

## CONTRIBUTION OF MOTIVATION TOWARD LEARNER AUTONOMY FOR NON-ENGLISH MAJOR STUDENTS IN LEARNING ENGLISH

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**Abstract:** *The aim of this research was to determine the contribution of students' motivation toward learner autonomy for non-English major students of the Islamic University of Indragiri. It is a correlational research. Population and sample in this research were 34 second-semester students of Accounting Major of the Islamic University of Indragiri, which were selected by total sampling technique. Data of two variables in the research were collected by the questionnaires. Then the research results show that the value of students' motivation was 81.62, which covered the indicators of Anxiety (81.87%), Interest (80.16%), Teacher (82.55%). These results are categorized as a strong/high motivation. While results of learner autonomy, was 80.18, that included Learner Strategy (79.12%), Meta-Cognitive (81.33%), Learner Attitude (80.16%). Those are also classified as a strong/high category. Moreover, the correlation both of variables is  $r_{observed}$  0.838, which is categorized as very high correlation, and  $r_{table}$  (1%=0.349 and 5%=0.449). Thus,  $r_{observed} > r_{table}$ . It means that  $H_0$  is rejected and  $H_a$  is Accepted. In other words, there is a positive correlation between motivation and learner autonomy for non-English major students. Based on the analysis of the determination coefficient, it was proven that motivation contributes positively to learners' autonomy as much as 70.22%, and the rest (29.78%) percent is determined by other aspects. It implies that the higher students' motivation in learning English, the better learning autonomy.*

**Keywords:** *Correlation, Motivation, Learner Autonomy*

### INTRODUCTION

Motivation is one aspect of the human psyche or the tendency to observe and study a continuous activity which is accompanied by feelings of pleasure that lead to the desire and interest to do something to achieve a goal. A person can be said to

have an interest in going to do something on his own, doing things diligently, with high precision and discipline to do something with the desire anywhere, anytime and on their own initiative.

Besides, motivation is one of the psychological factors that can affect

learning to achieve academic achievement in a particular subject. The motivation of the child to a subject will increase the chances of learning outcomes and lead to higher achievement. If students have a high interest in learning will produce high achievement anyway.

Learner autonomy is defined as learners' ability to take charge or control of one's own learning was seen as a natural product of the practice of self-directed learning, or learning in which the objectives, progress, and evaluation of learning are determined by the learners themselves (Benson, 2001: 10). The researchers can conclude that autonomy is a responsibility in learning that students must have it.

Learning motivation and learner autonomy play an important role then studying in a second language. The reference to non-English major is to students taught in English as a foreign language rather than English as a second language. Typically, non-English major are not as interested in learning English as are English major. In order to improve the situation, non-English majors need the motivation to learn autonomously. If learner

autonomy is developed, non-English major students' interest in learning English will be improved.

Based on pre-observation which the researchers did, the researchers found that some students at second semester in Accounting major of the Economic Faculty Islamic University of Indragiri, they prefer to play or forget about lesson English. They also add that learning English should be done in school, if they do not understand about English then they ask the teacher, not even find out themselves. It could be concluded that their responsibility in learning English at home is still lack and must be improved. Therefore sometimes the students feel lazy and less interested in learning English. They must have motivation in themselves.

The second-semester students of Accounting major have been learning English during two semesters. At the first semester, they learn English basic which cover some points as lecturing materials such as part of speeches, kinds of tenses, short dialogues, and simple writing. Then in the second semester, they focus on English Business. It assumed that they have experienced in learning English, and

have their own techniques and strategy in learning it. Thus they can understand English easier, and their English capability will support their future carrier. Therefore, the researchers want to research how the students' motivation contributes toward learner autonomy in learning English.

## **REVIEW OF RELATED LITERATURE**

### **Concept of Motivation**

Motivation is an important issue in education, what else associated with the activities of a person in everyday life. Motivation in a person will give you an idea for an activity to achieve goals. Maslow in Suwatno (2009: 172) state that motivation is only one class of determinant of behavior. While behavior is almost always motivated, it is also always biologically, culturally and situationally determined as well. Additionally, While Cascio in Sunyoto (2012: 191) said that motivation is a power produced by a dream of one to gratify her/his needs such as hungry and thirsty. The similar statement also stated by Hasibuan in Sunyoto (2012: 191) that motivation is

an incentive of wants as activator power of someone. From the explanation above the researchers would like to interpret that motivation is so important in order to build the power of activator in ourselves.

