Motivation, Attitude, And Language Learning Styles of Senior High School Students

Sheryl Beraña - Esmeña

Sorsogon State University

Abstract— This study determined the motivation, attitude, and language learning styles of senior high school students into GAS, HUMMS and TVL tracks, SY 2022-2023. It utilized a quantitative research approach. The respondents of this study are the 270 SHS Students taking up GAS, HUMSS, and TVL Strands in Gubat National High School. It employed a survey research method using the adapted questionnaire by Robert Gardner and Wallace Lambert in 1972 called Attitude/Motivation Test Battery (AMTB) and Learning Style Survey: Assessing Your Own Learning Styles by Cohen, Oxford, and Chi (1995). Frequency count, weighted mean, and percentage were the statistical treatment used.

The result of the survey conducted uncovered nuanced insights into the language learning landscape among SHS students. Motivation levels of GAS, HUMSS, and TVL students show slight motivation on language learning. Attitudes toward language learning also differed, revealing areas of strength and opportunities for improvement within each track. Furthermore, the study unveiled diverse learning styles among students, ranging from visual to auditory to tactile preferences, along with varying approaches to learning situations, ambiguity, response time, and more.

Based on these comprehensive findings, the study proposes actionable recommendations to enhance language learning experiences for SHS students. Strategies include fostering motivation through engaging content and incentives, addressing unfavorable attitudes through positive learning environments, and accommodating diverse learning styles through differentiated instruction.

Keywords— Attitude, ; Language Learning, Learning Styles, Motivation, Senior High School

INTRODUCTION

In recent years, the field of language education has witnessed a growing interest in understanding the factors that shape language learning experiences, particularly among senior high school (SHS) students. The acquisition of new languages is a cornerstone in students' educational journey worldwide, serving not only as a tool for communication but also as a bridge to understanding diverse cultures and perspectives. Exploring students' motivations, attitudes, and learning styles in language acquisition in educational research provides invaluable insights into optimizing teaching methodologies and enhancing the learning experience.

Language learning is a complex process influenced by various individual characteristics and contextual factors. Motivation, attitudes, learning strategies, and environmental elements are crucial in shaping the language learning experience. Motivation plays a crucial role in language learning as it drives students' willingness to engage, persist, and invest effort in acquiring new language skills. Understanding the motivations of SHS students towards language learning is vital for teachers and policymakers as it can inform the design of effective instructional practices and curricula. Studies have explored the factors influencing senior high school students' motivation and demotivation in English language learning in Mainland China (Gao et al., 2022; Liu & Liu, 2017). Understanding demotivation is crucial as it can significantly impact students' engagement and progress in language acquisition. Motivation is a key determinant of language learning success. Studies have shown that learners' motivation levels, both intrinsic and extrinsic, significantly impact their language learning outcomes (Damayanti et al., 2018). Additionally, attitudes towards language learning, including interest, perceived importance, and enjoyment, can influence learners' engagement and progress in acquiring a new language.

The significance of conducting this study rests on several important justifications, emphasizing the importance of understanding motivation, attitude, and learning styles in the context of language acquisition among senior high school students. In today's global landscape, characterized by increased globalization and cross-cultural communication, language learning has become a fundamental skill for 21st-century learners.

Therefore, investigating the motivations behind language learning is crucial for teachers and curriculum developers to design programs that align with students' aspirations, interests, and real-world applications. This alignment is essential for fostering engaged and motivated learners.

This present study, therefore, explored the interplay between motivation, attitude, and language learning styles among senior high school students. With the increasing importance of English proficiency and effective language learning in today's globalized world, understanding the factors influencing students' language learning processes becomes crucial. By delving into these three dimensions, the study shed light on the factors that shape senior high school students' language learning experiences, providing valuable insights for educational practitioners, curriculum developers, and student support systems.

For second-language learners, grappling with subjects taught in English presents a multifaceted challenge, extending beyond mere comprehension difficulties. Across various academic disciplines like mathematics, science, social studies, research, English-related subjects, and psychology, these students frequently encounter situations where English is the main language used for teaching and learning. However, their difficulties extend beyond understanding complex concepts; they also experience a feeling of being disconnected and uninvolved in the classroom environment. These learners, irrespective of their chosen tracks in senior high school, are often assigned the passive role of observers and tend to avoid actively participating in class discussions. Instead, they adopt a position of silent observation, watching as teachers explain concepts at the front of the classroom.

