external pressure and the ought –to L2 self. No significant difference was found between day and night school students' motivation for studying English.

Next is study from Dr. TengkuSeporaTengkuMahadi (2012) entitled *Motivation, its types, its impacts in language learning*. The different of previous research is quantitative and this research used qualitative research. the result of this research was given the fact that teachers expected to be informed enough to be able to pilot their teaching towards the varying requirements of different classroom learners, this study was proposed to shed light on what it takes to have (establish and manage) an effective and successful language classroom in terms of learners motivation.

Next is study from Rosmayanto (2018) entitled *A Correlation between Self-Confidence and the Students' Speaking Skill at SMA N 1 Gegesik*. The research was correlational design. The objective of the research was to investigate whether there was a significance correlation or not between self-confidence and the student' speaking skill of the third grade of SwadyaGunungJati University in Academic year 2014/2015. The population was third grade students of SwadayaGunungjati University Cirebon. The result of this research showed there was a significant correlation between score of questionnaire and interview. The different of previous research there is no explanation about sample and research design.

Next is study from FaridNaserieh (2009) entitled *the relationship between perceptual learning styles preference and Skill- based Learning Strategies*. Shahid behest University Faculty of literature and Humanities Department of English.

The participants were 138 graduates 'students from six faculties at ShahidBeheshti University, Tehran, Iran. They were randomly selected based on a two-stage sampling procedure and were asked respond to two translated and pretested questionnaires: (1) Reid's (1984) Perceptual Learning Style Preference Questionnaires for assessing learning style preferences and (2) Cohen, Oxford and Chis's (2002) Learning Strategy Use Survey for assessing skill-based and function-based strategies.

Next is study from WissalBelhajRhouma (2016) entitled *Perceptual Learning Styles Preferences and Academic Achievement*. Institut Supérieur des Langues de Tunis, Tunisia. The results of this study about low achievers were significantly more tactical in their preference than high ones. The difference with previous research is one of the implications of this study is that both teachers and learners should be introduced to the concept of perceptual learning style for a better understanding of their own learning to maximize their chances of success in the foreign language learning classroom. The similarity with previous study is quantitative method for counting the data.

Next is study from Loh, Chee Yen Raymond (2017) entitled *Understanding Asian Students Learning Styles, Cultural Influence and Learning Strategies*. School of Business London School of Business and Finance Singapore. A survey was conducted for 80 participants in a local private education institution.

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By doing so we would open the doors to bridge the gap in students' learning. A survey was conducted for 80 students in a local private education institution. The results do seem to suggest the influence of culture on learning. The difference of previous study is about research design, previous research design was correlation research but this study was a survey. The similarity with previous study is about learning styles and learning strategies.

Next is study from A. SedaSaracalogu (2009) entitled *A study on correlation between self-efficacy and academic motivation of prospective teachers. Adnan Menderes University, Aydın, Turkey*. The method of the study was designed as relational survey method and the participants were seniors at the Faculty of Education in Adnan Menderes and Pamukkale Universities, Turkey. The similarity of previous research is research design. The result of this study was indicated that prospective teachers' levels of sense of efficacy and academic motivation are moderately correlated and there was low but positive relation observed between total academic motivation scores and GPA.

Next is study from Rebecca Curtis (2017) entitled *Increasing Engagement and Motivation. Carson-Newman University*. The purpose of this study was to construct a theoretical framework identifying specific voice, choice, and goal setting strategies that impacted student motivation and engagement. The difference of previous study is this study was qualitative research to conducted using semi-structured interviews and observations with two teachers and six students to determine what strategies were used to promote motivation and engagement and if they were acted upon by the students. the result of this study

was Incorporating information gathered from the interviews and observations, the desired outcome of the research is for educational leaders to reflect on how these strategies can influence student motivation and engagement, resulting in an autonomous learning environment and students becoming partners in their education.

Next is study from Andreas Christodoulou entitled *Enhancing student motivation and performance: Tools that develop and support informed choice*.

These participants of these study 65 participants. The difference of previous study is the research design. This study was quantitative action research while the previous research qualitative research. the treatment was guiding students through the cognitive process of making informed choices on content and presentation.

This was achieved through reflective evaluations linked to a developing understanding of their personal learning styles and to the learner profile. Students then used this guided approach to choose how to present their knowledge for another project and were again assessed at its completion. Posttreatment, paired T-data analysis indicated that across the sample, student motivation and performance significantly increased.

2.6 THE OPERATIONAL CONCEPT

Title the influence of learning styles and self-confidence on students' Motivation at SMAN 1 Kuantan Hilir. There are three variables in this research as in the following:

1. The learning styles as independent variable (X1)

2. The self-confidence as independent variable (X2)
3. The Student's Motivation at Dependent Variable (Y)

Variables	Indicators	Activities
Learning styles	<ol style="list-style-type: none"> 1. Visual 2. Audio 3. Kinesthetic 4. Tactile 5. Group 6. Individual 	<ol style="list-style-type: none"> 1. The students are most comfortable with pictures, images, and graphs while studying and retaining information 2. The students are better when hearing the information and perhaps, listening to the teacher 3. The learners prefer active participation experience. Example; role pray, drama, or moving around 4. The students are better by working on experiments in a laboratory, handling and building models. 5. The students prefer to learning and shares the idea with another friend such as discussion 6. The students are most comfortable learning by self.

