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## CHAPTER IV

### DESCRIPTION OF THE DATA, DATA PRESENTATION, DESCRIPTIVE STATISTICS, DATA ANALYSIS AND DISCUSSION

#### 4.1. Description of Data

The data of this research based on score of students' report score of first grade students 'of SMAN 1 Kuantan Hilir. The main purposes it to investigate the correlation between learning styles and self-confidence on students' motivation in learning English at SMAN 1 Kuantan Hilir. Both descriptive and inferential statistics analysis is included. All items are analyzed by using quantitative score. The hypothesis is in bivariate analysis with SPSS version 20.

#### 4.2. Data Presentation

The data of this research are the scores of students score perception in Students' Motivation in Learning English, Learning Styles and Self-confidence in SMAN 1 Kuantan Hilir.

##### 4.2.1 The Data Presentation of Students' Motivation in Learning Styles and Self-confidence

As seen from the table below, there are 114 first grade students' of SMAN1 Kuantan Hilir. The calculation of the total score students' Motivation on implementing Learning Style ( $X_1$ ) score is 9115, Self-confidence ( $X_2$ ) students' score is 8326 and students' Motivation (Y) score is 8551. Besides, the mean score of Learning Style ( $X_1$ ) is 79.95, students' self-confidence ( $X_2$ ) is 73.03 and the

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Students' Motivation (Y) is 75. The data of  $X_1$ ,  $X_2$  and Y scores consisting of 5 steps of all item, the descriptions of the data are as follows:

**Table IV.1**  
**The Results of Students' Motivation, Learning Styles and Self-confidence scores**

No	Name	Students' motivation score	Learning Styles score	Self-confidence score
1	Student 1	82	76	77
2	Student 2	83	97	85
3	Student 3	68	71	73
4	Student 4	77	78	75
5	Student 5	83	82	70
6	Student 6	93	74	50
7	Student 7	74	91	66
8	Student 8	97	87	79
9	Student 9	94	76	95
10	Student 10	69	77	52
11	Student 11	80	85	80
12	Student 12	64	84	85
13	Student 13	68	83	80
14	Student 14	72	86	78
15	Student 15	63	76	89
16	Student 16	55	75	63
17	Student 17	58	79	64
18	Student 18	71	72	64
19	Student 19	75	100	66
20	Student 20	72	75	66
21	Student 21	74	73	66
22	Student 22	57	88	79
23	Student 23	89	96	82
24	Student 24	77	83	61
25	Student 25	84	66	83
26	Student 26	69	85	95
27	Student 27	57	86	80
28	Student 28	57	88	68
29	Student 29	76	74	81

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30	Student 30	59	85	86
31	Student 31	74	72	91
32	Student 32	93	70	100
33	Student 33	92	67	68
34	Student 34	77	65	92
35	Student 35	90	68	99
36	Student 36	87	73	79
37	Student 37	83	69	86
38	Student 38	74	88	90
39	Student 39	96	71	89
40	Student 40	81	74	97
41	Student 41	84	89	91
42	Student 42	88	50	67
43	Student 43	83	68	71
44	Student 44	71	80	70
45	Student 45	82	92	67
46	Student 46	78	93	66
47	Student 47	90	67	69
48	Student 48	78	100	68
49	Student 49	73	97	62
50	Student 50	72	84	68
51	Student 51	55	73	55
52	Student 52	61	74	63
53	Student 53	77	66	72
54	Student 54	57	68	73
55	Student 5	69	72	72
56	Student 56	71	68	71
57	Student 57	80	79	71
58	Student 58	65	86	79
59	Student 59	66	72	83
60	Student 60	73	83	98
61	Student 61	55	84	74
62	Student 62	84	84	65
63	Student 63	77	79	62
64	Student 64	68	85	68
65	Student 65	88	86	75
66	Student 66	68	75	69
67	Student 67	70	84	75
68	Student 68	78	89	70
69	Student 69	71	92	79
70	Student 70	78	74	66
71	Student 71	79	78	66
72	Student 72	80	87	75
73	Student 73	69	86	63

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74	Student 74	69	83	59
75	Student 75	64	86	70
76	Student 76	70	74	59
77	Student 77	66	82	59
78	Student 78	65	90	66
79	Student 79	71	78	74
80	Student 80	72	83	72
81	Student 81	71	82	65
82	Student 82	68	83	50
83	Student 83	57	78	60
84	Student 84	69	85	65
85	Student 85	66	87	74
86	Student 86	66	82	68
87	Student 87	66	94	65
88	Student 88	73	82	68
89	Student 89	55	82	58
90	Student 90	70	78	64
91	Student 91	69	80	71
92	Student 92	64	89	75
93	Student 93	77	76	60
94	Student 94	81	86	64
95	Student 95	70	78	67
96	Student 96	69	64	59
97	Student 97	71	89	69
98	Student 98	80	69	76
99	Student 99	73	72	67
100	Student 100	82	72	83
101	Student 101	72	71	80
102	Student 102	75	94	73
103	Student 103	80	87	71
104	Student 104	77	73	85
105	Student 105	73	87	63
106	Student 106	82	77	77
107	Student 107	99	74	78
108	Student 108	82	80	78
109	Student 109	99	71	74
110	Student 110	89	86	84
111	Student 111	84	80	73
112	Student 112	92	75	81
113	Student 113	94	73	76
114	Student 114	97	94	74
<b>Total</b>		8551	9115	8326
<b>Mean</b>		75	79.95	73.03

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#### 4.2.2. Result of Learning Styles Score