This phenomenon highlights a widespread problem, that is, the significant difference between the language these students speak proficiently and the language necessary for academic success. Despite the diversity of tracks pursued by senior high school students, a common thread emerges in their collective struggle to master English, both as a subject in its own right and as the medium through which they are expected to learn other subjects. This language difference creates a strong sense of conflict for students as they try to balance their native language with the academic demands of learning English.

As a result, they encounter significant obstacles that prevent them from actively participating and fully engaging in the learning process. This perpetuates a cycle where they feel marginalized in terms of language and struggle academically. To address this, it is important to make a dedicated effort to bridge the gap between students' language backgrounds and the language used for instruction. By examining their motivation, attitude, and learning styles, valuable insights can be gained to effectively inform instructional strategies and support the student's language learning journey. This research contributed to developing a more targeted and student-centered approach to language education, ultimately fostering improved academic performance and overall language proficiency among senior high school students in Gubat National High School.

Statement of the Problem

This study determined the motivation, attitude, and language learning styles of senior high school students into GAS, HUMMS and TVL tracks, SY 2022-2023. Specifically, it answered the following specific questions.

1. What are the motivations of SHS students for language learning along the following: GAS, HUMSS and TVL?
2. What are the attitudes of SHS students on language learning along the identified strands?
3. What are the language learning styles of these students along the identified strands?
4. What output can be proposed based on the result of the study?

II. METHODOLOGY

Research Design

This study determined the motivation, attitude, and language learning styles of senior high school students into GAS, HUMMS & TVL tracks, SY 2022-2023. It utilized a descriptive research design and quantitative research approach. A descriptive quantitative research design is a type of research methodology used to systematically collect, describe, and analyze numerical data to understand and describe a phenomenon or population (Creswell, 2014). In this approach, researchers aim to quantify variables and measure relationships between them without manipulating any variables. It employed a survey research method using the adapted questionnaire by Robert Gardener and Wallace Lambert in 1972 called Attitude/Motivation Test Battery (AMTB) and Learning Style Survey:

Assessing Your Own Learning Styles by Cohen, Oxford, and Chi (1995). Frequency count, weighted mean, and percentage were the statistical treatment used.

Population and Sample of the Study

There were 833 Grade 12 students in Gubat National High School. This study only utilized 270 of them as sample population. The breakdown of respondents are as follows: General Academic Strand (GAS) – 116 or 42.96%, Humanities and Social Sciences (HUMSS) – 65 or 24.07 %, and Technical Vocational Livelihood (TVL) – 89 or 32.97%.

Instrumentation

This research mainly utilized the Attitude/Motivation Test Battery (AMTB) by Gardner and Wallace (1972) and Learning Style Survey: Assessing Your Own Learning Styles by Cohen, Oxford, and Chi (1995). The first questionnaire mentioned is meant to answer the motivation of SHS students on language learning and their attitude toward language learning. The second questionnaire was mean to identify the language learning styles of these students.

Attitude/Motivation Test Battery

The AMTB is the English-language version of a psychological test designed to measure various aspects of attitudes and motivation among secondary school students who are studying English as a foreign language. The document contains a series of statements relating to the students' attitudes towards learning English, their motivation, and their perceptions of their own abilities and the value of English. Respondents are asked to circle their level of agreement or disagreement with each statement using a scale that ranges from "Strongly Disagree" to "Strongly Agree." The statements cover a broad spectrum of topics such as the enjoyment of learning English, parental support, teacher quality, anxiety associated with using English, and the perceived importance of English for future career prospects. This test is intended to gather data that can help understand how different factors influence the learning of English as a second language and is a tool for both academic research and practical application in educational settings.

This questionnaire consists of two main parts. Part 1 is for Attitude/Motivation Test Battery. There are 104 items. his part includes statements related to the students' emotional responses, beliefs, and attitudes toward learning English. It examines various dimensions such as students' enjoyment of English, perceived usefulness of the language, comfort with speaking English in class and in public, and attitudes towards their English teachers and classes. The items are structured to allow students to express the degree of agreement or disagreement on a six-point scale ranging from "Strongly Disagree" to "Strongly Agree." This comprehensive set aims to capture a detailed snapshot of the motivational and attitudinal landscape that influences the language learning process.

