

**THE APPLICATION OF LANGUAGE LEARNING  
STRATEGIES AND ITS CORRELATION WITH  
MOTIVATION OF THE STUDENTS OF BEC PARE**

**THESIS**

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DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
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2013**

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**THESIS**

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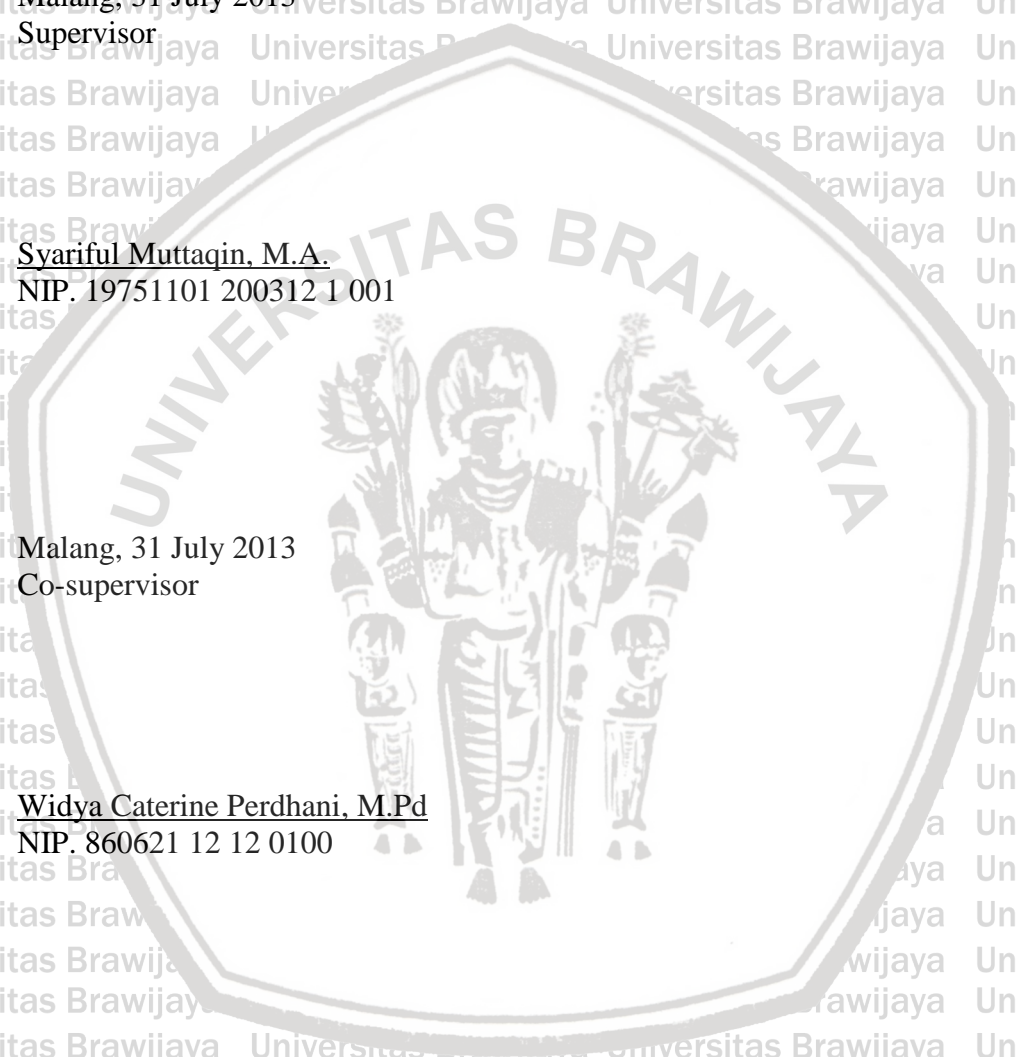
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## ABSTRACT

Aryani, Retno Dwi. 2013. **The Application of Language Learning Strategies and Its Correlation with Motivation of the Students of BEC Pare.** Study Program of English, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Widya Caterine Perdhani.

Keywords: learning strategies, motivation, Strategy Inventory for Language Learning (SILL) questionnaire, Motivated Strategies for Language Questionnaire (MSLQ).

Language Learning Strategies include certain activities of learners to learn second or foreign languages more easily and effectively. There are some factors affecting the choice of strategies including motivation. Motivation can determine human behavior to do something by energizing the behavior. In this study, the writer conducted an analysis about learning strategies and motivation of the students of BEC Pare. This study is conducted to discover: (1) language learning strategies applied by the students of TC 120 BEC Pare; (2) the motivation of the students of TC 120 BEC Pare; and (3) the correlation between the use of learning strategies and motivation of the students of TC 120 BEC Pare.

This study uses descriptive quantitative approach as it deals with the statistical data to analyze the language learning strategies and motivation and also the correlations between those two variables. The participants of the study are the students of Training Class (TC) program of Basic English Course (BEC) Pare in the period of TC 120. The writer used two instruments to collect the data: Strategy Inventory for Language Learning (SILL) questionnaire and Motivated Strategies for Language Questionnaire (MSLQ).

This study reveals that Social Strategies are the most dominant learning strategies and Task Value is the most motivational orientation of the students of TC 120 BEC Pare. It shows that most students tend to work with others and consider their interest and the importance of the course in learning English. In addition, this study reveals that there is a moderate correlation between language learning strategies and motivation. Five categories of learning strategies, namely: Memory-related Strategies, Cognitive, Meta-cognitive, Affective, and Social Strategies are significantly correlated with five motivational orientations: Extrinsic Goal Orientation, Task Value, Control of Learning Beliefs, Self-efficacy for Learning and Performance, and Test Anxiety.

The writer suggests the next researchers to do further studies on learning strategies and motivation related to the students' achievement. She also suggests the teachers of TC Program of BEC Pare to be aware of the students' learning strategies and motivation because the teachers can influence their students to be motivated by certain learning program and tasks.

## ABSTRAK

Aryani, Retno Dwi. 2013. **Penggunaan Strategi Belajar Bahasa dan Korelasinya dengan Motivasi dari Siswa BEC Pare**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Syariful Muttaqin, (II) Widya Caterine Perdhani.

Keywords: strategi belajar bahasa, motivasi, kuesioner SILL, kuesioner MSLQ.

Strategi belajar bahasa meliputi aktivitas tertentu para pelajar dalam mempelajari bahasa kedua maupun bahasa asing. Ada beberapa faktor yang mempengaruhi pemilihan strategi belajar tersebut, salah satunya adalah motivasi. Motivasi dapat menentukan perilaku manusia dalam melakukan sesuatu dengan memberinya kekuatan. Dalam studi ini, penulis menganalisis tentang strategi belajar dan motivasi para siswa TC 120 BEC Pare. Studi ini bertujuan untuk mengetahui: (1) strategi belajar yang dijalankan para siswa TC 120 BEC Pare; (2) motivasi para siswa TC 120 BEC Pare; serta (3) korelasi antara penggunaan strategi belajar dan motivasi para siswa TC 120 Pare.

Studi ini menggunakan pendekatan kuantitatif yang bersifat deskriptif mengingat studi ini menganalisis data statistik untuk mengetahui strategi belajar dan motivasi yang dipilih dan korelasi antar kedua variable tersebut. Objek studi ini adalah para siswa program TC 120 BEC Pare. Penulis menggunakan dua instrumen: kuesioner inventaris strategi pembelajaran bahasa dan kuesioner strategi motivasi bahasa.

Hasil studi ini menunjukkan bahwa Strategi Sosial dan Penghargaan Materi merupakan strategi belajar dan motivasi yang dominan dari para siswa TC 120 BEC Pare. Hal ini menunjukkan mayoritas siswa bisa bekerja sama dengan siswa lain dan mempunyai ketertarikan serta menyadari pentingnya pelajaran di kelas dalam pembelajaran Bahasa Inggris. Studi ini juga menunjukkan bahwa korelasi penggunaan strategi belajar bahasa dan motivasi bersifat moderat. Lima kategori strategi belajar yaitu Strategi Daya Ingat, Kognitif, Metakognitif, Afektif dan Sosial berkorelasi secara signifikan dengan lima kategori motivasi: Motivasi Ektrinsik, Penghargaan Materi, Kepercayaan Pada Proses Belajar, Kemauan untuk Belajar dan Praktik, dan Ketakutan Mengikuti Tes.

Penulis menyarankan peneliti berikutnya untuk meneliti tentang strategi belajar bahasa dan motivasi siswa dalam kaitannya dengan hasil belajar. Penulis juga menyarankan para pengajar di program TC di BEC Pare mengetahui strategi belajar dan motivasi siswa karena pengajar bisa mempengaruhi mereka dengan sistem pembelajaran dan pemberian tugas tertentu.

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Malang, August 2013

The writer



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## CHAPTER I

### INTRODUCTION

This chapter explains about background of the study, problems of the study, objectives of the study, hypotheses, and definition of key terms.

#### 1.1 Background of the Study

Nowadays, English becomes the most dominant language around the world.

It is the primary language that has been widely used in international business, science, economics, technology, tourism and aviation (Kitao, 1996, p.1). English has a huge number of speakers, as there are the increasing number of people in countries where it becomes the first language such as in United States, Canada, United Kingdom, New Zealand and Australia. English also has high power since there are some countries using it as their second language in Malaysia, Singapore, India and Philippine. In Indonesia, English is still used as foreign language as we do not speak English officially in Indonesia. Yet, there are so many people learning English in Indonesia and taking it as important as Bahasa Indonesia, which is the official language of Indonesia, to catch up with global environment.

Each learner has certain characteristics that lead the learner to successful language learning (Lightbown and Spada, 1993). It is widely believed that the successful learners will find many opportunities in practicing their language skills.

In addition to characteristics, other factors such as learning strategies also influence the success of language learning.

Learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations (Oxford, 1990, p.8). Still according to

Oxford, there are two big categories of learning strategies: direct and indirect strategies. Direct strategies involve direct learning and use the subject matter.

Indirect strategies contribute indirectly but powerfully. They both have three subcategories. Direct strategies consist of *memory, cognitive and compensatory strategies*. While indirect strategies include *meta-cognitive, affective and social strategies*.

The researchers emphasize that the use of language learning strategies will lead to good learners. If English as Second Language (ESL) or English as Foreign Language (EFL) teachers aware of the strategies which are used by successful learners, they may be able to apply the effective strategies to less proficient learners to enhance their language skills. Teachers may suggest their students to employ certain strategies that can help them learn more easily. However, it is students' freedom to choose the strategies that fit them.

