

**The Correlation between Language Learning Strategies (LLS) and
Motivation of Students in English Learning at Eighth Grade of SMP**

Nasional Makassar

(A Descriptive Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Education in English Department*

INDRI ASTY
10535584014

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN


Skripsi atas nama **INDRI ASTY, NIM 10535 5840 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal **22 Jumadil Awal 1440 H/28 Januari 2019 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal **01 Februari 2019**.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Dr. St. Asriati AM, S.Pd., M.Hum. (.....)
2. Dra. Husnawati Latief, M.Pd. (.....)
3. Dr. Ratna Dewi, S.S., M.Hum. (.....)
4. Dra. Radiah Hamid, M.Pd. (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Correlation between Language Learning Strategies
and Motivation of Students in English Learning at Eighth
of SMP Nasional Makassar

Name : INDRI ASTY

Reg. Number : 10533584014

Programmer : English Education Department Strata 1 (S1)


Faculty : Teacher Training and Education


Makassar, Februari 2019

Approved by

Consultant I

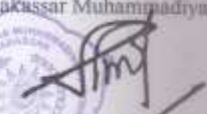
Consultant II


Dra. Hasnawati Latief, M.Pd.


Dra. Radiyah Hamid, M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934


Umri Khaerati Svam, S.Pd., M.Pd.
NBM: 977 807

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : INDRI ASTY

Nim : 10535 5840 14

Jurusan : Pendidikan Bahasa Inggris

**Judul Skripsi : The Correlation between Language Learning Strategies
and Motivation of Students in English Learning at Eighth
Grade of SMP Nasional Makassar**

Dengan ini menyatakan bahwa:

*Skripsi yang saya ajukan didepan Tim Penguji adalah ASLI hasil karya saya sendiri,
bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikianlah pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2019

Yang Membuat Pernyataan

INDRI ASTY

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini :

Nama : INDRI ASTY

Nim : 10535 5840 14

Jurusan : Pendidikan Bahasa Inggris

**Judul Skripsi: The Correlation between Language Learning Strategies
and Motivation of Students in English Learning at Eighth
Grade of SMP Nasional Makassar**

Dengan ini menyatakan bahwa :

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya yang menyusunnya sendiri (tanpa di buat siapapun).
2. Dalam menyusun skripsi ini, saya selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak melakukan penjiplakan (Plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2 dan 3, maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan sebenarnya dan penuh kesadaran.

Makassar, Januari 2019

Yang membuat perjanjian,

INDRI ASTY

MOTTO AND DEDICATION

*Jangan terlalu berharap dengan yang
lain,*

*karna yang lain juga pandai
menjatuhkan*

DEDICATION

This Skripsi is dedicated to:

- **My beloved parents (Kadir and Rosma)**
 - **My beloved brother and sister (Irwan Irawan and Riyanti).**
 - **All people around me.**
-

ABSTRACT

Indri Asty. 2019. *The Correlation between Language Learning Strategies (LLS) and Motivation of Students in English Learning at Eighth Grade of SMP Nasional Makassar (A Descriptive Research)* .Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. 2019. Supervised by Hasnawati Latief and Radiah Hamid

The research aimed at to find out the correlation between language learning strategies (LLS) and motivation of students in English learning at Eighth Grade of SMP Nasional Makassar.

This research used Descriptive method. Sample of the research is clas VIII A,B,C,D,E at SMP Nasional Makassar in 2018/2019 academic year. In this research, the researcher used Random sampling technique, and the researcher took 30 students as a sample There were two kinds of instruments questionnaire, language learning strategies and motivation of students.

Based on the result showed that the mean score for the questionnaire of language learning strategies score 1821. Then, the mean for students of motivation was 2684. From the data showed that, it was also categorized of good correlation. From those data, the researcher got the index correlation: r_{xy} was 2.233, it showed high correlation. That means there is positive correlation between language learning strategies and motivation of the students in English learning at Eighth Grade of SMP Nasional Makassar.

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

ABSTRAK Indri Asty 2018. Hubungan antara Strategi Pembelajaran Bahasa Dan Motivasi Siswa dalam Pembelajaran Bahasa Inggris pada Siswa Kelas Delapan SMP Nasional Makassar, Dalam tesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, Diawasi oleh Hasnawati Latief dan Radiah Hamid.

Penelitian ini mengarahkan untuk menemukan hubungan antara strategi pembelajaran bahasa dan motivasi siswa dalam pembelajaran bahasa inggris pada siswa kelas 8 SMP Nasional Makassar. Metode penelitian ini adalah model deskriptif. Sampel dari penelitian ini adalah Kelas VIII A,B,C,D,E SMP Nasional Makassar ditahun ajaran 2018/2019.

Di penelitian ini, peneliti menggunakan Teknik Random Sampling, dan peneliti mengambil 30 siswa sebagai sampel. Peneliti menggunakan dua angket yaitu tentang strategi pembelajaran bahasa dan motivasi siswa . Berdasarkan penelitian menunjukkan bahwa nilai rata rata untuk angket strategi pembelajaran bahasa adalah 1821. Kemudian, nilai rata-rata motivasi siswa 2684.

Dari data menunjukkan bahwa memiliki hubungan yang baik, dari data tersebut peneliti memperoleh indeks hubungan rxy adalah 2.233 menunjukkan bahwa i korelasinya tinggi. Itu berarti bahwa Positif korelasi antara strategi pembelajaran bahasa dan motivaasi siswa dalam pembelajaran bahasa Inggris pada siswa kelas 8 SMP Nasional Makassar.

Kata Kunci: Hubungan, strategi pembelajaran bahasa, motivasi siswa, pembelajaran bahasa inggris.

ACKNOWLEDGMENT



Alhamdulillah rabbila'amin, the researcher expresses thank you very much for the gratitude Allah subhaanahuwata'ala for blessing and mercy on the research during the process until the finished this thesis. Shalawat and salaam are addressed to the final, chosen, religion, messenger the prophet Muhammad sallallahualaihiwassalam, who has given her the best everything to complete the whole process of this work.

The researcher would like to profound and gratitude to her beloved parents, his father Abd. Kadir and her mother Rosmawati for their blesses, prayers, financial, motivation and sacrificed and also for all of his big family for their support, love and care. The researcher realized that many people had given their helped and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to say thank you very much for the people who gave sprit, advice, suggestion, and helping to the researcher to the writer as follows :

1. Dr. H. Abd Rahman Rahim, SE.,MM. The Rector of the Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd., P .Hd, The Dean of Training and Education Faculty.
3. Umyy Khaeraty Syam, S.Pd., M.Pd. The Head English Education Department FKIP Muhammadiyah Universitas of Makassar
4. The Researcher High Appreciation And Thankfulness To Dra. Hasnawati Latief M.Pd the first consultant and Dra Radiah M.Pd., as the second consultant who has given their valuable time and guidance to finish this thesis.

5. All lectures of the FKIP Muhammadiyah Universitas of Makassar especially of the English Department for their guidance during her study.
- 6 .All her friends in the Department of English Education, especially for B Class 2014 for their support and friendship. She also would like to thank Risnawati, Rini, Harmin, Ina Jinoddin, RiniAngraini, Tesilia, Riskiyanti for the wonderful friendship. And give thanks to Posko 11Pejuang Air especially Mama Aji squad.

Finally, the researcher says thank you and apperceptions to everybody who had help in finishing this thesis. May almighty Allahsubhaanahuwata'ala bless us all.

Billahi Fii Sabilil Haq Fastabiqul Khaerat.

