

## ABSTRAK

**Jayanti, Ni Luh Putri**, 2012. Kontribusi Motivasi Belajar dan Strategi Belajar Bahasa terhadap Kemampuan Berbahasa Inggris Siswa Kelas Dua di SMP Dwijendra Denpasar

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*Kata Kunci:* motivasi belajar, strategi belajar bahasa, kemampuan berbahasa Inggris

Penelitian ini bertujuan untuk meneliti apakah terdapat kontribusi yang positif dan signifikan antara motivasi belajar siswa terhadap kemampuan berbahasa Inggris siswa kelas dua sekolah menengah pertama di Dwijendra Denpasar, apakah terdapat kontribusi yang positif dan signifikan antara strategi belajar bahasa siswa terhadap kemampuan berbahasa Inggris siswa kelas dua sekolah menengah pertama di Dwijendra Denpasar, apakah terdapat kontribusi yang positif dan signifikan antara motivasi belajar dan strategi belajar bahasa siswa terhadap kemampuan berbahasa Inggris siswa kelas dua sekolah menengah pertama di Dwijendra Denpasar. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasi. Sampel penelitian ini adalah 160 siswa. Sampel diperoleh melalui teknik yang disebut *systematic random sampling*. Penelitian ini menggunakan dua metode pengumpulan data yaitu kuesioner (motivasi belajar dan strategi belajar bahasa) dan tes (kemampuan bahasa Inggris siswa). Analisis data yang digunakan dalam penelitian ini adalah korelasi, korelasi sederhana dan berganda. Kontribusi motivasi belajar adalah 92.5%, strategi belajar bahasa 89.9% dan kontribusi kedua variabel terhadap kemampuan bahasa Inggris siswa adalah 95.1%. Hasil penelitian (1) terdapat kontribusi yang positif dan signifikan antara motivasi belajar siswa terhadap kemampuan berbahasa Inggris siswa kelas dua SMP Dwijendra Denpasar. (2) terdapat kontribusi yang positif dan signifikan antara strategi belajar siswa terhadap kemampuan berbahasa Inggris siswa. (3) terdapat kontribusi yang positif dan signifikan antara motivasi belajar dan strategi belajar bahasa siswa terhadap kemampuan berbahasa Inggris siswa kelas dua di SMP Dwijendra Denpasar.

## ABSTRACT

**Jayanti, Ni Luh Putri**, 2012. The Contribution of Learning Motivation and Language Learning Strategies to English Proficiency of the Second Grade Students of SMP Dwijendra Denpasar

This thesis has been examined and corrected by Supervisor I: Prof. Dr. Anak Agung Istri Ngurah Marhaeni, M.A. and Supervisor II : Dr. Ni Made Ratminingsih, M.A.

*Key Words:* Learning Motivation, Language Learning Strategies, English Proficiency

This thesis was to investigate the contribution of learning motivation and language learning strategies to English proficiency of the second grade students of SMP Dwijendra Denpasar. This research was intended to answer the following research questions: 1) Is there any contribution of learning motivation to the English proficiency of second grade students of SMP Dwijendra Denpasar; 2) Is there any contribution of language learning strategies to the English proficiency of the second grade students of SMP Dwijendra Denpasar; 3) Is there any contribution of learning motivation and language learning strategies to the English proficiency of the second grade students of SMP Dwijendra Denpasar. An ex post facto research design was used in this study, which involved 160 students as samples. The number of samples was determined by using systematic random sampling. The data of this study were obtained through two models of instruments, namely test and questionnaire. The data were analyzed through correlation, simple and multiple regressions. The contribution of learning motivation was 92.5%, language learning strategies were 89.9% and the those two variables was 95.1% which affect English Proficiency. The findings of the study were: 1) there was a positive and significant contribution of learning motivation of the second grade students' English proficiency; 2) there was a positive and significant contribution of language learning strategies on second grade students' English proficiency; and 3) there was simultaneous positive significant contribution of learning motivation, language learning strategies on second grade students' English proficiency.