Part 2 is Additional Attitudinal and Motivational Measures. It has 12 items. This part focuses on more targeted and specific aspects of motivation and attitude using a seven-point scale from values indicating lower intensity that is "very little," "weak," "unfavorable" to values indicating higher intensity that is "very much," "strong"). The items are designed to assess students' motivation for learning English for practical purposes, their worries about speaking English inside and outside the classroom, and the level of encouragement they receive from their parents. This part helps in understanding the layers of motivation and the external and internal factors influencing it.

Learning Style Survey

The second questionnaire was Learning Style Survey: Assessing Your Own Learning Styles by Cohen, Oxford, and Chi (1995). It is a survey designed to assess an individual's learning styles. The survey, intended for educational and research purposes, includes various sections where respondents rate how often they engage in different learning behaviors, using a scale from 0 ("Never") to 4 ("Always"). The survey is structured to cover multiple aspects of learning styles, including how individuals use their physical senses, how they expose themselves to learning situations, how they handle possibilities, deal with ambiguity and deadlines, receive information, further process information, commit material to memory, deal with language rules, respond to multiple inputs, handle response time, and how literally they take reality.

III. RESULT AND DISCUSSION

The result of the study is presented as follows: Table 1 Motivations of SHS students on language learning; Table 2A-2C Attitudes of SHS students on language learning; and Table 3A-3K Language learning styles of these students.

Table 1. Motivation of SHS on Language Learning

Motivation Categories	GAS		HUMSS		TVL	
	WM	I	WM	I	WM	I
Interest in Foreign languages	3.80	Slightly Motivated	3.64	Slightly Motivated	3.59	Slightly Motivated
Parental Engagement	4.08	Slightly Motivated	4.09	Slightly Motivated	3.94	Slightly Motivated
Motivational Intensity	3.83	Slightly Motivated	3.82	Slightly Motivated	3.85	Slightly Motivated
English Class Anxiety	3.84	Slightly Motivated	3.54	Slightly Demotivated	3.72	Slightly Motivated
English Teacher Evaluation	3.74	Slightly Motivated	3.57	Slightly Motivated	3.80	Slightly Motivated
Attitude toward learning English	3.70	Slightly Motivated	3.56	Slightly Demotivated	3.66	Slightly Motivated
Attitudes toward English-Speaking People	4.38	Slightly Motivated	4.54	Slightly Motivated	4.18	Moderately Agree
Integrative Orientation	4.85	Slightly Motivated	5.33	Highly Motivated	5.58	Highly Motivated
Desire to learn English	3.80	Slightly Motivated	3.82	Slightly Motivated	3.82	Slightly Motivated
English course evaluation	3.43	Slightly Demotivated	3.38	Slightly Demotivated	3.46	Slightly Demotivated
English use Anxiety	3.86	Slightly Motivated	3.74	Slightly Motivated	3.78	Slightly Motivated
Instrumental Orientation	4.78	Moderately Motivated	4.99	Slightly Motivated	4.10	Slightly Motivated
Composite Mean	4.01	Slightly Motivated	4.00	Slightly Motivated	3.76	Slightly Motivated

Legend:　　GAS – General Academic Strand
HUMSS – Humanity and Social Sciences
TVL – Technical, Vocational and Livelihood

Table 1 presents the motivation of SHS students in language learning. The top three significant results reveal that integrative orientation, attitudes toward English-speaking people, and parental engagement are the highest motivators for language learning across the different tracks. Integrative orientation, which reflects students' motivation to learn English to integrate into the culture of English-speaking communities, shows the highest levels of motivation, with HUMSS and TVL students being highly motivated (WM 5.33 and 5.58, respectively). GAS students also exhibit a strong motivation in this category, with a WM of 4.85, indicating a slightly motivated response. On overall motivation with composite mean ranging from 3.76 – 4.01, all three tracks show slight motivation on language learning.