Makassar, Desember 2018

The researcher

Indri Asty

LIST OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
SURAT PERNYATAAN.....	iv
SURAT PERJANJIAN	v
MOTTO & DEDICATION.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENTS	viii
LIST OF CONTENTS	ix
LIST OT TABLES	x
LIST OF FIGURES	xi
LIST OF CHARTS	xii
LIST OF APPENDICES	xiii
 CHAPTER 1 INRTODUCTION	
A. Background.....	1
B. Problem Statement.....	4

C. Objective of the Research.....	4
D. Significance of the research.....	5
E. Scope of the study.....	5

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings.....	6
B. Some Pertinent Ideas.....	8
C. Concept of Language Learning Strategies.....	8
D. Concept of Motivation.....	14
E. Conceptual Framework.....	23

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	24
B. Research instrument.....	24
C. Procedure Data collection.....	25
D. Data Analysis.....	25

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings.....	28
B. Discussion.....	32

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	37
B. Suggestion.....	38

BIBLIOGRAPHY 45

APPENDICES 48

DOCUMENTATION

CURRICULUM VITAE

LIST OF TABLES

	Page
Table 3.1 Standard of Correlation Product Moment.....	27
Table 4.1 Score of language learning strategies.....	28
Table 4.2 Score of Motivation.....	30
Table 4.3 The result of students motivation in learning English.....	31

LIST OF FIGURES

	Page
Figure 2.1 Conceptual Framework.....	23

LIST OF CHARTS

	Page
Chart 1 : The Frequency of Students' Classification Score	31
Chart 2 : The Percentage of Students' Classification Score	32

LIST OF APPENDICES

Appendix 1 Instrument of the Research

Appendix 2 The Result of The Correlation between Language Learning Strategies
and Motivation of Students

Appendix 3 The Correlation Score of X and Y Variable

Appendix 4 Documentation

CHAPTER 1

INTRODUCTION

In this chapter I, the researcher present about several parts. They are the background of the study, the reason of choosing of topic, the research problems, the purposes of the study, the significance, and outline of the part.

A. Background of the Study

Indonesia is one of the countries using English as a Foreign Language. Nowadays, the Department of Education takes it in National Curriculum and also take this language as one of the compulsory subjects of the formal Education that must be learned by all students in Indonesia, from the Elementary School up to the University. For Senior High School, the KTSP Curriculum of 2006 (Departemen Pendidikan Kebudayaan 2006) states that, “The main goal of teaching English is to develop the four basic skills; listening, speaking, reading, and writing. The language components such as structure, vocabulary, pronunciation, and spelling could be taught to support the development of the four skills”. As a foreign language, learning English is not as easy as learning Indonesian, because it has different structure, pronunciation, and others. However, all languages have the same four skills to master. These four skills become the basic components in mastering Language Communication. Therefore, the primary aim of teaching and learning English is the students can communicate with other whether in spoken or written form using the language they have been learned.

Language learning strategies according to Oxford (1990) there are three subcategories of direct strategies and indirect strategies are memory strategies, cognitive strategies, and compensation strategies. Indirect strategies are metacognitive strategies, affective strategies, and social strategies. Language learning strategies are very necessary to support language learning in order to encourage to learn to be active and get themselves to be directly involve in their learning process, in which those to aspect are very important in developing communicating competence, Oxford (1990) defines language learning strategies as “ specific action that the learners choose in order to make their to be easier, faster enjoyable, more self-directed, more effective and more transferrable to new situation”.

Language learning strategies not only in use in a strategy of learning languages but also used to improve the ability to students in the process of language learning. Griffiths (2003) reflects that “the possibility that effective use of language learning strategies might contribute to successful language learning is exciting” . Also, Griffiths and Oxford (2014: 7) assert that in spite of the problems regarding language learning strategy field, language learning strategies facilitate language learning and the literature on language learning strategies provides important information for teachers, learners, and researchers.

Language learning strategies are so influential in students motivation because without motivation no learning can occur. Motivation, which helps students to maintain their language ability after living the classroom.

MacIntyre's (1994) model of strategy use indicates that motivation has an important effect on the combinations of learning strategies employed by learners. Motivation, along with one's attitude toward the learning situation, desire to learn the language, and previous success in language learning, triggers the use of language learning strategies.

According to Wigfield and Guthrie (1995: 47), motivation is one of the main determining factors of success in developing a second or foreign language. Furthermore, motivation is not only an intensive desire for learning and acquiring knowledge of English. But also an inner cause that push students forward in English learning with enthusiasm and willingness. Motivation is energy of students which comes from inside or outside encouraging them to do something. According to Harmer (1991: 3), motivation seems having an important role in developing students' achievement in teaching and learning process. It will give strength to student in order to get a better score. In fact, students will do everything to get good achievement. They will do the best way to get the best result.

Learning strategy is not enough to improve student achievement. Students should be motivated to use strategies, and organize cognitions and their efforts. Therefore based on the explanation above, it can be considered that motivation has an important role in teaching learning. It can affect students performances and achievement in learning. It also gives contribution in students success or failure in learning. In a learning strategy, motivation is highly influential in improving the knowledge of the students in learning.

And the teacher should be careful in choosing a strategy that will be apply when the teaching and learning process.

Unfortunately, the activities of learning at the school often attribute by problems of learning face by the students at Eighth Grade SMP Nasional Makassar the lack of the language learning strategies and motivation of students in English learning. Where language learning strategies include indirect strategies and motivation of students is extrinsic and intrinsic motivation. From the statements above, it can be said that motivation is an important factor in teaching and learning process.

Thus, this research want to find out significant correlation between language learning strategies and students motivation. So, the researcher conducted a research title : *“The Correlation between Language Learning Strategies and Motivation of Students in English Learning at Eighth Grade SMP Nasional Makassar.”*

B. Problem Statement

Based on background above, research problem of the study is formulated in question forms: “Is there any correlation between language learning strategies and motivation of the students in English learning, at Eighth Grade SMP Nasional Makassar?”

C. Objective of the Research

Based on the problem statement above, the researches intend to find out whether or not the significant correlation between language learning

strategies and motivation of the students in English learning, at Eighth Grade SMP Nasional Makassar.

D. Significant of the Research

In relating to the objectives, the uses of this research are:

1. Theoretically, the findings of the research are expected to support one of the theories on language learning strategies and motivation.
2. Practically, the result of this research are expected to be beneficial:
 - a. As contribution to the further education research development.
 - b. As information and reference for English teacher in developing students' motivation

E. Scope of the Study

This research limit the study about correlation between language learning strategies especially indirect strategies (metacognitive, affective, social) used by students and their motivation focus to extrinsic and intrinsic motivation, at Eight Grade SMP Nasional Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into several parts. First is review is previous related findings, is describes related studies conducted in the past. Second is some pertinent ideas, contain definition about language learning strategies and students motivation. Third is theoretical framework, it shows summary of the theoretical study

A. Previous Related Findings

Learning strategy is not enough to improve student achievement. Students should be motivated to use strategies, and organize cognitions and their efforts. Some researchers conducted some studies about language learning strategies and motivation of students.

1. Ajlea & Rahman (2015), the title of the research "*The Relationship between Language Learning Strategies and Students Motivation in Learning English as a Second Language*". Shown that motivation seemed to have a direct influence in the use of language learning strategies, which is in line with the findings in other research studies The results indicated that the students tended to have higher extrinsic motivation, personal goals and motivational strength. They also have a moderate degree of intrinsic motivation, while they have a comparatively low degree of learning anxiety. The possible explanation for the result of

the present study is that most students learn English only because that an English diploma could assist them to obtain a good job.

