



An Analysis of Proficiency and Motivation on The Choices of English Language Learning Strategies of SMK Negeri 1 BMR

Arief Hadziq Fikri¹, Iluh Karinai², Zulaikah³, Ainur Rohmah⁴

^{1,2,3,4} Universitas Nurul Huda

ariefhf@unuha.ac.id

Abstract

The objectives of this investigation were twofold: 1) to identify language learning strategies commonly used by tenth graders at SMK Negeri 1 Belitang Madang Raya, and 2) to determine the roles of three variables contributing to their strategy use: language proficiency and motivation. A set of questionnaires consisting of the Strategy Inventory for Language Learning (SILL), and the Motivated Strategies for Learning Questionnaire. This study was a qualitative study using Descriptive method. The population in this study were all tenth graders at SMK Negeri 1 Belitang Madang Raya for the academic year 2021/2022 with a total of 159 students from five classes. The writer using random sampling technique to take samples. The sampling technique was carried out in one class, namely (TKJ1) which consisted of 30 students. the writer found that memory strategies 228(76%), Cognitif strategies 59(20%), Compensation strategies 180(60%), Metacognitive 105(35%), Affective Strategies 160(53%), Social Strategies 200(67%), The analysis revealed that, in general, memory strategies were found to be the most common learning strategies, whereas Cognitive strategies were the least common. Motivation was reported to be the most significant variables affecting their choices of language learning strategies. The analysis revealed certain elucidating facts that can be utilized in future planning of English language teaching to improve the English performance of students SMK Negeri 1 Belitang Madang Raya.

Keyword: *Learning Strategies, Proficiency and Motivation*

INTRODUCTION

Learning strategy are two English words that mean learning is to learn and strategy is strategy or means. Learning strategies can be understood as learning strategies. However, because strategies learning is developmental learning model, it is called strategies learning. Although in fact, in the educational environment in Indonesia, it is called learning strategy. Language learning strategies are essential to support language learning to encourage learners to be active and directly involved in their learning process, where language learning strategies are taken into account. Important for developing communicative competence, Oxford defines a language learning strategy as "a specific action that learners choose to make their experience easier, faster, more enjoyable, self-determining, more directed, more effective, and easier to transfer to a new situation". Classification of Language Learning Strategies Six categories, including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies were divided into two major types: direct and indirect, and each class contains three categories. Direct strategies help learners to learn the target language directly; indirect strategies help learners to support and manage language learning without directly involving the target language. Direct strategies are subdivided into memory, cognitive, and compensation strategies; indirect strategies are subdivided into metacognitive, affective, and social strategies (Khosravi, 2012).

Students in Indonesia have difficulty in learning to speak and learning at school, one of which is in SMK Negeri 1 Belitang Madang Raya. Students there are very lack in English lessons, because they think English is a foreign language that is difficult to learn and understand. and students lack the ability and motivation of students in learning English, few students understand what are language learning strategies and few students use language learning strategies even many students do not know what strategies they use when learning English. more and less students are applying learning strategies in learning English. Therefore, a teacher must be able to provide appropriate teaching by providing English learning strategies that can facilitate students in understanding the lesson.

Language proficiency A number of research bodies have established the existence of differences in language proficiency related to language learning strategies (e.g., Khalil, 2005; Magogwe & Oliver, 2007; Park, 1997; Shmais, 2003). A number of ways to measure learners' language proficiency were employed in previous studies.

At this juncture, the measurements found to be used in the literature include standardized tests (Nisbet et al., 2005), language achievement tests (O'Mara & Lett, 1990), entrance examinations (Mullin, 1992), duration of studies (Khalil, 2005) and students' GPAs (Shmais, 2003). Park (1997), for example, investigated the relationship between strategy use of Korean university students and language proficiency. (Renandya, 2018).

Students in Indonesia had difficulty in learning to speak at school, one of which is in SMK Negeri 1 BelitangMadang Raya. Students there were very lack in speaking lessons, because they think English is a foreign language that is difficult to learn and understand. Although the studies above used different ways to determine students' English proficiency, the results of these studies shared similarities. The similarities showed that the students' language proficiency may be affected by their learning strategies. That is proficient learners used learning strategies significantly more than their low proficient counterparts

Motivation, which is vital for learning and success, is defined as need or desire that makes an individual take action Motivation is an influential factor in teaching learning process. Without motivation, the goal of learning is difficult to be reached. Because the learners' effort and desire affect the learner in achieve the learning goals. Motivation is crucial in learning other languages. It can drive learners in reaching learning goal. By having motivation students will be enthusiastic in teaching learning process, so they will be pushed to study English well (Saraçoğlu, 2020). Motivation can be a matter that explains why people decide to do something, how long they are willing to sustain an activity, or how hard they are going to pursue it. Gardner classified the phenomenon of motivation into four components: a goal, effort, want, and attitude toward learning activities. In this case, the concept of motivation can be grouped into two orientations of reasons: instrumental and integrative. An instrumental orientation is more self-oriented. It can be described as when students have utilitarian reasons such as they want to pass an exam or they want to get a job (Khamkhien, 2012).