As explained by Oxford (1990, p.8), a strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. If the strategies fulfill the conditions, these will make learning more easily and effective.

We can say that learning strategies are important as they help the learners to be more autonomous and to study a certain language more easily and more

effectively. Learning strategies also enable students who learn second or foreign languages to become more independent and lifelong learners. As students are not always aware about the power of consciously using learning strategies, it is teachers' obligation to help them develop awareness and enable them to use a wider range of strategies (Oxford, 2003, p.9).

There are many factors affecting the choice of strategies: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality, general learning style, personality, motivation level, and purpose for learning the language (Oxford, 1990, p.13). Motivation level tends to be the most affecting factor in choosing learning strategies. It is because motivation is related to language learning purpose, which is another key to strategy use.

Motivation is responsible for determining human behavior by energizing it and giving it direction (Dornyei, 1998, p.117). Different motivation level leads to different range of learning strategies. More highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners (Oxford, 1990, p.13). Different motivation also leads to the choice of learning strategies used. People who learn a foreign language to fulfill a graduation requirement may use different learning strategies than people who learn a language to get along with their work environment. People, who learn a foreign language to fulfill a graduation requirement, for example university students, may use certain strategies such as *Compensatory Strategies* because the strategies help them to understand the context in listening and reading. Understanding the context in listening and reading is important in doing English proficiency, such as TOEFL and TOEIC. They may also use *cognitive strategies* as the strategies help the

learners to study formally and structurally. However, people who learn foreign language to get along with their colleagues may apply *social strategies* than the other ones. *Social strategies* help the learner to work with others and understand the target culture as well as the language.

There are some researchers doing studies about the use of learning strategies and motivation of school and university students. For example, there is a study entitled "A Study on Motivation and Strategy Use of Bangladeshi University Students to Learn Spoken English" by Quadir Moriam (2008), a student from Graduate School for International Development and Cooperation, Hiroshima University, Japan. As depicted in the title, the study discusses about the motivation and strategy use of university students to learn spoken English in Bangladesh. The study finds out that among other motivational factors, *L2 speaking anxiety* has the strongest correlations with the strategy use factors. *L2 speaking anxiety* also correlates with three strategy use factors: *Meta-cognitive and processing strategies, Learning sharing strategies* and *Organizing Learning*.

This indicates that learners' worry about practicing spoken English may make them to apply these strategies to make up deficiency in learning.

In this study, the writer studies about language learning strategies related to the motivation of students of an English course. English courses are also important institutions in Indonesia as they provide English for those who need more enhancements in learning English. People also think that English courses in some ways are better places than schools to study English more effectively.

The writer is interested in doing research in an English course because there may be differences between learning strategies and motivation of school students



and English course students. The environment, the learning programs, the will, and the characteristics of the students can influence the differences. In this study, the writer is interested in surveying the students of BEC Pare.

Basic English Course (BEC) is the oldest English course in Pare, Kediri. It was established in June, 1977. The duration of the study is six months. BEC Pare emphasizes on grammar and speaking. The course is considered as the best and preferable English course in Pare as the learning system has been applied in many English courses in East Java and the alumni's ability is recognized. It has already been popular not only in East Java but also in all regions of Indonesia.

There are three stages in BEC Pare: Basic Training Class (BTC), Candidate of Training Class (CTC), and Training Class (TC). BTC runs in a month and consists of the study of the 16 English tenses. CTC which spends two months leads the students to learn more basic grammar, for example conditional sentence, question tag, and others. Then, TC is the last stage which makes students study harder and it runs for three months. For those three months, students are obliged to speak English in BEC area. TC program emphasizes in speaking, listening, and writing.

BEC students come from many places all over Indonesia. Most of them are fresh graduates from Senior High School. They may have different basic understanding of English. Training Class (TC) students are chosen as the subjects of the study because they may have ability more than BTC and CTC students.

Besides, they already have the same basic grammar in BTC and CTC so the writer can consider them as the same grade learners.

The writer predicts that *Meta-cognitive Strategies* are the dominant of all strategies. *Meta-cognitive Strategies* help the students to manage the overall learning process. The writer assumes the TC students can manage their learning process including arranging the schedule, monitoring mistakes, evaluating task success and the success of any type of learning strategies.

The writer also assumes that *Task Value* encourages the students of TC 120 BEC Pare more than the other motivation categories. *Task Value* states the learners' interest in the course and learners' awareness about the importance of the course. The motivation includes the learners' belief that the course materials will be useful for the other courses. The students of TC program are considered aware of the interest and importance of learning English as they come to BEC Pare mostly because of their own will to enhance their ability.

The use of learning strategies and motivation must be correlated significantly. The writer assumes there is a moderate correlation between learning strategies and motivation. This is because motivation is one factor affecting the choice of strategies used (Oxford, 1990, p.13). Highly motivated learners may use greater range of strategies. Besides, the students who have different motivations to study may have different strategies by considering what they expect to get. The previous study by Stoffa *et al.* (2011) supports the assumption of the writer. The first previous study by Stoffa *et al.* (2011) indicates a moderate correlation in assessing the motivation and learning strategies of Korean immigrant students.

However, the second previous study by Moriam (2008) shows a weak or insignificant correlation between the motivation and learning strategies of Bangladeshi university students.

The writer decides the scope of this research on learning strategies and motivation of the students of TC 120 in BEC Pare. To measure learning strategies, the writer uses Strategy Inventory for Language Learning (SILL) questionnaire for ESL/EFL students by Oxford (1990). The writer utilizes Motivated Strategies for Language Questionnaire (MSLQ) developed by Pintrich *et al.* in 1991 to measure the motivation of the students of TC 120 BEC Pare.

In this study, the writer chooses TC students as the subjects because of the reasons explained previously on page five: they already have the same basic grammar in BTC and CTC so the writer can consider them as the same grade learners. TC students chosen are the students of TC program in period of March-April-May. It is called TC 120.

The significance of the study is to identify language learning strategies and motivation of BEC Pare students in the period of TC 120. The writer also wants to investigate the relationship between the use of language learning strategies and the motivation of the students of TC 120 BEC Pare. Therefore, the writer makes an analysis of the their language learning strategies and motivation with the title **“English Learning Strategies and Motivation of the Students of TC 120 BEC Pare”**

## **1.2 Problems of the Study**

Based on the background of study, the writer proposes some problems:

1. What are learning strategies applied by the students of TC 120 BEC Pare?
2. What is the motivation of the students of TC 120 BEC Pare?

3. What is the correlation between the use of learning strategies and motivation of the students of TC 120 BEC Pare?

### 1.3 Objectives of the Study

In line with the problems of the study, this study is conducted to obtain the objectives as follows:

1. To identify the learning strategies applied by the students of TC 120 BEC Pare.
2. To identify the motivation of the students of TC 120 BEC Pare.
3. To investigate the correlation between the use of learning strategies and motivation of the students of TC 120 BEC Pare.

### 1.4 Hypotheses

The writer proposes three hypotheses, they are:

1. The students of TC 120 BEC Pare apply *Meta-cognitive Strategies* more than the other strategies.
2. *Task Value* encourages the students of TC 120 BEC Pare more than the other motivation categories.
3. There is a strong correlation between the use of learning strategies and motivation of the students of BEC Pare.

## 1.5 Definitions of Key Terms

To avoid misunderstanding, the researcher displays the key terms as follow:

### 1. Second Language Acquisition

Nunan (1999, p.87) defines Second Language Acquisition (SLA) as “the processes through which someone acquires one or more second or foreign languages.”

### 2. Learning Strategies

Oxford (1990, p.8) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.”

### 3. Motivation

Dornyei (1998,p.117) says that motivation is “responsible for determining human behavior by energizing it and giving it direction.”

### 4. BEC Pare

Basic English Course (BEC) Pare is the oldest English course in Pare that is established in June 1977, in Dusun Singgahan, Pelem, Pare, Kediri, East Java.

### 5. Training Class (TC) 120

TC 120 is the period study of Training Class (TC) program of BEC Pare on March-April-May 2013.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explores the theories used in the process of analysis about learning strategies and motivation. The theories are about second language acquisition, learning strategies, and motivation. Then, the previous studies that analyze about related topic to this study are also mentioned in this chapter.

#### 2.1 Second Language Acquisition

Nunan (1999, p. 87) states that the term Second Language Acquisition (SLA) refers to the “processes through which someone acquires one or more second or foreign languages.” It can be understood that SLA is the process when someone learns languages beside her mother tongue. Yet, the process of learning the second language is also strongly influenced by the first language acquisition (Nunan, 1999, p. 88).

Gass and Selinker (2008, p. 1) define Second Language Acquisition as following:

It is the study of the acquisition of a non-primary language, which is the acquisition of a language beyond the native language. It is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency in more than one language.

Meanwhile, Krashen (1982, p.36) states that second language acquisition is concerned with the study of the way in which an individual becomes able to use

one or more language different from his first language. Still according to Krashen (1982), the process can take place in a natural setting or through formal classroom instruction, and, although the degree of proficiency that can be attained is a controversial topic, it can start at childhood or during the adult age.

## 2.2 Language Learning Strategies

There are various definitions about learning strategies. According to Cohen as cited in Gass and Selinker (2008, p.67), language learning strategies are those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language. Meanwhile, Oxford (1990, p.8) defines language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Oxford (1990) also classifies the learning strategies into two big classes: direct and indirect. Direct strategies involve the strategies used directly in dealing with a new language. The direct strategies are divided into three categories: memory, cognitive and compensation strategies. Then, indirect strategies are used for general management of learning. Indirect strategies are also divided into three categories: meta-cognitive, affective and social strategies. The writer uses all the six strategies proposed by Oxford as they are also stated in SILL. SILL or Strategy Inventory for Language Learning is designed by Oxford to measure the use of learning strategies. The SILL version for students who speak English as a

Second Language (ESL) or English as a Foreign Language (EFL) consists of 50 items of six strategies. The six strategies are explained as follows:

### **2.2.1 Cognitive Strategies**

The cognitive strategies enable the learner to manipulate the language material in direct ways. The examples are learning through reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally (Oxford, 2003, p.12).

### **2.2.2 Meta-cognitive Strategies**

Meta-cognitive strategies are employed for managing the learning process overall. The examples of meta-cognitive strategies are identifying one's own learning style preferences and needs, planning for an L2 gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategies. Purpura (1999) as cited in Oxford (2003, p. 12) finds that meta-cognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that meta-cognitive strategy use has an executive function over cognitive strategy use in task completion".