2. Rizki (2016), the title of the research is "*Correlation Study of Students' Motivation and Students' Vocabulary Mastery Toward Reading Comprehension at Smpn 31 Bandar Lampung*". Based on the result of the data analysis and discussion in chapter IV, the researcher concluded that:
 - a. Motivation is one of factor that influences reading comprehension. Students' who have high motivation will have good comprehension in reading texts. It can be concluded that students' motivation influences their reading comprehension.
 - b. Vocabulary is needed to comprehend the texts well. The students' who have good vocabulary mastery can influence their reading comprehension. It can be concluded that reading comprehension is affected by vocabulary mastery.
3. Paramitha (2017), the title of the research is "*The Relationship between Students' Motivation and Their Achievement in Studying the English Language*". Based on the conclusion that there is a strong relationship between students' motivation and their achievement in studying the English language. After analyzing both variable by Pearson Product Moment formula, it is found that $r = 0.907$. It indicates the gravity of correlation in this study is in the very high correlation level. The result also shows that H_0 is rejected but H_a is accepted indicating that there is a

strong correlation between students' motivation and students' achievement. The effect of students' motivation is 82.25% toward the students' achievement.

Related to findings as stated above, no different way with this research, where the research is the correlation between language learning strategies and students motivation in English at eight grade SMP Nasional Makassar. Based on the some researches, the equation of the difference, namely the research on focus of the language learning strategies and level intrinsic, extrinsic as a second language. There are also be equally students motivation but focus on vocabulary in English language learning. While the researcher will be focus on the language learning strategies and students motivation to enhance the learning process.

B. Some Pertinent Ideas

1. The Concept of Language Learning Strategies

a. Definition of Language Learning Strategies

Cohen (2003) describes language learning strategies (LLS) as learning procedures used consciously by learners. O' Malley (1987: 71) came out with the term "learning strategies" and defined it as "techniques, approaches or actions that learners take deliberately in order to facilitate the learning and recall of both linguistic and content area information". Wenden (1987:6) used the term "learner strategy" while Oxford (1989: 3) termed it as "language learning strategies".

Although the terminologies used by these writers differ, all of them are used to describe conscious steps or behaviors used by language learners to enhance the acquisition of a new language. These techniques facilitate the target language to be internalized, stored, recalled and used by the learners. Oxford (1989) defined that learning strategies are behaviors or actions which learners use to make language leaning more successful self – direct and enjoyable " .

b. Classification of Language Learning Strategies (LLS)

Language learning strategies have been one of the most popular research topics in the field of EFL Griffiths et al(2014). Rubin (1987) defined LLSs as strategies employed by a learner to regulate their learning. O'Malley & Chamot (1990) emphasized the use of thoughts or behaviors to achieve comprehension, learning, and retention of new information. Different LLS classifications have been proposed. Metacognitive strategies have been described as strategies by which the individual "learns about learning" through conscious effort. Cognitive strategies include steps that learners take to make material more manageable or easier to master. Social/affective strategies involve interactions with other individuals as well as the affective side of language learning. There are mentioned can be further broken down into direct and indirect strategies. Direct strategies directly involve targeted language and comprise memory strategies, cognitive strategies, and compensation strategies. Indirect strategies support language

learning indirectly and include metacognitive strategies, affective strategies, and social strategies.

c. Types of Language Learning Strategies

According to Oxford (1990), the direct strategies are memory, cognitive, and compensation strategies:

1. Direct Strategies

a. Memory Strategies

Memory strategies are employed for storing and retrieving new information. The principle of memory strategies is meaning. All the steps that the learner adopts relating to memory strategies have to be personally meaningful to the learner in order to make the strategies work. An example of memory strategy is “I use new English words in a sentence so I can remember them” (Oxford (1990: 294). Under this category, there are for subsets of strategies: Creating mental linkages, applying images and sound, reviewing well, and employing action. Each subset has different approaches / specific strategies which helps the language learners to learner to learn better. The use of memory strategies are most frequently applied in the beginning process of language learning.

b. Cognitive Strategies

Cognitive strategies have a unified common function: manipulating or transforming the target language. There are various approaches under this category, however, the common function is

manipulating or transforming the target language by the learner. An example of cognitive strategies is “ I try to talk like native English speakers “ Oxford (1990:295) .There are four subsets of cognitive strategies : practicing , receiving and sending message ,analyzing and reasoning , and creating structure for input and out pout . Each set has different approaches / specific strategies. The adult’s learners commonly use analyzing and reasoning strategies .These are used to understand the meaning and expression of the target language.

c. Compensation Strategies

Compensation strategies are used to help learners use the new language for comprehension and production regardless of the limited knowledge learners have with the new language. Making up for an inadequate repertoire of grammar , and especially vocabulary , is the purpose of compensation strategies .An example of compensation strategy is “ to understand unfamiliar English word , I make guesses “ Oxford (1990: 295) . Guessing intelligently in listening and reading , and overcoming limitations in speaking and writing are the two subsets of compensation strategies .Within the two subsets , there are ten approaches /specific strategies.

2. Indirect Strategies

According to Oxford (1990), the indirect strategies are metacognitive, affective, social strategies.

a. Metacognitive Strategies.

Metacognitive Strategy are “actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process “Oxford, 1990: 137) .An example of metacognitive strategies is “I pay attention when someone is speaking English”. There are three subsets of strategies within metacognitive strategies :centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills , arranging and planning ones learning helps learners to organize so they may get maximum benefit from their energy and effort , and evaluating learning helps learners with problems like monitoring errors and evaluation of progress .

b. Affective Strategies

Refer to learners emotional, attitudes, motivation and values. Oxford (1990) Suggested that through affective strategies language learners can gain control over the above factors. She also suggested that good language learners are often the ones who know how to control their emotions and attitudes towards learning. An example of an affective strategy is “ I encourage myself to speak English even when I am afraid of making mistake “ Oxford (1990: 296) .The subsets include lowering ones anxiety ,encourage oneself , and taking ones emotional temperature. There are two kinds how to

apply affective strategies: Pattern habits, is how to recognize relationship are caused by habits, can be the basis to build a certain attitude towards the object. In the process of going to school, both consciously and unconsciously, teacher can instill a certain attitude toward a students through the process of habituation. Modeling is learning the attitude of someone through the processes of copying. The process of modeling this is the process of imitation of the child against other people who become his idol or people that respected that started a sense of awe.

c. Social Strategies

The last category is social strategies, which refers to learner's communication with people who use the target language. An example of a social strategy is "I try to learn about the cultures of English speakers" (Oxford, 1990, p 296). There are three subsets of social strategies and each subset consists of two specific strategies. The three subsets strategies are as following: asking question, cooperating with others, and empathizing with others. Among the three, asking question is the most helpful and comes closest to understanding the meaning. It's also helps in conversation by generating response from the partner and shows interest and involvement. Cooperating with others eliminates competition and in its place brings group spirit. Empathy means to put oneself in someone else's situation to understand that person's point of view.

Learners can social strategies to develop cultural understanding and become aware of thoughts and feeling of others.

3. English Learning

In this study of language learning, it is important to consider learners and how they learn English. There great interest towards the actions which learns take to accomplish learning tasks, also know as language learning strategies (LLS), and how these action could be guided. Language learning strategies have been widely studied over the course of decades, and different definition and classifications for language learning strategies have been proposed Oxford (1990). Language learning strategies as defined by Griffiths (2013: 15), based on years of discussion in the field, are actions chosen by learners to regulate their own learning. The topic of language learning strategies is complex and there are many different aspects from which one can approach studying them, such as their effect on learning success, different factor affecting which strategies students choose and which strategies are needed in different situation.

2. The Concept of Motivation

a. Definition of Motivation

Dealing with motivation, Brown (2001: 72) divides the definition of motivation into two, based on the schools of psychology. They are behaviorist definition and cognitive definition. Behaviorists stress on the role of rewards and perhaps punishments

in motivating behavior. Cognitive definition places the focus on how individual's conscious attitude, thoughts, beliefs, and interpretation of events influence behavior; that is, how mental processes are transformed into actions.