## 1. INTRODUCTION

The development of a country occurs with the development of human. The development itself contains several factors such as economic, politic, social and

cultural factor. From those factors it can be said that in developing a country, a qualified human resources is needed. The education especially in Indonesia can be classified into formal and informal education. The formal education occurs through the institute which called a school. In school, people can get knowledge through a formal way. Informal education can occurs through family and environment. People can get the informal knowledge directly from their family or environment. Language as a media for transferring knowledge or information. English is very important because it is an International language. The difference of English lie on the function of language as a means of communication. It means in learning English does not only learn about the grammar but also how to apply it in real communication. Dyatmika (2010) stated that for some students, English is considered as a very difficult subject because they must learn spellings, pronouncation, vocabularies, meaning, and grammar. From that reason, sometimes the students have low English proficiency. A preliminary observation were conducted with the English class of SMP Dwijendra Denpasar. Based on the result of early interview, the difficulty of students in SMP Dwijendra Denpasar in learning English was caused by some factors such as students did not understand the English subject, the students are lack of vocabularies, the students also lack of practicing English in a real communication, and the lack of facilities such as the laboratory. From the reason above, they always judge that English is a difficult subject and they did not want to learn English more.

The purpose of this research were; 1. To find out whether there is a contribution of learning motivation to the English proficiency of second year

students of SMP Dwijendra Denpasar, 2. To find out whether there is a contribution of language learning strategies to the English proficiency of second year students of SMP Dwijendra Denpasar, 3. To find out whether there is a contribution of learning motivation, language learning strategies to the English proficiency of second year students of SMP Dwijendra Denpasar.

## **2. Research Method**

This study is quantitative study by using correlational design in order to know: 1) the contribution of learning motivation (X1) on students' English proficiency (Y); 2) the contribution of language learning strategies (X2) on students' English proficiency (Y); and 3) the contribution of learning motivation (X1), and language learning strategies (X2) on students' English proficiency (Y) . This research is a prediction study. In educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics (Fraenkel & Wallen, 1993). Population is any group of individuals that have one or more characteristics in common that are of the interest to the researcher. This study took the second years students of SMP Dwijendra in academic year 2011/2012.

In this study, systematic sampling was used as the sampling technique. Systematic sampling is sampling in which individuals are selected from a list by taking Kth name. That depends on what K is. If K= 4, selection involves taking every 4th name (Gay, 2000). In this case, the individuals of the population have already been grouped into classes. The overall sample in this present study was

160 from 278 population. There are three variables that was used in this study, there are two independent variables and one dependent variable. Independent variable is the main variable that was investigated by the researcher. This variable was selected, manipulated, and measured. The independent variables that was used in this study are learning *motivation* and language learning *strategy*. Dependent variable is a variable that was observed and measured by the researcher to know the effect of independent variable. The dependent variable that was used in this study is students' English *proficiency*.

The data that was obtained in form of quantitative data. Quantitative data was obtain from questionnaire in the form of scores. The data of the study was collected in two different ways, namely by means of questionnaire and test. Learning motivation was measured by using questionnaire instrument. The questionnaire was designed by using Likert scale. This scale provided five choices with the score ranging from one to five. The questionnaire was consists of 35 items that have measured the learning motivation of students. After doing the try out and have validated from the judges, there were two items that not relevant. There were 33 items that was used finally to obtain the data of learning motivation.

The second instrument that was used in this study is Strategy Inventory for Language Learning (SILL) that was developed by Oxford (1990a). SILL contains 50 items and organized according to the six-subset strategy taxonomy. There are 9 items on memory strategies, 14 items on cognitive strategies, 6 items on

compensation strategies, 9 items on meta cognitive strategies, 6 items on affective strategies and 6 items of social strategies (Oxford, 1990). This questionnaire has been translated into Bahasa Indonesia and validate by Artini (2006). The Indonesian version of SILL was used to know the students' language learning strategies. SILL also used 5-Likert point from "never or almost never true on me" (1 point), "usually not true to me" (2 point), "somewhat of true to me" (3 point), "usually true of me until (4 point)" and "always or almost true of me" (5 point). The last instrument that was used in this study is TOEFL Prediction Test. The test was used to measure the students' English Proficiency. The TOEFL prediction test that was used should have reliability data.

