

THE INFLUENCE OF MOTIVATION AND LANGUAGE LEARNING STRATEGIES TOWARDS STUDENTS ENGLISH ACHIEVEMENT

Dewi Rizqianah

English Education Study Program, Faculty of Language and Arts, Surabaya State University
Email: dewlicious.dr@gmail.com

Wiwiet Eva Savitri, S. Pd, M. Pd

English Education Study Program, Faculty of Language and Arts, Surabaya State University
Email: wiwiet_savitri@yahoo.com

Abstrak

Motivasi merupakan salah satu faktor umum perbedaan pelajar dalam pemerolehan bahasa asing. Motivasi adalah kombinasi dari usaha dan keinginan untuk mencapai tujuan belajar sesuatu yang mengarahkan seseorang untuk secara sadar melakukan suatu tindakan (Gardner & Lambert, 1972). Strategi belajar didefinisikan sebagai tindakan tertentu yang digunakan oleh siswa secara sadar untuk memperoleh, menyimpan, mengambil, dan menggunakan informasi pengetahuan bahasa yang mereka terima sebagai tujuan belajar bahasa (Griffiths, 2003). Penelitian ini bertujuan untuk mengetahui jenis motivasi belajar siswa dan strategi belajar bahasa dan juga untuk menemukan pengaruh motivasi dan strategi belajar bahasa terhadap pencapaian bahasa Inggris siswa di SMK YPM 3 Taman. Penelitian ini merupakan penelitian korelasional dengan desain regresi ganda. Satu set kuesioner dan wawancara digunakan untuk pengumpulan data. Kuesioner ini digunakan untuk mengetahui jenis strategi motivasi dan bahasa-belajar siswa. Wawancara digunakan untuk mendukung hasil kuesioner. Setelah data terkumpul, maka selanjutnya dianalisis dengan menggunakan SPSS 16.0. Setelah menganalisis data, peneliti mendapatkan tiga hasil. Untuk motivasi siswa, hasil penelitian menunjukkan siswa memiliki dukungan yang lebih besar dari motivasi instrumental yang berperan untuk belajar bahasa Inggris termasuk alasan praktik dan akademik. Dalam orientasi integratif, hasil penelitian menunjukkan bahwa belajar bahasa Inggris sebagai bagian dari budaya penutur asli kurang dalam mempengaruhi motivasi belajar bahasa Inggris siswa. Hasil strategi pembelajaran bahasa mengungkapkan bahwa sebagian besar siswa menggunakan strategi metakognitif ketika mereka belajar bahasa Inggris. Yang ketiga adalah hasil dari pengaruh strategi motivasi dan belajar bahasa terhadap nilai bahasa Inggris siswa. Hasil dari penelitian ini menunjukkan bahwa hasilnya menerima hipotesis nol (H_0) dan menolak hipotesis penelitian dan hipotesis alternatif. Tidak ada pengaruh yang signifikan dari kedua variabel (motivasi dan strategi belajar bahasa) terhadap nilai bahasa Inggris siswa. Singkatnya, hanya satu variabel yang secara statistik signifikan mempengaruhi nilai bahasa Inggris dengan $F(2, 98) = 21,242$, $p < 0,0005$, $R^2 = 0,550$. Hanya variabel motivasi yang secara statistik signifikan mempengaruhi nilai bahasa Inggris siswa, dengan $p < 0,05$. Strategi belajar bahasa tidak berpengaruh secara signifikan terhadap pencapaian bahasa Inggris siswa dalam penelitian ini.

Kata Kunci: Motivasi, strategi belajar, pencapaian bahasa Inggris.

Abstract

Motivation is one of general factors of individual learner differences in second or foreign language acquisition. Motivation is a combination of effort and desire to achieve the goal of learning something which leads someone to consciously act (Gardner & Lambert, 1972). Learning strategies are defined as specific actions used by students consciously to acquire, store, retrieve, and use information of language knowledge they have received as the purpose of learning language (Griffiths, 2003). This study aims to find the type of the students' motivation and the language-learning strategies and also to find the influence of motivation and the language-learning strategies towards the English achievement of vocational students in SMK YPM 3 Taman. This research is a correlational research with multiple regression design. A set of questionnaire and interview were used for data collection. The questionnaire was used to find out the students' motivation and language-learning strategies types. The interview was used to support the results of the questionnaire. After the data collected, it was further analyzed by using SPSS 16.0. After analyzing the data, the researcher described three results. For the students' motivation, the results showed the students' greater support of instrumental motivations for learning the English language including of utilitarian and academic reason. In term of integrative orientation, the results showed evidence that learning English as a part of the culture of native speakers influence less in students' English language learning motivation. The results of the language-learning strategies revealed that most students used metacognitive strategies when they learn English. The third is the result of the influence of motivation and language-learning strategies toward the students' English achievement. It shows that the result accepts the null hypothesis and rejects the research hypothesis and alternative hypothesis. There is no significant influence of both variables (motivation and language-learning strategies) toward the students' English achievement. In short,