### **2.2.3 Memory-related Strategies**

Memory-related strategies help the learners to link one L2 item or concept with another but do not necessarily involve deep understanding (Oxford, 2003,



p.13). Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Memory-related strategies do not always positively relate to L2 proficiency. In fact, the use of memory strategies in a test-taking situation has a significant *negative* relationship to learners' test performance in grammar and vocabulary (Oxford, 2003). The probable reason for this is that memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, but that learners need such strategies much less when their arsenal of vocabulary and structures has become larger.

#### 2.2.4 Compensatory Strategies

The Compensatory Strategies help the learner make up for missing knowledge (Oxford, 2003, p.13). The examples are guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, and using gestures or pause words. Cohen (1998) as cited in Oxford (2003, p.13) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

### **2.2.5 Affective Strategies**

Affective strategies talks about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk (Oxford, 2003, p.14).

These have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages (Oxford, 2003, p. 14).

### **2.2.6 Social Strategies**

The social strategies help the learner work with others and understand the target culture as well as the language (Oxford, 2003, p.15). The examples are asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

## **2.3 Motivation**

There are some definitions of motivation proposed by the experts. According to Dornyei (1998, p.117), motivation is responsible for determining human behavior by energizing it and giving it direction. It can be seen that motivation is a thing that makes people initiate certain behavior or action and keep on until their goals are achieved.

Motivation is one of many factors affecting the choice of strategies: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality, general learning style, personality traits, motivation level, and purpose

for learning the language (Oxford, 1990, p.13). Oxford also states that more highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners. It means learners with high motivation usually have awareness about using some learning strategies that can help them to study effectively.

Gardner (1985) as cited in Root (1999, p. 2) explains motivation as the following:

Motivation refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language, and motivational intensity.

Gardner as cited in Root (1999, p.2) also focuses on classifying orientations for second language study: integrative and instrumental. Integrative orientation is a favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language.

Whilst instrumental orientation is a more functional reason for learning the target language, such as job promotion, or a language requirement.

There is also an instrument that is widely used by researchers to measure motivation. The instrument is called Motivated Strategies for Learning Questionnaire or MSLQ. It is developed by Pintrich, Smith, Garcia, and McKeachie in 1991 (Artino, 2010, p.2) and directly linked to learners' ability to self regulate their learning activities.

The MSLQ consists of 81 items which are divided into two broad categories: motivation section and learning strategies section. The motivation

section consists of 31 items that assess students' goals and beliefs for a course, their beliefs about their skill to succeed in a course, and their anxiety about test in a course. The learning strategies section includes 31 items about the different cognitive and meta-cognitive strategies and 19 items concerning student management of different resources.

There are six scales or six categories of motivation in the MSLQ proposed by Pintrich *et al.* in 1991. They are intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety. The writer uses this categorization to analyze the motivation of BEC Pare TC 120 students.

### **2.3.1 Intrinsic Goal Orientation**

The intrinsic goal orientation states the enjoyment of language learning by the learners (Schmidt *et al.*, 2001, p.316). This category shows that the learners study a course for increasing their ability. It relates with the choice of certain materials, the will of studying, and the use of knowledge from the course.

### **2.3.2 Extrinsic Goal Orientation**

The extrinsic goal orientation shows the motivation of the learner is from the external factors. The learner performs certain behaviors to satisfy external demands or to get external reward (Dornyei, 1998, p.120). People who have this category seem to do the behaviors with a feeling of pressure, avoiding guilt, or obtaining self-esteem.

### **2.3.3 Task Value**

The task value means the value of the language course (Schmidt et al., 2001, p.316). This category shows the learners' awareness about the importance of the course. It also includes the learners' confidence to get better in the class.

### **2.3.4 Control of Learning Beliefs**

The control of learning beliefs explains the learners' beliefs and opinion about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn (Gass and Selinker, 2008, p.67). This also includes the learners' confidence to master the materials.

### **2.3.5 Self Efficacy for Learning and Performance**

The self efficacy makes the learners do the best for learning by motivate themselves. The statements concern a learner's intention to put best efforts into learning the language, keep up with the course, etc (Dornyei, 1998, p.119). This may be best way for students to learn a language because it shows a hard work for themselves.

### **2.3.6 Test Anxiety**

The statements of test anxiety show the learners' concern about test and speaking anxiety (Schmidt et al., 2001, p.316). The learners seem to be worried about the exams, the results, and people's approval. The example of a person into test anxiety is when he/she studies hard for language to fulfill job or school requirement.

## 2.4 Previous Studies

There are two previous studies for this work. The first is “Using the Motivated Strategies for Learning Questionnaire and the Strategy Inventory for Language Learning in Assessing Motivation and Learning Strategies of Generation 1.5 Korean Immigrant Students”. The study is constructed by Stoffa *et al.* (2011) from Duquesne University, United States. The study examines the potential of utilizing the Motivated Strategies for Learning Questionnaire (MSLQ) and the Strategy Inventory for Language Learning (SILL) as instruments in measuring Generation 1.5 students’ motivation and their use of language learning strategies. Generation 1.5 immigrants are those who were foreign-born and grow up in countries speaking languages other than their native language. Their parents’ generation is called the first generation and the second generation is their offspring’s generation.

A demographic questionnaire is created by the researchers to obtain participants’ background information relevant to their involvement in this study (e.g. age, age of immigration, length of residence, ESL levels and high school GPA). The participants are Generation 1.5 Korean immigrant college students from universities located in Pittsburgh and Philadelphia. There are 104 students participated in the study. The majority of participants (47%) identified themselves as advanced ESL learners, 25% as intermediate ESL learners, and 9.6% as ESL beginners. The rest, 18.4% of the participants, did not identify their level.

The finding shows that there is a moderate correlation between the motivation and learning strategies in overall score ( $r=.350, p<.01$ ). A significant

relationship is found between motivation and indirect language learning strategies ( $r = .220, p < .05$ ), but there is no significant correlation found between motivation and direct language learning strategies ( $r = .170, p > .05$ ). The stronger relationship between motivation and indirect language learning strategies is crucial when placed within a meta-cognitive framework. The findings also shows that the most frequently strategies used are compensatory (3.50) and cognitive techniques (3.45). The students practice their language skills in isolation (e.g. while watching TV or when writing notes or letters). It may reflect conflicting identities with both first and second generations.

The next previous study is “A Study on Motivation and Strategy Use of Bangladeshi University Students to Learn Spoken English” by Quadir Moriam (2008), a graduate student from Graduate School for International Development and Cooperation, Hiroshima University, Japan. As depicted in the title, the study discusses motivation and strategy use of university students to learn spoken English in Bangladesh. The instruments are a modified version of motivation questionnaire used by Schmidt *et al* and SILL version 7.0 that is developed by Oxford.

The participants are university students from four different universities in the capital city of Dhaka, Bangladesh. There are 355 students: 187 males and 168 females. Their academic grades range from undergraduate to graduate levels. The participants major in English, Law, Pharmacy, Architecture, and Business studies.

The participants are native speakers of Bangladesh and they are enrolled in communicative English courses as a part of their curriculum.

The findings are about the relationship between motivational factor and strategy use factors. It is found that the correlations are weak or insignificant.

Among other motivational factors, *L2 speaking anxiety* has the strongest correlations with the strategy use factors. *L2 speaking anxiety* correlates with three strategy use factors: *Meta-cognitive and processing strategies* ( $r = .174$ ,  $p < .01$ ), *Learning sharing strategies* ( $r = .157$ ,  $p < .01$ ) and *Organizing Learning* ( $r = .139$ ,  $p < .01$ ). This result indicates that learners' worry about practicing spoken English may make them to apply these strategies to make up deficiency in learning.

There are some similarities between the previous studies and this study. The previous studies and this study have the similar big topics: learning strategies and motivation. Both previous studies and this study use questionnaires to measure the learning strategies and the motivation. The first previous study by Stoffa *et al.* (2011) and this study use MSLQ by Pintrich *et al.* (1991) and SILL from Oxford (1990). The first previous study and this study also have the same objectives: identifying the frequently used learning strategies and analyzing the relationship between the motivation and the use of language learning strategies.

There are also some differences between the previous studies and this study. Both previous studies have university students and this study has English course students as the subjects of the study. The second study by Moriam uses a modified motivation questionnaire by Schmidt, while the first and this study use MSLQ by Pintrich. The second study mostly explains about the relationship of



motivation and learning strategies factors and this study identify the relationship of motivation and the use of learning strategies, too.

Those two previous studies give much input in conducting the research.

They help the writer to provide more theories and studies related to the research.

They also give more understanding about how to analyze the data of SILL and MSLQ and the application of the studies to the language learning.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains about the methodology used in this study including the research design, data source, data collection, and data analysis.

#### **3.1. Research Design**

This study is conducted by using descriptive quantitative approach since the writer deals with the statistical data of Oxford's Strategy Inventory Language Learning (SILL) questionnaire and Motivated Strategies for Language Questionnaire (MSLQ) by Pintrich. Ary *et al.* (2002) states that the descriptive quantitative approach uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. The writer calculates the strategies and motivation used by measuring the statements filled by the students in the questionnaire. The measurement and numeric data can be described to explain the learning strategies and the motivation of the students of TC 120 BEC Pare.

In line with the descriptive quantitative approach and the instruments, the writer uses survey as the type of the study. According to Ary *et al.* (2002), survey research uses instruments such as questionnaires and interviews to gather information from groups of subjects. As the writer uses SILL questionnaire and MSLQ, survey is the best type of the study.

### **3.2. Data Source**

The data of this research are the students of TC 120 BEC Pare. The population and the sample are explained as follows:

#### **3.2.1 Population**

The population of the study is all students of Training Class (TC) of BEC Pare. There are eight classes in TC BEC which each class has 40 students. The total numbers are 320 students.

The students have various educational backgrounds and come from many places in Indonesia. Most of them are fresh graduates from Senior High School. They have different understanding and ability in learning English. Therefore, in the first three months, they are taught intensively about grammar, speaking and writing.

The students of TC have an obligation to speak English in their second three months. The obligation makes them to speak English actively and leads them to improve their fluency. The conditions influence the writer to have them as participants of the study.