Table 2A. Attitudes of GAS Senior High School Students

Indicators	WM	Description
My attitude toward English speaking people is:	4.28	Slightly Unfavorable
My parents encourage me to learn English	4.16	Moderately Little
My motivation to learn English in order to communicate with English speaking people is:	4.09	Slightly Strong
I worry about speaking in my English class:	4.07	Moderately Little

My interest in foreign languages is:	4.06	Slightly Low
I worry about speaking English outside of class:	4.05	Moderately Little
My attitude toward my English teacher is:	4.04	Slightly Unfavorable
My motivation to learn English for practical purposes (e.g., to get a good job) is:	3.91	Slightly Strong
My attitude toward my English course is:	3.91	Slightly Unfavorable
My motivation to learn English is:	3.92	Slightly Low
My attitude toward learning English is:	3.85	Slightly Unfavorable
My desire to learn English is:	3.79	Slightly Strong
Composite Mean	4.01	Slightly Strong

Table 2A indicates the attitudes of SHS students taking GAS track. Among the indicators, the top three significant results are: the students' attitudes toward English-speaking people, their parents' encouragement to learn English, and their motivation to learn English for practical purposes. The students of General Academic Strand (GAS) show a slightly strong attitude towards language learning with a composite mean of 4.01.

Table 2B. Attitude of HUMMS Senior High School Students

Indicators	WM	Description
My motivation to learn English for practical purposes (e.g., to get a good job) is:	4.34	Slightly Weak
My interest in foreign languages is:	4.32	Slightly Low
My desire to learn English is:	4.20	Slightly Strong
My motivation to learn English in order to communicate with English speaking people is:	4.19	Sightly Low
My attitude toward learning English is:	4.17	Slightly Unfavorable
My attitude toward my English course is:	4.08	Slightly Unfavorable
My attitude toward English speaking people is:	4.02	Slightly Unfavorable
My motivation to learn English is:	4.02	Slightly Unfavorable
I worry about speaking English outside of class:	3.92	Moderately Little
My parents encourage me to learn English	3.92	Moderately Little
My attitude toward my English teacher is:	3.94	Somewhat Unfavorable
I worry about speaking in my English class:	3.77	Moderately Little
Composite Mean	4.07	Slightly Unfavorable

Table 2B displays the attitude of HUMMS senior high school students in language learning. The top three significant results are: the motivation to learn English for practical purposes, the interest in foreign languages, and the desire to learn English. The students of Humanities and Social Sciences (HUMSS) show a slightly unfavorable attitude towards language learning with a composite mean of 4.07.

Table 2C. Attitude of TVL Senior High School Students

Indicators	WM	Description
I worry about speaking in my English class:	4.46	Moderately Little
I worry about speaking English outside of class:	4.39	Slightly Low
My interest in foreign languages is:	4.17	Slightly Low
My desire to learn English is:	4.07	Slightly Low
My attitude toward English speaking people is:	4.03	Slightly Unfavorable

My motivation to learn English for practical purposes (e.g., to get a good job) is:	4.03	Slightly Strong
My motivation to learn English is:	3.95	Slightly Low
My attitude toward my English course is:	3.89	Slightly Unfavorable
My motivation to learn English in order to communicate with English speaking people is:	3.79	Slightly Strong
My attitude toward my English teacher is:	3.77	Slightly Unfavorable
My attitude toward learning English is:	3.76	Slightly Unfavorable
My parents encouraged me to learn English	3.58	Moderately Little
Composite Mean	3.99	Slightly Low

Table 2C plots the Attitude of TVL Senior High School Students. The top three significant results reveal areas where students exhibit relatively higher levels of concern or motivation. The students of Technical Vocational and Livelihood (TVL) show a slightly low attitude towards language learning with a composite mean of 3.99.

