Students' strategies in improving learning motivation at a Private University in Yogyakarta

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Abstract

Background. In learning English, there are several important factors, one of which is a strategy to increase motivation needed by students in learning. Motivation is energy that moves and directs one's activities, which means that without a strategy to increase learning motivation.

Purpose. This study aims to explore students' strategies in improving their learning motivation at ELED of a private university in Yogyakarta.

Methods. This study used the qualitative approach as a research design. Participants for this study were three ELED students of a private university in Yogyakarta. Those three students were all male, two male students from batch 2012, and one more student from batch 2015.

Results. From all the findings related to students' strategies in improving their learning motivation, the researcher found that the role of parents, friends, and lecturers became important points for students who are studying English education as ELED students. Besides, facilities, atmosphere, and housing of the class also become important factors to increase student motivation to study at the private university's ELED. The conclusion of this study is the summary of the whole findings as to the ideas to answer the research question of this study. As a conclusion, this researcher has summarized all the findings to find out the students' strategies in increasing their learning motivation as students of ELED at a private university in Yogyakarta. Students said that what made them eager to learn and attend classes are parents, friends, and lecturers. Communicating with family members especially parents, getting encouragement from them, make students more enthusiastic in studying and diligently attend classes. Additionally,

having a friendship with supportive classmates and having a motivating student-lecturer association have a positively similar effect on students' learning motivation.

Approval Sheet

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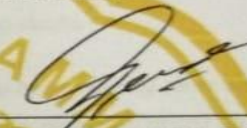
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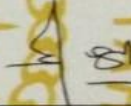
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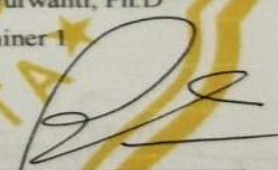
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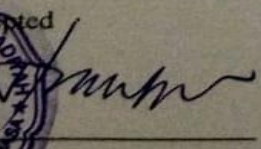October 04nd , 2019

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Research Background

In learning English, there are several important factors, one of which is a strategy to increase motivation needed by students in learning. Motivation is energy that moves and directs one's activities, which means that without a strategy to increase learning motivation, a student will study, go to school and ultimately certainly will not achieve success in learning (Fulk & Montgomery-Grymes, 1994). Besides, Grant and Hollas (2003) stated the importance of strategies in increasing motivation in learning is to arise position at the beginning of learning, process and results, inform about the strength of learning efforts compared to peers, direct learning activities, increase the spirit of learning and teaching about learning and work experience.

Strategy in improving motivation is a process that directs someone to achieve goals. Motivation is important for achieving learning goals. Strategies to increase motivation can be obtained from other people and ourselves. According to Dornyei (2002), strategies in increasing motivation are divided into two, namely intrinsic and extrinsic.

Based on the researcher's observations and experience as an ELED student. Factors that trigger the lack of motivation in learning are when lecturers and students lack in communication when learning in class, and students are poorly understood. Some rarely enter class because it is too late when entering a class and there are even students who often don't do assignments in learning because the relationship with the lecturer is not good.

Research Methodology

This study used the qualitative approach as a research design. It was to help the researcher to reach the aim of the study, which is to find out student's strategies in improving their learning motivation at the English Language Education Department (ELED) of a private university in Yogyakarta. To know student strategy in improving their learning motivation. Therefore, the qualitative research design was chosen as the appropriate way to achieve the purpose of this study.

The use of qualitative research for this study was as the researcher willing to understand a situation of the theory's implementation (Cohen, Manion & Morrison, 2011). The researcher also believed that this study could acquire a deeper and more detailed understanding of a phenomenon by this qualitative method as the research design, in which this study would find out the effect of the student's strategy in improving their learning motivation. If the research objective was exploring the phenomenon under study, then it was recommended to use qualitative methods (Khan, 2014).

The arrangement of this research was conducted in ELED of a private University in Yogyakarta. As an ELED student from a private university in Yogyakarta, the researcher noticed the problem of this research happened in ELED of the private university. The reason to choose ELED of the university was that the researcher was a student from the private university, which has given the researcher a background and experience as the basis of this study, so the researcher found it easier to collect data for this study. Therefore, the ELED of a private university in Yogyakarta was chosen as a good place for this research to be held.

Participants for this study were three ELED students of a private university in Yogyakarta. Those three students were all male, two male students from batch 2012, and one more student from batch 2015. The chosen participants were students who were still active as students because the researcher wanted to know what the students usually did as strategies in improving their learning motivation. According to Creswell (2012), in qualitative research, the number of participants can be several, ranging from 1 or 2 to 40. Because of the need to report details about each individual, a larger number could be heavy and produce shallow perspectives. Besides, qualitative data collection and data analysis require more time (Creswell, 2012). Therefore, the researchers chose three participants to collect data.

This study aims to determine students' perceptions of strategies in increasing their learning motivation to support their learning process as English students. Interview was chosen as a method of collecting data for this study because the interview would give the researcher clearer and deeper data about the topic of this study. By using the interview method, each participant has a chance to share their own opinion (Kitwod in Cohen, Manion & Morrison, 2011). The interviews were conducted in one interview to provide comfort for each participant so that each participant will share their opinions and ideas unhinderedly. The interviews took 8 to 15 minutes and were recorded using a smartphone.