#### **3.2.2 Sample**

Arikunto (2004) says that if the number of the population is less than 100, it will be better to take all of them as the sample. However, if the number of population is more than 100, it will be better to take 10%-15% or 20%-25% of the number of population as the sample of the study.

The writer decides to take 20% of the number of population as the sample of the study as there are more than 100 students in TC 120 BEC Pare. There are 320 students. The 20% of the number of population is 64 students. There are enough data to be analyzed from the sample taken.

The writer uses the random sampling as the data collecting-technique. The students are chosen randomly. In each class, the writer takes 8 students randomly.

The writer decides to take 8 students in each class in order the data spread evenly.

To get the participants, the writer chooses the students based on the attendance list and then give the questionnaires. The random sampling technique is chosen because there is a consideration that the students get the same basic knowledge in their study in BEC. Besides, the factors like age, gender, religion, and others are not considered as the influence things affecting the data.

### 3.3. Data Collection

There were two steps of collecting the data, they are:

1. Piloting the study.

In collecting the data, the writer used two instruments, they are:

- a. **Strategy Inventory for Language Learning (SILL)**

The Strategy Inventory for Language Learning (SILL) is designed by Oxford (1990). It includes two big classes of learning strategies: direct and indirect strategies. Direct strategies consist of *cognitive*, *memory*, and *compensatory strategies*. However, indirect strategies consist of *meta-cognitive*, *affective* and *social strategies*.

The current SILL provides a version for students who speak English as a Second Language (ESL) or English as a Foreign Language (EFL) which includes 50 items. The ESL/EFL version has produced Cronbach alpha reliability coefficients above .90 in Chinese, Japanese, Korean, and Spanish translations (Oxford, 1996). SILL assess six domains: 9 items in memory strategies, 14 items measuring cognitive strategies, 6 items in compensatory strategies, 9 items measuring meta-cognitive strategies, 6 items in affective strategies, and 6 items measuring social strategies.

There are five points of Likert scale used in the questionnaire; 1: never or almost never true of me, 2: usually true of me, 3: somewhat true of me, 4: usually true of me, 5: always or almost true of me. In each category, the writer calculates the mean score and classifies the category into low, medium, or high level. In classifying the level, the writer uses Oxford's classification of learning strategies: low (1.0-2.4); medium (2.5-3.4); high (3.5-5.0).

#### **b. Motivated Strategies for Learning Questionnaire (MSLQ)**

The Motivated Strategies for Learning Questionnaire (MSLQ) which is developed by Pintrich and his colleagues is a widely used self-report instrument designed to assess college students' motivational orientations and their use of different learning strategies (Artino, 2010, p.2). The questionnaire consists of 81 items and 7-point Likert scale (1= not at all true of me and 7= very true of me).

However, to make the result parallel to learning strategies, the writer uses five points of Likert scale (1: never or almost never true of me, 2: usually true of me, 3: somewhat true of me, 4: usually true of me, 5: always or almost true of me).

It includes six motivation scales (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety). It also consists of nine learning strategies scales (rehearsal, elaboration, organization, critical thinking, meta-cognitive self regulation, time/study environmental management, effort regulation, peer learning, and help seeking). However, the writer only uses the motivation scales because SILL is used to measure the learning strategies.

The MSLQ has undergone extensive psychometric development and the overall internal consistency reliability, Cronbach alphas, provided by Pintrich *et al* (1991) has been found to be adequate (.78 and .71 for motivation scales and learning strategies). Other researcher, as A.M Kosnin in 2007, has shown similar internal consistency reliability estimates for the MSLQ with independent samples.

This MSLQ has also been widely translated into many languages including Korean, Chinese, Greek, and Norwegian (Artino, 2010, p.8).

The writer conducted a pilot study to find out possible obstacles. The writer had 20 students as the participants of the pilot study to fill the questionnaires, including 50 items of SILL and 31 items of MSLQ. The participants chose from one of eight classes in TC program. Some of the students in the pilot study might also include in the formal study as the writer did the random sampling technique.

There were some problems found in the pilot study. There were some students having difficulty in understanding some items in the questionnaires. To solve this, the writer explained the purpose of the questionnaires and also asked

the students to discuss with the writer when they did not understand the statements. Besides, some students were also confused about the 5-point Likert scale. The writer asked them to think about the scale of truth or how often they did the activities stated in the statements or items. Overall, no difficult obstacle that really disturbed the research was found.

## 2. Doing the formal study.

In the formal study, the writer also used the same instruments as the pilot study: Strategy Inventory for Language Learning (SILL) and Motivated Strategy for Learning Questionnaire (MSLQ). The writer first explained the objectives of the study and how they had to fill the questionnaires. The participants filled the questionnaires for about an hour and then collected the questionnaires to the writer.

## 3.4. Data Analysis

In the process of analyzing and interpreting the data, this study employs three steps as follow:

### 1. Calculating

First, the writer calculated the average score of each questionnaire from each participant. Then, the writer calculated all the data using the Statistical Package for the Social Sciences (SPSS) version 17.0.

### 2. Analyzing

The data of both questionnaires are separately analyzed by descriptive statistics analysis to identify the mean score of each category of learning strategies and

motivation. The writer also applied Pearson correlations analysis to identify the relationships and the significance between learning strategies and motivation.

### 3. Concluding

The writer concluded the findings from the calculations and the examining.

The conclusions were in line with the problems of the study.





## CHAPTER IV

### FINDING AND DISCUSSION

This chapter attempts to present finding of this study regarding the learning strategies and motivation of the students of TC 120 BEC Pare. The writer firstly describes the use of learning strategies and motivation and then shows the correlation between those two variables.

#### 4.1 Finding

In this part, the writer presents the learning strategies and motivation of the students of TC 120 BEC Pare and the correlation between the use of learning strategies and motivation based on the data from the questionnaires.

##### 4.1.1 Learning Strategies of the Students of TC 120 BEC

The learning strategies applied by the 64 students of TC 120 BEC Pare are shown in the table below.

**Table 4.1 The Use of Learning Strategies by the Students of TC 120 BEC**

Categories	Mean	Std. Deviation	N
Memory-related Strategies	3.44	.576	64
Cognitive Strategies	3.65	.626	64
Compensatory Strategies	3.50	.666	64
Meta-cognitive Strategies	3.88	.714	64
Affective Strategies	3.55	.766	64
Social Strategies	3.91	.702	64
Overall Strategies	3.65	.675	64

Table 4.1 indicates that for 50 SILL items, mean scores range from 3.44 to 3.91 with standard deviation ranged from .626 to .766. The use of learning strategies tends to be high because the overall mean score of learning strategies is 3.65 which is in the high level (>3.5). It means that the students of TC 120 BEC Pare usually use learning strategies in their English learning. Meanwhile, the relatively small overall standard deviation (.675) indicates the responses were clustered closely around the mean.

Among the six categories of the SILL posited by Oxford, Table 4.1 indicates that *Social Strategies* are utilized the most frequently by the students of TC 120 BEC Pare (3.91). *Meta-cognitive Strategies* show the second after the *Social Strategies* in the mean score of 3.88. In the third place, *Cognitive Strategies* has the mean score 3.65. *Compensatory Strategies* and *Affective Strategies* rank in the fourth and the fifth in the mean scores of 3.55 and 3.50. *Memory-related Strategies*, in the mean score of 3.44, indicates the least categories that are utilized by the students.

The first hypothesis of the study that the students of TC 120 BEC Pare apply *Meta-cognitive Strategies* instead of the other strategies is rejected. The finding above shows that the students preferred *Social Strategies* than the other strategies (3.91).

However, *Meta-cognitive Strategies* show that its mean score is close to the mean score of *Social Strategies* (3.88).

### 4.1.2 Motivation of the Students of TC 120 BEC Pare

The motivation utilized by the students of TC 120 BEC Pare is presented in the table below.

**Table 4.2 Motivation of the Students of TC 120 BEC Pare**

Orientations	Mean	Std. Deviation	N
Intrinsic Goal Orientation	3.73	.602	64
Extrinsic Goal Orientation	3.80	.591	64
Task Value	4.03	.540	64
Control of Learning Beliefs	3.91	.670	64
Self-efficacy for Learning and Performance	3.86	.574	64
Test Anxiety	3.95	.649	64
Overall Motivation	3.88	.604	64

The table shows the scores of participants' responses to MSLQ questionnaire in each category. The first column shows the six categories of motivation proposed by Pintrich *et al.*, the second column displays the mean or the average score for each category, the third indicates the standard deviation, and the fourth one refers to the number of participants of the study.

Table 4.2 indicates that for 31 MSLQ items, the mean scores range from 3.73 to 4.03 with standard deviations range from .540 to .670. The overall motivation mean score, 3.88, shows the high level in using the motivation. The overall standard deviation of motivation orientations is relatively small (.604). They indicate the responses are clustered closely around the mean.

From the six categories of motivation in MSLQ, Table 4.2 indicates that *Task Value* encourages the students dominantly in learning English (4.03). Then, *Test Anxiety* takes place as the second motivation orientation in the mean score of 3.95. *Control of Learning Beliefs* (3.91), *Self-efficacy for Learning and Performance* (3.86), and *Extrinsic Goal Orientation* (3.80) take the third, fourth and fifth places. However, *Intrinsic Goal Orientation* has the least mean score (3.73).

The second hypothesis of the study that *Task Value* encourages the students than the other motivation categories is accepted. The finding shows that *Task Value* has the highest mean score of all motivation categories (4.03). It means that *Task Value* is the dominant motivation of the students of TC 120 BEC Pare in learning English.

**4.1.3 Correlations between the Uses of Learning Strategies and Motivation of the Students of TC 120 BEC Pare**

The first comparison of two measures examines the correlations between all categories of the SILL and MSLQ. The correlations among scores of categories of the SILL and MSLQ are shown in Table 4.3.

