**Language Learning Strategies in Relation to Learners’ Motivation**

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**Abstract** Writing is one of four language skills that should be mastered by students in learning English. Every student has different learning strategy in writing which help them to make their own learning effective. Motivation is one of the factors that influenced students’ learning strategies both intrinsic and extrinsic motivation had contributed in students’ learning strategies in writing skill. It can be seen from their writing achievement. This research aims to investigate the students’ learning strategies and students’ motivation towards writing achievement. The design was quantitative research. The research was applied to 35 Eleventh Science 3 grade in SMAN 1 Pakusari Jember. The data obtained from observation, interview, and documentation. The research found that students’ high learning strategies in writing and high intrinsic motivation influenced in their writing achievement.

**Keywords:** language Learning Strategies, Motivation, Descriptive Writing.

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**Introduction**

Writing is one of four language skill that should be mastered by students in learning English. Writing is not easy skill for every student because they should mastered in other skills such as grammar, spelling, punctuation, etc in order to make their writing effectively.

To achieve every aspect in writing, students should have learning strategies in writing process. Learning strategy is method to solve the problems in language learning and it is to manipulating some information which makes the students enjoyable, effective, and easier in learning language.

Motivation as one of the sources contributing to student differences respect to its relationship with language learning strategies. It is the impulse that arises to do something, change the behavior for the better through the learning process. Motivation can classify in two factors, there are intrinsic factors and extrinsic factors. Intrinsic factors are based on the physical of student. Extrinsic factors are coming from outside the student self.

By knowing about the students’ language learning strategies and their motivation, teachers can know their students’ learning strategies and their motivation in learning English, especially in descriptive writing. So, they can improve their teaching. In learning English, each student has various motivations. In this study the researcher wanted to know the students’ language learning strategies and students’ motivation in descriptive writing in SMAN 1 Pakusari. So the researcher carried out of research entitled “Language Learning Strategies in Relation to Learner Motivation.”

**Research Problem**

* + 1. How do the relationship of students’ language learning strategies towards students’ writing achievement?
    2. How do the relationship of students’ motivation towards students’ writing achievement?

**Research Objectives**

* + 1. To investigate the students’ language learning strategies towards students’ writing achievement.
    2. To investigate the students’ motivation towards students’ writing achievement.

**Literature Review**

**Language Learning Strategies**

1. Definition of Language Learning Strategies

The word “*strategy”*comes from Greek which means high level plan to achieve one or more goals. According to Brown (2000:113) “Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular en, planned designs for controlling and manipulating certain information.” Based on Cook (2008:113), “learning strategies is as the learner’s choice in using and learning the language.”

Weinstein and Mayer (in Macaro, 2011:17) stated that language learning strategies are what learners engage during learning involving behaviors and thoughts. Rebecca Oxford (1990:8) pointed out that a comprehensive about language learning strategies is specific action, behaviors, steps, or techniques that student use to improve their own progress in developing skill in a second or foreign language.

In conclusion, language learning strategies are all the action involving behaviors, steps, techniques, and thoughts of the learners during the language learning in order to achieve better learning language.

1. Characteristic of Language Learning Strategies

Oxford (1990:9) defined some basic features of learning strategies emphasizing in strategies that are not only focused on the development of communication competence in foreign language learning that can be seen on below.

1. Contribute to main goal. Communicative competence.
2. Allow learners to become more self-direction.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.
13. Kinds of Language Learning Strategies

Kinds of language learning strategies based on Brown (2000:126) language learning strategies divided into two strategies; cognitive strategies and socioaffective strategies. Cognitive strategies divided into nine sub-categories; deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, and inferencing. While socioaffective strategies divided into two sub-categories; cooperation, and question for clarification.

The conclusion is cognitive strategies comes from in the mind or awareness strategies, and socioaffective means how the person interact with other.

1. Motivation

Forman (in Rahman, 2005) said that motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors. Norton (in Rahman, 2000) stated that motivation is viewed as a dynamic, situated and social construct. In addition, Gardner and Lambert (in Kato, 2007: 54) stated that motivation is one of important aspects of learning language.

In line with those statements, Brown (2000:160) also stated that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation becomes an important aspect of learning which can make the students have awareness about the importance of studying or learning. So it can be assumed that it can make the teaching-learning process in the class run more effective and efficient.

Usually, learning motivation can be influenced by two kinds of factor. Those are intrinsic factors and extrinsic factors. Brown (2000:162) pointed out that motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. Based on Uno (2010:23) stated that intrinsic factor can be form as desire and willingness of success, a necessity of learning, and also expectation of dream. Extrinsic factor can be form as appreciation, learning environment, and interesting learning activities.

1. Definition of Writing

Jack C. Richards and Willy A. Renandya (2002:303) , “Writing is the most difficult skill for second language learners to master.” The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

There are many different definitions about writing given by experts from many resources. The first, according to Rise B. Axelrod and Charles R. Coopers (In Alawi, 2011:3) said that, “writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.” Marianne C. Murcia (In Alawi, 2011:233) stated that writing is “the ability to express one’s ideas in written form is a second or foreign language.” It means that writing is an activity to express our ideas in written form.

On the other side, Barnet and Stubb (In Alawi, 2011:3) pointed out that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice.”

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

1. Writing Process

Writing is a process that involves several steps. At least, there are four steps in the writing process mentioned by Jeremy Harmer in his book; How To Teach Writing.

1. Planning
2. Drafting
3. Editing (reflecting and revising)
4. Final Version
5. Definition of Descriptive Text

According to Anderson (In Zahara, 2014: 26), descriptive or description describe a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Besides, the word *descriptions* from two words; *sciber* means “to write” and *de,* meaning “down” or “about”. There is a hint in the describing you will follow the outline of an object visually and then write it down or “draw” it in word, said Angelo (In Zahara, 2014:123).

Related to Anderson statement, Katherine Ploeger (2000:239) pointed out that a descriptive is used to add details about something physical; a person, place, or thing. This method uses sensory language, the words that appeal to the five senses, such as sight, hearing, smell, taste, and touch.

From the experts’ explanation above, it can be concluded that a descriptive is to describe something like person, place, or thing.

**Research Method**

**Research Design**

A research that the researcher uses is descriptive quantitative research using survey. In this research, the researcher investigates two components. The first is language learning strategies (LLS) in Descriptive writing. The second is the language learning motivation in descriptive writing based on Brown theory.

**Research Variable**

The population of this research is the eleventh grade of SMA Negeri 1 Pakusari in academic year 2017/2018. The sample was eleventh grade Science 3 classes of SMA Negeri 1 Pakusari Jember.

**Data Collecting Method**

1. Questionnaire
2. The first questionnaire is about language learning strategies which consist of a list of statements and questions to be answered by the students to measure students’ language learning strategies.
3. The second questionnaire is about motivation which consists of a list of statements and questions to be answered by the students to find out the kind of students’ motivation.
4. Documentation

The researcher used this method to obtain documents which is related to this research. They are school files, such as the data of teachers, the data of students, administration staffs, gardeners, and pictures.

1. Writing Test

The researcher asked the students to write a paragraph of descriptive based on students answer in descriptive writing techniques.

**Data Analysis Method**

1. Tabulating the Score of Students’ Questionnaires.

Table 3.1 Range Categories of Students’ Language Learning Strategies in Writing

|  |  |
| --- | --- |
| 43 – 52 | Very high level in writing |
| 33 – 42 | Quite strong in writing |
| 23 – 32 | Satisfactory in writing |
| 13 – 22 | Quite low in writing |

Table 3.2 Range categories of students’ motivation in writing

|  |  |
| --- | --- |
| 25 – 28 | High in intrinsic motivation |
| 19 – 24 | Moderate in intrinsic motivation |
| 13 – 18 | Moderate in extrinsic motivation |
| 7 – 12 | High in extrinsic motivation |

Table 3.3 Scoring the students’ writing test

|  |  |
| --- | --- |
| 6 – 10 | Good achievement |
| 11 – 17 | Low achievement |

1. Classification based on students’ answer from questionnaires.
2. Interpretation

In this research, the researcher used the result of interview with students to get the validity of the data.

**Research Findings and Discussion**

**Students’ Language Learning Strategies toward Their Writing Achievement**

There are 4 students get high level in learning strategies. 3 students have good achievement and 1 student has low achievement in writing. Based on the interview results to students’ high level in learning strategies, the students who have good achievements said that they extremely understand the direction so they feel it easily to do for them. Meanwhile, the student who has low achievement said that actually she understand the directions, but she must focus in another subject for Science Olympiad preparation.

There are 13 students include in category quite strong in learning strategies. Based on the results of writing test, 12 students get good achievements and a student get low achievement in writing test. According to the students who have good achievement in writing, they understand the direction after seeing model by the teacher. Likewise, a student who has low achievement said that he understands the direction after seeing model by the teacher, but he forgets to reread before collect his written.

8 students are included in learning strategies. 5 students have good achievements and 3 students have low achievements in writing test. Based on the interview result, the students who has good achievement said that they little bit understand the direction and also some students feel boring in the class so to do writing test, they copy other friend’s written. With their friend helping, they try to do it their self. Different with students who have good achievement, although they little bit understand the direction, they try to do it by their friends helping.

There are 10 students are divided in 7 students who have good achievement and 3 students have low achievement in writing test. According to students who have good achievement, they do not understand the direction so they copy model by the teacher to get good score. Because do not understand the direction, a student who has low score said that he just write in one sentence because he do not know the different between sentence and paragraph. 2 students who have low achievement do writing by using random words.

**Students’ Motivation toward Their Writing Achievement**

5 students are included in high intrinsic motivation in writing. The result of their writing achievement, 3 students have good achievement and 2 students have low achievement. Based on the result of interview to those students, 3 students who have good achievement in writing said that they deeply like writing. They always write in their home. They like share what everything they doing today. 2 students who have low achievement said that actually they like writing, but they felt tired and illness so they do not focus in writing today.

There are 14 students in moderate intrinsic. 9 students get good achievement and 5 students get low achievement in writing. According to students who have good achievement, they like writing and they understand the direction. Meanwhile, according to students who have low achievement, exactly they like writing and understand the direction, but they forget to reread for correcting their written errors. And also some students feel hungry so they want to finish their writing soon and go to canteen.

There are 11 students who included in moderate extrinsic. 9 students have good achievement and 2 students have low achievement in writing. Based on the interview result to the students, it can be concluded that the students who have good achievement said that they dislike writing. To get good score in writing, they copy their friend’s written and take editing based on their own topic. Meanwhile, the students who have low achievement in writing said that they dislike writing but they try to do it by itself to fulfill the exercise by the teacher.

There 5 students are included low motivation. 4 students have good achievement and a student has low achievement. According to the students who have good achievement, they will do everything such as cheating and copying model by the teacher to get good score in writing. On the contrary, student who has low achievement said that he cannot write in English, but to fulfill the exercise by the teacher he must do it.

**Conclusion**

Students’ learning strategies in writing are influenced by students’ motivation in writing.

Among students who have high level in learning strategies, they possessed intrinsic motivation. The students use cognitive strategy. They usually work individually which means they have to use their own mental process. Among students who have low level in learning strategies, they possessed extrinsic motivation. The students use socioaffective strategy. They usually work in pair or group to obtain feedback and information to increase their ability.

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