Language learning strategies are increasingly focused and accepted attention of researchers and scholars in the field of second and foreign languages teaching and learning . These studies are in line suggest that learning strategies are one of several individual factors contribute to success and failure in language attainment. Too, learning strategies are considered as indicators that identify sources the difference between successful and unsuccessful language learners. Choose the right strategy can increase proficiency and motivation in language learning. Thus, the choice of strategy plays an important role in learning language.

From the explanation above writer would like to know in more detail about the effectiveness of using language learning strategies can increase proficiency and motivation in language learning for graders Tenth at Smk Negeri 1 Belitang Madang Raya.

METHOD

In this study, the writer used descriptive qualitative. Qualitative study is defined as procedure study that yields descriptive data in the form of written or spoken words from people who may be observed. Qualitative study is compiling a large amount of data from a variety of sources in order to acquire a better knowledge of individual participants, including their perspectives, attitudes, and opinions. It does not determine relationships using frequencies, percentages, averages, or other statistical methods. The descriptive approach is employed to describe events that occur in a naturalistic occur (Nassaji, 2015). In line with the definition above, this study described about analysis of proficiency and motivation on the choices of language learning strategies. The writer used six categories of language learning strategy analysis To Know What are language learning strategies commonly used of SMK Negeri 1 Belitang Madang Raya.

Technique for Collecting Data

To obtain data, study used several types of data collection, using Questioner and Oral Test, This study was collected by using adapted SILL questionnaire (Strategies Inventory for Language learning) version 7.0 by Oxford (1989) that is specialized for foreign language learners to examine the language learning strategies applied. The study needed to use original SILL questioner translated to the learners'. Thus, in this study, the writer used SILL Questioner version 7.0 translated in Bahasa Indonesia or Indonesia language. study instruments that use the scale Likert can be made in the form of a checklist. It is conducted by using paper and pencil and the respondent are asked to give check list (√). In this questionnaire, have six part The total score for each part was divided with the total number of the item on the questionnaire The classification can be seen below: The blue print of Questionnaire students' Language Learning Strategies (Oxford, 1989) .

The procedure stages of collecting data as follows:

1. First, the writer comes to the class and explains the purpose of the study.
2. The second, the writer explains about the questionnaire and how to answer it.
3. Next, the questionnaires were distributed to the students.
4. The students were given 35-45 minutes
5. After answer the questionnaire, the writer collects it from the students and said thanks to the students for their

time to answer the questionnaire and Test It was used to get data about Students English Proficiency. Exam The test used was a test of remembering and rewriting what was said by the writer in the form of introduction myself.

Technique for Analyzing the Data

The set of questionnaires was distributed to 30 students at SMK Negeri 1 BELITANG MADANG RAYA The instrument used by the writer was a questionnaire. It The type of questionnaire used was a closed questionnaire. It would be divided into two part, the first was the English Learning Strategy questionnaire which consists of 60 items. that was related to six categories, namely each category consists of 10 items. The second one was Motivation questionnaire which was divided into 2 main parts, namely extrinsic and intrinsic which each part consists of 10 items so that the total items were 20 items. The data obtain from the questionnaire through the following formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage

F = Frequency of a type of score

N = Number of total strategy

(Anas Sudijono2010):

The results of the learning strategy questionnaires from the six categories after being distributed to students were presented in Table .