To support interviews with participants, researchers prepared interview guidelines consisting of several questions for the participants. Because the interview needed to be converted into a transcript, the researcher used a recording device, which is a cellphone to record the interview process.

In the data collection procedure of the research, the researcher contacted each participant through the phone first to make the appointment. After making the appointment with the participant, the researcher and participant one met on Tuesday the 20th of July and had an

interview for around seventeen minutes. Then, the researcher and participant two met on Wednesday the 21rd of July 2019 and had an interview around fourteen minutes. Lastly, the researcher met participant three on Friday the 24th of July and had a conversation around eighteen minutes.

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intended to identify and find out the answers regarding the research question. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. Hence, each stage of the data analysis is explained in the following paragraph.

After conducting the interview, the first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Transcribing was useful for the researcher to know the participant's answer. Creswel (2012) maintained that transcribing the result of the interview is the procedure of translating recording or filed notes into the form of text data. Besides, Cohen, et al (2011) stated that transcribing is the process of writing down the interview from the recorder, or turning from an audio form into written text. The researcher used a verbatim technique, so the researcher wrote down all the things spoken by the participants during the interview without adding or editing anything from the data.

Population.

After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview result. Birt, Scott, Cavers, Cambell, and Walter (2016) asserted that testing validity of the data can be done by member checking, which is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. To ensure or check validity, the researcher did

member checking. Member checking involves taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information (Miller, 2000). Besides, in doing the member checking, the researcher gave interview transcripts to participants through papers containing questions to be asked. Therefore, based on the result of member checking, the result of the member checking was agreed by all participants with what had been written on the transcription, so there were no changes to the result of the interview.

Findings

As an introduction, the researcher asked the participants questions about the research (strategies to increase their motivation in learning English at ELED UMY). From their answers about what makes them enthusiastic in learning English, that is, first of all, has a purpose, besides that what makes them excited about learning English is parents, friends, and lecturers. Ellis (1997) agrees that students will have responsibilities in learning for themselves from their parents, who have trusted them in learning English.

Communication with Family Members. In this study, the researcher found that communicating with family members is very influential as a strategy students can use to increase their motivation in learning. The researcher also found that the participants were aware that communicating via telephone or chatting with parents can make them enthusiastic in learning English and the spirit of going to college. They received good and positive advice so that they would not regret and be disappointed in the future, their praise and advice would encourage students to study harder at EED UMY.

Friendship with Supportive Classmates. Students are believed to be comfortable when studying in the class when classmates can be invited to work cooperatively in-class discussion.

Good friends remind each other when assignments or class schedules change. This can also be seen from the statements of students below:

Friends also make motivated. (*P2.1*)

Besides the parents, a good friend often communicating outside and inside the classroom. (*P3.4*)

The benefit of having a friendship with supportive classmates is sharing information about knowledge. A good relationship with friends is important for the development of students. Therefore, having high learning discipline and positive friends is expected to influence the increase of student motivation since it makes students more enthusiastic in learning (Santrock, 2003).

Motivating Student-Lecturer Association. Friendly and attentive lecturers can give students encouragement and comfort in learning. Frequent communication with lecturers makes students comfortable when studying in class.

Thoughtful Time Management. The researcher also found participants' statements about how to be able to do assignments and enter the class on time. Participants said that to be able to do assignments and enter classes on time, they had to remember the due date for the assignment and time to attend the class. Participants also said that in order not to be late for class, participants live a place to stay near the campus, makes them able to go on time.

Interesting Topics for Class Discussion. The researcher also asked another question that supported students' strategies in increasing their motivation to learn at EED, "what does make them excited learning in the class?". When discussing in class, one of the participants said that

what makes them motivated is when the theme of the discussion is interesting, talking topics that participants like and can relate to.

Discussion

One of the strategies in increasing learning motivation is for students to learn lessons in a particular learning environment including the nature, scope, and sequence of activities that can give students learning experience (Gerlach & Ely, 2013). In the participants' statement above, friends are good figures to have when doing discussion in the class.

From all the statements above, it can be seen that strategies in increasing student motivation, chatting often communicating with parents, friends, and being close to lecturers can make participants more enthusiastic about going to college and enthusiastic about learning. Ellis (1997) agrees that students will have responsibilities towards themselves or their parents who have trusted them in learning English.

In the class discussion, participants also said that having meaningful discussion with an interesting theme in a comfortable atmosphere with good friends directed by friendly lecturers can improve their learning motivation.

From all the findings related to students' strategies in improving their learning motivation, the researcher found that the role of parents, friends, and lecturers became important points for students who are studying English education as ELED students. Besides, facilities, atmosphere, and housing of the class also become important factors to increase student motivation to study at the private university's ELED.

Recommendation

This study also provides some suggestions for other researchers regarding students' strategies in increasing their learning motivation as ELED students of a private university in Yogyakarta. The advice is how they will contribute to this similar topic in the future.

This research has examined the strategies implemented by ELED students to increase their learning motivation, which makes them more enthusiastic and diligent in learning as college students. Therefore, future researchers can conduct a similar study on this topic with a larger population in quantitative research design. The researcher can then examine the frequency of strategies used by students to increase their motivation.

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