**Table 4.3 Pearson Correlations Coefficients for Categories of SILL and MSLQ**

		MOT1	MOT2	MOT3	MOT4	MOT5	MOT6
LS1	Pearson Correlation	.061	.138	.164	.351**	.287*	.158
	Sig. (2-tailed)	.630	.276	.195	.004	.022	.212
	N	64	64	64	64	64	64
LS2	Pearson Correlation	.240	.324**	.311*	.382**	.430**	.329**
	Sig. (2-tailed)	.056	.009	.012	.002	.000	.008
	N	64	64	64	64	64	64
LS3	Pearson Correlation	.085	-.013	-.106	.013	-.036	-.085
	Sig. (2-tailed)	.506	.918	.407	.917	.775	.502
	N	64	64	64	64	64	64
LS4	Pearson Correlation	.210	.305*	.276*	.466**	.472**	.316*
	Sig. (2-tailed)	.095	.014	.027	.000	.000	.011
	N	64	64	64	64	64	64
LS5	Pearson Correlation	.154	.115	.094	.254*	.308*	.215
	Sig. (2-tailed)	.223	.364	.461	.043	.013	.088
	N	64	64	64	64	64	64
LS6	Pearson Correlation	.201	.256*	.195	.391**	.529**	.334**
	Sig. (2-tailed)	.111	.041	.123	.001	.000	.007
	N	64	64	64	64	64	64

Note:

- LS1: Memory-related Strategies
- LS2: Cognitive Strategies
- LS3: Compensatory Strategies
- LS4: Meta-cognitive Strategies
- LS5: Affective Strategies
- LS6: Social Strategies

- MOT1: Intrinsic Goal Orientation
- MOT2: Extrinsic Goal Orientation
- MOT3: Task Value
- MOT4: Control of Learning Beliefs
- MOT5: Self-efficacy for Learning and Performance
- MOT6: Test Anxiety

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

\* : Correlation is significant at the 0.05 level (2-tailed)

According to Table 4.3, *Extrinsic Goal Orientation* (MOT2) shows significant positive correlations with three strategies: *Cognitive Strategies* (LS2,  $r = .324, p = .009, p < .01$ ), *Meta-cognitive Strategies* (LS4,  $r = .305, p = .014, p < .05$ ), and *Social Strategies* (LS6,  $r = .256, p = .041, p < .05$ ). *Extrinsic Goal Orientation* has no significant correlation with *Memory-related Strategies* (LS1,  $r = .138, p = .276, p > .05$ ).

This also has a negative insignificantly correlation with *Compensatory Strategies* (LS3,  $r = -.013$ ,  $p = .918$ ,  $p > .05$ ) and insignificant correlations with *Affective Strategies* (LS5,  $r = .115$ ,  $p = .364$ ,  $p > .05$ ).

The third motivational orientation, *Task Value* (MOT3), has significant correlations with two strategies, *Cognitive Strategies* (LS2,  $r = .311$ ,  $p = .114$ ,  $p < .05$ ) and *Meta-cognitive Strategies* (LS4,  $r = .276$ ,  $p = .027$ ,  $p < .05$ ). As well as *Extrinsic Goal Orientation*, *Task Value* also has negative insignificantly correlation with *Compensatory Strategies* (LS3,  $r = -.106$ ,  $p = .407$ ,  $p > .05$ ). *Task Value* has no significant correlation with the remaining strategies: *Memory-related Strategies* (LS1,  $r = .164$ ,  $p = .195$ ,  $p > .05$ ); *Affective Strategies* (LS5,  $r = .094$ ,  $p = .461$ ,  $p > .05$ ); *Social Strategies* (LS6,  $r = .195$ ,  $p = .125$ ,  $p > .05$ ).

The last three motivational orientations have more significant correlation than the first three ones. *Control of Learning Beliefs* (MOT4) has significant correlations with five categories of learning strategies: *Memory-related Strategies* (LS1,  $r = .351$ ,  $p = .004$ ,  $p < .01$ ), *Cognitive Strategies* (LS2,  $r = .382$ ,  $p = .002$ ,  $p < .01$ ), *Meta-cognitive Strategies* (LS4,  $r = .466$ ,  $p = .000$ ,  $p < .01$ ), *Affective Strategies* (LS5,  $r = .254$ ,  $p = .043$ ,  $p < .05$ ), and *Social Strategies* (LS6,  $r = .391$ ,  $p = .001$ ,  $p < .01$ ). The motivational orientation *Control of Learning Beliefs* only has insignificant correlation with *Compensatory Strategies* (LS3,  $r = .013$ ,  $p = .917$ ,  $p > .05$ ). The fifth motivational orientation, *Self-efficacy for Learning and Performance* (MOT5) has significant correlations with five strategies also: *Memory-related* (LS1,  $r = .287$ ,  $p = .022$ ,  $p < .05$ ), *Cognitive Strategies* (LS2,  $r = .430$ ,  $p = .000$ ,  $p < .01$ ), *Meta-cognitive Strategies* (LS4,

$r = .472, p = .000, p < .01$ ), *Affective Strategies* (LS5,  $r = .308, p = .013, p < .05$ ), and *Social* (LS6,  $r = .529, p = .000, p < .01$ ). The last motivational orientation, *Test Anxiety* (MOT6) has significant correlations with three strategies: *Cognitive Strategies* (LS2,  $r = .329, p = .008, p < .01$ ), *Meta-cognitive* (LS4,  $r = .316, p = .011, p < .05$ ), and *Social Strategies* (LS6,  $r = .334, p = .007, p < .01$ ). *Test Anxiety* has no significant correlations with *Memory-related Strategies* (LS1,  $r = .158, p = .212, p > .05$ ) and *Affective Strategies* (LS5,  $r = .215, p = .088, p > .05$ ) and has negative insignificantly correlation with *Compensatory Strategies* (LS3,  $r = -.085, p = .502, p > .05$ ).

There is one motivational orientation which has no significant correlations with any set of learning strategies: *Intrinsic Goal Orientation*. The significant values (p) between *Intrinsic Goal Orientation* and the strategies are above .05; *Memory-related Strategies* (LS1,  $r = .061, p = .630, p > .05$ ); *Cognitive Strategies* (LS2,  $r = .240, p = .056, p > .05$ ); *Compensatory Strategies* (LS3,  $r = .085, p = .506, p > .05$ ); *Meta-cognitive Strategies* (LS4,  $r = .210, p = .095, p > .05$ ); *Affective Strategies* (LS5,  $r = .154, p = .223, p > .05$ ); and *Social Strategies* (LS6,  $r = .201, p = .111, p > .05$ ). Meanwhile, there is also one category of learning strategies which has no significant correlations with any set of motivation: *Compensatory Strategies*. This even has negative insignificant correlations with *Extrinsic Goal Orientation* (MOT2,  $r = -.013, p = .918, p > .05$ ), *Task Value* (MOT3,  $r = -.106, p = .407, p > .05$ ), *Self-efficacy for Learning and Performance* (MOT5,  $r = -.036, p = .775, p > .05$ ), and *Test Anxiety* (MOT6,  $r = -.085, p = .502, p > .05$ ).

The correlations of the total score of learning strategies (SILL) and motivation (MSLQ) display in the table below:

**Table 4.4 Pearson Correlations for Learning Strategies and Motivation Total Scores**

		LS	MOTIV
LS	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.002
	N	64	64
MOTIV	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.002	
	N	64	64

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

From the table, we can see that learning strategies and motivation has significant correlations in overall ( $r = .384, p = .002, p < .01$ ). Based on the Pearson Correlations interval proposed by de Vaus in 2001, the correlation of learning strategies and motivation is moderate (between .30-.49). The variance is 14.75%.

### 4.2 Discussion

In this part, the writer would like to discuss about the learning strategies and motivation of the students of TC 120 BEC Pare, and the correlations between learning strategies and motivation based on the result in the previous part.



#### 4.2.1 Discussion on Learning Strategies of the Students of TC 120 BEC Pare

In analyzing the learning strategies applied by the students of TC 120 BEC Pare, the first hypothesis of this study states that *Meta-cognitive Strategies* is the most dominant learning strategies used by the students of TC 120 BEC Pare. The use of *Meta-cognitive Strategies* has an executive function over cognitive strategies use in task completion (Purpura as cited in Oxford, 2003, p.12). It means that the *Meta-cognitive Strategies* are more practical than *Cognitive Strategies* because the strategies manage the overall learning process. The writer assumes *Meta-cognitive* will be the most learning strategies applied by the students. The writer thought that the students of BEC Pare would mostly be able to arrange the schedule, monitor mistakes, evaluate task success and evaluate the success of any type of learning strategies which are the features of *Meta-cognitive Strategies*.

It is interesting, however, *Social Strategies* become the most dominant strategies used by the students of TC 120 BEC Pare. *Social Strategies* enable the learner to work with others (social) and understand the target culture as well as the language (Oxford, 2003, p.14). In applying these strategies, the activities are *asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms* (Oxford, 2003, p.14).

To explain the phenomenon, the writer firstly would like to describe the situations of learning English in Pare. People know Pare as an English village because there are so many English courses there. The English courses in Pare are

different from the English courses in other cities, Malang for instance. English courses in Pare make English as the main lesson and the main “life” for the students. They study intensively everyday for weeks and months. English is not a minor object just like English only becomes a lesson material in the schools and universities.

Therefore, as English is the main study in Pare, people do not hesitate to talk about English everywhere; at inns, at bookstores, at boarding houses, etc. The proper condition makes the students undoubtedly speak English in confidence. This is actually one important thing in learning foreign language. The learner is confident to speak because of the supporting environment.

In English courses, especially in BEC, speaking is the priority. In the last three months or in the Training Class (TC) program, speaking English is a must or the students will fail to graduate if they speak non-English language in the course area.

The students also have to speak English to ask their friends some words or information they do not know the English (asking for verification). The other proof that speaking becomes the priority is the final examination. The final examination is held in Borobudur Temple. The students must be able to speak with foreigners as many as possible (talking with a native-speaking conversation partner).

In learning English in BEC, the students are also divided into some study clubs. Once a week they gather in a place (usually a member’s boarding house) to discuss the material of courses. In study clubs, they share ideas and help each other (asking for help in doing a language task).

The students also study about idioms, slang-language, and the culture of some European and American countries. Cross-Culture Understanding or CCU tends to learn more in TC program. The materials actually are to fulfill the students' knowledge about the other countries so they can speak English with foreigners properly. This process is called exploring cultural and social norms.

Now, we can see how *Social Strategies* become so dominant of the students' learning process because of the situation in Pare in the whole and learning system in TC program especially. The students of TC 120 BEC Pare tended to work with others and utilized their friends as partners in their learning autonomy. It is different from learning English at schools as the students study English formally and structurally, and do the strategies in isolation and not in an interactive or conversational setting (Stoffa *et al.*, 2011, p.5).

However, *Meta-cognitive Strategies* get a high mean score (3.88). These strategies help the learners to organize and evaluate their learning (Oxford, 2003, p.12). The strategies show the learner's autonomy to arrange their task and evaluate their mistakes. The strategies seem appropriate enough for the students of BEC because by organizing and evaluating their learning, the students will be able to enhance their ability.

