The Influence of the Economic Students' Motivations and Language Learning Strategies towards Their English Achievement in *STIE Muhammadiyah Palopo*

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Abstract

The aims of this research were: (1) to investigate the students' motivations, (2) to investigate the language learning strategies (LLSs) that are used by the students, (3) to investigate the level of students' LLSs usage, and (4) to investigate the influence of the students' motivations and the level of students' LLSs usage towards their English competence. This research gave descriptions about the students' motivations, LLSs that are used by the students, and the level of students' LLSs usage. The sample of this research was 111 students that were taken from three classes of the first year students from three study programs, i.e. *Ilmu Ekonomi*, *Manajemen*, and *Akuntansi*. This research revealed that the students were categorized into high motivated to learn English where 70 students (63%) had high motivation, 25 students (23%) had very high motivation, 13 students (12%) had medium motivation, and 3 students (3%) had low motivation. This research also found that the students were dominantly used metacognitive strategies (44%), followed by compensation strategies (18%), affective strategies (14%), social strategies (10%), cognitive strategies (8%), and the least used strategies were memory strategies (6%). For the level of the students' language learning strategies usage, the researcher found that the students level were categorized into medium, where 78 students (70%) mediumly used the LLSs, 30 students (27%) highly used the LLSs, 2 students (2%) lowly used the LLSs, and 1 student (1%) very highly used the LLSs.

Keywords: motivations; language learning strategies; English achievement

Introduction

There are number factors that influence students in their process of learning second language. In relevance, social and also some psychological factors were mentioned by Ellis (1997, p. 73) to have an important role in determining the success of an individual in second language (L2) acquisition. In psychological dimension, Ellis (1997, p. 73) mentioned personalities, learning styles, language aptitude, motivation and also differences in learning strategies as factors that strongly affect the learner's development in learning and using second language (L2). It stressed that the role of motivations and language learning strategies is very important in determining the success of learners in learning and using second or foreign language.

Motivation is one of the general factors in individual differences of learner's that differs the way learners learn something and the way they use the knowledge of it (Ellis, 1985). Gardner (1985) mentioned two types of learners' motivation in learning process, i.e. integrative and instrumental motivation. Learners' motivation is one of the dominant factors that encourage them to learn English. It also becomes one of the dominant factors that may influence their achievement in learning English.

Oxford (1990, p. 1) mentioned that strategies are very necessary to support language learning in order to encourage the learners to be active and to get themselves to be directed involved in their learning process, in which those two aspects are very important in developing communicative competence. Language learning strategies (LLS) itself are defined variously by experts, one most popular definition used is given by Oxford (1990). Oxford (1990, p. 8) defined language learning strategies as "specific actions that learners choose in order to make their learning to be easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations".

In *STIE Muhammadiyah Palopo*, English is set in the curriculum to be taught for two semesters, especially in the first year. Based on the experience of the researcher in teaching for at least 6 (six) years in this institution, the researcher concludes that always most of the students are more interested in learning English. In every meeting, the atmosphere of the classroom is always interactive, some of the students frequently ask questions and sometimes clarifications about the relationship between the materials that they learn in the classroom with the material that they have ever learned before. However, although being interested in learning English, when asked to speak up, or to write in English, they usually can only speak or write a little. In addition, when given a test in the middle and the final of the semester, only several students who got above average score, while most of them got average and below average.

The problems above become interesting to the researcher, where the motivated students in learning English are difficult to gain high score in the examination test. When being asked, most of the students responded that they are interested to learn English because they know that English is very important in globalization and ASEAN Economic Community era. However, some of them reported that they are still difficult to find out the easier and more suitable ways or strategies for them to learn English that can help them master the language and be fluent in using it in daily communication.

Several studies have been conducted to investigate this subject. Li & Pan (2009), investigated the relationship between motivation and achievement. From the study, they found that instrumental motivation influences both high achievers and low achiever; while high achievers have greater integrative motivation than lower ones; Interest plays an extremely important role in study and high achievers have a strong sense of achievement.