Table. IV.2  
Result of Learning Style Score

students	visual	%	auditory	%	kinesthetic	%	tactile	%	group	%	Individual	%	total	%
1	11	70%	11	73%	14	70%	11	73%	18	72%	14	70%	82	76%
2	14	85%	14	93%	17	85%	13	87%	24	96%	19	95%	104	97%
3	10	70%	10	67%	12	60%	11	73%	17	68%	13	65%	77	71%
4	10	70%	10	67%	15	75%	11	73%	19	76%	15	75%	84	78%
5	12	75%	12	80%	16	80%	11	73%	19	76%	15	75%	88	82%
6	11	65%	11	73%	13	65%	12	80%	18	72%	13	65%	80	74%
7	13	80%	13	87%	15	75%	13	87%	21	84%	20	100%	98	91%
8	11	90%	11	73%	16	80%	13	87%	19	76%	17	85%	94	87%
9	11	80%	11	73%	12	60%	11	73%	18	72%	14	70%	82	76%
10	11	75%	11	73%	14	70%	11	73%	19	76%	13	65%	83	77%
11	11	80%	11	73%	17	85%	12	80%	21	84%	14	70%	91	85%
12	13	70%	13	87%	17	85%	11	73%	19	76%	16	80%	90	84%
13	10	85%	10	67%	16	80%	13	87%	20	80%	13	65%	89	83%
14	13	85%	13	87%	17	85%	10	67%	20	80%	16	80%	93	86%
15	11	65%	11	73%	15	75%	10	67%	18	72%	15	75%	82	76%
16	13	65%	12	80%	15	75%	11	73%	18	72%	12	60%	81	75%
17	14	70%	10	67%	16	80%	11	73%	20	80%	14	70%	85	79%
18	14	70%	9	60%	14	70%	11	73%	18	72%	12	60%	78	72%
19	19	95%	13	87%	19	95%	15	100%	21	84%	20	100%	107	100%
20	12	60%	10	67%	16	80%	10	67%	17	68%	16	80%	81	75%
21	13	65%	12	80%	13	65%	11	73%	18	72%	12	60%	79	73%
22	17	85%	13	87%	15	75%	13	87%	21	84%	16	80%	95	88%
23	19	95%	13	87%	19	95%	15	100%	23	92%	14	70%	103	96%
24	15	75%	11	73%	15	75%	12	80%	19	76%	17	85%	89	83%
25	12	60%	9	60%	13	65%	10	67%	17	68%	10	50%	71	66%
26	17	85%	12	80%	15	75%	14	93%	19	76%	15	75%	92	85%
27	16	80%	13	87%	14	70%	12	80%	20	80%	18	90%	93	86%
28	16	80%	13	87%	15	75%	13	87%	19	76%	15	75%	91	88%
29	14	70%	12	80%	13	65%	11	73%	17	68%	13	65%	80	74%

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30	75%	11	73%	16	80%	13	87%	20	80%	16	80%	91	85%
31	60%	11	73%	14	70%	9	60%	16	64%	13	65%	75	72%
32	65%	12	80%	15	75%	9	60%	12	48%	12	60%	73	70%
33	60%	11	73%	16	80%	7	47%	13	52%	11	55%	70	67%
34	50%	9	60%	13	65%	8	53%	17	68%	10	50%	67	65%
35	65%	9	60%	12	60%	9	60%	16	64%	12	60%	71	68%
36	50%	7	47%	17	85%	14	93%	19	76%	9	45%	76	73%
37	60%	9	60%	12	60%	11	73%	17	68%	11	55%	72	69%
38	80%	13	87%	20	100%	15	100%	15	60%	12	60%	91	88%
39	70%	9	60%	13	65%	10	67%	15	60%	13	65%	74	71%
40	65%	10	67%	13	65%	11	73%	18	72%	12	60%	77	74%
41	85%	14	93%	17	85%	11	73%	21	84%	12	60%	92	89%
42	45%	11	73%	10	50%	4	27%	8	32%	8	40%	50	48%
43	55%	9	60%	14	70%	7	47%	17	68%	13	65%	71	68%
44	75%	12	80%	14	70%	11	73%	15	60%	16	80%	83	80%
45	80%	13	87%	20	100%	15	100%	21	84%	8	40%	93	92%
46	85%	12	80%	19	95%	14	93%	20	80%	14	70%	96	93%
47	65%	8	53%	11	55%	11	73%	12	48%	15	75%	70	67%
48	95%	13	87%	19	95%	15	100%	21	84%	20	100%	107	100%
49	95%	13	87%	18	90%	12	80%	21	84%	17	85%	100	97%
50	75%	10	67%	15	75%	11	73%	20	80%	16	80%	87	84%
51	70%	10	67%	14	70%	12	80%	17	68%	9	45%	76	73%
52	60%	10	67%	12	60%	11	73%	16	64%	16	80%	77	74%
53	65%	10	67%	12	60%	8	53%	13	52%	13	65%	69	66%
54	65%	9	60%	11	55%	6	40%	17	68%	15	75%	71	68%
55	65%	8	53%	13	65%	13	87%	21	84%	7	35%	75	72%
56	65%	11	73%	8	40%	12	80%	16	64%	11	55%	71	68%
57	70%	11	73%	11	55%	12	80%	16	64%	18	90%	82	79%
58	80%	13	87%	17	85%	13	87%	17	68%	13	65%	89	86%
59	55%	11	73%	17	85%	11	73%	18	72%	7	35%	75	72%
60	70%	12	80%	16	80%	12	80%	16	64%	16	80%	86	83%
61	80%	11	73%	18	90%	9	60%	19	76%	14	70%	87	84%
62	80%	10	67%	18	90%	11	73%	23	92%	9	45%	87	84%
63	65%	11	73%	15	75%	11	73%	18	72%	14	70%	82	79%
64	85%	10	67%	15	75%	12	80%	20	80%	14	70%	88	85%
65	70%	13	87%	19	95%	14	93%	20	80%	9	45%	89	86%
66	95%	9	60%	20	100%	9	60%	13	52%	8	40%	78	75%
67	70%	10	67%	18	90%	10	67%	22	88%	13	65%	87	84%