only one variable statistically significantly influence the English achievement with $F(2, 98) = 21.242$, $p < .0005$, $R^2 = .550$. Only motivation variable statistically significantly influences the students' English achievement, with $p < .05$. Language-learning strategies is not significantly influence the students' English scores in present study.

Keywords: Motivation, learning strategies, English achievement

INTRODUCTION

Since English is used everywhere and in many fields, people are forced to use this language as a means to communicate with others in many situations well. They will learn English with their own motivation and interest to acquire English as a foreign language (EFL) in order to reach their goals in learning this language. Learners will also have their own learning strategies of what they have to do to achieve their purposes.

Motivation can drive someone's interest and desire to succeed or to achieve their goals. Moreover, motivation is one of the general factors in individual learner differences that differs the way learners learn something and the way they use the knowledge of it (Ellis, 1985). According to Gardner (1985), there are two types of learners' motivation in learning process. They are integrative and instrumental motivation. Learners' motivation can be one of those have mentioned that encourage them to learn English, and that may influence their achievement in English as a foreign language. Learners whose goal is to be associated with L2 speakers are integratively motivated while learners who are interested in functional goals, i.e. getting a good job or passing an examination, are instrumentally motivated.

Besides the students need motivation to achieve their goals of learning English, they will use several learning strategies that can help them to construct the knowledge and achieve the goals. Learning strategies of each student can be different. It depends on the students' motives of learning English. Oxford (1999) defines language learning strategies as specific actions, behaviors, steps or techniques which can facilitate the storage, retrieval or use of the new language in a specific context.

In Samida (2006), language learning strategy taxonomies by Oxford (1990) provides the most extensive classification of language learning strategies. Oxford's taxonomy consists of two major language learning strategies categories, the direct and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Indirect strategies consist of metacognitive strategies, affective strategies, and social strategies.

If motivation is seen as a goal, language learning strategies of learners is the transportation for students to reach their goals. Moreover, language learning strategies may also affect students' English score. As stated by

Suwaranak (2012), the use of language learning strategies is related to achievement in the language classroom. He added that there are some factors that can affect students' language learning preference, for example achievement or proficiency, course level, cultural background, age and gender. Language learning strategies also help students become independent learners because they will use it when they are not learning with their teacher.

Therefore, in teaching and learning process in school, a teacher has to consider various action motives of students' behavior to measure changes, desires, needs and goals of the students. Since it is known that motivation and learning strategies and students' score are correlated each other, students need materials and inputs which satisfy their own motives for enrolling English course in order to learn better and achieve higher in the English learning (Davis, 2011).

Based on the explanation about correlation of learners' motivation and their learning strategies and English achievement above, the researcher is interested in conducting a survey research about it. The research will conduct a survey research to the tenth grade students at SMK YPM 3 Taman. Based on the preliminary research, an interview with one of the English teachers of SMK YPM 3 Taman, it is found that students in this school are less motivated and reluctant to learn English. Most of the students focus on the main subject of their major, such as accounting subject for accounting students because they think that subject is the only most important subject that is essential to get jobs after they graduate.

Furthermore, the researcher also finds that the students' score in English subject is low. English which is taught in this school is general English because this school uses KTSP 2006 curriculum. Nonetheless, the teacher stated that the students still get difficulties in learning English. The goal of learning English in this school is to pass the national final examination, not to prepare specified English which is related to the students' future work field. Therefore, most of the time uses in English subject are spent by answering some practices. Students are less given much practice of productive skills such as speaking and writing skills.

As the types of motivation and language learning strategies have not been investigated among the students in this school yet, the present research is meant to find out what motivates SMK YPM 3 Taman's students to learn

English and also to see how this motivation influence their achievement in learning English through the use of language learning strategies that is used by the students. It is still unknown whether the types of motivation and language learning strategies can affect the students' English achievement in learning English in this school or not.

METHODS

The researcher attempted to examine students' orientations of motivation towards learning English language, how the students' learning strategies differ according to their motivation and also see if there is an influence of students' motivation and students' learning strategies towards their English achievement. Based on the purpose of this study, correlational research with multiple regression design is used as the research method (Ary, et. al., 2010).

The participants of this research were the students from two different study programs and are first-year students of SMK YPM 3 Taman, Sidoarjo. The researcher chose SMK YPM 3 Taman by considering that this school is a good school with quite large number of students. The students are also varied; they come from different background and different junior high school.

The sample of this study is chosen randomly. From the data that the researcher has obtained on the preliminary research, the students of this school are not specifically classified. Each class is consisted students that have the same proficiency of learning. Therefore, the researcher picks one class from each study program as the sample of this study. The researcher believes that the result of this study can represent the whole students of this school. The participant number consisted is 101 students. Students aged between 15-17 years old. The numbers of male students were 17 persons (11.1%). The numbers of female students were 84 persons (88.9%). These 101 students answered the questionnaire while 20 students were chosen to be involved in the interview.

In this study, questionnaire and interview were used as the instruments with purposes to collect both quantitative and qualitative data. The questionnaire is adapted from questionnaire made by Gardner (2004) entitled Attitude/ Motivation Test Battery (AMTB) and questionnaire made by Oxford (1989) entitled Strategy Inventory for Language Learning (SILL). Attitude Motivation Test Battery (AMTB) was used to identify the type of motivations preferences by the students. Strategy Inventory for Language Learning (SILL) was used to identify the language learning strategy preferences of the students. The list of interview questions that is administered is also translated into Bahasa. The questions of the interview are open-ended questions. The questions

are related to the students' motivation and language learning strategies use. The researcher also used sound-recorder to record the interview. The researcher constructed interview because it has some advantages, such as the flexibility, researcher as the interviewer can give additional information when a response seems incomplete or not entirely relevant

The questionnaire is administered at one time and given directly to the students. The time of administering the questionnaire depends on the English schedule of each class. For the students' learning achievement, the researcher will collect the data from the teachers' documentations. To gain more detailed data, the researcher interviewed some students by using structured interview open-ended questions. Interview conducted after the questionnaire administered. The interview is recorded in order to avoid the missing data when the researcher analyzing it.

The statistical analyses conducted by using the Statistical Package for Social Sciences (SPSS). In this study, there are two statistical procedures that can be used to analyze the data by using SPSS (Devonish, 2009a). They are descriptive statistics and inferential statistics. Descriptive statistics was used to analyze the data to answer the first and the second research questions. It was used to see the frequency and percentages of the students' motivation and the language learning strategies used. In this study, inferential statistics that was used to answer the third research question is multiple regressions. Devonish (2009b) states that multiple regression is suitable to answer the third research question because it involves two categorical variables (motivation and language learning strategies) as the independent or predictor and quantitative/numerical variable (students' English achievement) as the dependent variable. She adds that multiple regressions examine the effects or the impacts of the multiple predictors or independent variables on a single outcome variable.

RESULT AND DISCUSSION

Type of the Students' Motivation in Learning English

Based on the data which was obtained from the questionnaire, students are more highly motivated in instrumental orientation rather than integrative orientation.

In integrative motivation, item no.1 "I wish I could speak many foreign languages perfectly" with the mean score (M) 5.66 is the highest rank. While the highest rank in instrumental motivation is item no. 16 "Studying English is important because I will need it for my career" with M= 5.70.

Language Learning Strategies toward learning English

In language-learning strategies items, most of the students use metacognitive strategies when they learn English.

In term of memory strategies, most students use item no. 2 "I use key English words in sentences so that I can remember them" ($M=3.34$) when they learn English. In term of cognitive strategies, students try to find study methods that can improve their performance in English (item no.20 with $M=3.63$). In compensation strategies, students use gestures when they cannot think of a word during a conversation in English ($M=3.19$ item no. 25). In using metacognitive strategies, more than half students (55.4% $M=4.31$) are likely to pay attention when someone is speaking English (item no.32). In affective strategies, most of the students ($M=3.50$) give themselves a reward or treat when they do well in English (item no.41). The last strategies is social strategies, the highest rank is ($M=4.01$) students will ask other person to slow down or repeat what was they saying when they do not understand something in English (item no.45).

The Result of the Influence of students' motivation and language learning strategies toward their English score

In this result, $R= 0.550$. The R square (R^2 value) which is the proportion of variance in the dependent variable that can be explained by the independent variables showed the $R^2= 0.302$. It means that the independent variables explain 30.2% of the variability of the dependent variable. It indicates quite respectable result.

The independent variables (motivation and language-learning strategies) significantly predict the dependent variable (students achievement) with $F(2, 98) = 21.242$, $p < .0005$. It means that the regression model is a good fit of the data.

Table 1 Coefficients

Based on the table above, a multiple regression was used to find out whether there is a significant influence among students' motivation, language-learning strategies,

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-14.505	11.511		-1.260	.211
total motivation score	.614	.131	.488	4.693	.000
total language learning strategies score	.051	.055	.097	.933	.353

a. Dependent Variable: score

and their English achievement scores. The B-value of motivation (0.614, $p<.001$) is higher that B-value of language-learning strategies (0.051, $p>.001$). In short, not

all of the variables influence the English achievement as the dependent variable. One variable statistically significantly influence the learning achievement score $F(2, 98) = 21.242$, $p < .0005$, $R^2 = .550$. Only motivation variable statistically significantly influences the students' English achievement, with $p < .05$. Language-learning strategies is not significantly influence the students' English achievement in present study.

The Result of the Interview

Based on the responses of the interview with 20 students, the result was clear that students believe that English language learning is useful for them both for their academic success and better job opportunities.

The students are mostly used metacognitive strategies. They pay attention to their teachers when the teachers explain the materials in class. They also give attention to the friends who practice speaking using English in front of the class. Compensation strategies are often used by the students when they are learning, such as using a dictionary when they want to know the meaning of vocabulary. Some of the students also employ memory strategies; for example, students review the lessons that have been taught by their teachers again at home. The students have positive value about the importance of English language learning. They know that they require some language-learning strategies if they want to achieve their learning goals.

Based on the explanation above, according to previous studies' references, the result of present research is in line with a study that has been conducted by Hadriana, et al. (2013). They stated that most of the students had instrumental motivation. This might be happened because the students had little chance to have interaction with native speakers.

For the second research question, in this present study, students are mostly used metacognitive strategies toward learning English. The students prefer to pay attention to the persons who is speaking English both their teachers when explaining materials and their friends when practicing speaking using English. The first rank of language learning strategies is metacognitive item. The second rank is also occupied by metacognitive item "the students try to find out how to be a better learner of English". The third rank is one of social strategies items, that is "students will ask other person to slow down or repeat what was they saying when they do not understand something in English".

Compare to other related studies, the result of the present research is relevant. Jhaish (2010) found that the most preferred strategy was the one related to metacognitive strategies. The second rank is

compensation strategies. The third place in the ranking order was taken by the cognitive strategies.

For the third research question, based on the statistical results, this research accepts the null hypothesis and rejects the research hypothesis and alternative hypothesis. There is no significant influence of both variables (motivation and language-learning strategies) toward the students' English achievement. It is parallel with the result of related study conducted by Hadriana, et al. (2013) that explain that there is no significant relationship between intrinsic motivation and self-learning with the achievement. Self-learning here is a way of a student-centred learning where the teacher's role is reduced. The present research also obtained a result that motivation variable is significantly influence the students' English achievement with $p > 0.05$. It is relevant to Mohammadi, et al.'s (2012) study. They indicated that motivational component is a significant predictor for students' academic achievement of English lesson.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, as a result of the data analysis, it was found that the students of SMK YPM 3 Taman Sidoarjo had greater emphasis in instrumental motivation rather than integrative motivation towards learning English. In terms of the language-learning strategies, most of the students used metacognitive strategies. However, there was no significant influence of the preferences of the students' motivation and the language-learning strategies towards their English achievement.

Suggestion

Based on the result of this research the students' motivations need to be supported by better and more meaningful learning activities in order to boost the students' English achievement due to the fact that students learn something based on their own goals and interests.

Furthermore, most of the students in the present study have instrumental motivation which is the motivation comes from outside the learners. There is also a need of improvement for students to have integrative motivation, since it is known that learners will stop learning when they have achieved their purposes.

Thus, teachers in SMK YPM 3 Taman can create more interesting and meaningful atmosphere of learning throughout conducting some activities that are possibly applied in this school such as:

- Make group discussion
- Conduct role play or drama

- Watch western movies or listen to western songs

For the school, in order to increase the students' scores and improve their motivation to learn English, school can provide good facilities and pleasant environment for learning such as:

- Provide sophisticated facilities, for example LCD, TV cable (to watch international programs)
- Establish cooperation with English courses

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