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Self-confidence

1. Direction and value
2. Motivation
3. Emotionally stability
4. A positive mind-set
5. Self-awareness
6. Flexibility in behavior
7. Eagerness to develop
8. Health and energy

1. Student knows what they want, where they want to go and what thing which is really important.
2. Students are motivated by enjoy what to do
3. Students more calm and focused to themselves , and also they can control such as anger and anxiety
4. Students have the ability to stay optimistic and see the bright side even they encounter setback
5. Students know what they are good, their capability, their look and sound to other, and they know to unexpected to be perfect.
6. Students adapt their behavior to circumstance, students paying attention well, and they take others views on board making decision
7. Students enjoy to stretching, learning experience rather than if they are expert with nothing to find out and students also take their discoveries to new experience
8. Students take good care of their body, respect and proud it, have sense that energy is flowing freely and students manage stressful situation becoming ill
9. Students have the ability to act in the face of uncertainty and put themselves on the line even



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<p>9. A willingness to take risks</p> <p>10. A sense of purpose</p>	<p>when they don't have the answer all the skills to get things right.</p> <p>10. Students have an increasing sense of the coherence of the different parts of their life and student also has chosen a theme or purpose for their life.</p>
<p>Students' Motivation</p> <p>A. Intrinsic</p> <ol style="list-style-type: none"> 1. Reinforcement 2. Pushing 3. High cognitive 4. Remember 5. Activate 	<ol style="list-style-type: none"> 1. Students are able to make themselves stronger and independent to enjoy the learning even its up and down. 2. Students are able to force themselves in leaning English 3. Student are able to make themselves faster to understanding and analyzing the learning.. 4. Students are able to remains how the teacher explains the material and the process of learning in class. 5. Students can define some inspiration to get a new innovation.

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<p>6. Personal Taste</p> <p>B. Extrinsic</p> <p>7. Moving</p> <p>8. Ask more</p> <p>9. Guides</p> <p>10. Maintains</p> <p>11. Positive Energy</p>	<p>6. Students have ability to feel the condition of them. They feel brave and scare in the same time</p> <p>7. Students have to transform to get things better in learning English</p> <p>8. Students have the ability to ask more and critic. They also can analyze the learning who has given by the teacher.</p> <p>9. Students are able to lead themselves to doing something in relate with theirs learning.</p> <p>10. Students can maintains the activity in learning</p> <p>11. Students have ability to keep the feel alright, comfort, and more energetic in learning</p>
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2.7 ASSUMPTION AND HYPOTHESIS

2.7.1 Assumption

Some of the students have a different type to learn, if they use the appropriate learning Styles during class begin, it can make students create their self-confidence better, a moment in process not always running fast but step by step, it will compliable between learning style in let the student choose their own way to gained their self-confidence on build students' motivation. The currently

explanation show that there are significant influence of learning style and self-confidence on students' motivation at SMAN 1 Kuantan Hilir.

2.7.2 Hypothesis

- A. H_0 : There is no a significant influence of learning styles on student's motivation at SMAN 1 Kuantan Hilir
- H_{a1} : There is a significant influence of learning Styles on students' Motivation at SMAN 1 Kuantan Hilir
- B. H_0 : There is no significant influence of self-Confidence on students' Motivation at SMAN 1 Kuantan Hilir
- H_2 : there is a significant influence of self-confidence on student's motivation at SMAN 1 Kuantan Hilir
- C. H_0 : There is no significant influence of learning Styles and self-Confidence toward students' Motivation at SMAN 1 Kuantan Hilir.
- H_3 : there is a significant influence of learning style and self-confidence on student's motivation at SMAN 1 Kuantan Hilir

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CHAPTER III

RESEARCH METHODOLOGY

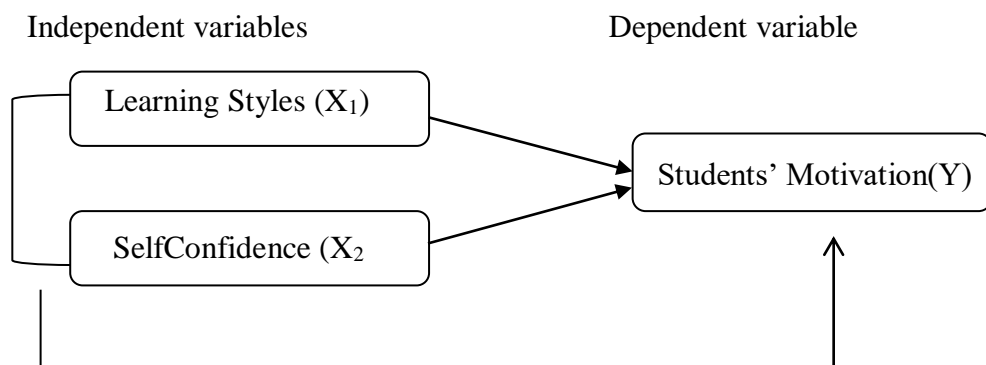
3.1 RESEARCH DESIGN

This research is correlation research as one of the quantitative studies. Gay and Airasian (2000:345) says that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. The goal of this research is to establish the difference between these variables. Furthermore, Creswell (2012:49) states that correlation research designs are quantitative design in which investigators use a correlation statistical, technique to describe and measure the degree of association (relationship) between two or more variables or sets of a score.

Correlational research involves the collection of data to determine the extent to which two or more variables related. The goal of this research is knowing the correlation between two or more variables that specifically together with the statistic data. Correlational research investigates the factors of a theoretical model that would be developed and explain of the resultant correlation.

Table III.1

The diagrams about specifical variables, these are :



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3.2 LOCATION AND TIME OF THE RESEARCH

The location of the research was conducted at the SMAN 1 Kuantan Hilir on June, it is located in JL. Jend.SudirmanKuantanHilir.