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68	75%	14	93%	14	70%	10	67%	20	80%	19	95%	92	89%
69	80%	13	87%	17	85%	12	80%	25	100%	12	60%	95	92%
70	50%	7	47%	17	85%	14	93%	19	76%	10	50%	77	74%
71	65%	11	73%	16	80%	12	80%	20	80%	9	45%	81	78%
72	75%	11	73%	17	85%	12	80%	24	96%	11	55%	90	87%
73	85%	13	87%	17	85%	11	73%	23	92%	8	40%	89	86%
74	55%	14	93%	19	95%	11	73%	21	84%	10	50%	86	83%
75	85%	13	87%	17	85%	11	73%	23	92%	8	40%	89	86%
76	50%	7	47%	17	85%	14	93%	19	76%	10	50%	77	74%
77	75%	11	73%	17	85%	11	73%	20	80%	11	55%	85	82%
78	85%	14	93%	17	85%	11	73%	21	84%	13	65%	93	90%
79	60%	13	87%	17	85%	10	67%	18	72%	11	55%	81	78%
80	60%	13	87%	16	80%	9	60%	23	92%	13	65%	86	83%
81	85%	11	73%	18	90%	11	73%	24	96%	4	20%	85	82%
82	80%	11	73%	14	70%	10	67%	20	80%	15	75%	86	83%
83	75%	10	67%	17	85%	12	80%	16	64%	11	55%	81	78%
84	80%	11	73%	16	80%	12	80%	18	72%	15	75%	88	85%
85	80%	11	73%	20	100%	13	87%	21	84%	9	45%	90	87%
86	80%	12	80%	16	80%	9	60%	21	84%	11	55%	85	82%
87	100%	15	100%	16	80%	13	87%	23	92%	10	50%	97	94%
88	55%	14	93%	19	95%	11	73%	20	80%	10	50%	85	82%
89	65%	11	73%	15	75%	12	80%	21	84%	13	65%	85	82%
90	65%	11	73%	16	80%	12	80%	20	80%	9	45%	81	78%
91	80%	12	80%	15	75%	11	73%	14	56%	15	75%	83	80%
92	75%	11	73%	17	85%	12	80%	24	96%	13	65%	92	89%
93	60%	12	80%	18	90%	11	73%	18	72%	8	40%	79	76%
94	50%	14	93%	17	85%	13	87%	24	96%	11	55%	89	86%
95	75%	8	53%	12	60%	12	80%	19	76%	15	75%	81	78%
96	55%	6	40%	15	75%	8	53%	16	64%	10	50%	66	64%
97	85%	12	80%	17	85%	11	73%	19	76%	16	80%	92	89%
98	55%	6	40%	15	75%	11	73%	19	76%	10	50%	72	69%
99	70%	12	80%	17	85%	10	67%	11	44%	11	55%	75	72%
100	75%	6	40%	15	75%	8	53%	16	64%	15	75%	75	72%
101	50%	9	60%	15	75%	9	60%	18	72%	13	65%	74	71%
102	95%	10	67%	17	85%	13	87%	23	92%	15	75%	97	94%
103	90%	12	80%	15	75%	11	73%	17	68%	17	85%	90	87%
104	70%	9	60%	15	75%	10	67%	16	64%	12	60%	76	73%
105	90%	12	80%	15	75%	11	73%	17	68%	17	85%	90	87%

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106	60%	10	67%	16	80%	11	73%	19	76%	12	60%	80	77%
107	65%	10	67%	13	65%	11	73%	18	72%	12	60%	77	74%
108	80%	12	80%	15	75%	11	73%	14	56%	15	75%	83	80%
109	60%	10	67%	13	65%	9	60%	18	72%	12	60%	74	71%
110	80%	10	67%	16	80%	11	73%	21	84%	15	75%	89	86%
111	65%	13	87%	16	80%	11	73%	16	64%	14	70%	83	80%
112	65%	12	80%	16	80%	8	53%	17	68%	12	60%	78	75%
113	70%	9	60%	15	75%	10	67%	16	64%	12	60%	76	73%
114	100%	15	100%	16	80%	13	87%	23	92%	10	50%	97	94%
total		1262		1766		1274		2126		1461		9549	
Mean score		11.07		15.49		11.18		18.65		12.90		83.76	
Max score		15		20		15		25		20		107	
Min score		6		8		4		8		4			

Based on the table above shows that group is the most favorite style is chosen by students with mean score 18.65, the maximum score is 25 and the minimum score is 8. It's include to major learning styles. Another dominant style is Kinesthetic with means score 15.49. It means that students of SMAN 1 Kuantan Hilir more comfort and enjoy in group style. In other hand the auditory style with a score of 11.07. It means students do not allow in this group of style.

In the table below show several indicators in learning styles, self confidence and students' motivation, there are 6 indicators including visual, auditory, kinesthetic, tactile, group and individual. Each indicator in the table has disappeared for each activity.