Table 3A. *Learning Styles of Senior High School along Physical Senses*

Physical Senses	**GAS**		**HUMSS**		**TVL**	
	F	**%**	**F**	**%**	**F**	**%**
Visual	60	52	43	66	38	42.7
Auditory	35	30	14	22	27	30.3
Tactile / Kinesthetic	8	7	5	8	9	10.1
Both Visual/ Auditory/Tactile	2	2	1	2	8	9.0
Both Visual & Auditory	6	5	1	2	5	5.6
Both Visual & Tactile	1	1	1	2	2	2.2
Both Auditory & Tactile	4	3	0	0	0	0.0
Total	116	100	65	100	89	100

Table 3A presents the distribution of learning styles among senior high school students based on their physical senses. The table provides information on the percentages of students in each learning style category for three different senior high school tracks: GAS, HUMSS, and TVL. It can be gleaned from the table in all tracks, most of them are "Visual" learners, with 60 or 52% of GAS, 43 or 55% of HUMMS, and 38 or 42.7% of TVL students. Being an "Auditory" learner comes next in rank and this is true for all tracks, too having 35 or 50% for GAS, 14 or 22% for HUMSS, and 27 or 30.3% for TVL. Less learners are both "Visual and Tactile" and "Auditory and Tactile" for all these tracks as revealed by the table. Generally, the student-respondents are Visual and Auditory learners. Overall, the data in the table highlights the varying learning styles preferences among senior high school students along physical senses.

Table 3B. *Learning Styles of Senior High School along Exposure to Learning Situations*

Exposure to Learning Situations	**GAS**		**HUMSS**		**TVL**	
	F	**%**	**F**	**%**	**F**	**%**
Extroverted	32	28	21	32	22	24.7
Introverted	68	59	36	55	57	64.0
Both Extroverted & Introverted	16	14	8	12	10	11.3
Total	116	100	65	100	89	100

Table 3B shows senior high school learning styles along exposure to learning situations such as extroverted, introverted, extroverted, and introverted. GAS students are mostly "Introverted," with 68 or 59% of them. TVL follows this with 57 or 64% in the same exposure to learning situations. HUMSS have 36 or 55% of them have the same exposure to learning situations. Many students in these three found themselves to be "Introverted."

Table 3C. Learning Styles of Senior High School along How to Handle Possibilities

How to handle possibilities	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Random-Intuitive	47	41	26	40	49	55.1
Concrete-Sequential	52	45	27	42	28	31.5
Both Random-Intuitive & Concrete-Sequential	17	15	12	18	12	13.5
Total	116	100	65	100	89	100.0

Table 3C presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they handle possibilities. The table includes frequencies and percentages for each learning style indicator. The indicator with the highest frequency in the GAS track is "Concrete-Sequential," with 52 students representing 45% of the total GAS students. The second-highest frequency is found in the "Random-Intuitive" indicator, with 47 students, accounting for 41% of GAS students. The indicator with the lowest frequency is "Both Random-Intuitive & Concrete-Sequential," with 17 students, making up 15% of GAS students.

Table 3D. Learning Styles of Senior High School along Deal with Ambiguity and Deadlines

Deal with Ambiguity and with Deadlines	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Closure-Oriented	66	57	48	74	35	39.3
Open	25	22	12	18	38	42.7
Both Closure-Oriented & Open	25	22	5	8	16	18.0
Total	116	100	65	100	89	100

Table 3D presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they deal with ambiguity and deadlines. The table includes frequencies and percentages for each learning style indicator. The indicator with the highest frequency in the GAS track is "Closure-Oriented" with 66 students, representing 57% of the total GAS students. Both "Open" and "Both Closure-Oriented" indicator registered frequency of 25, making up 31% of GAS students. HUMSS students are mostly closure-oriented with 48 or 74% and TVL students are Open in dealing with ambiguity and deadlines with 38 or 42.7%.

Table 3E. Learning Styles of Senior High School along Received Information

Received Information	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Global	37	32	14	22	32	36
Particular	57	49	42	65	41	46
Both Global & Particular	22	19	9	14	16	18
Total	116	100	65	100	89	100

Table 3E presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they prefer to receive information. All three strands preferred particular in receiving information, GAS students with 57 or 49%, HUMSS and TVL with 42 or 65%, and 41 or 46% respectively.

Table 3F. Learning Styles of Senior High School along Process Information

Received Information	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Synthesizing	59	51	30	46	30	33.7
Analytic	37	32	22	34	38	42.7
Both Synthesizing & Analytic	20	17	13	20	21	23.6
Total	116	100	65	100	89	100

Table 3F presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they prefer to process information. The table includes frequencies and percentages for each learning style indicator. GAS and HUMSS students preferred synthesizing in processing information with 59 or 51% and 30 or 46% respectively. While TVL students preferred Analytic with 38 or 42.7%.