3.3 POPULATION AND SAMPLE

1. Population

The population of this study is all classes of SMAN 1 Kuantan Hilir in 2020/2021 academic year. There are 6 classes which consist of *first grade* SMAN 1 Kuantan Hilir. The total number of all students of SMAN 1 Kuantan Hilir, in 2020/2021 academic years 221students. Gay (2000) stated that the population is part of sample comprise the individual's item or events selected from a larger. Furthermore,Healey (1987) stated the population is the total of a collection of all cases in which the researcher is interested

2. Sample

In this research writer used sample random sampling to select sample. According to Gay and Airasian (2000:123) Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

. The systematic selects the sample, provide the pieces of paper in the box, and then samples were to be taken randomly from box by

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choosing a piece of paper but the sample was limited each classes. Table II showed that the population size was 221, the sample was around 114 students. Because of the population of the present study was 221 students, 114 students (50%) were taken as the sample of this study. Beside on the explanation, it was taken 50% each class to be the sample of this research.

Based on the explanation above the researcher decides to choose 50% to decide the sample.

Table III.2

The population and sample offirst grades students of
SMAN 1 KuantanHilir

No	Name Class	Total Population	Total Sample
1	X1	38	19
2	X2	37	20
3	X3	36	20
4	X4	35	18
5	X5	34	18
6	X6	33	18
	Total	221	114

3. Pilot study

According to Gay and Airasian (2000) before distributing the questionnaire participants try it out in a pilot study. The purpose of the pilot study is used to know the questionnaire valid and reliable or not. Before the questionnaire gave to sample, the researcher should check by using other participants to ensure the questionnaire is valid and reliable. The study was conducted at SMAN 1 Kuantan Hilir.

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4. Reliability

Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Creswell (2009), reliability refers to whether scores items on an instrument are internally consistent, stable over time and whether there was consistency in administration test and scoring. Furthermore, H Douglas Brown (2003) state that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha.

Table III.3

The level of reliability

Reliability	Level of reliability
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

(Cohen et al., 2007)

5. Validity

A device to measure data must be valid in order to process of collecting data will easier if the data are valid. So it's called validity. According to Creswell (2008) stated that validity was individual scores

from an instrument make sense, meaningful, enable as the researcher to draw a good conclusion from the sample you are studying to the population. It can be concluded that validity is a way to know the result of suitable or not a questionnaire.

Table. III.7
The criteria of items validity

R	Interpretation
$0,80 < r \leq 1,00$	Very high
$0,60 < r \leq 0,79$	High average
$0,40 < r \leq 0,59$	Average
$0,20 < r \leq 0,39$	Low
$0,00 < r \leq 0,19$	Very low

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Table III.8
The validity of learning style

No Item	Pearson correlation (r)	Sig (2 failed) (p)	Interpretation
Item 1	.391*	.033	Valid
Item 2	.616*	.327	Valid
Item 3	.506*	.004	Valid
Item 4	.477*	.008	Valid
Item 5	.543*	.002	Valid
Item 6	.591*	.001	Valid
Item 7	.300	.107	Invalid
Item 8	.472*	.009	Valid
Item 9	.000	.997	Invalid
Item10	.428*	.018	Valid
Item 11	.419*	.021	Valid
Item 12	.503*	.005	Valid
Item 13	.601*	.000	Valid
Item 14	.112	.557	invalid
Item 15	.550*	.002	Valid
Item 16	.652*	.000	Valid
Item 17	.671*	.000	Valid
Item 18	.426*	.019	Valid
Item 19	.322	.082	Invalid
Item 20	.480*	.007	Valid
Item 21	.545*	.001	Valid
Item 22	.565*	.001	Valid
Item 23	.573*	.001	Valid
Item 24	.439*	.015	Valid
Item 25	.157	.408	Invalid
Item 26	.629*	.000	Valid
Item 27	.351	.057	Invalid
Item 28	.499*	.005	Valid
Item 29	.235	.221	invalid
Item 30	.618*	.000	Valid

Based on the table above shows that the learning styles questionnaire consisted of 30 items was tried out to 30 students. The validity of the questionnaire was analyzed by using SPSS 17.0 program version. The items are valid if r-obtained is smaller than α (r-

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obtained < 0.05). Table III.8 Shows that r-obtained some items of the questionnaire is smaller than $\alpha = 0.05$ but for item 7, 9, 14, 19, 25, 27 and 29 are invalid. Thus, the invalid items were not used and being deleted.

Table III.9
The validity of Self- confidence

No Item	Pearson correlation (r)	Sig (2 failed) (p)	Interpretation
Item 1	.587*	.001	Valid
Item 2	.287	.124	Invalid
Item 3	.440*	.157	Valid
Item 4	.265	.157	Invalid
Item 5	.515*	.004	Valid
Item 6	.275	.141	Invalid
Item 7	.525*	.003	Valid
Item 8	.290	.121	Invalid
Item 9	.216	.252	Invalid
Item 10	.415*	.023	Valid
Item 11	.695*	.000	Valid
Item 12	.781*	.000	Valid
Item 13	.502*	.005	Valid
Item 14	.588*	.001	Valid
Item 15	.542*	.002	Valid
Item 16	.427*	.019	Valid
Item 17	.336	.070	Invalid
Item 18	.447*	.013	Valid
Item 19	.365*	.047	Valid
Item 20	.502*	.005	Valid
Item 21	.426*	.019	Valid
Item 22	.406*	.029	Valid
Item 23	.590*	.001	Valid
Item 24	.180	.342	Invalid
Item 25	.555*	.001	Valid
Item 26	.316	.089	Invalid
Item 27	.197	.296	Invalid
Item 28	.449*	.013	Valid
Item 29	.589*	.001	Valid
Item 30	.645*	.000	Valid

Table III.9 Shows the r score and significant probabilities of some items for self-confidence questionnaire

are lower than 0.05. Thus, the items for self-confidence are valid, but for item 2, 4, 6,8,9,17, 24, 26 and 27 are invalid.