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## 4.2.3. Result of Self-Confidence Score

**Table. IV.3**  
**Result of Self-Confidence Score**

No	Total	Percentage	Categories
1	80	77%	high
2	88	85%	high
3	76	73%	high
4	78	75%	high
5	73	70%	high
6	38	36%	Average
7	68	66%	Average
8	82	79%	high
9	98	95%	high
10	54	52%	Average
11	83	80%	high
12	88	85%	high
13	83	80%	high
14	81	78%	high
15	92	89%	high
16	65	63%	Average
17	66	64%	Average
18	66	64%	Average
19	68	66%	Average
20	68	66%	Average
21	68	66%	Average
22	82	79%	high
23	85	82%	high
24	63	61%	Average
25	90	83%	high
26	98	95%	high
27	83	80%	high
28	71	68%	high
29	84	81%	high
30	89	86%	high
31	94	91%	high
32	103	100%	high
33	71	68%	high
34	95	92%	high
35	102	99%	high
36	82	79%	high
37	89	86%	high
38	93	90%	high

39	92	89%	high
40	100	97%	high
41	84	91%	high
42	70	67%	high
43	74	71%	high
44	73	70%	high
45	70	67%	high
46	68	66%	Average
47	72	69%	high
48	71	68%	high
49	64	62%	Average
50	71	68%	high
51	57	55%	Average
52	65	63%	Average
53	75	72%	high
54	76	73%	high
55	75	72%	high
56	74	71%	high
57	74	71%	high
58	82	79%	high
59	86	83%	high
60	101	98%	high
61	77	74%	high
62	67	65%	Average
63	64	62%	Average
64	71	68%	high
65	78	75%	high
66	72	69%	high
67	78	75%	Average
68	73	70%	high
69	82	79%	high
70	68	66%	Average
71	68	66%	Average
72	78	75%	high
73	65	63%	Average
74	61	59%	Average
75	73	70%	high
76	61	59%	Average
77	61	59%	Average
78	69	66%	Average
79	77	74%	high
80	75	72%	high
81	67	65%	Average
82	50	50%	Average

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83	62	60%	Average
84	67	65%	Average
85	77	74%	high
86	71	68%	high
87	67	65%	Average
88	71	68%	high
89	60	58%	Average
90	66	64%	Average
91	74	71%	high
92	78	75%	high
93	62	60%	Average
94	66	64%	Average
95	70	67%	high
96	61	59%	Average
97	72	69%	high
98	79	76%	high
99	70	67%	high
100	86	83%	high
101	83	80%	high
102	76	73%	high
103	74	71%	high
104	85	85%	high
105	65	63%	Average
106	80	77%	high
107	81	78%	high
108	81	78%	high
109	77	74%	high
110	87	84%	high
111	76	73%	high
112	84	81%	high
113	79	76%	high
114	77	74%	high
Total	8610	-	-
Mean score	75	73%	

Based on the data above the highest of result score is 103. A student who have 103 score with 100% and the lowest score is 38 with 36%. Totally, there are 80 students have high categories, and 34 for average categories. It means that in this school students are able to control their confidence well.

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## 4.2.4. Result of Student's Motivation

Table. IV.4  
Result of student's Motivation

No	Total Score	Percentage	Categories
1	82	82%	High
2	83	83%	High
3	68	68%	Medium
4	77	77%	Medium
5	83	83%	High
6	93	93%	High
7	74	74%	Medium
8	97	97%	High
9	94	94%	High
10	69	69%	Medium
11	80	80%	Medium
12	64	64%	Medium
13	68	68%	Medium
14	72	72%	Medium
15	63	63%	Medium
16	54	54%	Low
17	58	58%	Low
18	71	71%	Medium
19	75	75%	Medium
20	72	72%	Medium
21	74	74%	Medium
22	57	57%	Low
23	89	89%	High
24	77	77%	Medium
25	84	84%	High
26	69	69%	Low
27	57	57%	Low
28	57	57%	Low
29	76	76%	Medium
30	59	59%	Medium
31	74	74%	Medium
32	93	93%	High
33	92	92%	High
34	77	77%	Medium
35	90	90%	High
36	87	87%	High
37	83	83%	High
38	74	74%	Medium
39	96	96%	High

40	81	81%	High
41	84	84%	High
42	88	88%	High
43	83	83%	High
44	71	71%	Medium
45	82	82%	High
46	78	78%	Medium
47	90	90%	High
48	78	78%	Medium
49	73	73%	Medium
50	72	72%	Medium
51	51	51%	Low
52	61	61%	Low
53	77	77%	Medium
54	57	57%	Low
55	69	69%	Medium
56	71	71%	Medium
57	80	80%	Medium
58	64	65%	Medium
59	66	66%	Medium
60	73	73%	Medium
61	52	52%	Low
62	84	84%	High
63	77	77%	Medium
64	68	68%	Medium
65	88	88%	High
66	68	68%	Medium
67	70	70%	Medium
68	78	78%	Medium
69	71	71%	Medium
70	78	78%	Medium
71	79	79%	Medium
72	80	80%	Medium
73	69	69%	Medium
74	69	69%	Medium
75	64	64%	Medium
76	70	70%	Medium
77	66	66%	Medium
78	65	65%	Medium
79	71	71%	Medium
80	72	72%	Medium
81	71	71%	Medium
82	68	68%	Medium
83	57	57%	Low
84	69	69%	Medium

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85	66	66%	Medium
86	66	66%	Medium
87	73	73%	Medium
88	52	52%	Low
89	69	69%	Medium
90	70	70%	Medium
91	69	69%	Medium
92	64	64%	Medium
93	77	77%	Medium
94	81	81%	High
95	70	70%	Medium
96	69	69%	Medium
97	71	71%	Medium
98	80	80%	Medium
99	73	73%	Medium
100	82	82%	High
101	72	72%	Medium
102	75	75%	Medium
103	80	80%	Medium
104	77	77%	Medium
105	71	71%	Medium
106	77	77%	Medium
107	73	73%	Medium
108	82	82%	High
109	99	99%	High
110	89	89%	High
111	84	84%	High
112	92	92%	High
113	94	94%	High
114	97	97%	High
Total	8509	-	-
Means score	74.65	-	-

Table IV.6 above explains that the most students of SMAN 1 Kuantan Hilir refer to Medium categories. The total students who choose medium are 69 persons. The total students for the high level are 30 persons and students who have the low level are 15 persons. The highest score is 99 and the lowest score is

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51. It means that motivation in learning English for student's SMAN 1 Kuantan Hilir.

