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Universitas Brawijaya Aryani, Retno Dwi. 2013. The Application of Language Learning Strategies and Its Correlation with Motivation of the Students of BEC Pare. Study Universi Program of English, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-sitas Brawijaya supervisor: Widya Caterine Perdhani. Universitas Brawijaya Keywords: learning strategies, motivation, Strategy Inventory for Language Learning (SILL) questionnaire, Motivated Strategies for Language Universitas Brawi Questionnaire (MSLQ). ersitas Br Language Learning Strategies include certain activities of learners to learners 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 thesitas Brawlay 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.

Univers This study uses descriptive quantitative approach as it deals with thesitas 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 Strategiessillas Brawijaya 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. Insitas Brawlaya addition, this study reveals that there is a moderate correlation between languages it as B 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 B si for Learning and Performance, and Test Anxiety. versitas Brawijaya Universitas Br Universities Brothe 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 Universit motivated by certain learning program and tasks iversitas Brawijaya

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

Keywords: strategi belajar bahasa, motivasi, kuesioner SILL, kuesioner MSLQ. sitas Brawijava Universitas Br Strategi belajar bahasa meliputi aktivitas tertentu para pelajar dalamsitas Brawijaya 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 untuksitas Bi 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 Penghargaansitas 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 ersi korelasi penggunaan strategi belajar bahasa dan motivasi bersifat moderat. Limasi Br Universi kategori strategi belajar yaitu Strategi Daya Ingat, Kognitif, Metakognitif, Afektifsitas Br 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 Universi belajar bahasa dan motivasi siswa dalam kaitannya dengan hasil belajar. Penulissitas 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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Universitas Brawijaya Jata Analysis Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit CHAPTER IV FINDING AND DISCUSSION 4.1 Finding 4.1.1 Learning Strategies of the Students of TC 120 Universitas Brawijaya 4.1.2 Motivation of the Students of TC 120 rawijava BEC Pare rawijava Universitas Brawija 4.1.3 Correlations between Learning Strategies and Univ Motivation of the Students of TC 120 awijaya Universitas Brawijaya Universitas Brawijay4.2 DiscussionBrawijaya 4.2.1 Discussion on Learning Strategies of the Students of TC 120 BEC Pare 4.2.2 Discussion on Motivation of the Students of TC 120 BEC Pare 4.2.3 Discussion on Correlations between Learning Strategies and Motivation of the Students of TC 120 BEC Pare..... Universi CHAPTER V CONSLUSION AND SUGGESTION

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2. Tableof Motivational Orientation Mean Scores 3. Table of Strategy Inventory for Language Learning Questionnaire ...58 4. Table of Motivated Strategies for Learning Questionnaire 5. Berita Acara Bimbingan Skripsi

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya UniversitasINTRODUCTIONersitas Brawijava rawijaya Universitas B This chapter explains about background of the study, problems of the study, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas objectives of the study, hypotheses, and definition of key terms. rawijava Universit1.1 Background of the Study Nowadays, English becomes the most dominant language around the world. Universities the primary language that has been widely used in international business, Universi science, economics, technology, tourism and aviation (Kitao, 1996, p.1). Englishsitas B has a huge number of speakers, as there are the increasing number of people in Universi countries where it becomes the first language such as in United States, Canada, Sitas rawijava rawijaya United Kingdom, New Zealand and Australia. English also has high power since Universit there are some countries using it as their second language in Malaysia, Singapore, Sitas Brawijaya Universi 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 Universitlearning English in Indonesia and taking it as important as Bahasa Indonesia, sitas Brawijaya Universit which is the official language of Indonesia, to catch up with global environment. Universitas B Universitian Beach learner has certain characteristics that lead the learner to successful Universitian Bravitation Bravitation Bravitation Bravitation Bravitation Bravitation Bravitation Bravitation Bra Universi language learning (Lightbown and Spada, 1993). It is widely believed that thesitas Brawijaya successful learners will find many opportunities in practicing their language skills. In addition to characteristics, other factors such as learning strategies also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinfluence the success of language learning. a Universitas Brawijaya srawijaya

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rawijaya	Universitian B Learning strategies are defined as specific actions taken by the learner to
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rawijaya	Universi make learning easier, faster, more enjoyable, more self-directed, more effectivesitas Brawijay
rawijaya	Universitas Brawijaya and more transferrable to new situations (Oxford, 1990, p.8). Still according to Universitas Brawijay
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Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay strategies. Direct strategies involve direct learning and use the subject matter. sitas Brawijay
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rawijaya	Universit Indirect strategies contribute indirectly but powerfully. They both have three strategies between the strategies and the strategies are strategies are strategies and the strategies are strat
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universit subcategories. Direct strategies consist of memory, cognitive and compensatory sitas Brawijay
rawijaya	Universitas Brawing strategies. While indirect strategies include meta-cognitive, affective and social strategies Brawing
rawijaya	
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rawijaya	Universita Universita The researchers emphasize that the use of language learning strategies will _{sitas} Brawijay
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rawijaya	Universilead to good learners. If English as Second Language (ESL) or English as Foreign
rawijaya	Universita Strawijay
rawijaya Irawijaya	Universi Language (EFL) teachers aware of the strategies which are used by successfulsitas Brawijay Universita
rawijaya	learners, they may be able to apply the effective strategies to less proficient
rawijaya	Universit learners to enhance their language skills. Teachers may suggest their students to sitas Brawijay
Irawijaya	Universitas Universitas Brawijay
rawijaya	Universitemploy certain strategies that can help them learn more easily. However, it is sitas Brawijay
Irawijaya	Universitas Brawijay a Universitas Brawijay
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Irawijaya	Universitas BAs explained by Oxford (1990, p.8), a strategy is useful if the followingsitas Brawijay
Irawijaya	Universitas Brawija, wijaya Universitas Brawijay
rawijaya	Universi conditions are present: (a) the strategy relates well to theL2 task at hand, (b) the strate Brawijay
rawijaya	strategy fits the particular student's learning style preferences to onedegree or
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay otherrelevant strategies. If the strategies fulfill the conditions, these will make Universitas Brawijay
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rawijaya	Universitiearning more easily and effective rawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitas B We can say that learning strategies are important as they help the learners to _{sitas} Brawijay
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rawijaya	be more autonomous and to study a certain language more easily and more be more autonomous and to study a certain language more easily and more
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive3sitas Brawiiava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya effectively. Learning strategies also enable students who learn second or foreign ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi languages to become more independent and lifelong learners. As students are not sites always aware about the power of consciously using learning strategies, it Universi teachers' obligation to help them develop awareness and enable them to use asitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya wider range of strategies (Oxford, 2003, p.9). Universitas Brawijaya Universitas Brawijaya Universitas B There are many factors affecting the choice of strategies: degree of Universitawareness, stage of learning, task requirements, teacher expectations, age, sex, sitas nationality, general learning style, personality, motivation level, and purpose for learning the language (Oxford, 1990, p.13). Motivation level tends to be the most Universi 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 itsitas and giving it direction (Dornyei, 1998, p.117). Different motivation level leads to Universit different range of learning strategies. More highly motivated learners use a sitas Brawijaya significantly greater range of appropriate strategies than do less motivated learners (Oxford, 1990, p.13). Different motivation also leads to the choice of learning Universitstrategies used. People who learn a foreign language to fulfillag graduationsitas Bra requirement may use different learning strategies than people who learn alanguage to get along with their work environment. People, who learn a foreign language to Universitas Brawijava Universitas Brawijava Universi fulfill a graduation requirement, for example university students, may use certainsitas strategies such as Compensatory Strategies because the strategies help them to understand the context in listening and reading. Understanding the context in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br ersi listening and reading is important in doing English proficiency, such as TOEFLs TOEIC. They may also use cognitive strategies as the strategies help the Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive4sitas Brawiiava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learners to study formally and structurally. However, people who learn foreign ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language to get along with their colleagues may apply social strategies than the stars other ones. Social strategies help the learner to work with others and understand Universithe target culture as well as the language ava Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersit strategies and motivation of school and university students. For example, there is as Brawijava Universitas University Students to Learn Spoken English" by Quadir Moriam (2008), a student from Graduate School for International Development and Cooperation, SI Universi Hiroshima University, Japan. As depicted in the title, the study discusses about sites the motivation and strategy use of university students to learn spoken English in Universi Bangladesh. The study finds out thatamong other motivational factors, VL2SitaS speaking anxiety has the strongest correlations with the strategy use factors. L2 ersit speaking anxiety also correlates with three strategy use factors: Meta-cognitive sites and processing strategies, Learning sharing strategies and Organizing Learning. This indicates that learners' worry about practicing spoken English may make Universithem to apply these strategies to make up deficiency in learning. Jaya Universitas B Universitians B In this study, the writer studies about language learning strategies related to motivation of students of an English course. English courses are also ersitas Brawijaya Universitas Brawijāya Universitas Brawijaya Universitas Br Universi important institutions in Indonesia as they provide English for those who needs tas Br more enhancements in learning English. People also think that English courses in some ways are better places than schools to study English more effectively. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas B The writer is interested in doing research in an English course because there be differences between learning strategies and motivation of school students **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya rsitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive5sitas Brawijava **Universitas Brawijava Universitas Brawijava** Universitand English course students. The environment, the learning programs, the will, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi and the characteristics of the students can influence the differences. In this study, sites Brawijava the writer is interested in surveying the students of BEC Pare. Universitas B Basic English Course (BEC) is the oldest English course in Pare, Kediri. It Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universitas established in June, 1977. The duration of the study is six months. BEC Pare Universitemphasizes on grammar and speaking. The course is considered as the best and as Brawijaya Universit Universit preferable English course in Pare as the learning system has been applied in manysitas 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 Universi 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, Universit question tag, and others. Then, TC is the last stage which makes students study sitas 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 Universitwriting.w viiava Universitas BBEC students come from many places all over Indonesia. Most of them are fresh graduates from Senior High School. They may have different basic Universi understanding of English. Training Class (TC) students are chosen as the subjects sit as Br 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 Universit can consider them as the same grade learners. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Unive6sitas Brawiiava **Universitas Brawijava** Universities Br The writer predicts that Meta-cognitive Strategies are the dominant of all Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi strategies. Meta-cognitive Strategies help the students to manage the overall learning process. The writer assumes the TC students can manage their learning Universi process including arranging the schedule, monitoring mistakes, evaluating tasksitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The writer also assumes that Task Value encourages the students of TC 120 Universible BEC Pare more than the other motivation categories. Task Value states the states learners' interest in the course and learners' awareness about the importance of the course. The motivation includes the learners' belief that the course materials Universi 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 Universi 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 Universitgreater 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 itas Brawijava Universitas Brawijava Universitas Brawijava Universi first previous study by Stoffa et al. (2011) indicates a moderate correlation insitas assessing the motivation and learning strategies of Korean immigrant students. However, the second previous study by Moriam (2008) shows a weak or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya insignificant correlation between the motivation and learning strategies of s Brawijaya Universitas Brawijaya Bangladeshi university students.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive7sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas B The writer decides the scope of this research on learning strategies and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi motivation of the students of TC 120 in BEC Pare. To measure learning strategies, sites the writer uses Strategy Inventory for Language Learning (SILL) questionnaire rawijaya Universi for ESL/EFL students by Oxford (1990). The writer utilizes Motivated Strategiessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya for Language Questionnaire (MSLQ) developed by Pintrich *et al.* in 1991 to rawijava Universit measure the motivation of the students of TC 120 BEC Pare. Brawijaya Universitas Brain this study, the writer chooses TC students as the subjects because of thesitas 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 Sitas Brawijaya Universi 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 sitas Brawijaya rawijava Universit Universit motivation of BEC Pare students in the period of TC 120. The writer also wants to Universit investigate the relationship between the use of language learning strategies and the sitas Brawijaya Universite motivation of the students of TC 120 BEC Pare. Therefore, the writer makes ansitas analysis of the their language learning strategies and motivation with the title Universitas Br Universit"English Learning Strategies and Motivation of the Students of TC 120 BECsitas Brawijaya Universit are rawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit**1.2 Problems of the Study**tas Brawijaya Universitas Brawijaya Based on the background of study, the writer proposes some problems: Universitas 1. What are learning strategies applied by the students of TC 120 BEC Pare? Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian 2. What is the motivation of the students of TC 120 BEC Pare? Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive8sitas Brawijaya Universitas Brawijaya the correlation between the use of learning strategies and stars Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra motivation of the students of TC 120 BEC Pare? S Brawijava rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit1.3 Objectives of the Studyas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya Universit objectives as follows: **Universitas Brawijaya** ersitas Brawijaya **Universitas Brawijaya** Universitas 1. To identify the learning strategies applied by the students of TC 120 BECsitas Brawijava **Universitas Bray** Pare. Universitas Brawijaya 2. To identify the motivation of the students of TC 120 BEC Pare. Iniversitas Brawijaya 3. To investigate the correlation between the use of learning strategies and stas Brawijaya rawijaya motivation of the students of TC 120 BEC Pare. rawijaya Universital Hypotheses rawijaya The writer proposes three hypotheses, they are: rawijaya The students of TC 120 BEC Pare apply Meta-cognitive Strategies more Brawijaya 1. than the other strategies. Universitas 2. Task Value encourages the students of TC 120 BEC Pare more than thesitas Brawijaya Universitas Brother motivation categories. Universities 3. There is a strong correlation between the use of learning strategies and Universities Brawijay Universitas Bramotivation of the students of BEC Pare. niversitas Brawijaya srawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Unive9sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universita 1.5 Definitions of Key Terms Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B To avoid misunderstanding, the researcher displays the key terms as follow: rsitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 1 Second Language Acquisition Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitas Bra Nunan (1999, p.87) defines Second Language Acquisition (SLA) as "thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya processes through which someone acquires one or more second or Universitas Bravforeign languages." **Universitas Brawijaya** ersitas Brawijaya Universitas23raLearning Strategies Universitas Brawijaya Oxford (1990, p.8) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-Sitas Brawijaya niversitas Brawijaya Universit directed, more effective and more transferrable to new situations." rawijaya 3. **Motivation** Dornyei (1998,p.117) says that motivation is rawijaya "responsible inforsitas Brawijaya determining human behavior by energizing it and giving it direction.' rawijaya Universita₄ **BEC Pare** Basic English Course (BEC) Pare is the oldest English course in Paresitas that is established in June 1977, in Dusun Singgahan, Pelem, Pare, Universitas BrawKediri, East Java. Universitas5. Training Class (TC) 120 Universitas Brawnov TC 120 is the period study of Training Class (TC) program of BEC Pare Universitas Brawijaya Universitas Bravon March-April-May 2013.wijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **REVIEW OF RELATED LITERATURE** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter explores the theories used in the process of analysis aboutsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya learning strategies and motivation. The theories are about second language Universitacquisition, learning strategies, and motivation. Then, the previous studies that Universi analyze about related topic to this study are also mentioned in this chapter. Universitas Brawijava RAW Universi 2.1 Second Language Acquisition Nunan (1999, p. 87) states that the term Second Language Acquisition Universi (SLA) refers to the "processes through which someone acquires one or more sitas Brawijaya second or foreign languages." It can be understood that SLA is the process when someone learns languages besideher mother tongue. Yet, the process of learning the second language is also strongly influenced by the first language acquisition (Nunan, 1999, p. 88). Universitas B Gass and Selinker (2008, p. 1) define Second Language Acquisition assitas Brawijaya following: It is the study of the acquisition of a non-primary inversitas Brawijaya Universitas Branguage, which is the acquisition of a language beyond the native inversitas Brawijaya Universitas Br language. It is the study of why most second language learners doUniversitas Brawijava Universitias B not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the rawijaya study of why only some learners appear to achieve native-like Universitas Braproficiency in more than one language. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Meanwhile, Krashen (1982, p.36) states that second language acquisition Universities concerned with the study of the way in which an individual becomes able to use Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijio/a Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitione or more language different from his first language. Still according to Krashen sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi (1982), the process can take place in a natural setting or through formal classroom sites instruction, and, although the degree of proficiency that can be attained is a rawijaya Universi controversial topic, it can start at childhood or during the adult age. ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.2 Language Learning Strategies Polynersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathere are various definitions about learning strategies. According tositas Brawijaya 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 Universitin action taken to enhance the learning or use of a second or foreign language, sitas Brawijaya through the storage, retention, recall, and application of information about that language. Meanwhile, Oxford (1990, p.8) defines language learning strategies as Universi specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new rawijava Universitituations. Oxford (1990) also classifies the learning strategies into two big classes: Universit direct and indirect. Direct strategies involve the strategies used directly in dealing sitas Brawijaya Universit 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 Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universi Strategy Inventory for Language Learning is designed by Oxford to measure thesitas Universities Brawie and the strategies. The SILL version for students who speak English as a **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** rawijava

Universitas Brawijaya Universi Second Language (ESL) or English as a Foreign Language (EFL) consists of 50 stars Brawlay ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi items of six strategies. The six strategies are explained as follows: java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.2.1 raCognitive Strategies as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universit material in direct ways. The examples are learning through reasoning, analyzing, Universit note-taking, summarizing, synthesizing, outlining, reorganizing information tositas develop stronger schemas (knowledge structures), practicing in naturalistic ersti settings, and practicing structures and sounds formally (Oxford, 2003, p.12). Universi 2.2.2 **Meta-cognitive Strategies** Meta-cognitive strategies are employed for managing the learning process rawijava versitoverall. The examples of meta-cognitive strategies are identifying one's ownsitas rawijaya learning style preferences and needs, planning for an L2 gathering and organizing rawijava Universimaterials, arranging a study space and a schedule, monitoring mistakes, and sitas Brawijaya evaluating task success, and evaluating the success of any type of learning Universitzategies. Purpura (1999) as cited in Oxford (2003, p. 12) finds that meta-Universi cognitive strategies had "a significant, positive, direct effect on cognitive strategysitas use, providing clear evidence that meta-cognitive strategy use has an executive function over cognitive strategy use in task completion". Universit2.2.3 Memory-related Strategies wijava Universitas Brawijava Memory-related strategies help the learners to link one L2 item or concept Universitas Brawijaya University with another but do not necessarily involve deep understanding (Oxford, 2003, Sitas Brawlay) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universite p.13). Various memory-related strategies enable learners to learn and retrieves Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya Universi information in an orderly string (e.g., acronyms), while other techniques creates it as learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of Universi the word itself or the meaning of the word), a combination of sounds and imagessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard). s Brawijava Universitas Brawijava Universitas Br Memory-related strategies do not always positively relate to L2sitas Brawijava Universities Braw proficiency. In fact, the use of memory strategies in a test-taking situation has a Universit significant negative relationship to learners' test performance in grammar and sitas Brawijaya Universi vocabulary (Oxford, 2003). The probable reason for this is that memory strategies it as Bi are often used for memorizing vocabulary and structures in initial stages of Universi language learning, but that learners need such strategies much less when their sitas rawijava arsenal of vocabulary and structures has become larger. Universit224 **Compensatory Strategies** Universitas B The Compensatory Strategies help the learner make up for missing University sources of the state Universit listening and reading; using synonyms and "talking around" the missing word tositas Brawijaya 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 Universitas Brawijaya Universi strategies that are used for speaking and writing (often known as a form of sites Brawijava communication strategies) are intended only for language use and must not be Universit considered to be language learning strategies. Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Bravijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Affective strategies talks about feelings, rewarding oneself for goodsitas Brawijava performance, and using deep breathing or positive self-talk (Oxford, 2003, p.14). Universit These have been shown to be significantly related to L2 proficiency in research bysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Universit Ehrman (1995) among native English speakers learning foreign languages tas Brawijaya Universit (Oxford, 2003, p. 14). AS BRAN 2.2.6 **Social Strategies** The social strategies help the learner work withothers and understand the sitas Brawijaya 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, Universitasking for help in doing a language task, talking with a native-speakingsitas Brawijava

conversation partner, and exploring cultural and social norms.

Universit₂₃ Motivation

Universitas Brathere are some definitions of motivation proposed by the experts.sitas Brawijava

According to Dornyei (1998, p.117), motivation is responsible for determining Universit

Universi human behavior by energizing it and giving it direction. It can be seen that sitas Brawljaya motivation is a thing that makes people initiate certain behavior or action and keep

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Br Motivation is one of many factors affecting the choice of strategies: degreesitas Brawijava

of awareness, stage of learning, task requirements, teacher expectations, age, sex, Universitnationality, general learning style, personality traits, motivation level, and purpose sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universi for learning the language (Oxford, 1990, p.13). Oxford also states that more Universitas Brawijaya Universitas Brawijaya Universi highly motivated learners use a significantly greater range of appropriates tas strategies than do less motivated learners. It means learners with high motivation rawijaya Universitusually have awareness about using some learning strategies that can help them tositas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya study effectively. Universitas Brawijaya Universitas Brawijaya Universitas Br Gardner (1985) as cited in Root (1999, p. 2) explains motivation as the Universit 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 sitas Brawijaya intensity. Gardner as cited in Root (1999, p.2) also focuses on classifyingSILAS Universit orientations for second language study: integrative and instrumental. Integrative orientation is a favorable attitude toward the target language community; possibly Universita wish to integrate and adapt to a new target culture through use of the language.sitas Brawijava Whilst instrumental orientation is a more functional reason for learning the target Universi language, such as job promotion, or a language requirement. Universitas BraThere is also an instrument that is widely used by researchers to measure The instrument is called Motivated Strategies for Learning motivation. Universi Questionnaire or MSLQ. It is developed by Pintrich, Smith, Garcia, and Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya McKeachie in 1991 (Artino, 2010, p.2) and directly linked to learners' ability to self regulate their learning activities. Universitas Brawijaya Universit Universitas BraThe MSLQ consists of 81 items which are divided into two broad categories: motivation section and learning strategies section. The motivation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya universities section consists of 31 items that assess students' goals and beliefs for a course, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi their beliefs about their skill to succeed in a course, and their anxiety about test insitas Brawijava Universitas Brawijava a course. The learning strategies section includes 31 items about the different Universitas Brawijava rawijaya Universit cognitive and meta-cognitive strategies and 19 sitems concerning students it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya management of different resources. Universitas Brawijaya Universitas Brawijaya Universitas Brancher are six scales or six categories of motivation in the MSLQ proposed Sitas Brawijaya University Pintrich et al. in 1991. They are intrinsic goal orientation, extrinsic goal sites Brawijava orientation, task value, control of learning beliefs, self-efficacy for learning and Universitas performance, and test anxiety. The writer uses this categorization to analyze the Sitas Brawijaya Universi motivation of BEC Pare TC 120 students. Universit 2.3.1 **Intrinsic Goal Orientation** The intrinsic goal orientation states the enjoyment of language learning bysitas Brawijaya the learners (Schmidt et al., 2001, p.316). This category shows that the learners University a course for increasing their ability. It relates with the choice of certainsitas Brawijaya Universi materials, the will of studying, and the use of knowledge from the course. Universit 2.3.2 Extrinsic Goal Orientation Universitas BraThe extrinsic goal orientation shows the motivation of the learner is fromsitas Brawijaya the external factors. The learner performs certain behaviors to satisfy external Universidemands or to get external reward (Dornyei, 1998, p.120). People who have this sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi category seem to do the behaviors with a feeling of pressure, avoiding guilt, or stars Brawlav ersitas Brawijava Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe task value means the value of the language course (Schmidt et al., sitas Brawijava 2001, p.316). This category shows the learners' awareness about the importance rawijaya Universit of the course. It also includes the learners' confidence to get better in the class. Versitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava 2.3.4 Control of Learning Beliefs Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brathecontrol of learning beliefs explains the learners' beliefs and opinionsitas Brawijaya Universitas Brawija about how their instruction should bedelivered. These beliefs are usually based on previous learning experiences and the assumption (right or wrong) that a Universitparticular type of instruction is the best way for them to learn (Gass and Selinker, sitas Brawijaya 2008, p.67). This also includes the learners' confidence to master the materials. Universit2.3.5 **Self Efficacy for Learning and Performance** The self efficacy makes the learners do the best for learning by motivate rawijaya Universit themselves. The statements concern a learner's intention to put best efforts into Universi learning the language, keep up with the course, etc (Dornyei, 1998, p.119). This it as Brawijava may be best way for students to learn a language because it shows a hard work for Universit themselves. **Universitas Brawija** Universi 2.3.6 Test Anxiety Universitian Branchist and The statements of test anxiety show the learners' concern about test and Universitian Branchist Bra Universi speaking anxiety (Schmidt et al., 2001, p.316). The learners seem to be worried it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya about the exams, the results, and people's approval. The example of a person into Universitest anxiety is when he/she studies hard for language to fulfill job or school Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitrequirement.va Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThere are two previous studies for this work. The first is "Using thesitas Motivated Strategies for Learning Questionnaire and the Strategy Inventory for Universi Language Learning in Assessing Motivation and Learning Strategies of Sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Generation 1.5 Korean Immigrant Students". The study is constructed by Stoffa et stas Brawijaya al. (2011) from Duquesne University, United States. The study examines the Universi potential of utilizing the Motivated Strategies for Learning Questionnaire (MSLQ) sites and the Strategy Inventory for Language Learning (SILL) as instruments in Universit measuring Generation 1.5 students' motivation and their use of language learning Universi strategies. Generation 1.5 immigrants are those who were foreign-born and grows up in countries speaking languages other than their native language. Their Universitparents' generation is called the first generation and the second generation is their sitas offspring's generation. A demographic questionnaire is created by the researchers to obtain sitas Brawijaya Universi participants' background information relevant to their involvement in this study (e.g. age, age of immigration, length of residence, ESL levels and high school Universi GPA). The participants are Generation 1.5 Korean immigrant college students it as Braw wiiava Universitas B from universities located in Pittsburgh and Philadelphia. There are 104 students participated in the study. The majority of participants (47%) identified themselves Brawijava Universitas Brawijava Universitas Brawijava Universitas advanced ESL learners, 25% as intermediate ESL learners, and 9.6% as ESL sitas beginners. The rest, 18.4% of the participants, did not identify their level. Universitas Br The finding shows that there is a moderate correlation between the Universitas Brawijaya Universitas Brawijaya Universi motivation and learning strategies in overall score (r= .350, p<.01). A significant Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universit relationship is found between motivation and indirect language learning strategies ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi (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 Universi between motivation and indirect language learning strategies is crucial when it as Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universific frequently strategies used are compensatory (3.50) and cognitive techniques s Brawijava Universit Universit (3.45). The students practice their language skills in isolation (e.g. while watching stass or when writing notes or letters). It may reflect conflicting identities with both Universit 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 Universi (2008), a graduate student from Graduate School for International Developments and Cooperation, Hiroshima University, Japan. As depicted in the title, the study Universit discusses motivation and strategy use of university students to learn spoken Sitas Brawijaya 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 UniversitOxford. Universitas BraThe participants are university students from four different universities in the capital city of Dhaka, Bangladesh. There are 355 students: 187 males and 168 ersitas Brawijava Universitas Brawijava Universitas Brawijava Universi females. Their academic grades range from undergraduate to graduate levels. Thesitas participants major in English, Law, Pharmacy, Architecture, and Business studies. The participants are native speakers of Bangladesh and they are enrolled in Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universi communicative English courses as a part of their curriculum. Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁰sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universities Br The findings are about the relationship between motivational factor and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi strategy use factors. It is found that the correlations are weak or insignificant. Among other motivational factors, L2 speaking anxiety has the strongest Universi correlations with the strategy use factors. L2 speaking anxiety correlates with the strategy use factors. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas three strategy use factors: *Meta-cognitive and processing strategies* (r= .174, stas Brawijaya p<.01), Learning sharing strategies (r= .157, p<.01) and Organizing Learning (r= as Brawijava Univers Universit.139, p<.01). This result indicates that learners' worry about practicing spokensites English may make them to apply these strategies to make up deficiency in Universitlearning. Universit There are some similarities between the previous studies and this study. The previous studies and this study have the similar big topics: learning strategies Universitand 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 SILLSITAS Universi from Oxford (1990). The first previous study and this study also have the same objectives: identifying the frequently used learning strategies and analyzing the Universitrelationship between the motivation and the use of language learning strategies. ersitas Brawijaya Universitas Brawija Universitas Brathere are also some differences between the previous studies and this sitas Br study. Both previous studies have university students and this study has English ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi course students as the subjects of the study. The second study by Moriam uses as it as ersitas Brawijava Universitas Brawijava Universitas Brawijava Universitas modified motivation questionnaire by Schmidt, while the first and this study use MSLQ by Pintrich. The second study mostly explains about the relationship of Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University motivation and learning strategies factors and this study identify the relationship rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit of motivation and the use of learning strategies, too. rsitas Brawijaya rawijaya Universitas Brawijaya Those two previous studies give much input in conducting the research. Universitas Brawijaya rawijaya rawijaya rawijaya Universit They help the writer to provide more theories and studies related to the research.sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit They also give more understanding about how to analyze the data of SILL and Brawijay rawijaya Universit MSLQ and the application of the studies to the language learning. rawijaya rawijaya rawijaya Universit rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya omversitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya srawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi RESEARCH METHOD sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter explains about the methodology used in this study includingsitas Brawijaya rawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities the research design, data source, data collection, and data analysis. **Universitas Brawijaya** Universit 3.1. BResearch Design Universitas Brawi This study is conducted by using descriptive quantitative approach since Brawijaya Universit the writer deals with the statistical data of Oxford's Strategy Inventory LanguageSitas Brawijaya Universi Learning (SILL) questionnaire and Motivated Strategies for Languagesitas Brawijaya Questionnaire (MSLQ) by Pintrich. Ary et al. (2002) states that the descriptive Universit Universit quantitative approach uses objective measurement and statistical analysis of sitas Brawijaya rawijaya numeric data to understand and explain phenomena. The writer calculates the rawijaya Universit strategies and motivation used by measuring the statements filled by the students Sitas Brawijaya Universitin the questionnaire. The measurement and numeric data can be described tositas Brawijava explain the learning strategies and the motivation of the students of TC 120 BEC Universitas Br UniversitPare3raw **Universitas Braw** In line with the descriptive quantitative approach and the instruments, the **Universitas Bra** University writer uses survey as the type of the study. According to Ary et al. (2002), survey Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi research uses instruments such as questionnaires and interviews to gathersitas Brawijava University Brawing and University Brawing and University SILL questionnaire and University Brawing and University of Subjects. As the writer uses SILL questionnaire and Brawing and Sites Brawi UniversitMSLQ, survey is the best type of the study.^a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawij₂₂/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²³sitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe data of this research are the students of TC 120 BEC Pare. Thesitas Brawijava rawijaya Universitas Brawijaya, Universitas Brawijaya, Universitas Brawijaya population and the sample are explained as follows: Universitas Brawijaya, Universitas Brawijaya, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit3.2. BraPopulation/Iniversitas Brawijaya Universitas Brawijaya The population of the study is all students of Training Class (TC) of BEC UniversitPare. There are eight classes in TC BEC which each class has 40 students. Thesitas Brawijaya Universi total numbers are 320 students. **Universitas B** The students have various educational backgrounds and come from many Universitplaces in Indonesia. Most of them are fresh graduates from Senior High School. Sitas Brawijaya Universi They have different understanding and ability in learning English. Therefore, insitas Brawijava Universi the first three months, they are taught intensively about grammar, speaking and rawijaya Universitwriting. rawijaya The students of TC have an obligation to speak English in their second Universithree months. The obligation makes them to speak English actively and leads leads Brawijaya Universithem to improve their fluency. The conditions influence the writer to have them assitas Brawijaya Universitas participants of the study. Universit3.2.2 raSample Arikunto (2004) says that if the number of the population is less than 100, Universities will be better to take all of them as the sample. However, if the number of sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universi population is more than 100, it will be better to take 10%-15% or 20%-25% of the stars Brawijaya rawijaya number of population as the sample of the study. **Universitas Brawıja** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brown The writer decides to take 20% of the number of population as the sample stars Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi of the study as there are more than 100 students in TC 120 BEC Pare. There are sitas Brawijava 320 students. The 20% of the number of population is 64 students. There are rawijaya Universitenough data to be analyzed from the sample taken ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramilaya Brawijaya Universitas Brawijaya Universit students are chosen randomly. In each class, the writer takes 8 students randomly. Universit The writer decides to take 8 students in each class in order the data spread evenly.sitas Brawijava To get the participants, the writer chooses the students based on the attendance list Universit and then give the questionnaires. The random sampling technique is chosen^{sit} Universi because there is a consideration that the students get the same basic knowledge insitas B their study in BEC. Besides, the factors like age, gender, religion, and others are Universignot considered as the influence things affecting the data. Universit3.3. **Data Collection** There were two steps of collecting the data, they are: Universitas Piloting the study. Universitas Bran collecting the data, the writer used two instruments, they are: Universit a. Strategy Inventory for Language Learning (SILL) Universitas Bravia The Strategy Inventory for Language Learning (SILL) is designed by Universitas Bravia UniversitOxford (1990). It includes two big classes of learning strategies; direct and sitas Brawijaya indirect strategies. Direct strategies consist of *cognitive*, *memory*, and compensatory strategies. However, indirect strategies consist of meta-cognitive, Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitaffective and social strategies. S Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brothe current SILL provides a version for students who speak English as a Universi Second Language (ESL) or English as a Foreign Language (EFL) which includes it 0 items. The ESL/EFL version has produced Cronbach alpha reliability Universi coefficients above .90 in Chinese, Japanese, Korean, and Spanish translations and Brawn Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br (Oxford, 1996). SILL assess six domains: 9 items in memory strategies, 14 items Universit measuring cognitive strategies, 6 items in compensatory strategies, 9 items items Universi measuring meta-cognitive strategies, 6 items in affective strategies, and 6 items items measuring social strategies. There are five points of Likert scale used in the questionnaire; 1: never or Universi 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 Universi the mean score and classifies the category into low, medium, or high level. Ins classifying the level, the writer uses Oxford's classification of learning strategies: rawijava Universitiow (1.0-2.4); medium (2.5-3.4); high (3.5-5.0). Universit 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 Universi designed to assess college students' motivational orientations and their use of sites 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). Stass Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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, Universit3: somewhat true of me, 4: usually true of me, 5: always or almost true of me).versitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universitas BIt includes six motivation scales (intrinsic goal orientation, extrinsic goal it as Brawijay
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Irawijaya	Universitorientation, task value, control of learning beliefs, self-efficacy for learning and sitas Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Irawijaya	Universitas Brawijaya performance, and test anxiety). It also consists of nine learning strategies scales Universitas Brawijay
Irawijaya	Universit (rehearsal, j elaboration, r organization, a critical thinking, Bmeta-cognitive selfsitas Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	regulation, time/study environmental management, effort regulation, peer stas Brawijay
rawijaya	Universit learning, and help seeking). However, the writer only uses the motivation scales it as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitecause SILL is used to measure the learning strategies. vawijaya Universitas Brawijaya
rawijaya	Universitian Brawing The MSLQ has undergone extensive psychometric development and the
rawijaya	Universitas Br
rawijaya	Universit overall internal consistency reliability, Cronbach alphas, provided by Pintrich et alsitas Brawijay
rawijaya	Universita Universitas Brawijay
Irawijaya	Universi (1991) has been found to be adequate (.78 and .71 for motivation scales and sitas Brawijay
rawijaya	Universi learning strategies). Other researcher, as A.M Kosnin in 2007, has shown similar
rawijaya	Universita Statis Brawijaya
Irawijaya	Universitinternal consistency reliability estimates for the MSLQ with independent samples. Sitas Brawijay
rawijaya	Universit This MSLQ has also been widely translated into many languages including Universit
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rawijaya	Universit Korean, Chinese, Greek, and Norwegian (Artino, 2010, p.8).
Irawijaya	Universitas Universitas Brawijay Universitas The writer conducted a pilot study to find out possible obstacles. The sitas Brawijay
Irawijaya	
Irawijaya	Universities B writer had 20 students as the participants of the pilot study to fill the
Irawijaya	Universitas Bra
Irawijaya	Universit questionnaires, including 50 items of SILL and 31 items of MSLQ. Thesitas Brawijay
rawijaya Irawijaya	Universitas Brawija Universitas Brawijay Universitas participants chose from one of eight classes in TC program.Some of the students sitas Brawijay
Irawijaya	
Irawijaya	in the pilot study might also include in the formal study as the writer did the
Irawijaya	Universitrandom sampling technique as Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universitastudents having difficulty in understanding some items in the questionnaires. Tositas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit solve this, the writer explained the purpose of the questionnaires and also asked sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitate the students to discuss with the writer when they did not understand the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitastatements. Besides, some students were also confused about the 5-point Likertsitas Brawijava rawijaya Scale. The writer asked them to think about the scale of truth or how often they rawijaya rawijaya rawijaya Universitadid the activities stated in the statements or items. Overall, no difficult obstaclesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitathat really disturbed the research was found. Universitas Brawijaya Universitas Brawijaya Universit_{2.} Doing the formal study. ersitas Brawijaya Universitas Brawijaya Universitas Br In the formal study, the writer also used the same instruments as the pilotsitas Brawijaya study: Strategy Inventory for Language Learning (SILL) and Motivated Strategy Universit for Learning Questionnaire (MSLQ). The writer first explained the objectives of sitas Brawijaya Universi the study and how they had to fill the questionnaires. The participants filled the sitas Brawijaya questionnaires for about an hour and then collected the questionnaires to the rawijaya Universi rawijaya Universitwriter. rawijaya Universit 3.4. Data Analysis Universi In the process of analyzing and interpreting the data, this study employs three steps it as Brawijaya Universitas B as follow: **Universitas Brawijaya** Universit_{1.}SCalculating Universitas Brawijaya University First, the writer calculated the average score of each questionnaire from each participant. Then, the writer calculated all the data using the Statistical Package Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas for the Social Sciences (SPSS) version 17.0. niversitas Brawijaya Universitas Brawijaya 2. Analyzing Universitas Bravijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas The data of both questionnaires are separately analyzed by descriptive statistics statistics Universitas Brawijaya Universitas Brawijaya University analysis to identify the mean score of each category of learning strategies and stars Brawlay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ²⁸sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas motivation. The writer also applied Pearson correlations analysis to identify the sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas relationships and the significance between learning strategies and motivation.ersitas Brawijava rawijaya Universitas Brawijaya 3. Concluding Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas The writer concluded the findings from the calculations and the examining sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The conclusions were in line with the problems of the study. rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

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Brawijaya	Universitions B This chapter attempts to present finding of this study regarding the	
Brawijaya	Universitas Brawijaya Universitas P Universitas Brawijaya	Universitas Brawijava
Brawijaya	Universitategies and motivation of the students of TC 120 BEC Pare. The w	
Brawijaya		
Brawijaya	Universities the use of learning strategies and motivation and then shows the	correlation Universitas Brawijaya
Brawijaya	Universited blampa diaga	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Univers4.1 Finding	Universitas Brawijaya
Brawijaya		
Brawijaya	Universi In this part, the writer presents the learning strategies and motivatio	n of the isitas Brawijaya
Brawijaya	Universitudents of TC 120 BEC Pare and the correlation between the use of learning	
Brawijaya		hiversitas Brawijaya
Brawijaya	Universite strategies and motivation based on the data from the questionnaires.	niversitas Brawijaya
Brawijaya		Jniversitas Brawijaya
Brawijaya	Univers4.1.1 Learning Strategies of the Students of TC 120 BEC	Universitas Brawijaya
Brawijaya	Universitas Universitas The learning strategies applied by the 64 students of TC 120 BE	C Pare are
Brawijaya		
Brawijaya	University shown in the table below.	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	University Table 4.1 The Use of Learning Strategies by the Students of TC 120 BH	$\mathbf{E}_{\mathbf{C}}^{\mathbf{L}}$
Brawijaya	Universitas Brawija wijava	Universitas Brawijaya
Brawijaya	Universitas Brawija Categories Mean Std. Deviation ijaya	
Brawijaya	Universimemory-related Strategies IVerStuck- 3.44 IVerStuck- 3	
Brawijaya	Universitas Brawilaya3.65 iversita.628 rawijaya64	
Brawijaya	Universe Compensatory Strategies inversitians Brawnay 3.50 iversitia.666 rawijay 64 Universe Meta-cognitive Strategies inversitians Brawnay 3.88 iversitia.714 rawijay 64	
Brawijaya		
Brawijaya	Social Strategies 3.91 .702 64	universitas Brawijaya
Brawijaya	Overall Strategies 3.65 .675 64	⁴ Unit ⁴ ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijava	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava	Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BTable 4.1 indicates that for 50 SILL items, mean scores range from 3.44 totas Brawijaya
Brawijaya	3.91 with standard deviation ranged from .626 to .766. The use of learning strategies
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universtends to be high because the overall mean score of learning strategies is 3.65 which is tas Brawijaya
Brawijaya	in the high level (>3.5). It means that the students of TC 120 BEC Pare usually use Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universlearning strategies in their English learning. Meanwhile, the relatively small overall as Brawijaya
Brawijaya	Universitas Brawijaya U
Brawijaya	Universitandard deviation (.675) indicates the responses were clustered closely around the tas Brawijaya
Brawijaya	Universitas Brawi Universitas Brawi Universitas Brawijaya
Brawijaya	Universitas Bravijaya
Brawijaya	Universitas Among the six categories of the SILL posited by Oxford, Table 4.1 indicates as Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universithat Social Strategies are utilized the most frequently by the students of TC 120 BEC Brawijaya
Brawijaya	UniversPare (3.91). Meta-cognitive Strategies show the second after the Social Strategies in the Brawijaya
Brawijaya	Universita Si and a secondaria a
Brawijaya	Universitive mean score of 3.88. In the third place, Cognitive Strategies has the mean score as Brawijaya
Brawijaya	Universitant Strategies and Affective Strategies rank in the fourth and the fifth
Brawijaya	Universita
Brawijaya	Universin the mean scores of 3.55 and 3.50. Memory-related Strategies, in the mean score of tas Brawijaya
Brawijaya	Universitas Universitas the least estacerias that are utilized by the students
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas ^B The first hypothesis of the study that the students of TC 120 BEC Pare apply as Brawijaya
Brawijaya	Universitas Braulaya Universitas Brawijaya
Brawijaya	Univers Meta-cognitive Strategies instead of the other strategies is rejected. The finding above tas Brawijaya
Brawijaya	Universitian Brawing Social Strategies than the other strategies (3.91). Brawing a Bra
Brawijaya	
Brawijaya	Univer However, