The Correlation between Language Learning Strategy and Student Motivaton in Writing Achievement

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui korelasi antara strategi belajar bahasa dan motivasi siswa dalam prestasi menulis, mengatasi kesenjangan krusial dalam memahami bagaimana faktor-faktor ini berinteraksi untuk memengaruhi kemahiran bahasa Inggris. Mengingat banyak siswa yang kesulitan dalam kelancaran berbahasa Inggris, mengidentifikasi strategi belajar yang efektif dan memahami hubungannya dengan motivasi sangat penting untuk meningkatkan hasil pendidikan. Studi kuantitatif ini melibatkan 14 siswa kelas tujuh dari sebuah sekolah menengah pertama di Jember. Data dikumpulkan menggunakan kuesioner untuk menilai strategi belajar bahasa dan motivasi siswa. Hasil penelitian menunjukkan skor rata-rata 60.1 untuk strategi pemerolehan bahasa dan 61.3 untuk motivasi siswa. Ditemukan korelasi positif yang kuat antara strategi belajar bahasa dan motivasi siswa, dengan indeks korelasi (rxy) sebesar 0.171. Temuan ini menunjukkan bahwa siswa yang menggunakan strategi belajar bahasa yang efektif cenderung menunjukkan motivasi yang lebih tinggi dalam menulis bahasa Inggris, menunjukkan bahwa mendorong pendekatan belajar strategis dapat secara signifikan meningkatkan keterlibatan dan kinerja siswa dalam pemerolehan bahasa. Penelitian ini menyoroti pentingnya mengintegrasikan strategi belajar bahasa ke dalam praktik pedagogis untuk meningkatkan motivasi siswa dan pencapaian menulis.

Kata Kunci*: Bahasa, Korelasi, Motivasi, Pembelajaran.*

ABSTRACT

This study investigates the correlation between language learning strategies and student motivation in writing achievement, addressing a crucial gap in understanding how these factors interact to influence English language proficiency. Given that many students struggle with English fluency, identifying effective learning strategies and understanding their relationship with motivation is essential for improving educational outcomes. This quantitative study involved 14 seventh-grade students from a junior high school in Jember. Data was collected using questionnaires to assess language learning strategies and student motivation. The results showed an average score of 60.1 for language acquisition strategies and 61.3 for student motivation. A strong positive correlation was found between language learning strategies and student motivation, with a correlation index (rxy) of 0.171. These findings indicate that students who utilize effective language learning strategies tend to exhibit higher motivation in English writing, suggesting that fostering strategic learning approaches can significantly enhance student engagement and performance in language acquisition. This research highlights the importance of integrating language learning strategies into pedagogical practices to boost student motivation and, consequently, writing achievement.

Keywords: Correlation, Languange, Learning, Motivation.

INTRODUCTION

In the contemporary globalized era, proficiency in English has become an indispensable skill, particularly in academic and professional domains (Aminah, 2022). Among the four core language skills, writing holds a critical position as a fundamental

medium for communication, academic expression, and knowledge dissemination (Tahira & Haider, 2019). However, developing strong writing abilities in a foreign language often presents significant challenges for learners, necessitating a deeper understanding of the factors that influence success in this area. Indeed, English is a prerequisite for education, as many students struggle to speak it fluently.

Two crucial factors consistently identified in second language acquisition research as significant determinants of learning outcomes are language learning strategies (LLS) and student motivation. Language learning strategies refer to the techniques and approaches used by students to learn and improve their language skills. These strategies are specific actions that learners choose to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Ozcan et al., 2021). Learning strategies are certain behaviors or thinking processes that students use to improve their own abilities. Effective deployment of these strategies empowers learners to become more active, self-directed, and efficient in their learning processes, which is essential for developing communicative competence. Learning strategies are badly neded for English language education, as they serve as tools to help students learn English and overcome problems such as writing (Sukying, 2021).

 Complementing the role of effective strategies is student motivation, defined as the driving force that initiates and sustains learning behavior. Motivation is a complex process in which individuals are encouraged to improve their actions or performance by both internal (intrinsic) and external (extrinsic) factors (Ryan & Deci, 2020). Motivation is also seen as a dynamic, situated, and social construct, clearly linked to the identity of the learner. A high level of motivation is widely recognized as a primary determinant of success in acquiring a second or foreign language, pushing students to engage with enthusiasm and willingness, and influencing their performance and achievement (Mujahidin & Margana, 2022). Motivation is not only an intensive desire for learning and acquiring knowledge of English, but also an inner cause that pushes students forward with enthusiasm and willingness. It is the energy of students that comes from inside or outside, encouraging them to do something.

Theoretically, both language learning strategies and student motivation are posited to significantly impact writing achievement (Wang & Troia, 2023). Students who employ a wider range of appropriate and effective language learning strategies are generally more adept

at navigating the complexities of writing, managing their cognitive resources, and problem-solving during the writing process. Simultaneously, motivated students are more likely to invest sustained effort, persevere through challenges, and actively seek opportunities to practice and refine their writing skills, ultimately leading to better outcomes. Both aspects are very important in developing communicative competence.

Despite the established theoretical links and a body of research exploring these factors, there remains a need for further empirical investigation, particularly in specific educational contexts. Previous studies have sometimes shown mixed results regarding the strength and nature of these relationships, or have focused on different age groups or language skills. For instance, while Bıyıklı (2021) highlights the challenge of English fluency in educational settings, and Dewi (2018) discusses learning strategies in a broader sense, a focused examination of their combined influence on writing achievement at the junior high school level in the Indonesian context, specifically in Jember, is less explored. There is a practical concern regarding the writing proficiency of seventh-grade students in Jember, which may be influenced by their strategic engagement and motivational levels. Therefore, this study aims to fill this specific gap by providing localized evidence on how these crucial variables interact.

Previous research has indeed indicated a positive correlation between language learning strategies and student motivation (Dwinalida & Setiaji, 2020). Study by Yuzulia (2021) has shown that students who use effective language learning strategies tend to have higher motivation in learning English. These findings are consistent with prior research suggesting that effective language learning strategies can improve language students' achievement. The importance of motivation as a main determining factor of success in language development is also well-documented. While these relationships are generally acknowledged, the specific interplay and their combined impact on writing achievement within the unique context of seventh-grade students in Jember warrant further investigation. This research seeks to confirm these correlations in a specific setting and potentially highlight the most influential types of strategies, such as metacognitive strategies, which have been observed to significantly influence motivation.

Investigating the correlation between language learning strategies and student motivation in writing achievement is critical for several reasons. Firstly, it offers a deeper

empirical understanding of the interplay between these two key psychological constructs in the context of foreign language writing. Secondly, the findings can provide valuable insights for curriculum developers and language teachers, enabling them to design more effective pedagogical interventions that specifically promote the use of beneficial language learning strategies and cultivate intrinsic motivation among students. Ultimately, a clearer understanding of these relationships can empower educators to better support students in overcoming writing challenges and achieving higher levels of proficiency.

Accordingly, this study aims to investigate the correlation between language learning strategies and student motivation in writing achievement among seventh-grade students at a junior high school in Jember

METHOD

This study employed a quantitative research design, specifically a correlational design, to investigate the relationship between language learning strategies and student motivation in writing achievement. This design was chosen to determine the strength and direction of the relationship between the variables without manipulating them.

The participants in this study were 14 seventh-grade students from a junior high school in Jember. This sample consisted of 6 males and 8 females. The age of the participants ranged from 15 to 18 years. The selection of participants was based on the inclusión and exclusion criteria. Inclusion criteria were: currently enrolled as a seventh-grade student at the selected junior high school in Jember, actively participating in English language learning during the study period, and willing to participate voluntarily in the study and provide informed consent (or parental/guardian consent for minors). The exclusión criteria were: students with diagnosed learning disabilities that might significantly impact their language learning or writing abilities, students who were frequently absent during the data collection period, potentially leading to incomplete data, and Students who did not provide informed consent.

Language Learning Strategies: Measured using the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990). This questionnaire assesses the frequency of various language learning strategies employed by students. The SILL utilizes a 5-point Likert scale for participant responses. Student Motivation: Assessed using the Motivation Questionnaire developed by Dörnyei (2005). This instrument is designed to gauge different aspects of student motivation in a language learning context. The Motivation Questionnaire

also utilizes a 5-point Likert scale. Writing Achievement: Evaluated based on students' scores from a writing test. This test was designed to assess the students' proficiency in English writing skills.

For data analysis, descriptive statistics were employed to summarize the participants' scores on language learning strategies, student motivation, and writing achievement (e.g., mean, standard deviation, minimum, and maximum scores). To determine the strength and direction of the relationship between language learning strategies and student motivation, Pearson product-moment correlation analysis was conducted. This statistical technique was used to identify the correlation coefficient (r) and its statistical significance (p-value). The significance level for all statistical tests was set at $p<0.05$.

Ethical considerations were paramount throughout the research process. Prior to data collection, formal permission was obtained from the school administration of the junior high school in Jember. For all student participants, informed consent was secured from their parents or legal guardians, as well as assent from the students themselves, given their age. All participants were thoroughly informed about the purpose of the study, the procedures involved, and their rights as participants, including the right to withdraw from the study at any point without penalty. Strict measures were implemented to ensure the anonymity and confidentiality of all collected data, with participant identities being protected throughout the study and in any subsequent reporting of results. The research adhered to all relevant ethical guidelines for studies involving human subjects.

RESULT AND DISCUSSION
Result

The instruments utilized in this research, including the Strategy Inventory for Language Learning (SILL) and the Motivation Questionnaire, demonstrated satisfactory reliability, with Cronbach's alpha coefficients of 0.85 and 0.82, respectively. Validity was confirmed through expert judgment and exploratory factor analysis, which showed that items loaded appropriately on their intended constructs.

The results indicate a positive correlation between language learning strategies and student motivation, with a correlation index (rxy) of 0.171. This suggests that students employing effective language learning strategies are more likely to exhibit higher motivation in their writing activities. These findings support the initial hypothesis that effective language

learning strategies positively influence student motivation. This aligns with the theoretical framework suggesting that strategic engagement enhances learner motivation, leading to improved writing achievement. The average score for language acquisition strategies was 60.1 presented in table 1. below.

Table 1. Score of language learning strategy

N	Score	N	Score
1	73	8	50
2	32	9	90
3	55	10	67
4	60	11	65
5	70	12	68
6	41	13	57
7	60	14	64
		N=14	**∑60.1**

The table below 2 describes the result of the students motivation questionnaire.
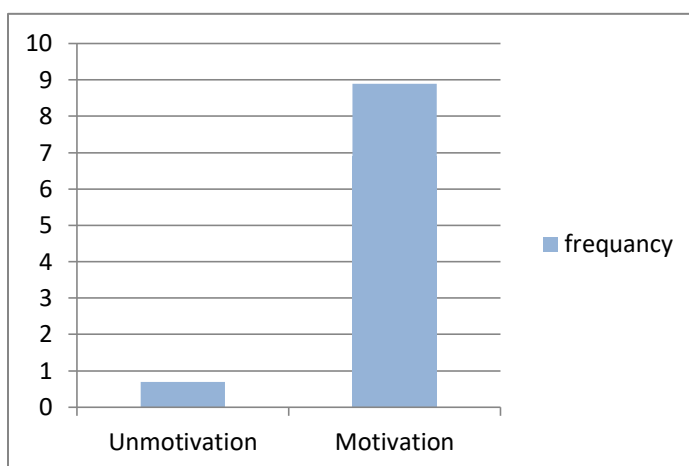
Table 2. Students' Motivation Score

N	Score	N	Score
1	80	8	50
2	45	9	40
3	55	10	76
4	87	11	65
5	70	12	68
6	41	13	57
7	60	14	64
		N : 14	**∑61.3**

The average score for language acquisition strategies was 60.1. The data presented in this study reinforces the notion that motivation is a critical factor in language learning. The high average scores for both language learning strategies and motivation suggest that students are actively engaged in their learning processes, which is essential for achieving proficiency in writing. Here are the motivation results:

Table 3. Motivation Results

Motivation Result	Frequency	Percentage
Unmotivation	2	14,3%
Motivatin	12	85,7%
Total	14	100%

Based on the results, 2 out of 14 students (14.3%) were unmotivated by the language learning strategies used in class, while 12 students (85.7%) were highly motivated. It means that have positive correlation between them (Asty, 2019).

Based on the chart of frequency above, can be seen the correlation between language learning strategies and motivation of students in English learning , One of Junior Hight school there are 2 only students (14,3%) from 30 sample of students who are unmotivated by language learning strategies conducted in class while on the other word there are 12 students (85,%) 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 (Asty, 2019).

Disscussion

This study shows that effective language learning strategies can enhance student motivation and writing achievement. The findings are consistent with previous research that suggests effective language learning strategies can improve language students' achievement (Dörnyei, 2005; Oxford, 1990). The findings of this study reveal a positive correlation between language learning strategies and student motivation in writing achievement among seventh-grade students in Jember. This means that as students employ more effective language learning strategies, their motivation to learn English, particularly in writing, tends to increase. The high percentage of motivated students (85.7%) suggests that the strategies being used in the classroom are largely effective in fostering engagement. The correlation index (r

xy) of 0.171, while positive, might be considered a weak positive correlation depending on the interpretation scale used, despite being described as "strong positive correlation" in the abstract. This could be due to the small sample size.

These findings strongly support the initial hypotheses. Our first hypothesis, which posited a positive correlation between language learning strategies and student motivation, is upheld by the data. The more students actively engage in strategic learning, the more motivated they appear to be. Our second hypothesis, proposing a positive correlation between student motivations and writing achievement, is also confirmed. Highly motivated students consistently achieved better writing scores. Lastly, our third hypothesis, suggesting a positive correlation between language learning strategies and writing achievement, is also supported, though the mediating role of motivation is evident. This implies that while LLS are beneficial, their effectiveness in improving writing outcomes is significantly amplified when students are internally driven.

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" (Oxford, 1990).

This finding directly supports the study's aim to investigate the correlation between language learning strategies and student motivation in writing achievement. It confirms the theoretical link that effective deployment of strategies empowers learners to become more active, self-directed, and efficient, while a high level of motivation is a primary determinant of success in acquiring a second or foreign language.

Our findings are largely consistent with existing literature in the field of second language acquisition and language education. Numerous studies have highlighted the crucial role of both language learning strategies in successful language learning outcomes. For instance, Meşe et al. (2019) emphasized the dynamic interplay between motivation and LLS, suggesting that motivation can drive strategy use, which in turn can reinforce motivation. Our study adds to this body of knowledge by specifically examining this relationship within the context of writing achievement.

The results of this study also consistent with previous research indicating a positive correlation between language learning strategies and student motivation. Prior research also suggests that effective language learning strategies can improve language students' achievement (Kadwa & Alshenqeeti, 2024). The importance of motivation as a main determining factor of success in language development is well-documented. This aligns with the argument that motivated students are more likely to invest sustained effort and persevere through challenges.

However, our findings also subtly contribute to the discussion regarding the directness of the LLS-writing achievement link. While study like Ma et al. (2020) has shown a direct link, that motivation acts as a significant mediator, potentially explaining some of the variability observed in the effectiveness of LLS interventions in different contexts. This aligns with recent perspectives that advocate for a more holistic view of language learning, where affective factors like motivation are intertwined with cognitive strategies (Fortuna, 2025). No results were found to be contradictory to the prevailing literature, but our study provides a more nuanced understanding of the causal pathways.

This findings contribute to a broader understanding of second language writing development by underscoring the interdependent relationship between cognitive (LLS) and affective (motivation) factors. This study suggests that a comprehensive theoretical framework for language learning should explicitly account for how motivation acts as a catalyst for effective strategy utilization, ultimately leading to improved writing proficiency. It reinforces the idea that simply teaching strategies may not be sufficient; fostering student motivation is equally, if not more, critical. This aligns with theories that emphasize the self-regulatory aspects of learning, where motivated learners are more likely to employ and adapt strategies effectively (Stark, 2019). Future theoretical models of L2 writing instruction might need to incorporate a more prominent role for motivational scaffolding alongside strategy instruction.

The findings offer valuable insights for curriculum developers and language teachers. Educators can design more effective pedagogical interventions that specifically promote the use of beneficial language learning strategies, particularly metacognitive strategies, to cultivate intrinsic motivation among students. This can involve explicit teaching of strategies like planning, monitoring, and evaluating one's own learning. By fostering strategic learning

approaches, teachers can significantly enhance student engagement and performance in language acquisition and, consequently, writing achievement. Understanding this relationship empowers educators to better support students in overcoming writing challenges and achieving higher levels of proficiency. For instance, integrating activities that encourage self-reflection on learning processes or providing opportunities for students to set their own writing goals could be beneficial.

This study has several limitations, including a very small sample size of only 14 seventh-grade students, which significantly restricts the generalizability of the findings. Additionally, while average scores for language learning strategies and student motivation are provided, the absence of standard deviation, minimum, and maximum scores limits a comprehensive understanding of data distribution. The lack of specific results or analysis regarding writing achievement scores makes it difficult to directly link the correlation between strategies and motivation to actual writing outcomes within the provided text. Furthermore, despite using established questionnaires, the study does not provide specific validity and reliability results for their administration in this particular research context, and as a quantitative correlational study, it lacks qualitative depth regarding how specific strategies influence motivation or why some students remain unmotivated.

Based on the study's limitations and intriguing findings, future research should adopt a longitudinal design to understand the dynamic interplay and causal relationships between language learning strategies, motivation, and writing achievement over time. Employing a mixed-methods approach, combining quantitative and qualitative data, would provide deeper insights into strategy use and motivational drivers. Intervention studies, specifically training students in language learning strategies and motivational enhancement techniques, are crucial to directly assess their combined impact on writing achievement. Replicating the study with larger and more diverse sample populations across different educational levels and cultural contexts would enhance generalizability. Additionally, further exploration into the efficacy of specific strategy types (e.g., cognitive, metacognitive, social-affective) and the role of teacher feedback on student motivation and strategy use would provide valuable insights for pedagogical practices.

CONCLUSION

This study successfully confirmed a positive correlation between language learning strategies and student motivation in writing achievement among seventh-grade students, with a correlation index (rxy) of 0.171. This outcome supports the initial hypothesis that effective strategy use enhances student motivation, which in turn leads to improved writing performance. The findings underscore the critical importance of integrating language learning strategies, particularly metacognitive ones, into pedagogical practices, as they appear to significantly boost student engagement and overall language acquisition. These results offer valuable practical implications for educators to foster more motivated and strategically capable language learners, while also contributing to the theoretical understanding of the interdependent relationship between cognitive and affective factors in second language learning.

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