#### 4.2.5. Frequency of Distribution Score

**Table IV.5**  
Frequency of learning Style (X1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.00	1	.9	.9	.9
	68.00	1	.9	.9	1.8
	70.00	1	.9	.9	2.6
	71.00	2	1.8	1.8	4.4
	72.00	1	.9	.9	5.3
	73.00	1	.9	.9	6.1
	74.00	3	2.6	2.6	8.8
	75.00	2	1.8	1.8	10.5
	76.00	1	.9	.9	11.4
	77.00	5	4.4	4.4	15.8
	78.00	4	3.5	3.5	19.3
	79.00	7	6.1	6.1	25.4
	80.00	2	1.8	1.8	27.2
	81.00	1	.9	.9	28.1
	82.00	4	3.5	3.5	31.6
	83.00	1	.9	.9	32.5
	84.00	6	5.3	5.3	37.7
	85.00	7	6.1	6.1	43.9
	86.00	2	1.8	1.8	45.6
	87.00	7	6.1	6.1	51.8

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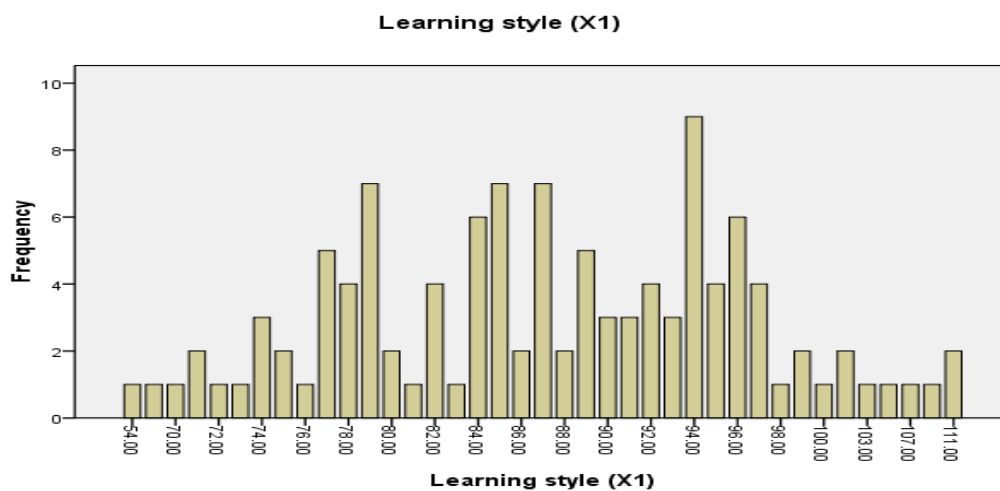
88.00	2	1.8	1.8	53.5
89.00	5	4.4	4.4	57.9
90.00	3	2.6	2.6	60.5
91.00	3	2.6	2.6	63.2
92.00	4	3.5	3.5	66.7
93.00	3	2.6	2.6	69.3
94.00	9	7.9	7.9	77.2
95.00	4	3.5	3.5	80.7
96.00	6	5.3	5.3	86.0
97.00	4	3.5	3.5	89.5
98.00	1	.9	.9	90.4
99.00	2	1.8	1.8	92.1
100.00	1	.9	.9	93.0
102.00	2	1.8	1.8	94.7
103.00	1	.9	.9	95.6
104.00	1	.9	.9	96.5
107.00	1	.9	.9	97.4
108.00	1	.9	.9	98.2
111.00	2	1.8	1.8	100.0
Total	114	100.0	100.0	

Table IV.7 explains that the most frequency of learning style is 9 students with score 94 cumulative percent 77.2%, and the highest score is 96 is 6 students with cumulative percent 86.0%. Next on, students who has score 87 is 7 students with valid percent 51.8%. Then, student who has score 85 is 7 students with cumulative percent 43.9%. Another student who has score 84 is 6 students with 37.7% for cumulative percent. The last for frequency 7 student's score are 79 with cumulative percent 25.4%. Check this histogram below:



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Based on the histogram above shows the highest score of learning styles is 111 and the lowest score is 54. There are 9 students who has 94 score, 7 students for 87 score, 7 students for 85 score, and 7 students for 79 score.

**Table IV.6**  
**Frequency of Self-Confidence (X2)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38.00	1	.9	.9	.9
	50.00	1	.9	.9	1.8
	54.00	1	.9	.9	2.6
	57.00	1	.9	.9	3.5
	60.00	1	.9	.9	4.4
	61.00	4	3.5	3.5	7.9
	62.00	2	1.8	1.8	9.6
	63.00	1	.9	.9	10.5
	64.00	2	1.8	1.8	12.3
	65.00	4	3.5	3.5	15.8
	66.00	4	3.5	3.5	19.3

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67.00	4	3.5	3.5	22.8
68.00	7	6.1	6.1	28.9
69.00	1	.9	.9	29.8
70.00	4	3.5	3.5	33.3
71.00	7	6.1	6.1	39.5
72.00	3	2.6	2.6	42.1
73.00	4	3.5	3.5	45.6
74.00	5	4.4	4.4	50.0
75.00	3	2.6	2.6	52.6
76.00	4	3.5	3.5	56.1
77.00	5	4.4	4.4	60.5
78.00	5	4.4	4.4	64.9
79.00	2	1.8	1.8	66.7
80.00	2	1.8	1.8	68.4
81.00	3	2.6	2.6	71.1
82.00	5	4.4	4.4	75.4
83.00	4	3.5	3.5	78.9
84.00	3	2.6	2.6	81.6
85.00	2	1.8	1.8	83.3
86.00	2	1.8	1.8	85.1
87.00	1	.9	.9	86.0
88.00	2	1.8	1.8	87.7
89.00	2	1.8	1.8	89.5
90.00	1	.9	.9	90.4
92.00	2	1.8	1.8	92.1
93.00	1	.9	.9	93.0
94.00	1	.9	.9	93.9
95.00	1	.9	.9	94.7
98.00	2	1.8	1.8	96.5
100.00	1	.9	.9	97.4