The invalid items were not used and being deleted.

Table III.10
Student's Motivation

No Item	Pearson correlation	Sig (2 failed)	Interpretation
Item 1	.371*	.044	Valid
Item 2	.185	.327	Invalid
Item 3	.378*	.040	Valid
Item 4	.238	.205	Invalid
Item 5	.433*	.017	Valid
Item 6	.339	.067	Invalid
Item 7	.616*	.000	Valid
Item 8	.248	.168	Invalid
Item 9	.448*	.013	Valid
Item10	.499*	.005	Valid
Item 11	.231	.218	Invalid
Item 12	.420*	.021	Valid
Item 13	.426*	.019	Valid
Item 14	.521*	.003	Valid
Item 15	.671*	.000	Valid
Item 16	.035	.852	Invalid
Item 17	.564*	.001	Valid
Item 18	.501*	.005	Valid
Item 19	.159	.401	Invalid
Item 20	.144	.446	Invalid
Item 21	.431*	.017	Valid
Item 22	.499*	.005	Valid
Item 23	.567*	.001	Valid
Item 24	.197	.207	Invalid
Item 25	.467*	.009	Valid
Item 26	.454*	.012	Valid
Item 27	.255	.171	Invalid
Item 28	.577*	.001	Valid
Item 29	.491*	.006	Valid
Item 30	.480*	.007	Valid

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Table III.10 Shows the score and significant probabilities of some items for self-confidence questionnaire are lower than 0.05. Thus, the items for self-confidence are valid, but for item 2, 4, 6,8,9,17, 24, and 27 are invalid. The invalid items were not used and being deleted.

3.4 THE DATA COLLECTION TECHNIQUE

3.4.1 Instrumentation

In this research, there are three variables. One dependent variable and two independent variables. The independent variable (X_1) was learning Styles and Self-confidence (X_2) then the dependent variable (Y) is student's motivation.

Questionnaire

Three Questionnaires are used to investigate learning Styles, self-Confidence and student's motivation. The reason why choosing the questionnaires as the instrument because the questionnaire is a way to make students easier knowing the compliance of their knowledge on learning Styles, self-confidence and motivation. Questionnaire is as widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyse (Cohen et al., 2007).

The questionnaire are used in this study perceptual learning Styles preferences questionnaire (PLSQ) which was introduced by Reid (1987) to measure students learning Styles preference. While answering the

statements in the questionnaire the students were asked to decide whether they strongly agree, agree, undecided, disagree, and strongly disagree and market the items that best apply to their study English.

Table III.11
Blue Print of Learning Styles Questionnaires

No	Types of language learning Styles	Item	Activities
1	Visual	6,10,12,24	The learners are most comfortable with pictures, images, and graphs while studying and retaining information
2	Audio	1,17,20	The learners are better when hearing the information and perhaps, listening to the teacher
3	Kinaesthetic	2,8,15,26	The learners prefer active participation experience. Example; role pray, drama, or moving around
4	Tactile	11,16,22	The learners learn better by experiments in laboratory, handling and building models
5	Group	3,4,5,21,23	The learner prefers to learning and shares the idea with another friend such as discussion
6	Individual	13,18,28,30	The learn are most comfortable learning by self.

Table. III.12
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 III.13
The Blue Print of Self-Confidence Questionnaires

No	Indicator	Items	Activities
1	Direction and value	1,2,12	1. Student knows what they want, where they want to go and what thing which is really important
2	Motivation	3,6,23	2. Students are motivated by enjoy what to do
3	Emotionally stability	4,22,30	3. Students more calm and focused to themselves, and also they can control such as anger and anxiety
4	A positive mind-set	5,7,24	4. Students have the ability to stay optimistic and see the bright side even they encounter setback
5	Self-awareness	8,9,21	5. Students know what they are good, their capability, their look and sound to other, and they know to unexpected to be perfect.
6	Flexibility in behavior	10,11,28	6. Students adapt their behavior to circumstance, students paying attention well, and they take others views on board making decision
7	Eagerness to develop	13,14,29	7. Students enjoy to stretching, learning experience rather than if they are expert with nothing to find out and students also take their discoveries to new experience
8	Health and energy	15,16,17	8. Students take good care of their body, respect and proud it, have sense that energy is flowing freely and students manage stressful situation becoming ill
9	A willingness to take risks	18,25, 27	9. Students have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answer all the skills to get things right.
10	A sense of purpose	19,20,26	10. Students have an increasing sense of the coherence of the different parts of their life and student also has chosen a theme or purpose for their life.