Brophy (2004: 3) says that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. Santrock (2011: 38), also defined that "motivation involves the processes that energize, direct, and sustain behavior." Schunk (2008: 4), and friends also state that "motivation is the process whereby goal-directed activity is instigated and sustained." It means that motivation can direct a person's behavior to achieve his/her goals. A person has a reason and enthusiasts to do something in his/her life by motivation. Motivation can also be defined as the driving force behind all the actions of an individual. The influence of individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotion and achievement-related goals. There are different forms of motivation, such as extrinsic, intrinsic, physiological, and achievement motivation.

According to Weiner (1990: 45). Numerous theories and concepts have been put forward by psychologists to describe human motivation. It also has been recognized that motivation is an important agent in the cognitive process. Noted, "Motivation is often

inferred from learning, and learning usually is an indicator of motivation for the educational psychologist". Most language teachers believe that motivation is a key factor for success in language learning. During the last 40 years researchers in various fields have attempted to explore the construct of language learning motivation from many different perspectives.

b. Types of Motivation

Motivation can be divided into two kinds. These kinds of motivation are divided to the how the motivation arrives and the influences around the person itself. They are extrinsic motivation and intrinsic motivation.

1. Extrinsic Motivation

To get more understanding about extrinsic motivation, it is necessary to know some theories stated by experts. Based on Santrock (2011: 441), defines extrinsic motivation as below:

“Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.”

Motivation can be stated as extrinsic motivation in condition of external influenced. The influences can be

rewards and punishments. For example, the boy studied hard because his father will give him the new bicycle as his reward if he gets a best score. It is the same as Alderman says. Alderman (2004: 247), has perception that: "*Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.* From the above statements, it can be concluded that extrinsic motivation is the one that comes from the outside of individuals for example, a punishment or the reward so that they will be motivated and achieve the target expected.

2. Intrinsic Motivation

According to Santrock (2011: 441) intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course. It means that intrinsic motivation comes from inside of the person. Alderman (2004: 247) also defines that "intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge." With

intrinsic motivation, the students do not need to be pushed in doing something.

This statement is same with this next statement that “Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity itself. The researcher also finds that “a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control, which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end.” It means that intrinsic motivation can be a parameter to someone in doing the job. If the person feels interesting to do learning, it means that he/she has the intrinsic motivation.

The researcher deduces that intrinsic motivation is an energy that the people got from inside of themselves. This energy never got influence from the outside. This motivation can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation.

How the teacher to apply motivation the classroom is the teacher can giving award, by doing this can be a positive because it can foster creative and spirit to compete

healthy. Giving the award as an attempt coaching motivation not always should be tangible or goods but can also in the form of praise and reward in the form of the material.

c. The Influence Factor of Motivation

Motivation also has the factors which can influence how the motivation can be increased in the learning process. The motivation in learning is influenced by students' self, the teachers, and also students' environment. All of these roles have their own influences to make motivation exist. Due to the existence of motivation, the successful learning can be achieved. This theory has same meaning with Dornyei's (1994: 273) that the researcher has mentioned in the previous chapter that is stated "motivation is one of the main determinants of second/foreign language learning achievement."

Schunk (2008: 143) and friends define "motivated learning is a motivation to acquire skills and strategies rather than to perform tasks that modeling by with highlights the role of self-efficacy". Sanjaya (2008: 249) also has the same perception that the learning can be success if students' motivation as direct and arouse. It can be stated that motivation is acquired in learning in order to achieve the skills and strategies. From the above opinions,

it can be conclude that motivated learning is a thing that can help to build success learning in class. In a learning process, motivation can be a good machine as the energy. Motivation can be an important aspect in learning process.

Actually, many other factors that can influence on students' motivation in teaching and learning process as follow:

1) Teacher

The teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge to student, but also as a monitor who always motivates and supports the student in teaching and learning. Dornyei (2000: 13) informs that teacher's skill in motivating student should be seen as the central in teaching and learning process. The teacher is the key instrument to handle and organize student in the classroom. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the student to learn hard.

According to Ur (1996: 121) other sources are certainly affected by the teacher actions; they are success and its reward, failure and its penalties, authoritative demands, test, and competition.

a) Success and its reward

This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success; the message can be conveyed by a nod, a tick, even significant lack of response.

b) Failure and its penalties

Failure is not just a matter of wrong answer, students should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, whereas success is something to be sought.

c) Authoritative Demands

Students are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because the teacher has told them to, recognizing teacher authority and right to make this demand, and trusting your judgment.

d) Tests

The motivating power of tests appears clear: students who are know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e) Competition

Students will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively students' willingness to cooperate and help each other.

2) Parent

The role of parents can influence on students, motivation in studying. Parents give great influence to their children as students in school. Parents are expected to support their children to create their motivation.

3) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and student that conducted in bad environment. Environments also will cause students' motivation. Student will be more interesting if the environment of the classroom is comfortable. In the other theory, internal factor also can influence the motivation.

The internal factor can classified into three factors, they are:

a) Age

Student of deferent age have different need, competence and cognitive skill. Children learn English language for fun through play, sing song; the language should be first presented through sound. Some people say that the children learn the language faster than the adult do. They pick up language effortlessly which the plasticity of their young brain. It is easy for them to remember or recognize something new in their ear.

b) Goals

Motivation encourages the students to achieve the goal. If the goal is clear and useful for the students, the students will attempt to achieve that goal, and motivation is also closely related with a person desire to achieve goals. It

could be better position in job; etc. and short term goal such as passing a test at the end of the week, etc.

c) Need

How much the learner needs to study this language?

For example, a student wants to continue his study abroad and citizen in that country use English as their first language. This means that she/he needs to learn English language.

d. Conceptual Framework

Based on the some theories, present the researcher try to give theoretical :

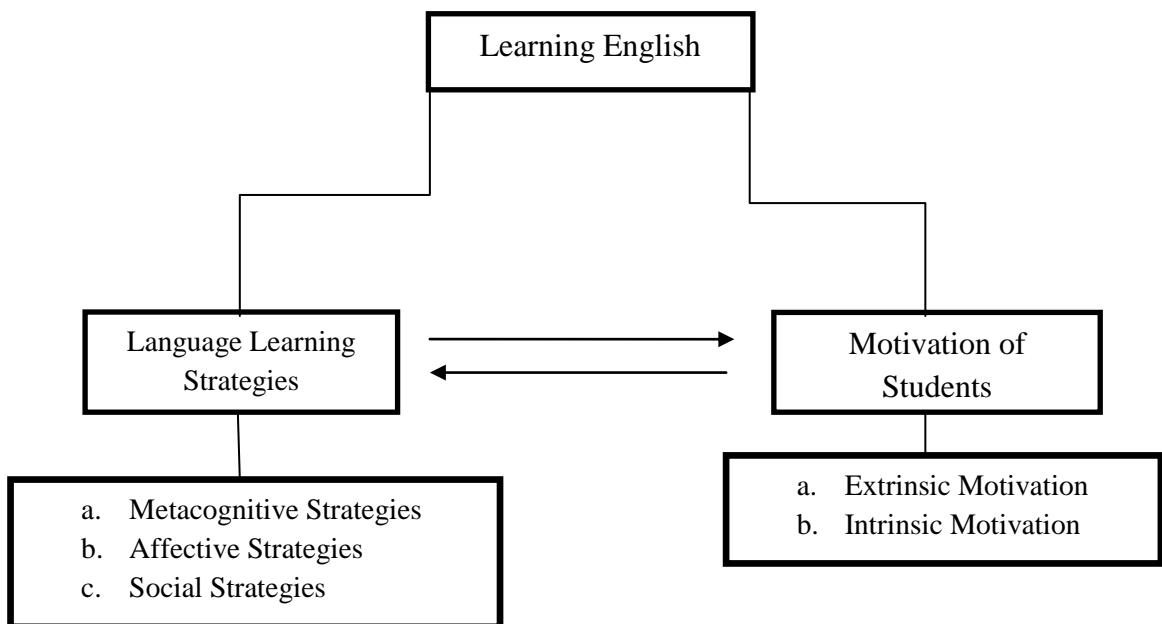


Figure 2.1 Conceptual Framework

Based on the conceptual framework above shown in language learning strategies is include indirect strategies . And students motivation include extrinsic motivation and intrinsic motivation.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of the research is descriptive quantitative which is about the correlation between two variables those are language learning strategies and Motivation of Students in English Learning in order to find out the correlation of both.