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101.00	1	.9	.9	98.2
102.00	1	.9	.9	99.1
103.00	1	.9	.9	100.0
Total	114	100.0	100.0	

Based on the table above explains that the most frequency of learning style is 7 students with scores 68 and 71 with cumulative percent 28.9% and 39.5%. and the highest score is 103 is a students with cumulative percent 100%. On the other hand, student who has score 74 is 5 persons with valid percent 50%. Then, student who has score 77 is 5 persons with cumulative percent 60.5%. Another student who has score 78 is 5 persons with 64.9% for cumulative percent. The last for frequency 5 student's score are 82 with cumulative percent 75.4%. Check histogram of self-confidence below:



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Based on the table above shows the most frequency is 7 persons who have score 68 and 71. The students frequencies are 5 who have score 74, 77, 78 and 82.

**Table IV.7**  
**Frequency of Student's motivation (Y)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	1	.9	.9	.9
	52.00	2	1.8	1.8	2.6
	54.00	1	.9	.9	3.5
	57.00	5	4.4	4.4	7.9
	58.00	1	.9	.9	8.8
	59.00	1	.9	.9	9.6
	61.00	1	.9	.9	10.5
	63.00	1	.9	.9	11.4
	64.00	4	3.5	3.5	14.9
	65.00	1	.9	.9	15.8
	66.00	4	3.5	3.5	19.3
	68.00	5	4.4	4.4	23.7
	69.00	9	7.9	7.9	31.6
	70.00	4	3.5	3.5	35.1
	71.00	8	7.0	7.0	42.1
	72.00	5	4.4	4.4	46.5
	73.00	5	4.4	4.4	50.9
	74.00	4	3.5	3.5	54.4
	75.00	2	1.8	1.8	56.1
	76.00	1	.9	.9	57.0
	77.00	8	7.0	7.0	64.0
	78.00	4	3.5	3.5	67.5

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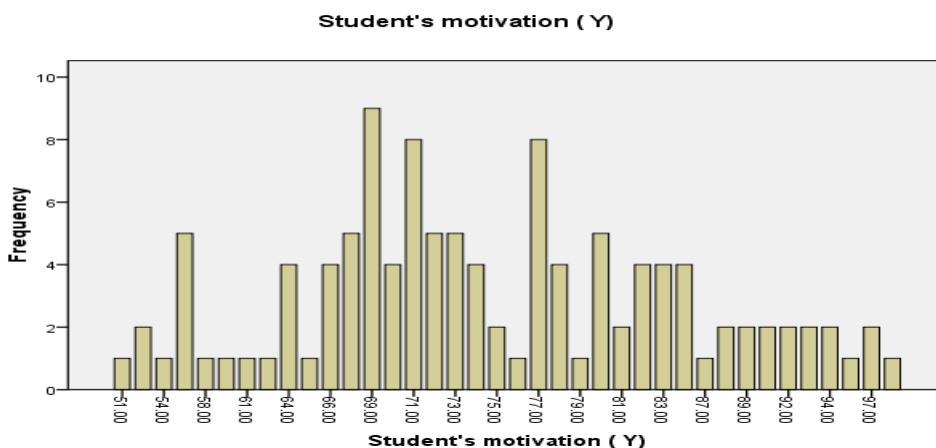
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79.00	1	.9	.9	68.4
80.00	5	4.4	4.4	72.8
81.00	2	1.8	1.8	74.6
82.00	4	3.5	3.5	78.1
83.00	4	3.5	3.5	81.6
84.00	4	3.5	3.5	85.1
87.00	1	.9	.9	86.0
88.00	2	1.8	1.8	87.7
89.00	2	1.8	1.8	89.5
90.00	2	1.8	1.8	91.2
92.00	2	1.8	1.8	93.0
93.00	2	1.8	1.8	94.7
94.00	2	1.8	1.8	96.5
96.00	1	.9	.9	97.4
97.00	2	1.8	1.8	99.1
99.00	1	.9	.9	100.0
Total	114	100.0	100.0	

Table frequency of student's motivation shows that frequency of 9 persons have score 69 with cumulative percent 31.6%. Then, frequency of 8 persons have score 71 and 77 with cumulative percent 42.1% and 64.0%, and the frequency of 9 persons have score 57,68, 72,73, and 77. Check histogram of self-confidence below:

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Based on the table above shows the most frequency is 7 persons who have score 68 and 71. The students frequencies are 5 who have score 74, 77.

### 4.3. Descriptive Statistics

**Table. IV.8**  
**Descriptive Statistic of Learning Styles**

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Learning style (X1)	114	57.00	54.00	111.00	9954.00	87.3158	.90868	9.70203
Valid N (listwise)	114							

Based on the descriptive statistical analysis table above shows that the mean score of learning styles was 87.31, the maximum score was 111.00, the minimum score was 54.00. Meanwhile the range of learning styles is 57.00 and sum score of learning styles is 9954.00.

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Table. IV.9

## Descriptive Statistic of Self-confidence

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
self-confidence (X2)	114	65.00	38.00	103.00	8610.00	75.5263	1.04837	11.19356
Valid N (listwise)	114							

Table of descriptive statistical analysis above shows that the mean score of self-confidence is 75.52, the maximum score was 103.00, the minimum score is 38.00. Meanwhile the range of self-confidence is 65.00 and sum score of self-confidence is 8610.00. The mean score of self-confidence (75.52) indicated that students' self-confidence of SMAN 1 Kuantan Hilir is high.