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The following table shows the categories of self-confidence level by Burton and Platts (2006):

Table.III.14
Self-Confidence Categories

Score	Categories
80-100	Very High level confidence
60-80	High level confidence
40-60	average confidence
20-40	Very Low confidence

The data obtained from the questionnaire was analysed by using percentage analysis. The formula is shown in the following:

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage student's choice

F: total student's choice

N: total maximal score

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Table.III.15
The Blue Print of Students' Motivation Questionnaires

No	Indicator	Items	Activities
1	Reinforcement	1, 11, 25	1. Students are able to make themselves stronger and independent to enjoy the learning even it's up and down.
2	Pushing	5,10, 23	2. Students are able to force themselves to leaning English; however they find difficulties of it.
3	Moving	24,30,	3. Students have to transform to get things better in learning English.
4	High cognitive	13,17,	4. Students are able to make themselves understanding and analysing the material in learning
5	Ask more	14,15,16	5. Students have the ability to ask more and critic. They also can analyse and getting information the learning who has given by the teacher.
6	Remember	21,28,	6. Students are able to remains how the teacher explains the material and the process of learning in class.
7	Activate	6,7,29	7. Students can define some inspiration to get a new innovation.
8	Guides	13, 22,	8. Students are able to lead themselves to doing something in relate with theirs learning.
9	Maintains	3,8,26	9. Students can maintain their activity in learning even its main learning and extracurricular
10	Personality	9,19, 27	10. Students have ability to feel the condition of them. They feel brave, and scare, anxious in the same time
11	Positive energy	2, 4, 18	11. Student have ability to keep the feel alright comfort, and more energetic in learning by using positive energy

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Table III.16
Classification of student's motivation

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

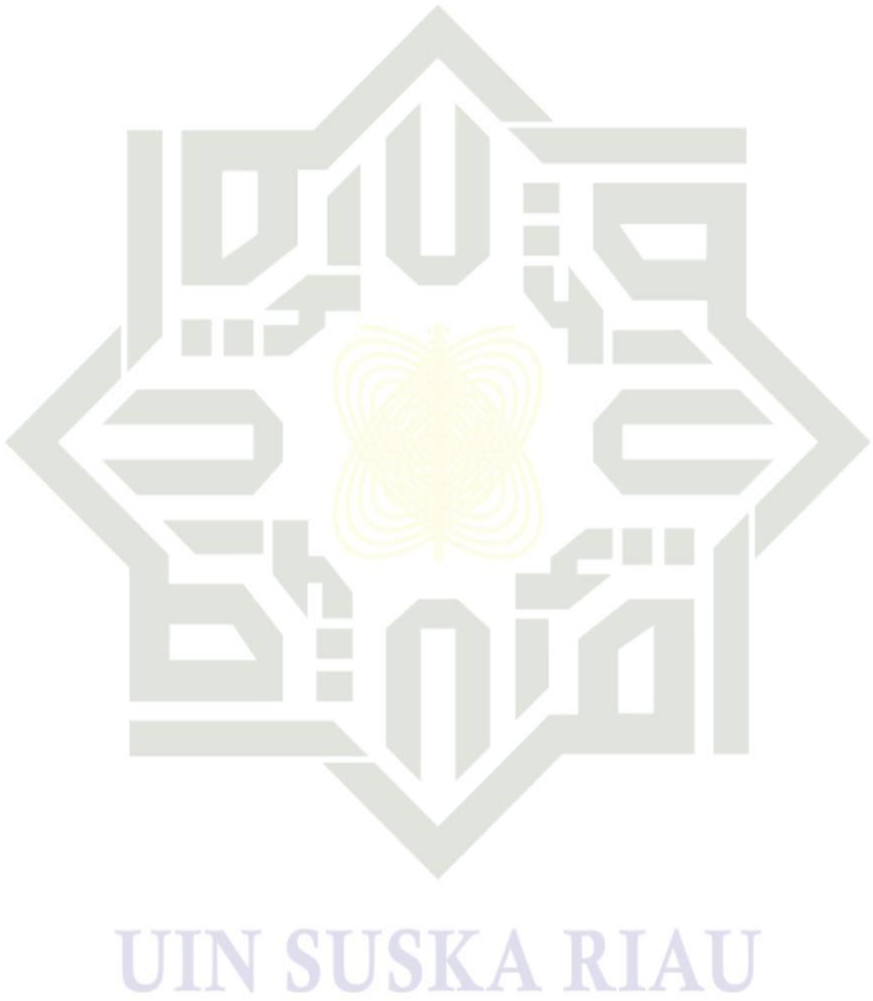
D. THE DATA ANALYSIS TECHNIQUE

Data analysis is a device to determine the result of collecting data.

Cresswell (2009) state that standard deviations and range score for the independent variable (language learning Styles and students self-confidence) and for the dependent variable (student's motivation). Then, additional analysis or hypothesis related variables or compare groups in terms of variables so that inferences can be drawn from the sample population (Creswell, 2009). Those explanations concluded that a result of research can be seen after data analysis by multiple regression calculated by SPSS 17

Abdullah and Sutanto (2015:183) state that Simple linear regression is a method to know how a variable (X, independent variable) tell the value of other variables (Y, dependent variable). Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of variable based on the value of two or more other variables. Furthermore, Gay and Airasian (2000:514) state that multiple regression is equation uses variables that are known to individually predict (correlate with) the criterion to make a more accurate prediction about a criterion variable. Use of multiple regressions is increasing, primarily because of its versatility and precision. It can be used with data

representing any scale of measurement, and can be used to analyse the results of experimental and causal-comparative, as well as correlational studies.



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CHAPTER V

CONCLUSION IMPLICATION AND SUGGESTION

5.1 CONCLUSION

Based on the data analysis which was explained at chapter IV, finally the researcher made conclusion of the research about The Influence of Learning Styles and Self-confidence on Students' Motivation at SMAN 1 Kuantan Hilir. From the research finding, it can be concluded as follows:

1. "There was no significant influence of learning styles (X_1) on students' motivation (Y) at SMAN 1 Kuantan Hilir.

The result of the first conclusion is based on the analysis in chapter IV. It can be seen that sig. (2-tailed) is 0,13 and it is higher than significant probabilities 5% or 0,05. It means that H_0 is accepted. Based on the data of the result in data analysis, students showed that learning styles is not linear on student's motivation. Learning style is chosen by student as device to make comfort learning process in the class. From the general descriptive statistic of learning style, the means score of learning style is 87, with range score 57.