B. Population and Sample

1. Population

This research takes Eighth Grade Students of SMP Nasional Makassar in the Academic Year 2018/2019 as the population. There are five classes which each class consists of 30 students. So, the total population is 150 students.

2. Sample

This research uses random sampling technique. The samples are taken 20% from each class randomly, so the total of samples are 30 students.

C. Research Instrument

The instrument which is used by the researcher is questionnaire. The type of questionnaire used is close questionnaire. It will be divided into two parts, the first one is the questionnaire of Language Learning Strategy which is consist 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 Motivation which is divided into 2 main parts those are extrinsic and intrinsic which each part consists of 10 items so the total items are 20 items.

D. Procedure of Data Collection

The procedure stages of collecting data as follows:

1. First, the researcher comes to the class and explains the purpose of the research.
2. The second, the researcher explains about the questionnaire and how to answer it.
3. Next, the questionnaires are distributed to the students.
4. The students are given 35-45 minutes
5. After answering the questionnaire, the researcher collects it from the students and says thanks to the students for their time to answer the questionnaire.

D. Data Analysis

The data obtain from the questionnaire through the following formula:

1. Formula of Mean Score

To calculate the mean score, the following formula is applied:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = Mean score

$\sum x$ = The sum of all score

N = The number of students

(Gay, 1981)

2. Formula Calculating of the Correlation

After getting data from the students in the questionnaire, the researcher need to analyze the data and correlate between questionnaire result. The researcher did description analysis to describe the data statistically.

The technique on data on analysis used correlation technique from person product moment, that is:

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

r_{xy} : Coefficient of correlation between X variable and Y variable

ΣX : The sum of scores in X distribution

ΣY : The sum of scores Y distribution

ΣXY : The sum of multiplication of X and Y scores

X^2 : The sum of squared in X

Y^2 : The sum squared in Y

N : The number of sample

(Sugiyono, 2010:206)

Table 3.1 Standard of Correlation Product Moment

No	Standard of "r"	Interpretation
1	Between 0.000 – 0.200	Very low
2	0.200 – 0.400	Low
3	0.400 – 0.600	Moderate
4	0.600 – 0.800	Substantial
5	0.800 – 1.000	High

(Arikunto, 2002:245)

The analysis is compared of r table.

If $r_{xy} > r$ table is positive correlation

$r_{xy} < r$ table is negative correlation

$r_{xy} = r$ table is zero correlation

BAB IV

FINDINGS AND DISCUSSION

In this research is contained data finding from the test result, the researcher conducted the research using questionnaire in SMP NASIONAL Makassar at Eighth Grade for getting questionnaire score. The researcher analyzed the data to know the correlation between language learning strategies and students motivation in English learning.

A. Research Findings

1. Language Learning Strategies Score

Language Learning Strategies Score as variable X in this study. To get the score, the researcher conducted the research through questionnaire. The table below describes the result of the language learning strategies questionnaire.

Table 4.1 Score of language learning strategies :

N	Score	7	64
1	57	8	61
2	94	9	56
3	67	10	60
4	65	11	57
5	68	12	73
6	57	13	32

14	54
15	68
16	60
17	70
18	67
19	62
20	47
21	68
22	41

23	67
24	60
25	51
26	51
27	68
28	62
29	60
30	55
N=30	Σx : 1821

2. The students motivation score

Students motivation score as Y variable in this study, To get the score, the researcher conducted the research through questionnaire. The table below describes the result of the students motivation questionnaire.

Table 4.2 Score of Motivation

N	Score
1	85
2	81
3	96
4	95
5	98
6	92
7	96
8	87
9	95
10	80
11	90
12	100
13	87

14	93
15	97
16	85
17	100
18	100
19	89
20	89
21	100
22	71

23	81
24	81
25	84
26	99
27	95
28	70
29	82
30	84
N=30	Σy : 2684

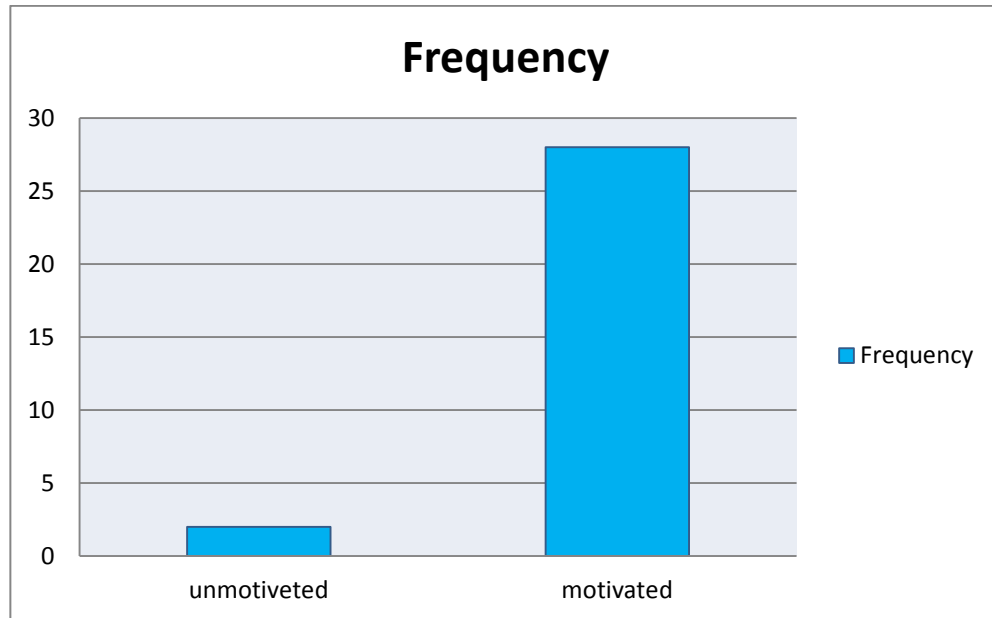
Based on the results of the data analysis above, it can be concluded that, the mean score of the total language learning strategy especially metacognitive strategies is 2.466, where of the table above the average student gets the highest score of 60 to the lowest, 30, so that the overall number is obtained. While motivation is 4.573 from the total number of students, namely 30 people, where in this indicator students have values ranging from 70 and above so that students rarely have high scores. It means that have positive correlation between them.