Table 1 Result questionnaire of Memory Strategies

No	Stude nts	Qustion										Answer frequency					Total
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
1	S1	2	5	2	5	5	5	5	5	5	5	0	2	0	0	8	10
2	S2	5	5	4	5	5	4	5	4	4	5	0	0	0	4	6	10
3	S3	3	5	3	5	4	5	5	4	5	5	0	0	2	2	6	10
4	S4	5	5	5	5	5	4	5	4	4	5	0	0	0	3	7	10
5	S5	3	1	5	4	5	1	1	4	5	5	3	0	1	2	4	10
6	S6	5	5	4	5	5	5	5	5	4	5	0	0	0	2	8	10
7	S7	5	5	5	5	5	5	5	4	4	5	0	0	0	2	8	10
8	S8	5	2	5	5	3	5	5	5	5	5	0	1	1	0	8	10
9	S9	5	5	5	5	5	2	5	5	5	5	0	1	0	0	9	10
10	S10	5	5	5	5	5	2	5	5	5	5	0	1	0	0	9	10
11	S11	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
12	S12	1	2	1	2	1	1	2	1	1	1	7	3	0	0	0	10
13	S13	1	5	5	5	5	5	5	5	5	5	1	0	0	0	9	10
14	S14	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
15	S15	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
16	S16	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
17	S17	1	1	1	1	1	1	2	1	2	1	8	2	0	0	0	10
18	S18	4	5	3	5	3	5	5	4	5	5	0	0	2	2	6	10
19	S19	4	5	4	5	4	5	5	4	5	5	0	0	0	4	6	10
20	S20	4	5	5	5	5	5	5	5	5	5	0	0	0	1	9	10
21	S21	5	5	5	5	5	4	5	5	4	5	0	0	0	2	8	10
22	S22	3	5	5	4	5	5	5	4	5	5	0	0	1	2	7	10
23	S23	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
24	S24	5	5	5	5	5	5	5	4	5	5	0	1	0	1	9	10
25	S25	4	5	5	3	5	5	4	5	1	5	1	1	0	2	6	10
26	S26	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
27	S27	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
28	S28	4	5	5	5	5	5	5	5	5	5	0	0	0	1	9	10
29	S29	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
30	S30	3	5	3	5	5	3	5	5	4	5	0	0	3	1	6	10
Total Answer Frequency												20	11	10	31	228	300
Answer Frequency Percentage												7%	4%	3%	10%	76%	100%

Based on Table 5, the writer found that results of the memory strategies the number of all students who answered question number 1-10 there were 20(7%) answered "Never", 11(4%) answered "Usually not true of me", 10(3%) answered "Some what true of me", 31(10%) "answered Usually true of me", 228(76%) answered "Always".

Notes: S1: Student number Questionner: 1-10 Question	1-5 Answer frequency 1. Never 2. Usually not true of me 3. Somewhat true of me 4. Usually true of me 5. Always
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Table 2. Result questionnaire of Cognitive Strategies

No	Student _s	Question										Answer Frequency					Total
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
1	S1	1	1	2	1	3	1	4	3	4	5	4	1	2	2	1	10
2	S2	5	5	3	5	3	5	5	5	3	5	0	0	3	0	7	10
3	S3	1	1	2	1	1	3	1	2	1	3	6	2	2	0	0	10
4	S4	1	1	3	1	1	2	1	1	3	1	7	1	2	0	0	10
5	S5	3	5	5	5	2	5	5	5	5	5	0	1	1	0	8	10
6	S6	1	1	2	1	1	1	1	1	1	1	9	1	0	0	0	10
7	S7	1	1	1	1	2	1	1	2	1	1	8	2	0	0	0	10
8	S8	3	1	2	1	2	1	1	3	1	3	5	2	3	0	0	10
9	S9	1	1	1	1	1	3	1	3	1	1	8	0	2	0	0	10
10	S10	1	1	2	1	1	4	1	1	4	1	7	1	0	2	0	10
11	S11	1	1	3	2	1	4	1	2	1	1	6	2	1	1	0	10
12	S12	1	1	1	1	1	2	2	1	1	1	8	2	0	0	0	10
13	S13	1	2	1	2	1	2	1	1	1	1	7	3	0	0	0	10
14	S14	5	5	4	5	5	5	5	5	5	5	0	0	0	1	9	10
15	S15	1	1	4	4	1	1	4	1	4	1	6	0	0	4	0	10
16	S16	5	4	5	5	5	5	5	4	5	5	0	0	0	2	8	10
17	S17	1	2	1	2	1	2	1	1	1	1	7	3	0	0	0	10
18	S18	1	1	1	1	2	1	4	1	1	1	8	1	0	1	0	10
19	S19	1	1	1	1	1	1	1	4	1	1	9	0	0	1	0	10
20	S20	1	1	1	1	2	3	1	4	1	1	7	1	1	1	0	10
21	S21	2	1	2	4	1	1	1	2	1	1	6	3	0	1	0	10
22	S22	1	3	1	1	1	1	1	1	1	1	9	0	1	0	0	10
23	S23	3	5	2	4	5	4	2	5	5	5	0	2	1	2	5	10
24	S24	1	1	1	1	1	1	2	1	1	1	9	1	0	0	0	10
25	S25	1	3	5	3	5	4	1	1	4	5	3	0	2	2	3	10
26	S26	4	4	5	5	5	5	5	5	5	5	0	0	0	2	8	10
27	S27	5	4	3	5	4	2	4	4	4	5	0	1	1	5	3	10
28	S28	5	3	5	2	5	3	3	4	5	5	0	1	3	1	5	10
29	S29	3	1	3	1	1	2	1	4	3	5	4	1	3	1	1	10
30	S30	3	3	1	3	4	3	2	4	3	5	1	1	5	2	1	10
Total Answer Frequency												144	33	33	31	59	300
Answer Frequency Percentage												48%	11.%	11.%	10%	20%	100%