Table. IV.10

## Descriptive Statistic of students' Motivation

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Student's motivation ( Y)	114	48.00	51.00	99.00	8509.00	74.6404	.99112	10.58228
Valid N (listwise)	114							

Based on the table 1V.3 shows that mean score of students' motivation is 74.64. The maximum score was 99.00, the minimum score was 51.00. The range

score of students' motivation is 48.00 and the sum of descriptive statistics is 8509.00.

**Table. IV.11**  
**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
<b>Students' Motivation (Y)</b>	114	51.00	99.00	8509.00	74.6404	10.58228
<b>Learning Styles (X<sub>1</sub>)</b>	114	54.00	111.00	9954.00	87.3158	9.70203
<b>Self-Confidence (X<sub>2</sub>)</b>	114	38.00	103.00	8610.00	75.5263	11.19356
<b>Valid N (listwise)</b>	114					

Based on table above, it can be determined that self-confidence of 114 respondents at SMAN 1 Kuantan Hilir with total score equal 8610, standard deviation is 11.19, mean score is 75.52, maximum score is 103.00 and minimum score is 38.

Table IV.14 also describes that Students' Motivation of 114 respondents at SMAN 1 Kuantan Hilir with total score equal 8509, standard deviation is 10.58, mean score is 74, maximum score is 99 and minimum score is 51.

Then, it also can be determined that learning style of 114 respondents at SMAN 1 Kuantan Hilir with total score equal 9954, standard deviation is 9.70, mean score is 87.31, maximum score is 111 and minimum score is 54.

Based on the findings of descriptive statistics, and to find out the level of three variables, it can be concluded that the mean score of learning style (87) is categorized into VERY HIGH level, the mean score of students' self-confidence



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(75) is categorized into HIGH level and students' motivation (74) is categorized into HIGH level also.

#### 4.4. Data Analysis and Hypothesis Testing

4.5. Analysis regression liner learning style and student's motivation with hypothesis :

$H_0$ : There is no significant influence of learning styles on student's motivation

$H_1$ : There is significant influence of learning styles on student's motivation

**Table IV.12**

**Result of regression linear between learning styles and student's motivation**

	Mean	N	Std. Deviation	T	Sig. (2-tailed)
Learning Style ( $X_1$ )	87.3158	114	9.70203	1.493	.138
Students' Motivation (Y)	74.6404	114	10.58228		

Table IV.15 shows about regression linear students' of SMAN 1 Kuantan Hilir between variable Learning Style ( $X_1$ ) with mean score is (87.3158) and Std. Dev(9.70203) and students' Motivation(Y) with mean score is (74.6404)

and Std. Dev(10.58228) and with score is 0.13 higher than 0.05 it means that there is no significant influence between learning style and student's motivation. It means that  $H_0$  is accepted and  $H_1$  rejected.

2. Analysis regression linear self-confidence student's motivation

With hypothesis:

$H_2$ : There is significant influence of self-confidence on student's motivation

$H_0$ : There is no significant influence of self-confidence on student's motivation.

**Table IV.13**

**Result of linear regression of self-confidence and student's motivation**

	Mean	N	Std. Deviation	T	Sig. (2-tailed)
Self-confidence (X <sub>2</sub> )	75.5263	114	11.19356	2.846	.005
Students' Motivation (Y)	74.6404	114	10.58228		

Table IV. 16 shows about regression linear between variable X<sub>2</sub> and Y with score is 0.00 is lower than 0.05. Mean score of Self-Confidence (X<sub>2</sub>) is 75.526 and 11.19356 for Std.Dev. Besides, the mean score of Students' Motivation is 74.6404 and Std. Dev is 10.58228. It shows that there is significant influence of

self-confidence and student's motivation. It means that  $H_2$  is accepted and  $H_0$  is rejected.

3. Analysis Multiple regressions between learning styles and self-confidence on student's motivation with hypothesis:

$H_3$ : There is significant influence of learning styles and self-confidence on student's motivation

$H_0$ : There is no significant influence of learning styles and self-confidence on student's motivation

**Table IV.13**

**Analysis result of multiple regression Coefficients<sup>a</sup>**

	Mean	N	Std. Deviation	Unstandardized Coefficients		T	Sig. (2-tailed)
				B	Std. Error		
Learning Style (X <sub>1</sub> )	87.3158	114	9.70203	-.133	.099	1.493	.138
Self-confidence (X <sub>2</sub> )	75.5263	114	11.19356	.237	.086	2.846	.005
Students' Motivation (Y)	74.6404	114	10.58228	.245	0.86	8.518	.000

Based on the table 1V.17, the result of indicates learning styles influenced student's motivation significantly with because of  $T_{\text{value}}$  (1.337) is negative means

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that higher than than  $T_{table}(0.007)$  with sig value (0.184) is higher than probability (0.05). Therefore there is no significant influence of learning style and student's motivation of the student at SMAN 1 Kuantan Hilir. It means that hypothesis or  $H_0$  is acceptable and  $H_1$  is rejected.

On the other hand, based on the table IV.1 indicates self-confidence also influences on student's motivation significantly with  $T_{value}(2.753)$  is higher than  $T_{table}$  (0.000) with sig value (0.00) is lower to (0.05). It means that there is significant influence of self-confidence on student's motivation the student at SMAN 1 Kuantan Hilir. It means that hypothesis or  $H_2$  is acceptable.

**Table IV.14**  
**Analysis result of multiple regression**  
**The influence of learning styles and self-confidence on student's motivation**

Model		Sum of squares	Df	Mean square	F	Sig
	Regression	1040.241	2	520.120	4.971	.009
	Residual	11614.014	111	104.631		
	Total	12654.254	113			

- a. Predictors: (constant), self-confidence(X2), Learning styles
- b. Dependendvariable : student's motivation

Based on the table IV.18 above shows that sig value (0.00) is lower than (0.05) which the result can be assumed that it is linear, furthermore with  $F_{value}$  (4.971) is higher than  $F_{table}(0.017)$ , thus  $H_3$  is acceptable. It means that variable learning styles and self-confidence on student's motivation is linear.