Furthermore, Nawawi (2012: 359) classifies two kinds of motivations. Firstly, intrinsic motivation is a motive which comes from the inside of an individual. With the other hand, this motivation is pure from the inside of the heart. Secondly, extrinsic motivation is a motive which comes from outside of someone. Usually, it can be influenced by the environmental or the others such as want to get commendation, degree or etc. Then he explains some indicators of motivation (1) Anxiety. It covers that the students enable to receive the lesson happily, always learn, do not get bored, and no perforce. (2) Interest. It includes that the students more pay attention to the subject, concern about the material, and do the task from teachers/lecturers. (3) Teacher. It is about whether the teacher's explanation is easy to understand, and the teacher can be a good model for students

### **Concept of Learner Autonomy**

Autonomy and Responsibility have an almost similar meaning. Scharle & Szabo (2000: 4) stated that we may define autonomy as the freedom and ability to manage one's own affairs, which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one's own action. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated. Dealing with them as stated above, it is clear the meaning of autonomy and responsibility is almost similar. In this paper, autonomy and responsibility are focused on what the students learn in English. Moreover, both of them are related to each other. Thus, we cannot separate or distinguish them.

In Japan, autonomy has been regarded as important and has been incorporated into the educational setting. Aoki in Onozawa (2010: 127) recognizes that autonomy is the capacity to control one's own learning, but points out that autonomy is the capacity to select and plan what and how one is going to learn and evaluate the effect of the learning when he or

she desires to learn something. In addition to Aoki's definition, Umeda in Onozawa (2010: 127) argues that autonomous learning means not only merely studying alone nor selecting, deciding, and planning all by oneself, but also having the capacity to ask others for assistance and make good use of other resources is crucial in order to select and plan the learners' own learning.

Characteristics of learner autonomy can be divided into several points. Firstly, it talks about Learning Strategies. Wenden (1998: 18-28) says that learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. They are one type of learner training content that should be included in plans to promote learner autonomy. In other words, learning strategies are one of the important characteristics to develop learner autonomy. There are two kinds of learning strategies – cognitive strategies and self-management strategies. Cognitive strategies are mental steps or operations that learners use to process both linguistic and sociolinguistic content: selecting information from incoming data,

comprehending the information, storing the information, and retrieving the information. Self-management strategies are utilized by learners to oversee and manage their learning: planning, monitoring, and evaluating.

Second characteristics of learner autonomy are Meta-cognitive Knowledge. Wenden (1998: 33) clarifies that meta-cognitive knowledge is the second kind of learner training content to be included in learning plans to develop learner autonomy. It is also divided into three kinds; person knowledge, strategic knowledge, and task knowledge. The person knowledge is general knowledge that learners may have about the 'laws of human learning'. She also stated several factors that constitute about person knowledge: age, language aptitude, intelligence, motivation, personality, socio-cultural factors, cognitive style, and learning style. Then the strategic knowledge is the stored knowledge that learners have about strategies. Furthermore, there are two strategies that depend on the situation: (a) Knowledge regarding strategies that work best, which has meaning that knowledge that learners have acquired about which strategies

can be used effectively in the accomplishment of specific language learning task. (b) Knowledge about how best to approach language learning that refers to general principles about language learning that can guide a learner's choice of strategies. The task knowledge refers to what learners need to know about the procedures that constitute these tasks to accomplish them successfully. The following are different aspects of task knowledge that learners need to be aware of if they are to navigate these tasks successfully: (a) knowledge of the purpose of the task: learner must know why they are being asked to perform a task to appreciate its significance, (b) knowledge of the nature of the task: knowing how to classify a task, (c) knowledge of when deliberate learning is required: learner must know when a particular task will require conscious effort, and (d) knowledge of task demand: knowing what resources are necessary to complete the task, knowing how to go about doing a task, and knowing whether the task is hard or easy.

The third characteristic of learner autonomy is Learner Attitude. According to Wenden (1998: 53), it is

the third kind of learner training content to be included in plans to promote autonomy. It covers (a) Willingness to take on responsibility. Autonomous learners are willing to take on the responsibility for their learning – they see themselves as having a crucial role in their language learning, and (b) Confidence in their ability as learners. Autonomous learners are self-confident learners – they believe in their ability to learn and to self-direct or manage their learning. He adds that there are some factors influencing learner attitudes towards autonomy socialization processes, conflicting role demands, the complexity of roles, lack of meta-cognitive knowledge, learned helplessness, self-esteem, and self-image

#### **METHODOLOGY OF STUDY**

The design of the study was correlation quantitative research, the researchers chose this design since the research was aimed at investigating whether there is a significant and positive relationship between two variables; students' motivation and learners' autonomy. It is also supported by (Gay & Peter, 2000:

321), they stated that correlation is "a relationship exists between two or more quantifiable variables.". The data were taken from 34-second semester students of Accounting major of the Economic Faculty Islamic University of Indragiri. The researchers used the total sampling technique to take the sample. (Sugiono, 2007: 68). said that "Total Sampling is a technique to determine a sample if all of the population to used by sample."

To support this research, the researchers chose questionnaires to gather the data. The questionnaires which use in this research contained 40 statements. The questionnaire for students' motivation consisted of 20 statements. (4 positive statements and 4 negative statements for Anxiety, 3 positive statements and 3 negative statements for interest, 3 positive statements and 3 negative statements for teacher). Then the questionnaire for Learners autonomy covers 20 statements. (4 positive statements and 4 negative statements for learning strategies, 3 positive statements and 3 negative statements for meta-cognitive knowledge, 3 positive statements and 3 negative statements for learner attitude). The questionnaires were

using Likert Scale. The data would be analyzed by using statistical analysis, which covers the level of students' motivation and learner autonomy, Pearson Product Moment correlation, level and interpretation of correlation coefficient, determination coefficient, and hypothesis testing.

**RESULTS AND DISCUSSION**

**The result of Students' Motivation**

The students' motivation in learning English could be described as follows:

**Table 1. The result of Students' Motivation**

No.	Criteria	F	%
1	Lowest	0	0
2	Low	0	0
3	Enough	0	0
4	Strong	16	47
5	Strongest	18	53
Total		34 students	100 %

Dealing with the data above, it could be found that half of the all the samples were categorized as strong level (47%), and 53% of the students were placed as strongest or very high level. Moreover, none of them was classified as lowest, low and enough levels. It could be determined that the students have good motivation in learning English.

**Table 2. The result of Students' Motivation of Each Indicator**

No.	Indicators	Mean Score	Criteria
1	Anxiety	81.91	Strongest
2	Interest	80.60	Strongest
3	Teacher	82.50	Strongest
Total		81.67	Strongest

The table above shows the results of the students' motivation in each indicator. Of all the motivation indicators were classified as the strongest level, which covers anxiety (81.91), interest (80.60), and teacher (82.50). Then the mean score was 81.67 that was classified as the strongest level. It could be implied that the students' motivation was placed on a high level.

**The result of Students' Learner Autonomy**

The students' learner autonomy in learning English is presented below:

**Table 3. The result of Learner Autonomy**

No.	Criteria	F	%
1	Lowest	0	0
2	Low	0	0
3	Enough	0	0
4	Strong	19	55.8
5	Strongest	15	44.2
Total		34 students	100 %

Concerning the table above, it was obviously determined that more than half of the all the students were

placed as strong level (55.8%), and 44.2% of them were grouped as the strongest or very high level. Furthermore, no one of them was categorized as lowest, low and enough levels. It means that the students have really satisfying learner autonomy in learning English.

**Table 4. The result of Students' Learner Autonomy of Each Indicator**

No.	Indicators	Mean Score	Criteria
1	Learner Strategy	79.01	Strong
2	Meta-Cognitive	81.50	Strongest
3	Learner Attitude	80.30	Strong
Total		80.27	Strong

The data reveals the results of the students' learner autonomy in each indicator. Both learner autonomy indicators were classified as strong level, which includes Learner strategy (79.01) and Learner Attitude (80.30). Then Meta-cognitive was categorized as the strongest criteria (81.50). The average score was 80.27 that was classified as strong criteria. It could be inferred that the students' learner autonomy was on high and satisfying criteria.

**Testing of the Correlation**

To gain the correlation, the researchers used *the Pearson Product Moment* to analyze the data of motivation and learner autonomy. The results were below:

**Table 5. Coefficient of Correlation.**

		Motivation	Learner Autonomy
Motivation	Pearson Correlation	1	,838**
	Sig. (2-tailed)		,000
	N	34	34
Learner Autonomy	Pearson Correlation	,838**	1
	Sig. (2-tailed)	,000	
	N	34	34

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

Taken from the table above, it can be explained that the result of Coefficient Correlation Pearson Product Moment between two variables. The score is 0.838, which is categorized as very high correlation. The researchers analyzed with  $H_a: r_{xy} \neq 0$  and  $H_o: r_{xy} = 0$ . The score probability 0.05 then sig 0.01. So  $0.05 \geq 0.01$ . Additionally, by using manual analysis it found that  $r_{observed}$  0.838



then  $r_{table}$  (1%= 0.349 and 5%=0.449), so  $r_{observed} > r_{table}$ . Therefore,  $H_a$  is accepted and  $H_o$  is rejected. It means there is a significant correlation between motivation and learner autonomy for Non-English Major students in learning English.

The researchers also analyzed the data to determine more clearly the highest or lowest contribution variable X to variable Y as follow.

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= 0.838^2 \times 100\% \\ &= 0.7022 \times 100\% \\ &= 70.22\% \end{aligned}$$

From the data above, the researchers explained that motivation gives a contribution to learner autonomy. The score is 70.22% and the others percent (29.78%) to determined by other aspects.

## CONCLUSION

This recent inquiry is a non-experimental study, which implements in a correlation study. Its main goal is to retest the theories and determine if the students' motivation has both positive correlation and contribution toward their learner autonomy. The research findings show that the

students' motivation and learner autonomy were classified as high criteria. The data analysis also reveals that positive correlation was gained between the investigated variables. Then motivation provides a better contribution toward learner autonomy. It implied that if the students have high motivation, they will have better learner autonomy. Consequently, their English ability improves continuously.

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