Based on Table 6, the writer found that results of the Cognitive strategies the number of all students who answered question number 1-10 there were 144(48%) answered "Never", 33(11%) answered "Usually not true of me", 33(11%) answered "Some what true of me", 31(10%) "answered Usually true of me", 59(20%) answered "Always".

Table 3. Result questionnaire of Compensation Strategies

No	Students	Question										Answer Frequency					Total
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
1	S1	1	5	5	5	5	5	5	5	5	5	1	0	0	0	9	10
2	S2	5	1	5	5	5	5	5	5	5	5	1	0	0	0	9	10
3	S3	5	5	1	5	5	5	3	1	5	5	2	0	1	0	7	10
4	S4	5	1	5	5	5	3	5	3	5	5	1	0	2	0	7	10
5	S5	5	5	1	5	5	1	3	4	5	4	2	0	1	2	5	10
6	S6	5	1	3	5	5	3	5	3	4	5	1	0	3	1	5	10
7	S7	5	2	1	5	4	1	5	5	5	1	3	1	0	1	5	10
8	S8	1	2	1	3	5	5	5	3	5	5	2	1	2	0	5	10
9	S9	2	1	3	5	5	5	3	5	5	4	1	1	2	1	5	10
10	S10	4	4	5	4	5	5	5	4	4	1	1	0	0	5	4	10
11	S11	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
12	S12	1	1	2	1	1	2	3	2	2	1	5	4	1	0	0	10
13	S13	5	5	1	5	5	5	5	5	1	5	2	0	0	0	8	10
14	S14	5	5	5	5	5	5	5	4	5	5	0	0	0	1	9	10
15	S15	2	1	5	5	1	5	5	5	5	5	2	1	0	0	7	10
16	S16	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
17	S17	1	2	3	1	1	1	2	2	1	1	6	3	1	0	0	10
18	S18	5	5	5	5	1	3	5	5	5	4	1	0	1	1	7	10
19	S19	2	1	5	5	5	5	5	5	5	5	1	1	0	0	8	10
20	S20	5	5	3	1	3	3	3	5	4	5	1	0	4	1	4	10
21	S21	5	1	5	5	5	1	5	5	5	4	2	0	0	1	7	10
22	S22	1	2	1	4	4	5	4	5	5	4	2	1	0	4	3	10
23	S23	5	5	5	5	1	3	3	1	5	5	2	0	2	0	6	10
24	S24	4	4	5	5	4	5	5	5	4	4	0	0	0	5	5	10
25	S25	5	4	5	4	3	1	3	5	5	5	1	0	2	2	5	10
26	S26	5	5	5	4	5	5	5	5	5	5	0	0	0	1	9	10
27	S27	1	2	5	5	3	1	5	5	5	5	2	1	1	0	6	10
28	S28	5	5	4	4	5	5	5	3	5	5	0	0	1	2	7	10
29	S29	1	3	1	3	4	5	5	4	4	5	2	0	2	3	3	10
30	S30	4	5	4	5	3	4	5	3	5	5	0	0	2	3	5	10
Total Answer Frequency												44	14	28	34	180	300
Answer Frequency Percentage												14.7 %	4.7 %	9.3 %	11.3 %	60.0 %	100 %

Based on Table 7, the writer found that results of the Compensation strategies the number of all students who answered question number 1-10 there were 44(15%) answered "Never", 14(5%) answered "Usually not true of me", 28(9%) answered "Some what true of me", 34(11%) "answered Usually true of me", 180(60%) answered "Always".

