

The Correlation Between Students' Language Learning Strategies and Students' Motivation in Learning English

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Abstract

This study focuses to find out the correlation between language learning strategies (LLS) and Students' Motivation in English learning at Eighth Grade of Universitas Perjuangan Tasikmalaya. This study used a Correlation method. The Sample of this study are English students from class of 2020, 2021 and 2022 who were randomly selected using simple random sampling. The true sample taken in this study was 29 English students in the class of 2021. The instruments used were two questionnaires regarding Language learning Strategies (LLS) and Students Motivation. The results of this study will prove whether there is a correlation between students' learning strategies on their motivation to learn English. Based on what researchers' found after calculating the value by using SPSS, the significance value is 0,705, which is less than 0,05. It means the two variables are not correlated. While the value of Pearson correlation is -0,73 which indicates that there is no correlation between the two variables.

Keywords: Correlation, Language learning strategies, students motivation, English Learning.

INTRODUCTION

The classroom environment is an important determinant of student learning in the educational system (Fraser 1994, 1998a). Students learn better when they perceive the classroom environment more positively, thus the study of the classroom environment has become a concern to educators, researchers, administrators of the school system and parents. There are several factors that affect learners when learning the English language; among them are attitudes and motivations. In the process of English language learning, students are supposed to come to the classroom with certain motivation to help them set their learning goal. These students had different perceptions of their class, teacher and curriculum; such perceptions are responsible for their attitudes, it was found out that the students in the school got some sort of motivation by learning English language. Because of that, the researchers got interested in taking this topic for research.

METHOD

This research was conducted at Universitas Perjuangan Tasikmalaya. The method of the research is correlation study to find the relation between the two variables. Those are Language Learning Strategies (LLS) and Students' Motivation in Learning English. This research takes English Education Department Students of Universitas Perjuangan Tasikmalaya in the Academic year 2020-2022 as the population. The total population is around eighty students. This research uses random sampling technique. The samples are taken by lottery to get only one class between the three huge populations as a fixed sample. that will be used as a fixed sample. The total sample is 29 students from the English Education Department, 2021.

The instrument used by the researcher is questionnaire. The type of questionnaire used is a close ended questionnaire. It was divided into two parts. The first one is the questionnaire of Language Learning Strategies which consists of 3 main parts, those are metacognitive, affective and social which each part consist of 5 items, so the total items are 15 items. The second one is the questionnaire of Students' Motivation which is divided into 2 main parts, those are integrative which consist of 7 items and instrumental motivations, which consist of 8 items, so the total items are 15 items. The questionnaire is in the form of multiple choice about the "agreement". It takes approximately one week for researchers to collect data from the selected sample.

Data that is already collected then has to be analysed. The first step to do is classifying the category of learning strategies from the questionnaire. In this study, the highest score between the two variables is from the group learning strategies. Then, the researcher relates the learning strategies to the score of students' motivation by using an SPSS application to find the relation between the two variables.

FINDINGS AND DISCUSSION

Findings

Based on the results of decision making that has been set, if the significance value is less than then the two variables are correlated. Meanwhile, if the significance value is more than 0.05, the two variables are not correlated.

The details of the correlation level are as follows:

- The value of Pearson Correlation is between 0,00 to 0,20 = There's no correlation
- The value of Pearson Correlation is between 0,21 to 0,40 = Weak correlation
- The value of Pearson Correlation is between 0,41 to 0,60 = Medium correlation
- The value of Pearson Correlation is between 0,61 to 0,80 = Strong correlation
- The value of Pearson Correlation is between 0,81 to 1,00 = Perfect correlation.

Based on what researchers' found after calculating the value by using SPSS, the significance value is 0,705, which is less than 0,05. It means the two variables are not correlated. While the value of Pearson correlation is -0,73 which indicates that there is no correlation between the two variables.

Correlations

		LLS	Motivation
LLS	Pearson Correlation	1	-.073
	Sig. (2-tailed)		.705
	N	29	29
Motivation	Pearson Correlation	-.073	1
	Sig. (2-tailed)	.705	
	N	29	29

Discussion

The results of the correlation between Language Learning Strategies and Students Motivation have been included in the "finding" section. This proves that the two variables are not correlated, based on calculations using SPSS, Pearson product moment. There are several students whose Learning Strategy enters the metacognitive, affective, and social domains based on the survey that has been distributed. Likewise with the Students' Motivation itself, there are some who are more inclined towards instrumental motivation, and some are into integrative motivation. However, researchers found that these two variables in their hypotheses are more inclined to have no relationship between one another.

Students' learning strategy may not necessarily be aligned with the motivation that is within the student. For example, when students find the social aspect of their strength of learning strategy, it is not certain that they will always have high motivation in learning English. Vice versa, when students have high learning motivation, they may not even have a qualified learning strategy.

All in all, the hypothesis that the researcher adhered to from the start turned out to be proven in the results of this study, namely that there was no relationship between Language Learning Strategy and Students' Motivation in Learning English.

CONCLUSION

Regarding the research problem, the researcher concluded that insignificant correlation existed between Language Learning Strategies (LLS) and Students' Motivation since the r -counted is lower than the r -table : $0.73 < 0.367$, which means, the null hypothesis is accepted. It can be concluded that Language Learning Strategies do not necessarily influence students' motivation in learning English, although some previous researchers found a significant relationship between the two variables, this study showed different results since there is a difference of students' level of education.

Based on the conclusion above, the researchers form two suggestions i.e. for educators and future researchers. For educators because there is no significant relationship between Language Learning Strategies and students' motivation in learning English, the researchers suggested focusing more on students' Learning Motivation to increase students' interest in Learning English. Therefore, it is suggested for future researchers to widen their focus of study such as investigating internal and external factors which influence Language Learning Strategies and Students' Motivation. Moreover, the future researchers are also recommended to widen the variety of the research samples, such as involving senior high school students.

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