Jhaish (2010) who studied about the relationship among learning styles, language learning strategies, and the academic achievement among the English majors at Al-Aqsa university reported that the students' achievement test results were statistically significant correlated with their learning strategies. It was shown that there are statistically significant correlation coefficient between achievement and all strategies except the compensation strategies. Furthermore, the analysis about the relationship between learning styles and learning strategies revealed that there are no statistically significant correlation coefficient between all strategies and all styles except the memory strategies with Kinesthetic style which has positive correlation, and the compensation strategies with visual style which has negative correlation, and group learning style with compensation strategies which has positive correlation.

In 2014, Rizqianah & Savitri (2014) conducted a research that investigated 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. The research found that the students' greater support of instrumental motivations for learning English were utilitarian and academic reason. While in terms of integrative orientation, the results showed 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 result of the correlational analysis also reveals that there is no significant influence of both variables (motivation and language-learning strategies) towards the students' English achievement. Only motivation variable that statistically influences the students' English achievement significantly, while Language Learning Strategies do not significantly influence the students' English scores in present study.

The previous studies showed that motivations have a significant influence toward the students' English achievement, different from the language learning strategies which was mentioned by Oxford (1990) as one of important factor that influence the language learners' achievement. Therefore, it is interesting for the researcher to study about the influences of the both factors (motivations and language learning strategies) towards the students' English achievement.

There were several questions that were investigated in this research which are stated as follows: (1) what do the students' motivations look like? (2) what are the language learning strategies that are used by the students? and (3) to what extend do the students' motivations and level of language learning strategies usage influence their English achievement?

Method

This research occupied quantitative method. It gave descriptions about the motivations, Language Learning Strategies and the English achievement of the students. It also provided a multiple regression analysis of the influence of students' motivations and the level of language learning strategies usage towards their English achievement.

The population of this research was the first year students of three study programs in *STIE Muhammadiyah Palopo*, i.e. *Ilmu Ekonomi*, *Manajemen*, and *Akuntansi*. The total number of the population was 350 students. The sampling technique used in this research was Cluster Random sampling technique. The researcher randomly chose three of nine classes of the first year students in *STIE Muhammadiyah Palopo* that consisted of 111 students. The samples in this research were then called as respondents.

In collecting the data, the researcher used three kinds of instruments, they were: (1) Adapted Strategy Inventory for Language Learning (SILL) version 7.0; and (2) English achievement test.

Motivational Questionnaire

The motivational questionnaire was adopted from the questionnaire developed by Gardner's (1985) Attitude Motivation Test Battery (AMTB) that consists of the integrative and instrumental orientation scales. The questionnaire consists of 20 questions, with five-point Likert scale items that range from 1 to 5. In order to ease the students to understand and be familiar with the questionnaire, the researchers translated the questionnaire into Bahasa Indonesia. Of all statements in the questionnaire, the researchers also chose statements that were most suitable for Indonesia students and the reality of their cultural context.

Adapted Strategy Inventory for Language learning (SILL) Version 7.0

SILL is a standardized questionnaire that is designed by Oxford (1989) in Oxford (1990, p. 293) and becomes the most popular used questionnaire in studies conducted to investigate the language learning strategies used by the learner. The SILL questionnaire itself consist of 50 items of statements and are subcategorized into six parts that represent the subcategories of language learning strategies that are given by Oxford (1990). Each part of the questionnaire contains various number of items, where the Part A contains 9 items, Part B contains 14 items, Part C contains 6 items, Part D contains 9 items, Part E contains 6 items, and Part F also contains 6 items.

The SILL questionnaire is originally made in English, yet, considering the effectiveness of the questionnaire to reflect the students' strategy, it is translated into Bahasa Indonesia in order that they can easily understand and give respond to the questionnaire.

English Achievement Test

English Achievement test is a test that is intended to show the standard which the students have now reached in relation to other students at the same stage. This test was developed by the researcher based on the syllabus that is used in the schools that were taken as the subject of the research. The whole contents of the test were taken from the material that the students should have learned in the first semester.

The analysis of the data that were gained from the three questionnaires will be done in four phases. The first data that were analyzed is the data from the motivational questionnaire, secondly were the data from SILL questionnaire, thirdly were the data from the achievement test, and lastly were the correlation analysis of the influence of motivations and language learning strategies towards the students' English achievement.