The rest strategies: *Cognitive*, *Compensatory*, and *Affective*, still get high level of usage (3.65, 3.50, and 3.55). It means the students usually apply almost all strategies consistently, although it was not in very high level. Meanwhile, *Memory-related Strategies* get the mean score below the high level (3.4). It seems

good for English learning because the students do not only rely on memorizing vocabulary and structures in doing test in grammar and vocabulary. It is not necessarily applied in recent education because *Memory-related Strategies* only help learners to link one L2 item or concept with another but do not necessarily involve deep understanding (Oxford, 2003, p.13). It may be good for doing English proficiency such as TOEFL but it is not beneficial for a long-term learning.

The result of this study is different compared with the result of the first previous study by Stoffa *et al.* (2011). The study reveals that the most frequently learning strategies applied are *Compensatory* and *Cognitive*. The study indicates that the young generation of Korean immigrants tends to use practice language learning in isolation (e.g. while watching TV or when writing notes or letters). *Compensatory* and *Cognitive Strategies* involve the learner's self ability and knowledge through guessing (*Compensatory*), reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, and reorganizing information (*Cognitive*). This may reflect the culture of immigrants who have to be independent and face the society as well as the native people. This is different from the condition in Pare in which the students realize they have similar interest and difficulty: learning English.

The second previous study by Moriam (2008) indicates *Meta-cognitive and processing strategies* as the most applied strategies of Bangladeshi university students. The *meta-cognitive and processing strategies* is the term Moriam uses in his study to call *Meta-cognitive Strategies*. The *meta-cognitive and processing strategies* deal with the learner's practical strategies to plan and process their learning activities.

This result shows that the learners apply practical ways to learn English. The practical ways can be through planning and organizing materials, arranging a schedule, monitoring mistakes, and evaluating task success. The students tend to use the *meta-cognitive* because they have to be prepared in dealing with English. They also have to use English formally as the instruction of their class activities are mostly in English, not to mention the participants' majors are Law, Pharmacy, Business Studies, English and Architecture.

#### 4.2.2 Motivation of the Students of TC 120 BEC Pare

The motivational orientations in MSLQ range from 3.73 to 4.03. The use of motivation is categorized as high because the overall mean score is above 3.50 (3.88). Therefore, the students of TC 120 BEC Pare can be called as motivated learners.

In analyzing the motivation of the students of TC 120 BEC Pare, the second hypothesis states that *Task Value* encourages the students more than the other motivation categories. The writer concludes in that way as *Task Value* states the learners' interest in the course and also the awareness about the importance of the course. The motivation includes the learner's belief that the course materials will be useful for the other courses. The students are considered to be aware about the interest and the importance of learning English as they came to BEC mostly to enhance their ability. They also recognize the importance of the materials in the courses. Then, as shown in the finding, the second hypothesis is accepted. *Task Value*

is the most motivation category that energizes the students of TC 120 BEC Pare to learn English.

From the mean score 3.73 to 4.03, *Task Value* ranks in the number one (mean score=4.03). It is as expected in hypotheses stated in the chapter one: the most dominant category of motivation is *Task Value*. Schmidt and Watanabe (2001, p.316) stated that *Task Value* is the value of the language course. The orientation indicates that the learner considers the importance of the course and its materials. Beside the importance of the course, the *Task Value* also states about the learner's interest, for example in item number 17: "I am very interested in the content area of this course."

It can be seen in learners' personal background. Most of the participants answer the reason why they learned English, as "I am interested in the language".

The result is what people expect from those who learn English in BEC: because they want to. It is different from what school students think about their English lesson: because they have to. People study in BEC Pare because their own will and their own interest. Therefore, *Task Value* becomes the most dominant motivational orientation that encourages by the students of TC 120 BEC Pare.

The students are also encouraged by *Test Anxiety* in the second rank of motivation categories (mean score=3.95). Unfortunately, the students of BEC Pare have this kind of category which is considered as emotional cost and factor of the negative valence of a task (Dornyei, 1998, p.120). *Test Anxiety* shows the hesitation to deal with the test that the learner should accomplish. However, this kind of

motivation can also be an important vehicle in the development of the students' self-efficacy (Dornyei, 1998, p.121).

The third most encouraging motivational category or orientation is *Control of Learning Beliefs* (mean score=3.91). It reflects the expectation by the students that an effort to learn will produce positive outcomes (Stoffa *et al.*, 2011, p.5). These outcomes the students expect are also more dependent upon intrinsic factors than external factors.

*Self-efficacy for Learning and Performance*, *Extrinsic* and *Intrinsic Goal Orientation* rank the fourth, fifth and sixth in the mean scores of 3.86, 3.80 and 3.73.

*Self-efficacy* refers to people's judgments of their capabilities to carry out certain specific tasks and their sense of efficacy will determine their choice of the activities attempted (Dornyei, 1998, p.119). *Extrinsic Goal Orientation* indicates the learning behavior is to receive some extrinsic rewards (e.g. good grades, others' acknowledgement) or to avoid punishment. Meanwhile, *Intrinsic Goal Orientation* suggests learners' autonomous interest in learning.

The mean score of motivation in overall is 3.88. This proves the students of TC 120 BEC Pare are highly motivated in learning English. The range which is not too wide (3.73-4.03) indicates that the students utilized various motivational orientation in learning English in BEC Pare.

The result of the first previous study by Stoffa *et al.* (2011) is different with this study. *Control of learning belief* ranks in the first place (mean score=5.25, of 7 points of Likert-scale). This motivation shows the learners' belief and opinion about

how their instruction should be delivered. *Control of learning belief* also shows the learners' confidence to master the materials. The learners believe that their hard work will lead them to master the materials, as depicted in the statement number 18: "If I try hard enough, then I will understand the course material".

The environment of Generation 1.5 Korean immigrant college students and TC 120 students may be able to explain the difference of the dominant motivation.

The Generation 1.5 Korean college students grow up in the environment where English is the spoken language (Pittsburgh and Philadelphia). They use English as their daily language although their parents are not native speakers of English. They also have to use English in college activities. The conditions lead the learners' confidence to master English and believe that they can deliver it as well as the native speakers by efforts. This is different with TC students who do not grow up in the English-spoken environment. Their motivation to learn English is mostly from their interest and their belief that the materials will be useful for them.

The least motivation between Generation 1.5 Korean immigrant college students and TC 120 is also different. *Test Anxiety* less motivates the Generation 1.5 students. It shows that there is no more hesitation or anxiety to do the test and to speak English, as they believe their efforts will bring positive outcomes. TC 120 students show *Test Anxiety* is still their big factor to learn English as this motivation ranks in the second place. Meanwhile, *Intrinsic Goal Orientation* less motivates the students of TC 120. This shows their internal is not strong enough to support them to learn English.



The second previous study by Moriam (2008) shows *Foreign residence and friendship* is the dominant motivation of the students of Bangladeshi university students. Foreign residence and friendship reflects the typical motive for learning spoken English in Bangladesh, the wish to actually stay in a foreign country for at least a period. This result is in line with the condition in Bangladesh where people tend to go abroad and become foreign residents. The motivation does not show in the TC 120 students although the motivational orientation does not have a certain account in MSLQ. The students of TC 120 mostly want to continue their education to university or seek a job.

The Bangladeshi university students and TC 120 students have the same less motivation in learning English: Intrinsic Orientation. This shows the internal goal does not have a strong influence to both groups in increasing their enhancement in English. The result may indicate that both college and English course students have a destination beyond their internal goals.

#### **4.2.3 Discussion on Correlations between Learning Strategies and Motivation of the Students of TC 120 BEC Pare**

The final research question of this study is designed to examine the correlations between the categories of learning strategies and motivation. From the correlation results, the writer finds that the correlation between the categories of learning strategies and motivation is significant. In overall, the Pearson correlation between these variables is moderate ( $r = .384$ ).

According to the results, among other motivational orientations *Self-efficacy for Learning and Performance* (MOT5) has significant correlations with almost all learning strategies. This motivational orientation has the highest significant correlations with *Social Strategies* (LS6,  $r = .529, p = .000, p < .01$ ) and *Meta-cognitive Strategies* (LS4,  $r = .472, p = .000, p < .01$ ). These results imply that commitment towards learning promoted them to work with others and actively handle learning activities. The *Self-efficacy for Learning and Performance* has negative insignificant with *Compensatory Strategies* (LS3,  $r = -.036, p = .775, p > .05$ ). It implies that the students who have intention to put best efforts into learning the language rarely use the strategies of making up for missing knowledge.

Then, *Control of Learning Beliefs* (MOT4) also has significant correlations with almost all of learning strategies. The motivation shows the learner's belief to master the materials. This correlates with *Meta-cognitive Strategies* (LS4,  $r = .466, p = .000, p < .01$ ) and *Social Strategies* (LS6,  $r = .391, p = .001, p < .01$ ). The results imply that the beliefs to master the materials of the course promote the learners to plan and handle their learning activities and to work with others.

*Test Anxiety* (MOT6) has significant correlations with *Social Strategies* (LS6,  $r = .334, p = .007, p < .01$ ), *Cognitive Strategies* (LS2,  $r = .329, p = .008, p < .01$ ), and *Meta-cognitive Strategies* (LS4,  $r = .316, p = .011, p < .05$ ). The results indicate that learners' worry about English test and speaking may make them to work with others (learning and asking help from friends and people surround them, talking with native

speakers) and learn more efficiently. However, the *Test Anxiety* may come because the learners have infrequent native speaker contacts.

*Extrinsic Goal Orientation* (MOT2) has significant correlations with *Cognitive* (LS2,  $r = .324, p = .009, p < .01$ ), *Meta-cognitive* (LS4,  $r = .305, p = .014, p > .05$ ), and *Social Strategies* (LS6,  $r = .256, p = .041, p < .05$ ). *Extrinsic Goal Orientation* indicates the learner perform certain behaviors to satisfy external demands or to get external rewards. The results imply the intention to get external acknowledgment leads the learner to apply structuralized and organized strategies with their friends in BEC.

*Task Value* (MOT3), which is the most dominant motivation of the students, has significant correlations with *Cognitive* (LS2,  $r = .311, p = .012, p < .05$ ) and *Meta-cognitive Strategies* (LS4,  $r = .276, p = .027, p > .05$ ). *Task Value* shows the learner's interest and learner's awareness of the importance of the course. The results indicate that the learner's interest and awareness of the course affect the learner to manipulate the language material in direct ways (*Cognitive Strategies*) and to manage the learning process overall (*Meta-cognitive Strategies*).