Table 4. Result questionnaire of Metacognitive Strategies

No	Students	Question										Answer Frequency					Total
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
1	S1	1	1	5	5	1	1	5	1	5	1	6	0	0	0	4	10
2	S2	5	1	5	5	2	5	5	2	5	5	1	2	0	0	7	10
3	S3	1	1	1	5	5	5	3	1	5	5	4	0	1	0	5	10
4	S4	2	1	5	5	5	3	5	3	2	5	1	2	2	0	5	10
5	S5	2	1	5	5	1	1	3	4	1	4	4	1	1	2	2	10
6	S6	2	1	5	5	5	3	3	3	4	5	1	1	3	1	4	10
7	S7	2	2	5	1	4	1	2	2	1	1	4	4	0	1	1	10

8	S8	1	2	5	3	1	1	1	3	5	1	5	1	2	0	2	10
9	S9	2	1	5	5	1	1	3	2	2	4	3	3	1	1	2	10
10	S10	4	1	5	4	1	1	5	4	4	1	4	0	0	4	2	10
11	S11	1	2	5	5	2	5	2	1	2	1	3	4	0	0	3	10
12	S12	1	1	2	5	1	2	3	2	2	1	4	4	1	0	1	10
13	S13	1	1	1	2	5	2	5	1	1	2	5	3	0	0	2	10
14	S14	5	5	5	4	5	4	5	4	5	1	1	0	0	3	6	10
15	S15	1	1	5	5	1	5	1	5	1	1	6	0	0	0	4	10
16	S16	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
17	S17	1	2	5	1	1	1	2	2	1	1	6	3	0	0	1	10
18	S18	5	5	5	5	1	3	1	1	1	4	4	0	1	1	4	10
19	S19	2	1	5	5	1	1	1	1	5	1	6	1	0	0	3	10
20	S20	5	5	3	1	3	3	3	5	4	5	1	0	4	1	4	10
21	S21	5	1	5	5	5	1	3	5	3	4	2	0	2	1	5	10
22	S22	1	2	5	4	4	2	4	1	1	4	3	2	0	4	1	10
23	S23	5	5	5	5	1	3	3	1	5	1	3	0	2	0	5	10
24	S24	4	4	2	2	4	1	1	5	4	4	2	2	0	5	1	10
25	S25	2	4	5	5	3	1	3	1	1	1	4	1	2	1	2	10
26	S26	5	5	5	4	5	5	5	5	5	5	0	0	0	1	9	10
27	S27	1	2	5	1	3	1	1	1	1	5	6	1	1	0	2	10
28	S28	2	2	5	5	2	5	2	3	5	1	1	4	1	0	4	10
29	S29	1	3	5	3	4	5	5	4	4	3	1	0	3	3	3	10
30	S30	1	1	5	2	1	4	2	3	1	1	5	2	1	1	1	10
Total Answer Frequency												96	41	28	30	105	300
Answer Frequency Percentage												32%	14%	9%	10%	35%	100%

Based on Table 8, the writer found that results of the Metacognitive strategies the number of all students who answered question number 1-10 there were 96(32%) answered "Never", 41(14%) answered "Usually not true of me", 28(9%) answered "Some what true of me", 30(10%) "answered Usually true of me", 105(35%) answered "Always".

Table 5. Affective strategies questionnaire results

No	Students	Question										Answer Frequency					Total
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
1	S1	1	5	1	5	1	1	5	1	5	1	6	0	0	0	4	10
2	S2	5	1	5	5	5	5	5	5	5	5	1	0	0	0	9	10
3	S3	1	1	1	5	5	5	3	1	5	5	4	0	1	0	5	10
4	S4	5	1	2	2	5	3	5	3	2	5	1	3	2	0	4	10
5	S5	2	1	1	1	1	1	3	4	1	4	6	1	1	2	0	10
6	S6	2	1	3	2	5	3	5	3	4	5	1	2	3	1	3	10
7	S7	1	1	5	5	4	5	2	2	5	5	2	2	0	1	5	10
8	S8	1	2	1	5	5	5	5	3	5	1	3	1	1	0	5	10
9	S9	1	1	3	2	1	1	3	1	1	5	6	1	2	0	1	10
10	S10	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
11	S11	2	2	5	5	2	5	2	1	2	5	1	5	0	0	4	10
12	S12	1	1	1	1	1	1	1	1	1	5	9	0	0	0	1	10
13	S13	5	1	5	2	5	2	5	5	1	2	2	3	0	0	5	10
14	S14	5	5	5	4	5	5	5	5	5	1	1	0	0	1	8	10
15	S15	2	5	5	5	1	5	5	5	5	5	1	1	0	0	8	10
16	S16	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
17	S17	1	1	1	1	1	1	1	1	1	1	10	0	0	0	0	10
18	S18	5	5	5	5	1	3	1	1	1	5	4	0	1	0	5	10
19	S19	2	5	5	5	1	1	1	1	5	1	5	1	0	0	4	10
20	S20	5	5	5	1	5	3	5	5	5	5	1	0	1	0	8	10
21	S21	5	5	5	5	5	1	3	5	5	5	1	0	1	0	8	10
22	S22	5	5	3	4	4	3	4	1	1	4	2	0	2	4	2	10