The Motivational Questionnaire Result Analysis

The data collected from the questionnaire in this study were computed and analyzed in terms of means and standard deviation by using SPSS version 21. To interpret the mean score for students' motivational level, the researchers adopted the interpreting procedure designed by Best (1981) and Degang (2010) as follows:

Table 1. Students' Motivational Level

Scale	Mean Range	Motivational Level	Score Range
5	Strongly agree	Very high	4.50 – 5.00
4	Agree	High	3.50 – 4.49
3	Moderate	Average	2.50 – 3.49

Scale	Mean Range	Motivational Level	Score Range
2	Disagree	Low	1.50 – 2.49
1	Strongly disagree	Very low	1.00 – 1.49

The mean score for each item indicates the level of students' motivation. The students who get a high score mean that the students have high motivation, while the students who get low score mean that they have low motivations.

The SILL Result Analysis

The first step of the data analysis process were the tabulation of the result of each students on SILL questionnaire. Each of the students' result will be tabulated in the following table:

Table 2. Students' SILL Result

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. ...	1. ...	1. ...	1. ...	1. ...	1. ...	Sum Part A
2. ...	2. ...	2. ...	2. ...	2. ...	2. ...	Sum Part B
3. ...	3. ...	3. ...	3. ...	3. ...	3. ...	Sum Part C
etc.	etc.	etc.	etc.	etc.	etc.	etc.
Sum	Sum	Sum	Sum	Sum	Sum	Sum
÷ 9 = ____	÷ 14 = ____	÷ 6 = ____	÷ 9 = ____	÷ 6 = ____	÷ 6 = ____	÷ 50 = ____
						(Overall Average)

The Multiple Regression Analysis

After tabulating and analyzing the data from the two data collection instruments, the data analysis then were continued to the multiple regression analysis of the influence of motivations and language learning strategies towards the students' English achievement. The analysis is intended to answer the given hypothesis as follows:

H₀: The students' motivations and language learning strategies significantly influence and their English achievement.

H₁: The students' motivations and language learning strategies do not significantly influence and their English achievement.

The computation of correlation coefficient of the data was assisted by SPSS 21 using Multiple Regression technique. The use of the technique refers to what is suggested by Sugiyono (2014, p. 275) that Multiple Regression analysis is used when the researchers are intended to predict the state of dependent variable after the two or more independent variables are manipulated.

Results

The Students' Motivation

The data about the strength of motivation of the students were gained using the motivation questionnaire. The frequency and percent were showed in the table below:

Table 3. Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	2.7	2.7	2.7
	Medium	13	11.7	11.7	14.4
	High	70	63.1	63.1	77.5
	Very High	25	22.5	22.5	100.0
	Total	111	100.0	100.0	

Table 3 above showed that the students were considered to be high motivated in learning English. In the table, it was shown that there were 3 students (2.7%) whose motivation was considered to be low, 13 students (11,7%) to be medium, 70 students (63,1%) to be high, and 25 students (22,5%) whose motivation was considered to be very high.

The Students' LLSs

From the SILL questionnaire, it was found that the students used all the categories of LLSs given by Oxford (1990) i.e. *memory* strategies; *cognitive* strategies; *compensation* strategies; *metacognitive* strategies; *affective* strategies; and *social* strategies. Table 4 shows the frequency of the level of LLSs use of the students.

Table 4. Language Learning Strategies (LLSs)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Memory	9	8.1	8.1	8.1
	Cognitive	7	6.3	6.3	14.4
	Compensation	20	18.0	18.0	32.4
	Metacognitive	49	44.1	44.1	76.6
	Affective	15	13.5	13.5	90.1
	Social	11	9.9	9.9	100.0
	Total	111	100.0	100.0	

The table showed that the LLSs use of the students can be mentioned in general as follows:

1. The most dominant used strategies by the students was metacognitive strategies (49 students), followed by compensation strategies (20 students).
2. The least dominant used strategies by the students was cognitive strategies (7 students).