Table 4.3 The result of students motivation in learning English

	Motivation Result	Frequency	Percent
Valid	Unmotivated	2	6,6 %
	Motivated	28	93,3%
	Total	30	100%

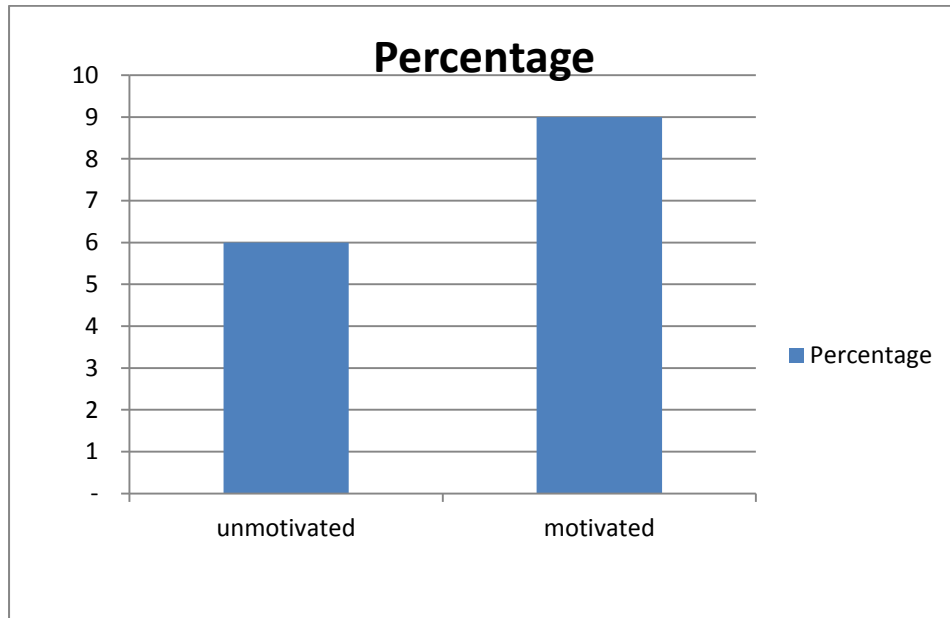
Based on the results of frequency and percent it can be seen that the correlation between language learning strategies and motivation of students in English learning, of SMP Nasional Makassar there are only 2 students (6,6%) from 30 sample of students who are unmotivated by language learning strategies conducted in class while on the other word there are 28 students (93,3 %) are highly motivated in language learning strategies in the class that is reviewed from the results of data collection and the results of the data analysis . It means that language learning strategies have correlation between language learning strategies and motivation in English learning though the significant is high scores. It means that have positive correlation between them.

Chart 4.1 Frequency of Language Learning Strategies and Students Motivation Score



Based on the chart of frequency above, can be seen the correlation between language learning strategies and motivation of students in English learning , of SMP Nasional Makassar there are 2 only students (6,6%) from 30 sample of students who are unmotivated by language learning strategies conducted in class while on the other word there are 28 students (93,3%) are motivated in Language learning strategies in the class that is reviewed from the result of data collection and the result of data analysis. It means that language learning strategies have correlation between language learning strategies and motivation in English learning though the significant is high scores. It means that have positive correlation between them.

Chart 4.2 Percentage of Language Learning Strategies and Students Motivation Score



Based on the chart of the percentage above, it can be seen the correlation between language learning strategies especially metacognitive strategies and motivation of students especially intrinsic motivation in English learning, of SMP Nasional Makassar there are 2 only students (6,6%) from 30 sample of students who are unmotivated by language learning strategies conducted in class while on the other word there are 28 students (93,3%) are motivated in Language learning strategies in the class that is reviewed from the result of data collection and the result of data analysis. It means that language learning strategies have correlation between language learning strategies and motivation in English learning though the significant is high scores. It means that have positive correlation between them.

C. Discussion

In this part , discussion deals with interpretation of finding derived from the result of findings about the significant correlation between language learning strategies and motivation of students in English learning. The correlation between language learning strategies and motivation of students in English learning had been proved at Eighth grade of SMP Nasional Makassar.

Language learning strategy very necessary to support language learning in order to encourage to learn to be active and get themselves to be directly involve in their learning process, in which those to aspect are very important in developing communicating competence, in addition language learning strategies as “ specific action that the learners choose in order to make their to be easier, faster enjoyable, more self-directed, more effective and more transferrable to new situation”.

1. Language Learning Strategies

Language learning strategies not only in use in a strategy of learning languages but also used to improve the ability to students in the process of language learning and reflects that “the possibility that effective use of language learning strategies might contribute to successful language learning is exciting” . Also, assert that in spite of the problems regarding language learning strategy field, on language learning strategies provides important information for teachers, learners, and researchers.

Metacognitive Strategy are “actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process example of metacognitive strategies is “I pay attention when someone is speaking English”. There are three subsets of strategies within metacognitive strategies :centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills , arranging and planning ones learning helps learners to organize so they may get maximum benefit from their energy and effort , and evaluating learning helps learners with problems like monitoring errors and evaluation of progress .

Based on the elaboration above can be concluded that among three indicator of language learning strategies include metacognitive, affective and affective, who has the most influence of motivation is metacognitive strategies with the mean score 2.466. where in metacognitive strategies have a strategy of its own in class where in metacognitive there are three stage students can adjust the process of learning through centering, planning and evaluation. In other word social and affective strategies also have influence with motivation students in English learning, but in this research metacognitive so influential in increase motivation students in English learning in the data obtained.

2. The Students Motivation

Motivation is one of the main determining factors of success in developing a second or foreign language. Furthermore, motivation is not only an intensive desire for learning and acquiring knowledge of English. But also an inner cause that push students forward in English learning with enthusiasm and willingness. Motivation is energy of students which comes from inside or outside encouraging them to do something. In addition motivation seems having an important role in developing students' achievement in teaching and learning process. It will give strength to student in order to get a better score. In fact, students will do everything to get good achievement.

Intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course. It means that intrinsic motivation comes from inside of the person .Also defines that “intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge.” With intrinsic motivation, the students do not need to be pushed in doing something.

Related with some experts it can be concluded that among two indicator of students motivation include extrinsic motivation and intrinsic motivation, but who have the most influence in language learning

strategies is intrinsic motivation with a mean score 4.573 where intrinsic motivation is a energy of the students got from inside of themselves .

3. The Correlation between Language Learning Strategies and Motivation of Students in English Learning

To see how correlation between language learning strategies and motivation of students in English learning , it is calculated through Pearson Product Moment. Based on the table above showed that obtained after describing the number of scores that are 2.466 language learning strategies especially metacognitive strategies and motivation especially intrinsic motivation correlated to other words high in learning strategies, or it can be said that student motivation in SMP Nasional Makassar is high of the learning strategy but s there are still unmotivated students.

The problem statement asked is there any correlation between language learning strategies especially metacognitive strategies and motivation of the students especially intrinsic motivation in English learning. The finding of this research revealed that motivation is one of the main determining factors of success in developing language learning strategies in the class. Where learning strategy is not improve students achievement. Students should be motivated to use strategies, and organize cognitions and their efforts. Therefore based on the explanation above, it can be considered that motivation has an important role in teaching learning. It can affect students performances and achievement in learning.

It also gives contribution in students success or failure in learning. In a learning strategy, motivation is highly influential in improving the knowledge of the students in learning. And the teacher should be careful in choosing a strategy that will be apply when the teaching and learning process.

Based on several statements above, it can be concluded that language learning strategies especially metacognitive strategies and Motivation especially intrinsic motivation are very influential and relate to one another as in the results of data obtained after conducting research in one school. Where the results show that motivation is very important for a student in a learning strategy in the classroom, such as those presented above or the results of data that has been obtained. Where the results show that the relationship between language learning strategies and motivation is very high in the school.

Based on result of the research in a language learning strategies especially metacognitive strategies can increase motivation in English learning because in language learning strategies especially metacognitive have three stage in English learning include centering, arranging and planning , in motivation of students especially intrinsic motivation is one of energy that comes from inside of the students. From the result above the researcher got that $r_{xy} > r$ table; $2.233 > 0.400$ that means there is positive correlation between language learning strategies and motivation of the students in English learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion based on the finding of the data analysis.

A. Conclusion

Based on the finding of the research, the researcher concluded that the language learning strategies especially metacognitive strategies correlated the students motivation intrinsic in English learning because in language learning strategies especially metacognitive have three stage in English learning include centering, arranging and planning. From the result above the researcher got that $r_{xy} > r$ table; $2.233 > 0.400$ that means there is positive correlation between language learning strategies especially metacognitive strategies and motivation of the students especially intrinsic motivation in English learning at Eighth Grade of SMP NASIONAL Makassar.