**Table IV.14**  
**Model summary**

Model	R	Rsquare	Adjusted R square	Std. Error of the Estimate
1	.287 <sup>a</sup>	.082	.066	10.22892

In addition to know the percentage of learning style and self-confidence influence on student's motivation with R-square is obtained. The result of analysis revealed that the R-square is (.082) it means that learning style and self-confidence not give the significant effect or model to student's motivation, its proved by the percentage R 2.8% while another 97.2% by other factors. Additionally, the R score is 28.7%.

#### 4.5 Discussion

This study finding had answered from the data analysis of this chapter. The statistic data would describe the relationship between learning style and self-confidence on students' motivation in English learning.

1. Analysis regression liner learning style and student's motivation with hypothesis :

$H_0$ : There is no significant influence of learning styles on student's motivation

$H_1$ : There is significant influence of learning styles on student's motivation

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The first hypothesis analyzed by simple linear regression shows that there is no influence significant between variable X1 toward Y with score  $0.13 < 0.05$ . 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 a 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. Furthermore, based on the result each style shows that student more prefer to group learning style, it's proved by means score 37 in minor learning styles preference. Reid (2005;64) states that the key point in relation to learning style is that firstly, every effort should be made to organize classroom environment in a manner which can be adapted to suit a range style. From the research result students of SMAN 1 Kuantan Hilir prefer to use group in learning.

## 2. Analysis regression linear self-confidence student's motivation

With hypothesis:

H<sub>2</sub>: There is significant influence of self-confidence on student's motivation

H<sub>0</sub>: There is no significant influence of self-confidence on student's motivation.

The second hypothesis analyzed by simple linear regression shows that there is a influence between X2 toward Y with score  $0.00 < 0.05$  regression. From the data result of self-confidence there is a significant influence between self-confidence on student's motivation at SMAN 1 Kuantan Hilir. It's proved by sig

value  $0.00 < 0.05$  with mean score of descriptive statistic is 75.52, the maximal score is 103.00 and the minimal score is 38.00. The mean score of self-confidence (75.52) indicated that students' self-confidence of SMAN 1 Kuantan Hilir was high. One of indicators self-confidence is motivation. Both of self-confidence and motivation have a connection that creates to give effect to each other, even its relate or not. Burton and Platts (2006;1) state on their book entitle Building confidence for Dummies that Confidence is an everyday experience, something you have quite often, except on those all-important occasions when it seems to leave you and you could really use more of it – whatever 'it' is.

3. Analisis Multiple regressions of learning styles and self-confidence on student's motivation with hypothesis:

$H_3$ : There is significant influence of learning styles and self-confidence on student's motivation

$H_0$ : There is no significant influence of learning styles and self-confidence on student's motivation

Furthermore, Third hypothesis analyzed by multiple regression shows that there is influence between  $X_1$  toward Y is not significant correlation with sig value  $0.18 > 0.05$ ,  $X_2$  toward Y is significant influence with sig value  $0.00 < 0.05$ .

Based on data of the result shows that there is significant influence of learning styles and self-confidence with sig value  $0.00 < 0.05$  means that  $X_1$  and  $X_2$  is linear to student's motivation. The means score of student's motivation is 74. Harmer (2003) states that motivation is essential to success: that people have to want to do something to succeed. Without such motivation the learners will

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almost certainly fail to make the necessary effort. Motivation plays a significant role in the process of learning a language. Students who were motivated success in learning process, but we need to know every student has different opinion or interesting in learning, so it depend on how characteristic and situation when learning English in the class.

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.

Based on the table 1V.17, the result of indicates learning styles influenced student's motivation significantly with because of  $T_{\text{value}}$  (1.337) is negative means that higher than than  $T_{\text{table}}$  (0.007) with sig value (0.184) is higher than probability (0.05). Therefore there is no significant influence of learning style on student's



motivation of the student at SMAN 1 Kuantan Hilir. It means that hypothesis or  $H_0$  is acceptable and  $H_1$  is rejected.

On the other hand, based on the table IV.1 indicates self-confidence also influences student's motivation significantly with  $T_{\text{value}}(2.753)$  is higher than  $T_{\text{table}}(0.000)$  with sig value (0.00) is lower to (0.05). It means that there is significant influence of self-confidence on student's motivation the student at SMAN 1 Kuantan Hilir. It means that hypothesis or  $H_2$  is acceptable This research was conducted in order to find out whether (1) there is no significant influence of learning styles on student's motivation (2) there is no a significant influence of self-confidence on student's motivation (3) there is significant influence of learning styles and self-confidence on student's motivation.

The influence between learning styles and self-confidence shows the incredible result of student's motivation. The influence of combination for two independent variables to dependent variable. There are two points in the learning styles and self-confidence to support student's motivation. Firstly, the role of learning style in environment. Reid (2005;33) says that the environment is very influential and should be seen as an important resource that can help access effective learning for all students. The number of factor of learning styles student's environment such as design, color, wall display, light, visual and auditory distraction, and the presence of other learners in the same environment.

Secondly, self-assuredness, Burton and Flatss (2006:10) define that self-assuredness is ability to perform to a certain standard of self-confidence. Self-Confidences the ability to take appropriate and effective action in any situation,

however challenging it appears to you or others. Its can relate to indicators of both of two independent variables is important because if it's combined will be a support system to increase the student's motivation.

In addition to know the percentage of learning style and self-confidence influence on student's motivation with R-square is obtained. The result of analysis revealed that the R-square is (.082) it means that learning style and self-confidence not give the significant effect or model to student's motivation, its proved by the percentage R 2.8% while another 97.2% by other factors. Additionally, the R score is 28.7%.

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