The Students' English Achievement

The students' English achievement were gained from the achievement test that were given to the students at the end of semester. It could be seen in the table as follows:

Table 5. Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	2	1.8	1.8	1.8
Medium	76	68.5	68.5	70.3
Valid High	21	18.9	18.9	89.2
Very High	12	10.8	10.8	100.0
Total	111	100.0	100.0	

The table above showed that the students were dominantly to be medium achiever, represented by 76 students (68,5%). While, 21 students (18,9%) were high achiever, 12 students (10,8%) were very high achiever, and 2 students (1,8%) were low achiever.

The Multiple Regression Analysis

In order to answer the hypotesis question, multiple regression analysis were used to determine whether the motivation and the language learning strategies influence the English learning achievement of the students. The result of the multiple regression analysis using SPSS 20 could be seen in the table as follows:

Table 6. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	42.820	2	21.410	200.674	.000 ^b
Residual	11.523	108	.107		
Total	54.342	110			

a: Dependent Variable: Achievement

b: Predictors: (Constant), LLSs, Motivation

From the table above, it was found that the *f* significance was 0.000 (< 0.05). Therefore it could be stated that the null hypothesis was rejected and the alternative hypothesis was accepted. In the other words, the motivation and the language learning strategies both significantly influence the students' English achievement.

Discussion

The results of this study showed that the students were considered to be high motivated in learning English. In the table, it was shown that there were 3 students (2.7%) whose motivation was considered to be low, 13 students (11.7%) to be medium, 70 students (63.1%) to be high, and 25 students (22.5%) whose motivation was considered to be very high.

From the SILL questionnaire, it was also found that the students used all the categories of LLSs given by Oxford (1990) i.e. memory strategies; cognitive strategies; compensation strategies; metacognitive strategies; affective strategies; and social strategies. Table 4 shows the frequency of the level of LLSs use of the students. The most dominant used strategies by the students was metacognitive strategies (49 students), followed by compensation strategies (20 students). The least dominant used strategies by the students was cognitive strategies (7 students).

The multiple regression analysis revealed that both of the motivation and the language learning strategies were both significantly influence the students' English achievement. This result was in line with the findings of the research conducted by Su & Wang (2009) who studied the motivation in learning English in order to improve the students' English performance. The results showed that the motivation has a close relationship with the students' performance. But the different strength in motivation will lead to different learning efficiency.

The finding of the study conducted by Li & Pan (2009), also supported this result. In the research, Li & Pan (2009) investigated the relationship between motivation and achievement. From the study, they found that instrumental motivation influences both high achievers and low achiever; while high achievers have greater integrative motivation than lower ones.

On the other hand, a contradictory results were found by Rizqianah & Savitri (2014). The research investigated 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. The result of the correlational analysis reveals that there is no significant influence of both variables (motivation and language-learning strategies) towards the students' English achievement. Only motivation variable that statistically influences the students' English achievement significantly, while Language Learning Strategies do not significantly influence the students' English scores in present study.

From the discussion above, it was found that there are many factors that can influence the students' English achievement, including the motivation and the language learning strategies. From the previous studies, it is found that only motivations that are significantly influence the students' English achievement,

different from language learning strategies. On the other hand, this research found that both the motivations and language learning strategies are significantly influence the students' English achievement. Therefore, the researcher recommended that further studies about this case are needed.

Conclusion

Based on the findings and discussion, the result of this study concluded that: (1) The students were high motivated in learning English; (2) The students used all the categories of LLSs, the metacognitive were the most dominantly used strategies by the students; and (3) Both the motivation and LLSs significantly influence the English learning achievement of the students.

Based on the conclusions above, the researcher presents some suggestions and recommendations as follows: (1) Further investigation dealing with the students' motivation, LLSs and their correlation to English achievement are needed to establish a better paradigm and comprehensive understanding; (2) The students are suggested to learn and try to apply LLSs in their language learning process; (3) It is recommended to teachers to motivate the students to learn English and to investigate the LLSs that their students tend use by then they can adjust their teaching methodology and the material that they present to their students to meet the student tendency in learning English; and (4) It is also recommended to teachers that they can comprehend and then introduce the categories of LLSs and provide time to train their students of applying the LLSs in learning English.

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