B. Suggestion

Based on the conclusion above, in respect to the correlation between language learning strategies and motivation of the students in English learning at Eighth Grade of SMP Nasional Makassar . suggestions as follow :

. 1. For English teacher at Eighth Grade of SMP Nasional Makassar

- a. The teacher should pay attention more about LLS and student motivation because had significant role.
- b. The teacher should explain LLS and motivation and give some exercise to improve their own learning in English learning.

2.

2. For students at Eighth Grade SMP Nasional Makassar

- a. That is where as we know that motivation has a strong influence on learning strategies as well, so students are expected to have high motivation in learning. To improve the motivation, students themselves must try to encourage themselves to be able, confident and certain to succeed. The point is always thinking positively and missing the pessimistic nature.
- b. Motivation is very important for a student in a learning strategy in the classroom. Became language learning strategies and motivation can encourage students and change their personality better than before.

3. For the next researcher

The researcher hopes that the next researcher will take more attention when they analyzed and evaluate the instrument carefully furthermore, they have to consider and choose carefully the suitable instrument of her/his research.

BIBLIOGRAPHY

- Ajleaa& Rahman 2015.“ *The Relationship between Language Learning Strategies and Students Motivation in Learning English as a Second Language.*
- Arikunto. Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek.* Jakarta: PT. Rinrka Cipta
- Alderman, M. Kay. 2004*Motivation for Achievement –Possibilities for Teaching and Learning,* 2nd Edition, New Jersey: Lawrence Erlbaum Associates.
- Brophy, J. 2004. *Motivating Students to Learn.* Michigan State University: McGraw-Hill.
- Brown, J. D. 2001. *Using Surveys in Language Programs.* Cambridge, UK: Cambridge University Press.
- Cohen, A. D. 2003. *The Learner’s Side of Foreign Language Learning: Where do Style, Strategies, and Tasks Meet? International Review of Applied Linguistics, 41, 279–291.*
- Dornyei, Z., Csizer, K., & Nemeth, N. 2006. *Motivation, Language Attitudes and Globalization.* Clevedon, England: Multilingual Matters.
- Gay, L.R 2006.Educational Research: *Competnce For Analysis and Application.* Third Edition. Ohio: Merhil Publishing Company
- Gardner, R. C. 1985. *Social Psychology and Second Language E-Learning.* London: Arnold.
- Griffiths, C. 2003. *Language Learning Strategy Use and Proficiency: The Relationship between Patterns of Reported Language Learning Strategy (LLS) Use by Speakers of other Languages (SOL) and Proficiency with Implications for the Teaching/Learning Situation.* Unpublished Doctoral Thesis, University of Auckland, New Zealand
- Griffiths, C. & Oxford, R. L. (2014). *The Twenty-First Century Landscape of Language Learning Strategies: Introduction to this Special Issue. System, 43, 1-10.*
- Harmer, 1991 . *How to Teach English,* Essex: Addison Wesley Longman Limited.

- Kemendikub. 2006 *Petunjuk Teknik Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013 Pada Sekolah Jenjang Pendidikan Dasar dan Menengah*.
- MacIntyre, P.D 1994. *Toward a Social Psychological Model of Strategy Use*. Foreign Language Annals, 27: 185-195
- Oxford, R. L. 1990. *Language Learning Strategies: What every Teacher Should Know*. Boston: Heinle
- Oxford, R. 1989. *The Role of Styles and Strategies in Second Language Learning*, ERIC Digest, ERIC Digest .ERIC Clearing House and Linguistic Washington DC.
- O' Malley, J. M. (1987). *The Effect of Training in the Use of Learning Strategies on Learning English as a Second Language*. In A. Wenden & J. Rubin (Eds.), *Learner Strategies in Language Learning* (pp. 133-144). Cambridge: Prentice-Hall International.
- Paramitha 2017 *“The Relationship between Students’ Motivation and Their Achievement in Studying the English Language*.a script, Faculty of Tarbiyah And Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh
- Rizki 2016, *“Correlation Study of Students’ Motivation and Students’ Vocabulary Mastery Toward Reading Comprehension”*.a script . Faculty of Teacher Training and Education University of Lampung .Bandar Lampung
- Santrock, W.john Educational, 2004 *Psychology*. New York:Hill Second Edition. Bandung. PT Remaja Rosydakarya.
- Schunk, Dale H. 2008. *Motivation in Education –Theory, Research, and Application-*, 3rd Edition, New Jersey: Pearson Education.
- Sanjaya, Wina.2008. *Kurikulum dan Pembelajaran Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, Jakarta: Kencana Perdana Media Group.
- Sugiyono, M. P. P. 2010. *Pendekatan Kuantitatif. Kualitatif, dan R&D*, Bandung: Alfabeta.
- Ur, Penny. 1996. *A Course in Language Teaching Practice and Theory*. Combridge: Combridge University Press.

- Weiner, B. 1990. '*History of Motivational Research in Education*'. Available at Journal of Educational.
- Wimolmas, R. 2013. *A Survey Study of Motivation in English Learning Language of First-Year Undergraduate Students at Sirindhorn International Institute of Technology (SITT), Thammasat University*. Language Institute, Thannasat University.
- Wigfield, A., & Guthrie, J. T. (1995) *Dimension of Children's Motivation for Reading: an Initial Study*. Athens, GA: National Reading Research Center.
- Wenden, A. L. (1987). *Conceptual Background and Utility*. In A. Wenden & J. Rubin (Eds.), *Learner strategies in Language Learning* (pp. 3-13). Cambridge: Prentice-Hall International.

APPENDICES

Appendix 1

Questionnaire for Language Learning Strategies

Name :

Class :

Read carefully these questionnaire before giving a check list!

Notion SA : Strongly Agree

D: Disagree

A : Agree

SD: Strongly Disagree

N: Neutral

No	Statement	Answer				
		SA	A	N	D	SD
1.	I pay attention when the teacher is explaining <i>(Saya memperhatikan dengan baik ketika guru sedang menjelaskan)</i>					
2.	I always answer the questions posed by the teacher <i>(Saya selalu menjawab pertanyaan yang diajukan oleh guru)</i>					
3.	I do the work independently <i>(Saya mengerjakan tugas secara mandiri)</i>					
4.	I always monitor my abilities through what I have learned <i>(Saya selalu memantau kemampuan saya melalui apa yang sudah saya pelajari)</i>					
5.	I like to study alone when the teacher is unable to enter <i>(Saya suka belajar sendiri ketika guru sedang berhalangan masuk)</i>					

6.	The teacher plays a role in the implementation of the discussion <i>(Guru berperan dalam pelaksanaan diskusi)</i>					
7.	The teacher instructs students to play a role in the discussion process <i>(Guru mendorong siswa untuk berperan melakukan tugas dalam proses diskusi)</i>					
8.	The teacher raises the activeness of students in every activity such as asking, answering and mediating <i>(Guru membangkitkan keaktifan siswa dalam setiap kegiatan seperti bertanya, menjawab dan menengahi.)</i>					
9.	The teacher attracts students' attention by linking learning material with student experience <i>(Guru menarik perhatian siswa dengan cara mengaitkan materi pembelajaran dengan pengalaman siswa)</i>					
10.	The teacher repeats the material provided before it is understood the direction of the subject matter to be discussed. <i>(Guru mengulang materi yang diberikan sebelum dimengerti arah bahan pelajaran yang akan dibahas.)</i>					
11.	I always try to answer the questions posed by the teacher <i>(Saya selalu berusaha menjawab pertanyaan yang diajukan oleh guru)</i>					
12.	I study groups with friends when I have assignments <i>(Saya belajar kelompok dengan teman ketika saya mempunyai tugas)</i>					
13.	I help friend <i>(Saya membantu teman)</i>					

14.	I am polite to older people <i>(Saya bersikap sopan kepada yang lebih tua)</i>					
15.	I greet you when I meet with friends <i>(Saya bertegur sapa jika bertemu dengan teman)</i>					

Appendix 2

Questionnaire for Motivation

Name :

Class :

Read carefully these questionnaire before giving a check list!