2. "There was a significant influence of self-confidence (X_2) on students' motivation (Y) at SMAN 1 Kuantan Hilir.

The result of the second conclusion is based on the analysis in previous chapter. It can be seen that sig. (2-tailed) is 0,00 and it is lower than significant probabilities 5% or 0,05. It means that H_2 is accepted.

3. "There was a significant influence of learning styles (X_1) and self-confidence (X_2) on students' motivation (Y) at SMAN 1 Kuantan

4. Hilir. It also can be seen that sig. (2-tailed) is 0,00 and it is lower than significant probabilities 5% or 0,05. It means that H_3 is accepted. So, it is clear to say that Learning Styles and Self-Confidence have correlation on students' motivation at SMAN 1 Kuantan Hilir.

1.1 IMPLICATION

The researcher finding analysis responds to research study's research question which reaches the goal and benefit for other researcher. Some implications of the research need to be given. The important point about learning styles is not to be concerned with how many styles are listed, or how they might be labeled but to raise awareness in both teacher and learner that everyone is likely to learn in a different way, and that different learning styles present needs which must be met if teaching is to be effective and learning to take place. Student have interaction in learning, they tried to increase their motivation by applied the learning style and struggle for their confidence.

Furthermore, Sims (1995;12) state that learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Schemeck (1983) cite in schemeck (1988;102) states learning styles then are simply cognitive styles applied when individuals go about learning something. Lyczkowska (2014; 9) states that lack of confidence has the power to cause great problem in your life, not only because it makes you feel powerless and out of control, but also because it triggers you to act in ways that are usually counterproductive to what you want to accomplish. Driscoll (2000;317)

states that motivation is not only important for student to better in academic activity but also for determining the student to perform and sharing information to other people. Slavin in his book (2017;267) that Motivation is an internal process that activates, guides and maintains behavior over time.

Based on the research findings, there was no significant influence between learning styles and students' motivation, then there was significant influence between self-confidence and students' motivation and there was a significant influence between learning style and self-confidence on students' motivation. It means that both of variables can be applied in teaching reading in particular.

1.2 SUGGESTION

Dealing with the conclusion of the research, some suggestions are proposed as follows:

1. Suggestion for English teacher

The teacher can use learning styles as the variations ways in teaching and learning process. It because of the advantages of learning styles does not only to guide students' in learning English, but also to increase the students' more creative and respect to the class. Moreover, it will be much better to the teacher to enrich their experience in understanding self-confidence of each student with different characters, it's creates more fun condition in learning.

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2. Suggestion for the students

- a. The students should try to decide the proper styles in learning
- b. The students should pay full attention to the lesson explained by the teacher.
- c. Student should learn how to build high confidence, it's better for student to create good communication and interaction to others.
- d. The students should be more active and confidence in the process of and learning in the classroom especially to the lesson

3. Suggestion for the Next Researcher

This research was one of about learning style, self-confidence, and student's motivation. This research design was influential research. There are many information and material as reference. So, researchers are expected this study can be used as the reference for them to support their study. It is also suggested that researcher can take the lower sample.

In conclusion, the writer needs a validation from the next researchers that have the same topic. It means that, the influence between learning styles and self-confidence on student's motivation can be used in the other schools to know the influence of them. Also, this research can be used as the relevant research for next research.

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Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Name :

Class :

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.					
2. I prefer to learn by doing in class.					
3. I get more works done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them well.					
11. I learn more when I can make a model of something.					

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15.	I understand better when I read instructions.					
16.	When I study alone, I remember things better.					
17.	I learn more when I make something for a class project.					
18.	I enjoy learning in class by doing experiments.					
19.	I learn better when I make drawings as I study.					
20.	I learn better in class when the teacher gives a lecture.					
21.	When I work alone, I learn better.					
22.	I understand things better in class when I participate in role-playing.					
23.	I learn better in class when I listen to someone.					
24.	I enjoy working on an assignment with two or three classmates.					
25.	When I learn something, I remember what I have learned well.					
26.	I prefer to study with others.					
27.	I learn better by reading than by listening to someone.					

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25.	I enjoy making something for a class project.					
26.	I learn best in class when I can participate in related activities.					
27.	In class, I work better when I work alone.					
28.	I prefer working on projects by myself.					
29.	I learn more by reading textbooks than by listening to lectures.					
30.	I prefer to work by myself.					



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QUESTIONNAIRE OF SELF-CONFIDENCE

Adapted from Philip Charter (2005)

The purpose of this questionnaire is to investigate the students' motivation. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There were 30 questions and statement. All items were closed-ended questions that asked about each student's personal data where they had to put ticks in boxes. The questions were in the form of Likert-Scale with five options:

- (1) never ,
- (2) seldom,
- (3) sometimes,
- (4) often and
- (5) always

Class:

Gender:

Self-confidence Items	1 (never)Tidakpernah	2 (seldom) Jarang	3 (sometimes) Kadang-kadang	4 (often) Sering	5 (always) Selalu
1. Do you usually feel good about yourself?					
2. Would you relish the opportunity to take part English activity in English?					
3. How often do you worry to your friends in learning English?					
4. Would you be afraid of standing up and making your point of view known in front of your friends in the class?					
5. I plan to learn English as much as possible					
6. I would feel uncomfortable when learning English anywhere outside the classroom					
7. Do you ever feel self-conscious in public places?					
8. When you are reading in front of the class, are you ever that you are able to attract your friend's attention and make them understand your idea?					
9. How often do you put yourself down?					
10. Would you feel nervous about meeting someone very influential or famous?					
11. How do you set yourself goals or wishes to achieve something?					
12. Do you ever believe in the power of positive thinking?					
13. Do you ever backward or coming forward in accepting a risk and challenging task?					
14. Do you ever enjoy circulating and meeting new people at social gathering?					
15. Do you ever believe that in life it is necessary to conform in order to be					