The last motivation, *Intrinsic Goal Orientation* or intrinsic motivation has no significant correlations with any set of learning strategies. *Intrinsic Goal Orientation* implies the enjoyment of language learning by the learners (Schmidt, 2001, p.316). It is expected that *Intrinsic Goal Orientation* will have significant relationships with learning strategies. *Intrinsic Goal Orientation* is hoped to have significant correlations with the use of learning strategies because the motivation coming from

one-self is expected to be the main factor to use learning strategies. It seems learners' intrinsic motivation is not strong enough to prompt them to use speaking strategies.

However, the results are similar with Schmidt *et al.*'s study in 1996. This study indicates intrinsic motivation does not correlate significantly with any set of learning strategies.

There are interesting results in the analysis of Pearson correlations between learning strategies and motivation. The first is that *Intrinsic Goal Orientation* has no significant relationships with any set of learning strategies. This phenomenon has been explained before. The second is that *Compensatory Strategies* does not correlate significantly with any set of motivation categories. The strategies even have negative insignificantly correlations with four motivation categories: *Extrinsic Goal Orientation* (MOT2,  $r = -.013, p = .918, p > .05$ ), *Task Value* (MOT3,  $r = -.106, p = .407, p > .05$ ), *Self-efficacy for Learning and Performance* (MOT5,  $r = -.036, p = .775, p > .05$ ), and *Test Anxiety* (MOT6,  $r = -.085, p = .502, p > .05$ ). It may be understood by referring to Cohen's explanation (cited in Oxford, 2003, p.13). Cohen asserted that *Compensatory Strategies* that are used for speaking and writing (known as communication strategies) are intended only for language use and must not be considered to be language learning strategies.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion of the study.

#### 5.1 Conclusion

Based on the finding and discussion conveyed in the previous chapter, this study comes to a number of conclusions. In answering the first problem of the study, the writer concludes that the students of TC 120 BEC Pare applied *Social Strategies* more than the other strategies. It relates with the learning systems in BEC which the students must be able to speak actively with their friends and they have to work with others through study clubs. However, the use of learning strategies is high since the mean score of overall strategies is 3.65. It means the students of BEC Pare especially TC program usually apply strategies in their learning activities.

In response to the second problem of the study, the writer concludes that *Task Value* is the most dominant motivation of the students of TC 120 BEC Pare.

It is interesting because it indicates that most students have interest and awareness of the importance of learning English as foreign language. Still, it is kindly noted that *Test Anxiety* is also in the high mean score. *Test Anxiety* shows the learner's worry and hesitation in dealing with the test and speaking activity. It can be a proof that most students learning in BEC are still in the feeling of anxious to speak more and to deal with the test. However, the use of motivation is in high

level as the mean score of the overall motivations is 3.88. It means that most students of TC-120 BEC Pare are highly motivated learners.

Then, in answering the third problem of the study, the writer concludes that there is a moderate correlation between learning strategies and motivation ( $r = .384$ ,  $p = .002$ ,  $p < .05$ ). It means the correlation between learning strategies and motivation is significant moderately. The strategies which most correlated significantly with motivation are *Cognitive*, *Meta-cognitive*, and *Social Strategies*.

Meanwhile, the motivational categories which most correlated significantly with learning strategies are *Self-efficacy for Learning and Performance* and *Control of Learning Beliefs*. There is one category of learning strategies which has no significant correlations with any set of motivational categories: *Compensatory Strategies*. The strategies even have negative insignificant correlations with *Extrinsic Goal Orientation*, *Task Value*, *Self-efficacy for Learning and Performance*, and *Test Anxiety*. Obviously, there is also one category of motivation which has no significant correlations with any set of learning strategies: *Intrinsic Goal Orientation*.

## 5.2 Suggestion

For the next researchers, the writer suggests them to do the further studies on Learning Strategies and Motivation related to the students' achievement. It will be very interesting to know whether the certain strategies and motivation can lead the learners to be successful in learning by knowing their achievement. The next researchers may do the research on the overseas university students who are

studying in Indonesia. It will be interesting to identify their learning strategies in mastering Bahasa Indonesia.

The writer also suggests the teachers of TC program BEC Pare to be aware of the learning strategies and motivation of the students and help them to be more autonomous. It will be very useful because the teachers are one factor that can influence students to be motivated by holding appropriate learning system and giving them certain tasks.



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APPENDIX 1: Table of Learning Strategies Mean Scores

**Learning Strategies Mean Scores**

Participants	Mean Scores of Categories						Overall Mean Scores
	A	B	C	D	E	F	
1	3.78	3.5	3.67	4.89	3.33	4.5	3.92
2	4.33	4.86	3.16	5	4.67	5	4.58
3	2.44	2.5	1.83	2.33	2.17	2	2.28
4	3.33	3.64	4.17	3.33	3.67	4.17	3.66
5	3.22	3.28	3.5	3.67	3.67	4	3.5
6	3.11	3.36	2.83	3.89	2.67	4	3.34
7	3.5	3.43	3.5	3.33	2.83	4	3.08
8	3.33	4	3.5	3.55	4.5	3.33	3.6
9	3.78	3.35	3.67	4	3	4.5	3.68
10	3.44	4	3.33	4.22	3.83	4.17	3.86
11	4.33	3.93	4.5	4.67	4.83	4.83	4.42
12	3.67	4	3.67	3.78	4	4.33	3.9
13	3.78	4.5	4	4.89	4.33	4.67	4.38
14	3	4.07	3.67	4.44	3.67	4.17	3.86
15	4.44	4.43	1.67	4.78	3	4.33	3.98
16	3.44	4.28	3.67	4.11	4.67	4.67	4.12
17	2.89	3.5	3.17	4.11	4	4.67	3.66
18	3.33	3.64	4.17	4.22	3.67	4.17	3.82
19	3.89	4.57	2.33	4.78	2.83	4.83	4.04
20	3.55	3.64	3.83	3.89	3.17	4.33	3.72
21	3.11	3	3.67	4.33	3.5	3.33	3.44
22	3.67	3.78	3.83	4.33	4.17	4.67	4.02
23	3.11	3.28	3.67	3.44	2.5	3.67	3.28
24	3.11	3.28	3.44	3.44	2.67	3.5	3.46
25	4	5	4.33	5	5	5	4.74
26	2	2	2	2	2	2	2
27	3	2.78	2.83	3	3	3	2.92
28	3.11	3.21	2.83	3.67	3.17	3.17	3.16
29	3.22	3.28	2.5	3.55	3.5	4	3.34
30	3.78	3.93	3.5	4.11	3.67	3.33	3.78
31	2.11	3	3.67	2.67	2	3.5	2.8
32	2.89	2.93	3.5	3.22	2.67	3.17	3.04
33	4.22	4	4.17	4.22	4.67	3.17	4.08

Participants	A	B	C	D	E	F	Overall Mean Scores
34	3.78	3.71	4	3.55	3.33	3.83	3.7
35	3	2.43	3.67	3.55	2.67	3.67	3.06
36	2	2.93	3.17	3.11	3.5	3.5	2.96
37	2.67	3.07	3	2.67	2.83	3	2.88
38	4.55	4	4.33	5	5	5	4.56
39	3.55	3.5	3.83	3.89	4	3.83	3.72
40	3.44	3.71	3.83	3.78	4	4.83	3.86
41	3.67	3.5	3.17	3	2.83	3.17	3.28
42	2.55	4.29	4.17	4.55	3.33	3.83	3.78
43	3.78	4.57	4	4.89	3.17	4.67	4.26
44	3.89	3.93	3	4.22	4.17	3.67	3.86
45	4.55	5	4.5	4.78	4.5	4.67	4.72
46	4.44	4.5	4.5	4.44	4.67	4.5	4.5
47	4	3.93	4.5	3.89	4.33	4	4.06
48	3.67	3.71	3.83	3.78	3.5	3.5	3.74
49	3.55	4.36	4	5	4.67	5	4.4
50	3.67	4.43	5	4.44	4.67	4.33	4.38
51	3.78	3.71	4.17	4	3.67	4.33	3.9
52	3.67	3.71	2.83	4.11	2.33	4.17	3.56
53	3.33	3.79	3.33	4.67	3.83	4.33	3.88
54	3.78	3.79	3.33	3.89	3.67	4.17	3.78
55	3.78	3.64	3	3.66	3.67	3.67	3.6
56	3.89	3.57	3.5	3.89	3.67	3.17	3.64
57	3.67	3.57	3.83	4.33	3.83	4	3.84
58	3	2.64	2.33	2.33	3.33	2.67	2.7
59	3	2.93	3.33	3.33	3.33	3	3.12
60	3.55	3.21	3.17	3.33	3	3	3.06
61	2.55	3.07	2.67	2.89	2.5	3.33	2.86
62	3.11	2.86	3.67	3.33	3	3.17	3.14
63	3.55	4.21	3.67	4	4.33	4.17	4
64	3.11	3.21	3.17	3.33	3	3.83	3.26
	3.44	3.65	3.50	3.88	3.55	3.91	3.65

Note:

A: Memory-related Strategies

B: Cognitive Strategies

C: Compensatory Strategies

D: Meta-cognitive Strategies

E: Affective Strategies

F: Social Strategies

APPENDIX 2: Table of Motivational Orientations Mean Scores

**Motivational Orientations Mean Scores**

Participants	Mean Scores of Categories						Overall Mean Scores
	A	B	C	D	E	F	
1	4.5	4	2.83	5	4.5	4.2	4.39
2	5	4.5	5	5	5	5	4.93
3	4.5	4.75	4.83	3.75	3.37	3.6	4.06
4	4.25	4.25	4	4	4	4	4.06
5	3.75	3.25	4	3.75	3.62	4	3.74
6	3.75	4	4.17	3.75	4	4.4	4.03
7	4.5	3.5	4.33	3.75	3.37	4.8	4
8	4	3.75	4	4	3.87	4.2	3.97
9	4.5	3.5	4.33	3.75	3.87	3.6	3.94
10	3.25	4.25	4.67	4.5	4.25	4.2	4.22
11	4	2.5	4.33	4	4.5	2.6	3.64
12	3.25	3.75	4	4	3.87	4.4	3.9
13	4	4.25	4.5	5	4.25	4.8	4.45
14	4	4.25	4	4	4	4	4.03
15	3	4	5	5	4.5	4.2	4.35
16	2.5	3.75	3.5	3	4.12	3.6	3.51
17	4.5	3.5	4.5	4.5	4.62	4.2	4.35
18	2.5	3.5	4	3.75	3.87	3.6	3.61
19	3	4.5	4.67	4	4.62	4.8	4.35
20	4.5	3.75	4.17	4.5	3.87	4.2	4.13
21	3.75	4	4	3.75	3.12	3.8	3.74
22	3.25	4.25	3.33	4.5	3.87	4.4	3.9
23	4	4	3.67	4	3.87	3.6	3.84
24	3.25	4.25	4.33	4	3.87	3.6	3.9
25	5	5	5	5	5	5	5
26	2.75	4	4	4	4	4	3.84
27	3	2.75	4.5	3.75	3.5	3.4	3.55
28	3.75	2.75	3.67	2.5	3.62	3.8	3.42
29	3.5	3.75	4	3.5	4.62	4.4	4.06
30	3.75	4.25	4.67	4.25	3.5	1.8	3.68
31	3.5	2.5	3.5	1.75	2.25	2.6	2.68
32	3	2	2.33	2.25	2.5	2.6	2.45
33	3.25	2.75	3.83	3.5	2.37	3.4	3.13

Participants	A	B	C	D	E	F	Overall Mean Scores
34	3.75	3.75	4	4.25	4.12	3.8	3.97
35	2.75	4	4.33	4	3.62	3.2	3.68
36	4.25	3.25	4	3.5	3.37	3.8	3.68
37	4	3.5	3.83	3.5	3.12	3.8	3.58
38	3.5	4.5	4.33	4.5	4.37	4.8	4.35
39	4.25	4.5	4.5	4.25	4.37	4	4.32
40	3.25	4.25	3.33	4	4.75	4.4	4.06
41	4.5	4.25	4.33	4.75	4	4.6	4.35
42	4.5	4.5	4.5	4.5	4.62	4.8	4.58
43	4	4.75	4.83	4.5	4	4.2	4.35
44	4	3	4.17	4.5	3.87	4.6	4.03
45	4.5	4.25	4.33	4.5	4.37	4.6	4.42
46	3	3	3	3	3	3	3
47	3.25	3.75	4.5	2.75	3.75	3.2	3.61
48	3.25	3.25	3.17	3.5	3	3.2	3.19
49	4.5	4.25	4	4.25	4.37	4	4.22
50	3.5	3.75	4.33	4	4	4.4	4.03
51	3.25	3.35	3.33	3.25	3.12	3.2	3.22
52	3.75	3.25	4	4.25	4.12	3.8	3.9
53	4.75	4.25	4.33	4.25	4.37	5	4.48
54	4	3.75	3.17	4	3.25	3.6	3.55
55	4	4	4	4	4.12	4	4.03
56	3.25	3.75	3.67	2.75	3.5	4.4	3.58
57	3.5	4.25	4	4	3.62	4.4	3.93
58	3.75	3.5	3.33	4	3.87	4.2	3.77
59	3.75	3.5	3.33	4	3.87	4.2	3.77
60	3.25	4	3.67	3	3.87	3.2	3.55
61	3.5	4	3.67	2.75	3.75	3.4	3.55
62	3.5	3.75	3.83	4	3.67	3.8	3.87
63	4	4	3.83	3.5	3.62	3.8	3.77
64	3	3.75	4.33	4.25	3.37	4.6	3.87
	3.73	3.80	4.03	3.91	3.86	3.95	3.89

Note:

A: Intrinsic Goal Orientation

B: Extrinsic Goal Orientation

C: Task Value

D: Control of Learning Beliefs

E: Self-efficacy for Learning and Performance

F: Test Anxiety

APPENDIX 3: Table of Strategy Inventory for Language Learning Questionnaire

### Strategy Inventory for Language Learning Questionnaire

No	Questions (English)	Response
1	I think of relationships between what I already know and new things I learn in English.	1 2 3 4 5
2	I use new English words in a sentence so I can remember them.	1 2 3 4 5
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	1 2 3 4 5
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	1 2 3 4 5
5	I use rhymes to remember new English words	1 2 3 4 5
6	I use flashcards to remember new English words.	1 2 3 4 5
7	I physically act out new English words.	1 2 3 4 5
8	I review English lessons often.	1 2 3 4 5
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1 2 3 4 5
10	I say or write new English words several times	1 2 3 4 5
11	I try to talk like native speakers.	1 2 3 4 5
12	I practice the sounds of English.	1 2 3 4 5
13	I use the English words I know in different ways.	1 2 3 4 5
14	I start conversation in English.	1 2 3 4 5
15	I watch English language TV shows spoken in English or go to movies spoken in English	1 2 3 4 5
16	I read for pleasure in English.	1 2 3 4 5
17	I write notes, messages, letters, or reports in English.	1 2 3 4 5
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	1 2 3 4 5
19	I look for words in my own language that are similar to new words in English.	1 2 3 4 5
20	I try to find patterns in English.	1 2 3 4 5
21	I find the meaning of an English word by dividing it into parts that I understand	1 2 3 4 5
22	I try not to translate word-for-word.	1 2 3 4 5
23	I make summaries of information that I hear or read in English.	1 2 3 4 5
24	To understand unfamiliar English words, I make guesses	1 2 3 4 5
25	When I can't think of a word during a conversation in English, I use gestures	1 2 3 4 5
26	I make up new words if I do not know the right ones in English.	1 2 3 4 5
27	I read English without looking up every new word.	1 2 3 4 5
28	I try to guess what the other person will say next in English.	1 2 3 4 5
29	If I can't think of an English word, I use a word or phrase that means the same thing.	1 2 3 4 5
30	I try to find as many ways as I can to use my English.	1 2 3 4 5

31	I notice my English mistakes and use that information to help me do better.	1 2 3 4 5
32	I pay attention when someone is speaking English.	1 2 3 4 5
33	I try to find out how to be a learner of English.	1 2 3 4 5
34	I plan my schedule so I will have enough time to study English.	1 2 3 4 5
35	I look for people I can talk to in English.	1 2 3 4 5
36	I look for opportunities to read as much as possible in English.	1 2 3 4 5
37	I have clear goals for improving my English skills.	1 2 3 4 5
38	I think about my progress in learning English.	1 2 3 4 5
39	I try to relax whenever I feel afraid of using English.	1 2 3 4 5
40	I encourage myself to speak English even when I am afraid of making a mistake.	1 2 3 4 5
41	I give myself a reward or treat when I do well in English.	1 2 3 4 5
42	I notice if I am tense or nervous when I am studying or using English.	1 2 3 4 5
43	I write down my feelings in a language learning diary.	1 2 3 4 5
44	I talk to someone else about how I feel when I am learning English.	1 2 3 4 5
45	If I do not understand something in English, I ask the other person to slow down or say it again.	1 2 3 4 5
46	I ask speakers to correct me when I talk.	1 2 3 4 5
47	I practice English with other students.	1 2 3 4 5
48	I ask for help from English speakers.	1 2 3 4 5
49	I ask questions in English.	1 2 3 4 5
50	I try to learn about the culture of English speakers.	1 2 3 4 5

*Note:*

Memory-related Strategies	: 1-9
Cognitive Strategies	: 10-23
Compensatory Strategies	: 24-29
Meta-cognitive Strategies	: 30-38
Affective Strategies	: 39-44
Social Strategies	: 45-50

APPENDIX 4: Table of Motivated Strategies for Learning Questionnaire

**Motivated Strategies for Learning Questionnaire**

No	Questions (English)	Response
1	In a class like this, I prefer course material that really challenges me so I can learn new things.	1 2 3 4 5
2	If I study in appropriate ways, then I will be able to learn the material in this course.	1 2 3 4 5
3	When I take a test I think about how poorly I am doing compared with other students.	1 2 3 4 5
4	I think I will be able to use what I learn in this course in other courses.	1 2 3 4 5
5	I believe I will receive an excellent grade in this class.	1 2 3 4 5
6	I am certain I can understand the most difficult material presented in the readings for this course.	1 2 3 4 5
7	Getting a good grade in this class is the most satisfying thing for me right now.	1 2 3 4 5
8	When I take a test I think about items on other parts of the test I can't answer.	1 2 3 4 5
9	It is my own fault if I don't learn the material in this course.	1 2 3 4 5
10	It is important for me to learn the course material in this class.	1 2 3 4 5
11	The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	1 2 3 4 5
12	I'm confident I can learn the basic concepts taught in this course.	1 2 3 4 5
13	If I can, I want to get better grades in this class than most of the other students.	1 2 3 4 5
14	When I take tests I think of the consequences of failing.	1 2 3 4 5
15	I'm confident I can understand the most complex material presented by the instructor in this course.	1 2 3 4 5
16	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1 2 3 4 5
17	I am very interested in the content area of this course.	1 2 3 4 5
18	If I try hard enough, then I will understand the course material.	1 2 3 4 5
19	I have an uneasy, upset feeling when I take an exam.	1 2 3 4 5
20	I'm confident I can do an excellent job on the assignments and tests in this course.	1 2 3 4 5
21	I expect to do well in this class.	1 2 3 4 5
22	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1 2 3 4 5
23	I think the course material in this class is useful for me to learn.	1 2 3 4 5
No	Questions (English)	Response
24	When I have the opportunity in this class, I choose course	



	assignments that I can learn from even if they don't guarantee a good grade.	1 2 3 4 5
25	If I don't understand the course material, it is because I didn't try hard enough.	1 2 3 4 5
26	I like the subject matter of this course.	1 2 3 4 5
27	Understanding the subject matter of this course is very important to me.	1 2 3 4 5
28	I feel my heart beating fast when I take an exam.	1 2 3 4 5
29	I'm certain I can master the skills being taught in this class.	1 2 3 4 5
30	I want to do well in this class because it's important to show my ability to my family, friends, employer, or others.	1 2 3 4 5
31	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1 2 3 4 5

*Note:*

- Intrinsic Goal Orientation : 1, 16, 22, 24
- Extrinsic Goal Orientation : 7, 11, 13, 30
- Task Value : 4, 10, 17, 23, 26, 27
- Control of Learning Beliefs : 2, 9, 18, 25
- Self-efficacy for Learning & Performance : 5, 6, 12, 15, 20, 21, 29, 31
- Test Anxiety : 3, 8, 14, 19, 28