Notion SA : Strongly Agree

D: Disagree

A : Agree

SD: Strongly Disagree

N: Neutral

No	Statement	Answer				
		SA	A	N	D	SD
1.	The teacher praised me if my duty was good <i>(Guru memuji saya jika nilai tugas saya baik)</i>					
2.	I get praise from parents, if I get good grades <i>(Saya mendapat pujian dari orang tua, jika saya mendapat nilai yang baik)</i>					
3.	If my achievements are good, my parents give praise <i>(Jika prestasi saya baik, orang tua saya member pujian)</i>					
4.	My parents advised me to study hard <i>(Orang tua saya menasehati saya untuk rajin belajar)</i>					
5.	My parents encouraged me to study hard <i>(Orang tua saya memberkan semangat agar rajin belajar)</i>					
6.	I really do the work the teacher gives me <i>(Saya bersungguh-sungguh mengerjakan tugas yang dierikan oleh guru)</i>					
7.	My parents advised me never to miss out on class hours <i>(Orang tua saya menasehati saya agar tidak pernah bolos pada jam pelajaran)</i>					
8.	The teacher gives punishment to students who do not work on assignments <i>(Guru memberikan hukuman pada siswa yang tidak mengerjakan tugas)</i>					

9.	My friends give enthusiasm to do the work <i>(Teman- – teman saya memberikan semangat dalam mengerjakan tugas)</i>					
10.	If the teacher asks questions, those who can answer them will be given additional value, so I try to answer the question <i>(Jika guru melontarkan pertanyaan, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk menjawab pertanyaan tersebut)</i>					
11.	I study hard so that my goals are achieved <i>(Saya giat belajar agar cita-cita saya tercapai)</i>					
12.	I study hard because I don't want my grades to be bad <i>(Saya rajin belajar karena tidak ingin nilai saya jelek)</i>					
13.	I am satisfied if my final semester score is good <i>(Saya puas jika nilai akhir semester saya baik)</i>					
14.	I never skipped school hours <i>(Saya tidak pernah bolos pada jam pelajaran)</i>					
15.	I never left late to the school <i>(Saya tidak pernah telat berangkat kesekolah)</i>					
16.	I always do the assignments given by the teacher <i>(Saya selalu mengerjakan tugas yang diberikan oleh guru)</i>					
17.	I always pay attention if the teacher is delivering material <i>(Saya selalu memperhatikan jika guru sedang menyampaikan materi)</i>					
18.	I tried hard because I wanted to achieve the highest achievement <i>(Saya berusaha keras karena ingin mencapai prestasi yang setinggi-tingginya)</i>					
19.	Without being told by parents, I always study at home <i>(Tanpa disuruh orang tua, saya selalu belajar dirumah)</i>					
20.	I always record the tasks that must be done <i>(Saya selalu mencatat tugas-tugas yang harus dikerjakan)</i>					

SCORE OF LANGUAGE LEARNING STRATEGIES

N	METACOGNITIVE
1	25
2	25
3	25
4	25
5	20
6	25
7	17
8	16
9	13
10	22
11	13
12	20
13	23
14	9
15	12

16	13
17	22
18	13
19	20
20	23
21	26
22	25
23	12
24	19
25	25
26	24
27	20
28	24
29	22
30	18
N=30	740

N	AFFECTIVE
1	23
2	12
3	18
4	17
5	23
6	21
7	21
8	18
9	20
10	22
11	25
12	23
13	19
14	21
15	24
16	20

17	19
18	19
19	20
20	21
21	24
22	20
23	24
24	25
25	22
26	22
27	17
28	20
29	20
30	20
N=30	609

N	SOCIAL
1	24
2	23
3	21
4	25
5	19
6	21
7	21
8	22
9	21
10	19
11	22
12	20
13	20
14	21
15	20

16	20
17	18
18	23
19	18
20	16
21	16
22	21
23	22
24	18
25	22
26	19
27	20
28	21
29	20
30	21
N=30	512

Sample	Language Learning Strategies		
	Metacognitive	Affective	Social
30	Mean score 2.466	Mean score 2.030	Mean score 1.706

THE SCORE STUDENTS MOTIVATION

N	EXTRINSIC
1	44
2	43
3	49
4	45
5	46
6	50
7	48
8	48
9	45
10	45
11	50
12	40
13	50
14	44
15	48
16	43

17	43
18	39
19	45
20	45
21	46
22	46
23	38
24	47
25	48
26	43
27	50
28	43
29	39
30	45
N=30	1.363

N	INTRINSIC
1	39
2	46
3	40
4	48
5	46
6	48
7	48
8	44
9	46
10	50
11	50
12	41
13	50
14	50
15	44
16	48

17	50
18	47
19	50
20	28
21	44
22	44
23	45
24	50
25	44
26	48
27	49
28	35
29	50
30	50
N=30	1372

Motivation of students		
Indicator	Extrinsic Motivation	Intrinsic Motivation
	Mean score	Mean Score
	4.543	4.573

THE CORRELATION SCORE OF X AND Y VARIABLE

Sample	X	Y	XY	X ²	Y ²
01	57	85	71	3249	7225
02	94	81	89.5	9604	6561
03	67	96	82.5	4489	9216
04	65	95	80	4225	9025
05	68	98	83	4624	9604
06	57	92	74.5	3249	8464
07	64	96	80	4096	9216
08	61	87	74	3721	7569
09	56	95	75.5	3136	9025
10	60	90	75	3600	8100
11	57	80	68.5	3249	6400
12	73	100	86.5	5329	10.000
13	32	87	95.5	1024	7569
14	54	93	73.5	2916	8649
15	68	97	82.5	4624	9409
16	60	85	72.5	3600	7225
17	69	100	84.5	4761	10.000
18	67	100	83.5	4489	10.000
19	62	91	76.5	3844	8281
20	47	89	68	2209	7921

21	68	71	69.5	4624	5041
22	41	100	70.5	1681	10.000
23	67	81	74	4489	6561
24	60	81	70.5	3600	6561
25	51	84	67.5	2601	7056
26	51	99	75	2601	9801
27	68	95	81.5	4624	9025
28	62	70	66	3844	4900
29	60	82	71	3600	6724
30	55	84	69.5	3025	7056
Total	Σx :1821	Σy : 2684	Σxy: 22915	ΣX²: 114727	ΣY²: 202224

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{30 \times 22915 - (1821)(2684)}{\sqrt{[30 \times 114727^2 - (1821)^2][30 \times 202224 - (2684)^2]}}$$

$$r_{xy} = \frac{687.450 - 4.887.564}{\sqrt{[3441.810 - 3316041][6066720 - 7203856]}}$$

$$r_{xy} = \frac{4200114}{\sqrt{[3.110.206][1.137.136]}}$$

$$r_{xy} = \frac{4200114}{\sqrt{3.536.727.21}}$$

$$r_{xy} = \frac{4200114}{1.880.618837}$$

$$= 2.233$$

DOCUMENTATION





CURRICULUM VITAE



The writer, Indri Asty, was born on August 27th, 1996 in Batulappa, Bone regency from the marriage of Kadir and Rosma. She is the second of two siblings. She began her studies in elementary school (SD inp 12/79 Batulappa) in 2002 and graduated in 2008. In the same year, she continued her study to junior high

school (MTs Patimpeng) and graduated in 2011,

then she continued her study to senior high school (SMA Neg. 1 Kahu) and graduated in 2014. And in August 2014, she was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar. At the end of her study, She could finish her thesis with title **The Correlation between Language Learning Strategies and Motivation of Students in English Learning at Eighth Grade of SMP Nasional Makassar**