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1	accepted?				
1	Are you able to bounce back quickly serious adversity?				
1	Do you ever believe it is fun to speak English in front of unknown or people?				
1	How often do you feel sad or depressed when there is nobody that you can converse in English?				
1	I feel anxious if someone asks me something in English.				
2	I wish I were comfortable in learning English.				
2	I am able to do things as well as most other people.				
2	I certainly feel useless when I learn English in class.				
2	I worry that other students learning English better than me.				
2	I feel I do not have much to be proud of.				
2	I take a positive attitude toward myself.				
2	Do you always stick your guns if you honestly believe that you are correct?				
2	Does the prospect always making speech in front of a large audience worry you?				
2	I feel that I'm a person of worth, at least equal to others.				
2	On the whole, I am satisfied with myself.				
3	I am inclined to feel that I'm a failure.				



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QUESTIONNAIRE OF MOTIVATION

Adapted from Gardner (2004)

The purpose of this questionnaire is to investigate the students' motivation. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There were 30 questions. All items were closed-ended questions that asked about each student's personal data where they had to put ticks in boxes. The questions were in the form of Likert-Scale with five options:

- (1) Strongly Disagree (SD),
- (2) Disagree (D),
- (3) Moderate (M),
- (4) Agree (A), and
- (5) Strongly Agree (SA).

Class : _____

Gender: _____

	Motivational Items	1 (SD)	2 (D)	3 (M)	4 (A)	5 (SA)
1.	I really enjoy learning English					
2.	I feel very much at ease when I have learning English					
3.	I think my English class is boring					
4.	I think English is very important part of school program					
5.	I plan to learn English as much as possible					
6.	I would feel uncomfortable when learning English anywhere outside the classroom					
7.	I would feel like comfortable when learning English anywhere inside the classroom					
8.	When I am learning English, I ignore distraction and pay attention to my teacher explanation					
9.	I am sometimes anxious that the other students in class					
10.	When I leave school, I will give up the study of English because I am not interest in it					

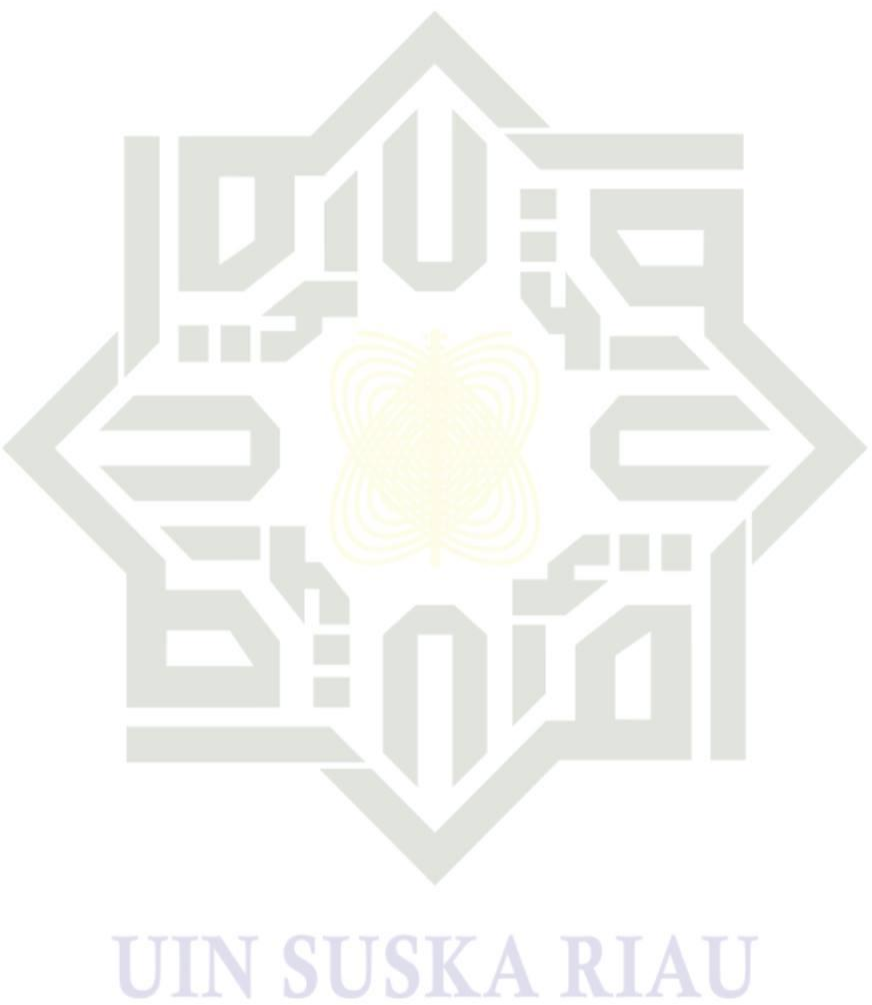
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1.	My parent try to help me in learning English					
2.	I never feel quite sure of myself when I am speaking in small discussion					
3.	I make a point of trying to understand all learning English in the classroom					
4.	My English teacher is better than any others teacher					
5.	I don't bother checking my assignments when I get them back from my English teacher					
6.	When I have a problem understanding something in my English class, I always my teacher help					
7.	I tend to give up and not pay attention when I don't understand my English teacher explanation something					
8.	I haven't great wish to learn more than basic of English					
9.	I feel anxious if someone asks me something in English					
10.	I wish I were comfortable in learning English					
11.	I don't pay much attention to the feedback I received in my English class					
12.	I know English isn't really an important goal in my life					
13.	I really hate learning English because it's difficult					
14.	I think learning English is important, because I want to be a winner in class					
15.	My parents have stressed the importance English will have for me when I leave school					
16.	To be honest I really have little interest in my English class					
17.	I worries that other students learning English better than me					
18.	I would prefer to have a different teacher					

29	I am not interest if learning English in group					
30	I sleep while learning English in class					



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PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
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Nomor : 1111/Un.04/Ps/PP.00.9/2021
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 08 Juni 2021

Kepada Yth.