The result of calculation shows that Learning Motivation instrument Cronbach's Alpha coefficient was 0.962. It showed that the reliability of Learning Motivation instrument was fulfilled. In other words, the Learning Motivaion test was fairly perfectly reliable. The data analysis was conducted in terms of data description, the test of analysis requirements, and the test of hypotheses.

### **3. Findings and Discussion**

Based on the obtained test the first hypothesis that there is a positive and significant motivation for students learning English proficiency SMP Dwijendra Denpasar with the regression line equation  $\hat{Y} = 28,942 + 2,073X_1$  with countable  $F = 1954.306$  ( $p < 0.05$ ). In the present study found a significant positive relationship between learning motivation ( $X_1$ ) with English proficiency of second grade students of Dwijendra Denpasar ( $Y$ ), calculated using the product moment

correlation. Based on the analysis of the magnitude obtained by the determinant countable  $r = 0.962$  ( $r^2 = 0.925$ ). This shows the better learning motivation, the better English proficiency of students of Dwijendra Denpasar.

Based on the obtained test the second hypothesis that there is a positive and significant contribution of language learning strategies on English proficiency students of Dwijendra Denpasar through the regression line equation  $\hat{Y} = -31,326 + 1,773X_2$ , with countable  $F = 1414.084$  ( $p < 0.05$ ). In the present study found a positive and significant relationship between Language learning strategies (X2) with English proficiency of students of Dwijendra Denpasar (Y), calculated using the product moment correlation. Based on the analysis of the magnitude obtained countable  $r = 0.948$  significant at  $\alpha = 0.05$  with the determinant ( $r^2$ ) of 0.899. It means that the better language learning strategies, the better the English proficiency of second grade students of Dwijendra Denpasar.

The analysis showed that that there is simultaneously a positive and significant learning motivation (X1) and language learning strategies (X2) on English proficiency students of Dwijendra Denpasar (Y) through a regression equation  $\hat{Y} = -5,5 + 2,073X_1 + 1,773X_2$  with countable  $F = 1523.412$  ( $p < 0.05$ ). It means that simultaneously the variables learning motivation and language learning strategies can explain the tendency of English proficiency school students Dwijendra Denpasar. In other words, learning motivation and language learning strategies associated with junior high students English proficiency Dwijendra Denpasar. Based on the analyses of product moment correlation the count.  $r = 0.975$  is higher than  $r_{table} = 0.1946$  ( $\alpha = 0,05$ ) was significant with the determinant ( $r^2 =$

0,951. It means that the learning motivation and language learning strategies have a significant contribution on students' English Proficiency.

#### **4. Conclusion**

Based on research results described, there will be presented the conclusions regarding the relationship between learning motivation (X1) and language learning strategies (X2) for English proficiency of second grade students in SMP Dwijendra Denpasar (Y):

- There is a positive and significant contribution of students' learning motivation on students' English proficiency of second grade students in SMP Dwijendra Denpasar, with a contribution of 92.5%.
- There was a positive and significant contribution of language learning strategies on students' English proficiency of second grade students in SMP Dwijendra Denpasar with the contribution of the relationship of 89.9%.
- There were simultaneous positive significant contribution of learning motivation and language learning strategies on English proficiency of second grade students in SMP Dwijendra Denpasar with contribution of 95.1%.

Based on these results we can conclude that learning motivation and language learning strategies related significantly to the English proficiency students especially on second grade students in SMP Dwijendra Denpasar, either separately or simultaneously. Thus these two



variables can be used as predictors of the propensity for English proficiency of second grade students in SMP Dwijendra Denpasar. When viewed from the contribution of each independent variable, it appears that learning motivation is the most dominant predictor in determining the English proficiency level of students in SMP Dwijendra Denpasar.

The findings in this study indicate that the variable learning motivation, language learning strategies, significantly associated with English proficiency of second grade students in SMP Dwijendra Denpasar, means the two variables are predictors for increasing the English proficiency of second grade students in SMP Dwijendra Denpasar.

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