Table 3G. Learning Styles of Senior High School along Material to Memory

Material to Memory	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Sharpener	48	41	33	51	41	46.07
Leveler	32	28	19	29	28	31.46
Both Sharpener & Leveler	36	31	13	20	20	22.47
Total	116	100	65	100	89	100.00

Table 3G presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they prefer to process and retain material to memory. The table includes frequencies and percentages for each learning style indicator. The indicator with the highest frequency in the GAS track is "Sharpener," with 48 students, representing 41% of the total GAS students. The indicator with the lowest frequency is "Both Sharpener & Leveler," with 36 students, making up 31% of GAS students.

Table 3H. Learning Styles of Senior High School along Language Rule

Language Rule	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Deductive	43	37	33	51	47	52.81
Inductive	30	26	13	20	27	30.34
Both Deductive & Inductive	43	37	19	29	15	16.85
Total	116	100	65	100	89	100.00

Table 3H presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on their preferred language rule, specifically whether they lean towards a deductive or inductive approach.

Table 3I. Learning Styles of Senior High School along Deal with Multiple Inputs

Deal with Multiple Inputs	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Field-Independent	53	46	30	46	39	43.82
Field-Dependent	38	33	17	26	28	31.46
Both Field-Independent	25	22	18	28	22	24.72
Total	116	100	65	100	89	100.00

Table 3I presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they deal with multiple inputs. The table includes frequencies and percentages for each learning style indicator. All three strands preferred Field-Independent in dealing with multiple inputs, GAS students with 53 or 46%, HUMSS and TVL with 30 or 46%, and 39 or 43.82% respectively.

Table 3J. Learning Styles of Senior High School along Deal with Response Time

Deal with Response Time	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Impulsive	19	16	56	86	18	20.22
Reflective	67	58	5	8	49	55.06
Both Impulsive & Reflective	30	26	4	6	22	24.72
Total	116	100	65	100	89	100.00

Table 3J presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how they deal with response time. The table includes frequencies and percentages for each learning style indicator. GAS and TVL students preferred Reflective indicator in dealing with response time with 67 or 58% and 49 or 55.06% respectively, while 55 or 86 % of HUMSS students preferred Impulsive.

Table 3K. Learning Styles of Senior High School Along How Literally I Take Reality

How Literally I Take Reality	GAS		HUMSS		TVL	
	F	%	F	%	F	%
Metaphoric	29	25	29	45	33	37.08
Literal	36	31	15	23	21	23.60
Both Metaphoric & Literal	51	44	21	32	35	39.33
Total	116	100	65	100	89	100.00

Table 3K presents the distribution of learning styles among senior high school students in different tracks (GAS, HUMSS, and TVL) based on how literally they take reality. The table includes frequencies and percentages for each learning style indicator. GAS and TVL students are both leaning to "Both Metaphoric & Literal" in taking reality literally with 51 or 44% and 35 or 39.33% respectively. HUMSS students on the other hand preferred Metaphoric with 29 or 45%.

IV. CONCLUSION

From the findings mentioned above, the following conclusions were drawn:

1. SHS students across GAS, HUMMS, and TVL tracks exhibit slight motivation for language learning. The strongest motivator for all groups is integrative orientation, indicating a high level of interest in integrating with English-speaking communities. Conversely, the lowest motivator is the evaluation of English courses, suggesting that students' perceptions of these courses need improvement. This underscores the importance of fostering a more engaging and positively perceived language learning environment.

2. SHS students' attitudes towards language learning show a mix of slightly unfavorable and slightly strong motivations across different tracks. GAS students have a slightly unfavorable attitude towards English-speaking people, but a slightly strong desire to learn English. HUMSS students exhibit a slightly weak motivation to learn English for practical purposes, with a slightly low interest in foreign languages, and a moderate concern about speaking in English class. TVL students are moderately concerned about speaking in English class and slightly worried about speaking English outside of class. However, their parents' encouragement to learn English is only moderately little, and they have a slightly unfavorable attitude toward learning English. These findings highlight the nuanced attitudes and motivations that need to be addressed to improve language learning experiences for SHS students.