23	S23	5	5	5	5	1	5	3	1	5	1	3	0	1	0	6	10
24	S24	4	4	1	1	4	1	1	5	5	5	4	0	0	3	3	10
25	S25	1	4	5	4	3	1	3	5	5	5	2	0	2	2	4	10
26	S26	5	5	5	4	5	5	5	5	5	5	0	0	0	1	9	10
27	S27	5	5	5	5	3	5	5	5	5	5	0	0	1	0	9	10
28	S28	5	5	4	4	5	5	5	3	5	1	1	0	1	2	6	10
29	S29	5	3	5	5	4	5	5	4	4	5	0	0	1	3	6	10
30	S30	5	5	5	5	5	4	5	3	5	5	0	0	1	1	8	10
Total Answer Frequency												77	20	22	21	160	300
Answer Frequency Percentage												26%	7%	7%	7%	53%	100%

Based on Table 9, the writer found that results of the Affective strategies the number of all students who answered question number 1-10 there were 77(26%) answered "Never", 20(7%) answered "Usually not true of me", 22(7%) answered "Some what true of me", 21(7%) "answered Usually true of me", 160(53%) answered "Always".

Table 6. Result questionnaire of social strategies

No	Students	Question										Answer Frequency					Total
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	
1	S1	1	5	1	5	1	1	5	1	5	1	6	0	0	0	4	10
2	S2	5	4	5	5	5	5	5	5	5	5	0	0	0	1	9	10
3	S3	5	4	5	5	5	5	3	4	5	5	0	0	1	2	7	10
4	S4	5	5	2	2	5	3	5	3	2	5	0	3	2	0	5	10
5	S5	2	5	5	5	4	5	3	4	5	4	0	1	1	3	5	10
6	S6	2	5	3	2	5	3	5	3	4	5	0	2	3	1	4	10
7	S7	5	5	5	5	4	5	2	2	5	5	0	2	0	1	7	10
8	S8	5	2	5	5	5	5	5	3	5	5	0	1	1	0	8	10
9	S9	1	3	3	2	5	5	3	5	5	5	1	1	3	0	5	10
10	S10	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
11	S11	2	2	5	5	5	5	2	5	5	5	0	3	0	0	7	10
12	S12	4	2	4	2	4	5	4	5	2	5	0	3	0	4	3	10
13	S13	5	3	5	5	5	5	5	5	1	2	1	1	1	0	7	10
14	S14	5	5	5	4	5	5	5	5	5	5	0	0	0	1	9	10
15	S15	2	5	5	5	5	5	5	5	5	5	0	1	0	0	9	10
16	S16	5	5	5	5	5	5	5	5	5	5	0	0	0	0	10	10
17	S17	1	1	1	1	1	2	1	2	1	1	8	2	0	0	0	10
18	S18	5	5	5	5	1	3	4	1	5	5	2	0	1	1	6	10
19	S19	5	5	5	5	4	5	1	5	5	4	1	0	0	2	7	10
20	S20	5	5	5	4	5	3	5	5	5	5	0	0	1	1	8	10
21	S21	5	5	5	5	5	4	3	5	5	5	0	0	1	1	8	10
22	S22	5	5	3	4	4	3	4	5	5	4	0	0	2	4	4	10
23	S23	5	5	5	5	4	5	3	4	5	4	0	0	1	3	6	10
24	S24	4	4	5	5	4	5	5	5	5	5	0	0	0	3	7	10
25	S25	4	4	5	4	3	5	3	5	5	5	0	0	2	3	5	10
26	S26	5	5	5	4	5	5	5	5	5	5	0	0	0	1	9	10
27	S27	5	5	5	5	3	5	5	5	5	5	0	0	1	0	9	10
28	S28	5	5	4	5	5	5	5	3	5	5	0	0	1	1	8	10
29	S29	5	3	5	5	4	5	5	4	4	5	0	0	1	3	6	10
30	S30	5	5	5	5	5	4	5	3	5	5	0	0	1	1	8	10
Total Answer Frequency												19	20	24	37	200	300
Answer Frequency Percentage												6%	7%	8%	12%	67%	100%

Based on Table 10, the writer found that results of the Social strategies the number of all students who answered question number 1-10 there were 19 (6%) answered "Never", 20(7%) answered "Usually not true of me", 24(8%) answered "Some what true of me", 37(12%) "answered Usually true of me", 200(67%) answered "Always".

