

The Effect of Accelerated Learning Strategies and Achievement Motivation on the results of learning English At SMP Negeri 30 Medan

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Abstract— This study aims to find out: 1) the learning outcomes of English students who learned using Accelerated Learning strategies and English learning outcomes of students who were taught by Expository learning strategies; 2) the results of learning English between students with high achievement motivation levels and learning outcomes of students with low achievement motivation; 3) interaction between learning strategies (Accelerated Learning and Expository) and Achievement Motivation in influencing English learning outcomes. The research method used is a quasi-2x2 factorial design experiment. The results of the study concluded that: (1) the average English learning outcomes of students taught with Accelerated Learning strategies were higher than Expository learning strategies; (2) the average English learning outcomes of students who have higher achievement motivation are lower achievement motivation; (3) there is an interaction between learning strategies and Achievement Motivation towards the results of learning English.

Keywords— *Accelerated Learning, Expository Learning, Achievement Motivation and results of learning English.*

I. INTRODUCTION

Learning strategy is an important aspect of learning activities. At SMP Negeri 30 Medan found learning conditions that are less conducive. Students have not fully focused and paid attention to the learning process. This is because students have not been able to say the words and sentences in English are not appropriate. Sentences and words that contain text are still not able to be interpreted by students or students do not understand the meaning of the meaning of reading texts because of the weak vocabulary. In addition, the difficulties faced by students are not able to combine the meaning or meaning of words in sentences. Another factor that is also important to improve in overcoming the low learning outcomes of class VIII students is the teacher's factor.

Based on the data obtained, it can be seen that the average UAS value is still low and still below the KKM value. This was allegedly caused by various factors of lack of teacher participation in designing and implementing relevant learning

strategies and according to student characteristics, and subjects. In addition, the orientation of learning is teacher-centered with expository learning strategies. In this case, the teacher should understand that the strategies used are not appropriate and are not able to deliver information in the form of knowledge to students. So that students do not absorb and master the teaching material presented. Because teachers have a strategic role in teaching and learning activities. That is transforming knowledge, skills and values in students, then the teacher must be able to find solutions to learning problems appropriately. So that conditions, the results of reading English are better or improved. The conditions and learning outcomes are influenced by the quality factors of learning that take place either in class or outside the classroom. If learning is seen as a system, the factors that influence the quality of learning must be met.

Learning strategy Accelerated Learning is a type of learning that has the characteristics of learning that tends to be flexible, happy, concerned with goals, collaborative, humane, multi-sensory, caring, prioritizing activities and involving emotional and physical mentality. Therefore learning with Accelerated Learning is able to create a positive and enjoyable environment for students by accommodating various student learning styles. So that learning that uses accelerated learning strategies can affect student learning outcomes to be better or increased. This is consistent with the characteristics of the 2013 curriculum which leads to holistic and enjoyable learning. While learning using expository learning will focus more on students, because learning with expository emphasizes the speaking process. This shows that the use of expository learning strategies in classroom learning is still less dynamic which can affect student learning outcomes. Teachers who use Accelerated Learning strategies refer to student group learning, presenting new academic information to students every week using verbal or text presentations. Accelerated learning is also a fast learning method that allows students to learn naturally by using learning techniques that match the character of students so they will feel that learning is fun, effective, and fast. Considering these two types of learning strategies, efforts to determine the effectiveness of each of these learning strategies need to be researched so that the Accelerated Learning strategies are appropriate and can be

used as guidelines in improving learning outcomes in English subjects at SMP Negeri 30 Medan.

In addition to Accelerated Learning strategies that can improve student learning outcomes, Achievement Motivation possessed by a student greatly influences the results of learning English in the classroom. If the student has Achievement Motivation in following learning activities, then he will be encouraged to do the task and do difficult activities but quite realistic in doing it, he will be persistent and never give up in every learning activity. He found this when the atmosphere of learning activities was very supportive and had high achievement motivation. So the learning strategy used by a teacher in the classroom is closely related to the learning component related to Achievement Motivation.

According to research from Abduh (2005) it was concluded that the application of Accelerated Learning based learning strategies in four stages of learning provided 28.31% effectiveness on improving student learning outcomes on the subject of radioactive substances. The purpose of this study was to determine the effect of learning strategies on learning achievement in English as seen from the ability to read student texts. Compared strategies are expository learning strategies. Tri Wahyuni (2008) concluded that in the implementation of a universal model of Accelerated Learning based learning strategies on vibration and wave subject matter at SMPN 1 Kuala that the results of the study on the effective students of 1st meeting were obtained by the students' effective average of 57% and meeting II at 64% and III meeting at 75%. The results showed an average increase in activities from meetings I to III at 18%. Research conducted by Heryanto (2010) found that mathematics learning outcomes of students who had high achievement motivation were higher than students who had low achievement motivation. This is reinforced by research by Flora Hutapea (2011) found that learning outcomes make flower decoration students who have high achievement motivation are better than learning outcomes of students who have low achievement motivation.