1. Dr. Abd Hasan (Pembimbing Utama)
2. Dr. Helmiati. M. Ag (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Jun Siparilas
NIM	: 21790115765
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: VIII (Delapan)
Judul Tesis	: The Influence Between Learning Styles And Self- Confidence On Students' Motivation in Learning English Of The First Grade Student Of SMAN 1 Kuantan Hilir

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
Direktur,

Afrizal M

NIP. 19591015 198903 1 001



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Nomor : 1165/Un.04/Ps/PP.00.9/2021 Pekanbaru, 14 Juni 2021
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: JUN SIPARILAS
NIM	: 21790115765
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: THE INFLUENCE BETWEEN LEARNING STYLES AND SELF-CONFIDENCE ON STUDENTS' MOTIVATION IN LEARNING ENGLISH OF THE FIRST GRADE STUDENT OF SMAN 1 KUANTAN HILIR

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Kuantan Hilir

Waktu Penelitian: 3 Bulan (14 Juni 2021 s.d 14 Agustus 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



19591015 198903 1 001



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 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 480 Telp. (0761) 39064 Fax. (0761) 39117 P E K A N B A R U
 Email : dpmpmsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISSET/41791
 TENTANG



**PELAKSANAAN KEGIATAN RISSET/PRA RISSET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1165/Un.04/Ps/PP.09/2021 Tanggal 14 Juni 2021**, dengan ini memberikan rekomendasi kepada:

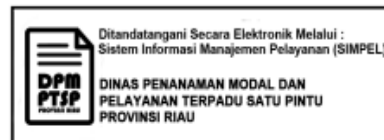
1. Nama	: JUN SIPARILAS
2. NIM / KTP	: 21790115765
3. Program Studi	: PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	: -
5. Jenjang	: S2
6. Judul Penelitian	: THE INFLUENCE BETWEEN LEARNING STYLES AND SELF-CONFIDENCE ON STUDENTS' MOTIVATION IN LEARNING ENGLISH OF THE FIRST GRADE STUDENT OF SMAN 1 KUANTAN HILIR
7. Lokasi Penelitian	: SMAN 1 KUANTAN HILIR

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 16 Juni 2021



Tembusan :
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan




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LANGUAGE DEVELOPMENT CENTER
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 مركز ترقية اللغة لجامعة شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that


Name : Jun Siparilas
 ID Number : 21790115765
 Date of Birth : June 30, 1993
 Sex : Male
 Test Form : Paper based Test

Achieved the following scores on the
English Proficiency Test

Listening Comprehension : 49
 Structure & Written Expressions : 55
 Reading Comprehension : 52
 Overall Score : 520

Expired Date : September 15, 2021

English Proficiency Test® Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The score information presented in this score report are approved.
 Address: Jl. KEL. Dulihan No. 94 Pekanbaru 28128 PO BOX 1004
 HP: 0852 7144 0823 Fax: (0761) 858852
 Email: info@pusat-bahasa.info



The Head of Language Development Center
 Mahyudin Syukri, M. Ag
 NIP. 19720421 200604 1 003

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The certificate is a rectangular document with a decorative border. It features the UIN Suska Riau logo at the top left and the Language Development Center logo at the top right. The text is centered and includes the recipient's name, ID, and test scores. The bottom section contains contact information for the Language Development Center.

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مرکز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Jun Siparilas

Nomor ID : 21790115765
Jenis Kelamin : Laki-Laki
Tanggal Lahir : 30 Juni 1993

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 52
القواعد : 56
القراءة : 50
النتيجة : 527

Berlaku Hingga : 27 Oktober 2021

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Language Development Center

Arabic Proficiency Test® Certificate Provided by
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Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

Mahyudin Syukri, M. Ag
The Head of Language Development Center

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NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan	
1.	16/6	Chapter 1-3	<i>[Signature]</i>	laporan	
2.	16/6	instrument Data	<i>[Signature]</i>	laporan	
3.	20/6	Grammar Research Quest	<i>[Signature]</i>	laporan	
4.	20/6	Chapter 4-5 Paragraf	<i>[Signature]</i>	laporan	
5.	7/7	Chapter 1-5	<i>[Signature]</i>	laporan	
6.	14/7	Acknowledgment Abstract	<i>[Signature]</i>	ace	

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20...
Pembimbing II / Co Promotor*
[Signature]

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	10/6	chapter 1-3	<i>[Signature]</i>	laporan
2.	14/6	chapter 4	<i>[Signature]</i>	laporan
3.	20/6	grammar and research	<i>[Signature]</i>	ace.
4.	21/6	chapter	<i>[Signature]</i>	laporan
5.	2/7	chapter 1-5	<i>[Signature]</i>	laporan
6.	6/7	chapter 5	<i>[Signature]</i>	ace

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20...
Pembimbing II / Co Promotor*
[Signature]