3. The learning styles of SHS students exhibit distinct preferences across different tracks. Most students in all tracks are primarily visual learners, followed by auditory learners. In terms of exposure to learning situations, a majority of students are introverted, with fewer identifying as extroverted or a mix of both. When it comes to handling possibilities, GAS and HUMSS students lean towards concrete-sequential learning, while TVL students prefer random-intuitive approaches. Dealing with ambiguity and deadlines shows GAS and HUMSS students are largely closure-oriented, whereas TVL students are more open. Regarding received information, all tracks favor particular learning, and when processing information, GAS and HUMSS students predominantly synthesize, while TVL students analyze. For memory retention, sharpener learning is most common across all tracks. In learning language rules, deductive methods are preferred by all. When dealing with multiple inputs, students across all tracks are field-independent. Finally, GAS and TVL students are mainly reflective in their response time, while HUMSS students are more impulsive, and their approach to reality tends to be a mix of metaphoric and literal. These insights can help tailor educational strategies to better suit the diverse learning preferences of SHS students.

4. The lesson exemplar sample aims to create a dynamic and responsive language learning experience that meets the varied needs of senior high school students, preparing them for success in their academic and professional futures.

V. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are given:

1. Since GAS students showed slight motivation, HUMSS students exhibited moderate motivation, and TVL students displayed intense motivation, it would be beneficial to implement strategies to enhance motivation across all tracks. This could include incorporating engaging and relevant content, providing opportunities for student autonomy and choice, and establishing clear goals and incentives to increase motivation levels.

2. Considering the variations in attitudes towards language learning among the different tracks, it is important to address any unfavorable or weak attitudes. This can be done by creating a positive and supportive language learning environment, incorporating interactive and engaging activities, and fostering a sense of relevance and purpose in language learning.

3. Differentiated Learning Styles: Given the distinct preferences in learning styles among the student groups, it is recommended to adopt a differentiated instructional approach that accommodates various learning styles. Teachers can use a combination of visual, auditory, and tactile learning strategies to cater to the preferences of visual, auditory, and visual-tactile learners. Providing options for students to engage with the content in different ways can enhance their learning experiences.

Considering the identification of students as introverted or extroverted, it would be beneficial to create a learning environment that caters to both personality types. This can include providing opportunities for independent work and reflection for introverted students, as well as collaborative and interactive activities for extroverted students. Flexibility in instructional approaches can help meet the needs of both types of learners.

Since different tracks exhibited different approaches to dealing with ambiguity and deadlines, it is recommended to provide instructional strategies that cater to the identified approaches. For example, for students who prefer closure-oriented approaches, clear guidelines and structured tasks can be provided, while for students who lean towards open approaches, opportunities for exploration, creativity, and flexibility can be incorporated.

Given the variations in processing information approaches, teachers can adopt differentiated instruction to cater to the different approaches. Providing specific and concrete examples for particular learners, incorporating both global and particular perspectives for students who prefer both, and encouraging synthesis and analysis for different learners can enhance their understanding and retention of information.

Since different tracks exhibited different approaches to language rule instruction, it is recommended to provide a balanced approach that incorporates both deductive and inductive methods. This can involve explicit instruction of grammar rules (deductive) along with opportunities for exploration and discovery of language patterns (inductive).

Considering the different approaches to dealing with multiple input, teachers can provide a variety of instructional strategies that cater to different preferences. This can include providing visual aids, organizing information in a structured manner, and offering opportunities for independent exploration and analysis.

To cater to different approaches to response time, it is recommended to provide strategies that accommodate both reflective and impulsive learners. This can involve allowing sufficient time for reflection and thoughtful response, as well as incorporating activities that encourage quick thinking and decision-making.

Since students have different approaches to taking reality, it is essential to acknowledge and respect these variations. Teachers can provide opportunities for students to express their perspectives, engage in discussions and debates, and incorporate metaphorical and literal interpretations of reality in the learning process.

4. Based on the comprehensive understanding of SHS students' profiles in terms of motivation, attitudes, and learning styles, it is recommended to take into consideration the motivation, attitudes and preferred learning styles of the students and create a lesson that addresses the diverse needs and preferences of students. The lessons should incorporate student autonomy, choice, and active engagement.

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