The Effect of Students' Language Learning Strategies and Motivations toward their English Achievements of the English Department; a Study at an Islamic University

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ABSTRACT

This study aims to the degree of effects of the language learning strategies and language learning motivations to English achievements of the English Department students at an Islamic university in Indonesia. The design was the ex-post facto research. A total of 25 students were asked to complete the SILL and Motivation questionnaires. In addition, the document of the students' TOEFL scores was used to determine the English achievements. The result of this study showed that the language learning motivations had 27.25% effect on the students' English achievements, while the language learning strategies had 25.6% effect on their English achievements.
Keywords: LLSs, LLMs, EAs

1. Introduction

Achievement is an important factor in many countries national education systems, because it could be seen as an indicator of whether the education in a country is successful or not (Hayati, 2015). It would be promoted to be success later in carrier (Areepattamannil & Freeman, 2008) and in academic.

Specifically, in the English achievements context, there were many variables that may have an influence on a student's ability to achieve academically, including non-cognitive factors such as: language learning strategies (Al-Qahtani, 2013; Al-Hebaisi, 20012; Adnan, Nordin, & Burhan, 2002; Nasihah, & Cahyono, 2017; Jun-ming, 2017; Uslu, Sahin, & Odemis, 2016), language learning motivations (Dja'far, Cahyono, & Bashtomi, 2016; Feng, Fan, & Yang, 2013; Tella, 2007), and many more. In addition to the aforementioned, there were cognitive factors, such as intelligence quotient and standardized test scores, which have traditionally been associated with the achievements. It is also important to examine the non-cognitive factors associated with academic performance (Cokley, Bernard, Cunningham & Motoike, 2001).

Furthermore, language learning strategies and language learning motivations selected by the researcher to be the two affective variables of this research was focus on to predict the students' English achievements. It's caused by the some problems that the researcher found at the English Department at an Islamic University in Indonesia. They are: 1) Most of the students felt that they were confused why they selected the English Department for their education and career. Its' indicated that the reason of this phenomena by some factor like parents wants, prestigious, job expectation, and others; 2) Most of the students did not used appropriate ways in mastering English, they just received and listening English from the lecturers in the classroom and did not done some learning strategies to mastering English as the primary subject (MKD). For example, the students did not learning English from outside of the classroom as the additional strategies, like joining in English club, debate club, private course, and other; and 3) Most of the students were not motivated to mastering English very well; they just want to finish their study early and get a job later on. This

problem might be related to the first problem.

Based on the problem above, this research aimed to find out the degrees of effects of the students' language learning strategies and language learning motivations on their English achievements at the English Department at an Islamic University in Indonesia.

2. Literature Review
Language Learning Strategies (LLSs)
Tarone (1983) defined a learning strategy as an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into one's inter-language competence. Later, Rubin (1987) stated that learning strategies were strategies which contribute to the development of the language system which the learner constructs and affect learning directly. O'Malley & Chamot (1990) define learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Oxford (1990) expands the definition of learning strategies and defines them as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Oxford (1990) classified the language learning strategies into: memory strategies, cognitive strategies, compensations strategies, metacognitive strategies, affective strategies, and social strategies.

Language Learning Motivations (LLMs)
According to Dörnyei (1998), motivation is responsible for determining human behavior by energizing it and giving it direction. Then, based on Woolfolk (2007), motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Santrock (2011) also defined that motivations involves the processes that energize, direct, and sustain behavior. Schunk (2008) also stated that motivation is the process whereby goal-directed activity is instigated and sustained. Boggiano & Pittman (in Mnyandu, 2001) divided the motivations into: intrinsic motivations, extrinsic motivations, and ammotivation.

English Achievements (EAs)
According to Anderson, Krathwohl, & Bloom (2001), learning achievements could be defined as a process of activity to conclude whether the instructional objectives of a program achieved. Meanwhile, according to Syah (2003), learning achievement is the pattern of deeds, values, understandings, attitudes, appreciation and skills. Therefore, education and teaching were said to succeed if the changes that appear in the student must be the result of the learning process they experienced. Thus, it could be concluded that the learning achievement is the result obtained by the students after attending a certain learning program and as a form of attainment of instructional objectives either in the form of behavior change, attitude, knowledge and skill. On the other hand, the researcher standing out those English achievements would be measured by the students' score in standardized test, i.e. TEOFL test.

3. Research Method
The Design
The design of the research is ex-post facto. In this design, the researcher no control over what has already happened to the participants. As Arikunto (2006) maintain that correlational design were the most commonly used subset of ex-post facto design. Furthermore, according to Ary, et.al (2010), ex post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events.

Population and Sampling

Population and Sampling

The population in this research is the seventh semester students at the English Department at an Islamic University in Indonesia, which total of 100 students. The sample of this research is the 25 students by using technique systematic non-probability sampling from the population.

Instruments

The first instrument is the 50 items of Strategy Inventory for Language Learning (SILL) questionnaire which adopted from Oxford (1989). It was not tried out, it caused by the validity and the reliability of this instrument was tested by Oxford (1990). According to Oxford (1989), the SILL questionnaire is suitable and feasible for both of English as Second Language (ESL) or English as Foreign Language (EFL) context.

The second instrument was 63 items of motivations questionnaire. This instrument was adapted from Dörnyei (2001) and Schmidt & Watanabe (2001). The researcher making, adding, omitting, and revising based on the above sources and adapted them to synchronize it for the Indonesian students (EFL context). The motivations questionnaire was tried out to the students in another group from the same population in advance. It would be implemented to respondent of try out in order to determine the validity and the reliability.

4. Result

The result of this research showed such the following tables:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	59.059	82.574		.715	.482
	Language Learning Strategies	.533	.215	.409	2.474	.022
	Language Learning Motivations	1.077	.414	.429	2.601	.016

a. Dependent Variable: English Achievements

Correlations

		Language Learning Strategies	Language Learning Motivations	English Achievements
Language Learning Strategies	Pearson Correlation	1	.228	.506
	Sig. (2-tailed)		.274	.010
	N	25	25	25
Language Learning Motivations	Pearson Correlation	.228	1	.522
	Sig. (2-tailed)	.274		.007
	N	25	25	25
English Achievements	Pearson Correlation	.506	.522	1
	Sig. (2-tailed)	.010	.007	
	N	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, in determining the degree of effect of variable (variable X) to another variable (variable Y), it is necessary to calculate the value of determination coefficient (D). The calculation of the coefficient of determination is as follows:

1) The degrees of effects of the students' language learning strategies on their English achievements were as follows:

$$D = r^2 \times 100\%$$
$$D = 0.506^2 \times 100\%$$
$$D = 0.256036 \times 100\%$$
$$D = 25.6\%$$
Other variables $= 100\% - 25.6\%$
Other variables $= 74.4\%$

Thus, it could be said that degrees of effects of the students' language learning strategies on their English achievements were 25.6%, while 74.6% affected by other variables.

2) The degrees of effects of the students' language learning motivations on their English achievements were as follows:

$$D = r^2 \times 100\%$$
$$D = 0.522^2 \times 100\%$$
$$D = 0.272484 \times 100\%$$
$$D = 27.25\%$$
Other variables $= 100\% - 27.25\%$
Other variables $= 72.75\%$

Thus, it could be said that degrees of effects of the students' language learning motivations on their English achievements were 27.25%, while 72.75% affected by other variables.

5. Discussion

The coefficient determination was used to find the degrees of effects of the students' language learning strategies and motivations on their English achievements. The result revealed that the language learning motivations had 27.25% effect on the students' English achievements. On the other hand, the language learning strategies had 25.6% effect on their English achievements.

When the findings of some other studies in the field with the purpose of compared the degree of effect of language learning strategies and language learning motivations on English achievements were different with the finding of this research, it could be stated that they seem to be partly relevant. Nasihah & Cahyono (2017) found that there is a significant correlation between LLSs and writing achievement, a significant correlation between motivations and writing achievement, and a significant correlation between LLSs combined with motivations and writing achievements.

The low of the students' language learning motivations which found in this research because according to Mattarima & Hamdan (2011) said that the motivation of EFL learners is still a problem in Indonesian schools context. The problem is that many students in Indonesia show low motivation in learning English. They come to class to fulfill their attendance list. Most of them are passive in teaching and learning process. Only some are brave to communicate in English. They are shy to speak English. Suyuti, et.al (1985), Samad (1989), Lestari (2007) overall concluded that students in studying English still have low motivation and low achievement without deeply clarifying the causes based on students' learning differences and students' background. Marcellinus (2005) study in five outstanding Senior High Schools involving 258 students in the metropolitan city of Jakarta concluded that students remained passive in class and had no interest in challenging their teachers because teachers still used a lockstep approach that consumes the whole class time.

Some researchers proved the importance of understanding students' individual differences (e.g. motivation and learning strategies) in their study. Mori's (2007) research on motivation in an Indonesian EFL context found that high school students were more integrative and instrumental than university students who had a stronger intensity of motivation and more positive attitude toward learning English. Mori further suggested to broad his research to other contexts, the need to examine certain other level of school context, the need to study the relationships between motivation and other constructs such as other individual differences, and the requirement to more fully understand students' learning strategies and related teaching approaches to better model the complexity of the EFL learning process.

Suyuti, et.al (1985) stated that motivation and learning strategies have a major role in language learning process in which can influence the outcome of language learning. These two learner characteristics can be modified by the teacher through improved pedagogical practices to facilitate the leaning. It is important in language learning instruction design to motivate students in order to maximize the choice and use of learning strategies. Thalal's (2010) conclusion in his paper also stated that in creatively preparing teaching content and making the classroom situation as communicative as possible, it is extremely crucial for teachers to comprehend their students' characteristics and cultural background.

6. Conclusion

Due to the discussion above, the researcher concluded that the language learning motivations had 27.25% effect on the students' English achievements. On the other hand, the language learning strategies had 25.6% effect on their English achievements. This was caused by the students' intention to learn English is influenced mainly by extrinsic motivation factors rather than the strategies used. The lack of intrinsic motivation could impacts on the weakness of strategies that would be used by the students in learning English. The other factors might be influenced by the selection of strategies to learn English by the students. The students prefer to use social strategies rather than cognitive and affective strategies. As consequently, the students' English achievement was not satisfying.

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