In this study, various theories can be related to the influence of learning strategies and achievement motivation on student English learning outcomes. Furthermore, the results of the research will be presented and the discussion is related to the theory of theory that has underlie this research. The reason for choosing Accelerated Learning strategies and expository learning strategies is because the learning resources are not only teachers, but also students. Such conditions are expected to help students who have learning difficulties and can encourage students to complete each subject of the subject matter delivered by the teacher.

In connection with what has been explained above, the purpose of this study is (1) to find out the results of English learning students who are taught with Accelerated Learning strategies are higher than students who are taught with Expository learning strategies (2) to find out the students' English learning outcomes those who have high Achievement Motivation are higher than students who have low Achievement Motivation (3) to find out the interaction

between Learning Strategies and Achievement Motivation towards English learning outcomes.

II. METHOD AND RESULTS METHOD

This research was carried out at SMP Negeri 30 Medan. The population in this study were all eighth grade students of SMP Negeri 30 Medan with a total of 8 classes consisting of 254 students. The sampling technique in this study was cluster random sampling technique.

This study uses an experimental method with a quasi design 2x2 factorial design. Through this design compared the influence of Accelerated Learning strategies and Expository learning strategies on English learning outcomes in terms of student achievement motivation. These variables are then included in the research design as shown in Table 1.

TABLE I. RESEARCH DESIGN

A \ B	Accelerated Learning (A ₁)	Expository (A ₂)
High (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

Information:

A1B1: English learning outcomes of groups of students treated with Accelerated Learning strategies that have high Achievement Motivation

A2B1: English learning outcomes of groups of students treated with Expository learning strategies that have high achievement motivation

A1B2: English learning outcomes of groups of students treated with Accelerated Learning strategies that have low achievement motivation

A2B2: English learning outcomes of groups of students who were treated with an expository learning strategy that had low achievement motivation.

The data analysis technique used is descriptive and inferential statistical techniques. Descriptive statistical techniques are used to describe the data including: average value, median, mode, variance and standard deviation. The inferential technique that will be used is variance data analysis (ANOVA) technique 2 x 2. Hypothesis testing is carried out at a significance level of 5%. Before the two-way ANOVA was carried out, the analysis of the requirement test was done, namely the normality test using the Lilliefors test and homogeneity test using the Fisher test and Bartlett test.

Furthermore, for the purposes of testing hypotheses, the following statistical hypothesis is formulated:

Hypothesis I $H_0 : \mu A_1 \leq \mu A_2$
 $H_a : \mu A_1 > \mu A_2$

Hypothesis II $H_0 : \mu B_1 \leq \mu B_2$
 $H_a : \mu B_1 > \mu B_2$

TABLE II. TESTING HYPOTHESIS BY USING 2 WAY ANAVA

Varian	Dk	JK	RJK	F _{Hitung}	F _{Tabel}
A	1	78,38	78,38	21,42	4,01
B	1	229,63	229,63	62,70	4,01
AB	1	112,92	112,92	30,85	4,01
Galat	56	212,43	424,59	-	-

Where,

- A : Learning Strategies
- B : Achievement Motivation
- Dk : Degree of freedom
- JK : The sum of squares
- RJK : The average of the sum of squares

The interaction can be seen in fig. 1

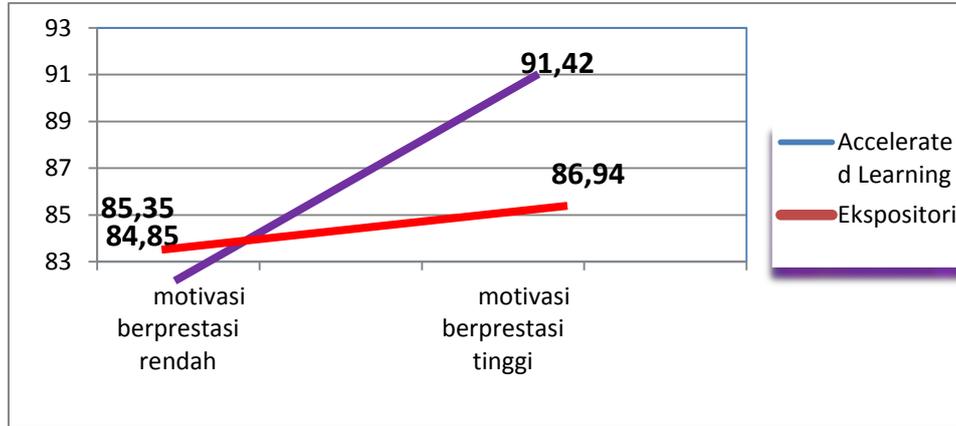


Fig 1. Interaction of strategies Learning and Achievement motivation

III. RESULT AND DISCUSSION

Based on the results of testing the first hypothesis, the results of calculating the hypothesis obtained F count = 21.42. For the distribution value of F table = 4.01, this result shows that F counts > F table so that it gives a decision that Ho is rejected and Ha is accepted. Thus, the research hypothesis proposed is that the results of the English learning of the Accelerated Learning class students are higher than the English learning outcomes of the Expository learning strategy class students.

This is in line with the results of Flora's research (2011) which states that there is an increase in student learning outcomes using Accelerated Learning strategies. According to Heryanto's Research (2010) Accelerated Learning strategies provide contributions and opportunities for students to explore knowledge and thinking about the lessons learned. This strategy also encourages students to do comprehension reading skills, such as observing, asking questions, gathering information, associating, and communicating. Where students here are required to be active in doing these skills in person. Accelerated Learning strategies can also develop attitudes, skills and knowledge of students. The implementation of Accelerated Learning strategy in learning not only focuses on how to develop students' competencies in understanding and reasoning in terms of vocabulary, but how to develop knowledge and thinking skills so that they can support creative activities in innovating or working. Through a series of learning that uses accelerated learning strategies, student

learning outcomes include developing their ability to reason and be successful.

While expository strategy is a strategy that prioritizes teaching objectives that focus on the teacher and lack in prioritizing students. The focus of the Expository strategy lies in how learning tends to be more instrumental in dominating as a whole, so students are bored and monotonous. Whereas the results of learning in school are not only about the use of language / skills of students in mastering the language but also students' understanding of the structure of grammar.

From the description above, it can be seen that student learning outcomes related to cognitive aspects are highly developed in the Accelerated Learning strategy. Thus, it is clear that using the Accelerated Learning strategy will give a better influence on the English learning outcomes compared to learning using expository learning strategies.

From the results of the calculation of the second hypothesis, F count = 62.70. For the distribution value of F table = 4.01, this result shows that F counts > F table so that it gives a decision that Ho is rejected and Ha is accepted. Thus, the proposed research hypothesis is that there are differences in English learning outcomes of students with high achievement motivation with the results of English learning students with low achievement motivation. The results showed that the average value of English learning outcomes of students who had high achievement motivation was higher than students who had low achievement motivation. This indicates that students who have high achievement motivation are better able to understand English language lessons than students who have low achievement motivation. Researchers observed during the learning process, it appears that students who are classified as having high achievement motivation tend to be more sociable, mingle with new environments, active in

groups and personally, more motivated and enthusiastic about learning, more confident in asking questions, answering questions, expressing opinion. Students who have high achievement motivation also do not feel afraid of being wrong or having different opinions with other students and have more mutual respect.

Based on the description above, it is clear that students who have high achievement motivation get higher English learning outcomes compared to students who have low achievement motivation. It can be concluded if there are differences in English learning outcomes of students who have high achievement motivation with low achievement motivation.

From the results of the calculation of the third hypothesis obtained $F_{count} = 30.89$. For the distribution value of $F_{table} = 4.01$, this result shows that $F_{count} > F_{table}$ so that it gives a decision that H_0 is rejected and H_a is accepted. Thus, the proposed research hypothesis is that there is an interaction between learning strategies and Achievement Motivation towards English learning outcomes. When viewed from the average English learning outcomes in groups of students who have high Achievement Motivation and are taught with Accelerated Learning strategies higher than the average learning outcomes of other student groups. This is because students can follow the learning well, where students are able to solve the proposed problem. The existence of learning strategies that can foster the spirit of students in learning. Meanwhile, in teaching and learning activities, both in Accelerated Learning strategies or expository learning strategies can take place interactively because of the pleasant learning atmosphere.

Learning using Accelerated Learning teacher learning strategies is no longer a learning center but is student-centered. That is, the Accelerated Learning strategy is intended to provide more knowledge in students' understanding of students in knowing, understanding various materials using a scientific approach, that information can come from anywhere, at any time, not dependent on the direction of the teacher's information. The essence of this strategy expects students to make the process of understanding, knowledge, scientific thinking, trying, communicating (networking) everything related to the learning process itself. Through this strategy students are expected to think scientifically and can learn and work in groups solving problems given by the teacher so as to achieve optimal learning achievement. One of the things that need to be considered also in the factors that influence learning outcomes is Achievement Motivation. students who are less well known by the teacher as a whole will find it difficult to direct students to be active in learning activities. This situation is what causes the value of student learning outcomes is still a lot below average.

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