Table 11 Result of motivation

No	Students	Question																				Answer Frequency					Total																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	1	2	3	4	5																					
1	S1	4	3	5	5	5	5	4	5	5	5	5	4	5	5	5	5	4	5	4	5	0	0	1	5	14	20																				
2	S2	4	5	5	5	5	5	4	3	5	5	5	5	5	5	4	3	5	5	5	5	0	0	2	3	15	20																				
3	S3	2	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	0	0	2	3	15	20																				
4	S4	5	5	5	3	5	5	3	5	5	5	5	5	5	5	3	5	5	5	5	5	0	1	0	1	18	20																				
5	S5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	1	4	0	15	20																				
6	S6	5	2	3	5	5	5	4	5	5	3	4	5	5	5	5	5	5	3	4	5	0	1	3	3	13	20																				
7	S7	5	3	2	3	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	0	1	3	0	16	20																				
8	S8	5	5	5	5	4	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	0	0	0	3	17	20																				
9	S9	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	3	17	20																				
10	S10	4	4	5	5	5	5	3	5	5	5	5	3	2	2	5	5	3	5	5	5	0	0	0	3	17	20																				
11	S11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	2	3	2	13	20																				
12	S12	1	2	1	2	2	1	5	3	3	2	1	2	2	1	3	2	2	3	2	3	5	9	5	0	1	20	20																			
13	S13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	0	20	20																				
14	S14	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	0	0	0	0	20	20																				
15	S15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	2	18	20																				
16	S16	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	0	0	0	1	19	20																				
17	S17	1	2	3	1	3	1	1	1	4	3	2	1	3	1	1	3	3	1	2	1	10	3	6	1	0	20	20																			
18	S18	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	1	0	0	19	20																				
19	S19	5	5	2	3	5	5	5	3	5	2	3	5	5	5	5	5	3	5	5	5	0	3	5	0	12	20																				
20	S20	2	2	3	5	4	3	4	5	5	4	3	3	5	3	5	5	4	5	4	0	2	5	5	8	20	20																				
21	S21	2	5	3	5	5	3	5	5	4	5	5	5	5	5	3	5	5	5	5	5	0	1	3	1	15	20	20																			
22	S22	4	4	5	4	5	5	5	5	5	5	2	3	5	5	5	5	5	5	5	5	0	1	1	3	15	20																				
23	S23	4	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	0	0	0	3	17	20																				
24	S24	5	5	5	5	5	4	5	5	4	4	5	5	5	5	4	5	5	5	5	5	0	0	0	4	16	20																				
25	S25	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	0	0	0	4	16	20																				
26	S26	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	0	0	0	2	18	20																				
27	S27	4	5	4	5	4	5	4	5	2	3	5	5	5	5	4	5	5	4	5	5	0	1	1	6	12	20																				
28	S28	5	5	5	5	5	5	5	5	5	5	3	2	5	5	5	5	5	5	5	5	0	1	1	0	18	20																				
29	S29	5	5	5	5	4	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	0	0	0	3	17	20																				
30	S30	5	5	5	5	5	5	5	3	2	3	3	5	5	3	3	5	5	5	5	5	0	1	5	0	14	20	20																			
Total Answer Frequency																						15	29	48	55	453	600																				
Answer Frequency Percentage																						2.5%	4.8%	8.0%	9.2%	75.5%	100%																				

Based on Table 11, the writer found that results of the Questionnaire of motivation the number of all students who answered question number 1-20 there were 15 (2.5%) answered "Never", 29(4.8%) answered "Usually not true of me", 48(8%) answered "Some what true of me", 55(9.2%) "answered Usually true of me", 453(75.5%) answered "Always".

Table 7. Instrument of oral test proficiency

NO	Students	Memory	Pronunciation	Total	Average
1	S1	60	50	110	55
2	S2	70	70	140	70
3	S3	70	70	140	70
4	S4	80	70	150	75
5	S5	80	70	150	75
6	S6	80	60	140	70
7	S7	40	40	80	40
8	S8	90	70	160	80
9	S9	100	70	170	85
10	S10	60	50	110	55
11	S11	70	60	130	65
12	S12	40	40	80	40
13	S13	70	70	140	70
14	S14	100	90	190	95
15	S15	90	70	160	80
16	S16	100	70	170	85
17	S17	50	40	90	45
18	S18	80	60	140	70
19	S19	90	70	160	80
20	S20	80	70	150	75
21	S21	70	60	130	65

22	S22	80	70	150	75
23	S23	100	70	170	85
24	S24	70	50	120	60
25	S25	70	70	140	70
26	S26	100	80	180	90
27	S27	80	60	140	70
28	S28	80	70	150	75
29	S29	80	60	140	70
30	S30	70	50	120	60
Average grade point		76.66666667	63.33333333	140	70

Based on Table 11, the writer found that the memory score is 76.6 and the pronunciation score is 63.3 with a total of 140 and the average is 70. This study aims to observe the academic delay of class X students in English subjects at SMK Negeri 1 Belitang Madang Raya. The main method of this study is the questionnaire. Data were obtained from the literature in the form of photographs and supplemented with observations that completed data collection. Observations were made to explore the original picture happening at SMK Negeri 1 Belitang Madang Raya, these observations were very helpful in exploring the problems of implementing English learning strategies at SMK Negeri 1 Belitang Madang Raya so that they can then improve their learning further. In addition, the writer also conducted a questionnaire to consolidate the observation results, the questionnaire was distributed to 30 students in class X, which then became the main source of information, namely Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8, Student 9, Student 10, Student 11, Student 12, Student 13, Student 14, Student 15, Student 16, Student 17, Student 18, Student 19, Student 20, Student 21, Student 22, Student 23, Student 24, Student 25, Student 26, Student 27, Student 28, Student 29 and Student 30. The distribution of the questionnaire was carried out to collect information regarding the strategies and motivations for the promotion of English.

DISCUSSION

Based on the finding above, describes an overview of the results of the study which shows in general their activities with 6 learning strategies plus the overall motivation of students. It can be seen that the level of student activity in the used of the following learning strategies was the most widely used strategy by students. Memory strategies (86%), Social Strategies (79%), Compensation strategies (71%), Affective Strategies (60%), Metacognitive strategies (45), and Cognitive Strategies (30) and very good student motivation shown by 84.7% of participants students were often involved with motivational statements. The results were from grouping the answer choices always and fall into the Active category and the other 3 answers (never, Usually not true and Somewhat true of me) are in the passive category. Active and passive here are meant because based on the answer choices, the intensity of the used of strategies and their motivation in everyday life can be assessed. If you look at the average combined frequency of learning strategies and motivation, 65% of students were active with both. So if the motivational aspect is omitted, it is found that 53% of language proficiency progress was found and vice versa if the learning strategies aspect is removed, then the motivation member was 12% of the students' language proficiency progress. And the rest have no meaningful learning progress. And if we look back at the results of the tests that have been carried out in the study, 65% of students who stated that they were actively involved with learning strategies and had good motivation also had good results, this was shown by the case of Student 14 and Student 26 Student and the opposite happened to passive respondents. In various learning strategies and not having enough motivation also has unsatisfactory learning outcomes. Thus, writer can take an understanding that learning strategies and motivation have a role in determining language proficiency at 65% at SMK Negeri 1 Belitang Madang. After calculating the data then the data obtained would be compared with the reference to the assessment frequency table. When compared with the frequency table for Sudijono's assessment above, the application of learning strategies and motivation in learning English at SMK Negeri 1 Belitang Madang Raya in general is in the good category because it got 65% even if it is analyzed separately memory strategies and motivation even though it is in the very good category. with 86% and 84.7% of students applied respectively. Social, compensation and affective strategies that got good categories with percentages respectively are 79%, 71% and 60%. However, in some learning strategies, it was necessary to increase the frequency of exposure, such as in Metacognitive strategies 45% and Cognitive Strategies 30% if you see the trend shown by research data by increasing students' exposure and understanding of the two strategies would be able to improve.

CONCLUSION

Based on the whole process of carrying out study on the role of learning strategies and motivation in determining the skills of students at SMK Negeri 1 Belitang Madang Raya. Covering the entire process of data collection, data processing and discussion, writer can draw the following conclusions: English learning at SMK Negeri 1 Belitang Madang Raya in general was in the good category because it got 65% even if it was analyzed separately memory strategies and motivation are in the very good category with each applied and and the students. It can be concluded that the strategies that often used by students SMK NEGERI 1 BMR were three categories of memory strategies,

compensation strategies, and social strategies. the writer found that memory strategies 228(76%) ,Cognitif strategies 59(20%), Compensation strategies 180(60%), Metacognitive 105(35%), Affective Strategies 160(53%), Social Strategies 200(67%), The dominant language learning strategy used by students in learning English was the Strategy memory strategies 228(76%). The learning strategy often accepted by students was indicated by questionnaire data which states that 86 % of students gave a positive response to this strategy. It is supported by the average result of the memory test class reaching 76.6 which is higher than the pronunciation test with a class average of 63.3 learning strategies determine the achievement of learning outcomes as well as language skills in students , Motivation was reported to be the most significant variables affecting their choices of language learning strategies. The analysis revealed certain elucidating facts that can be utilized in future planning of English language teaching to improve the English performance of students SMK Negeri 1 Belitang Madang Raya.

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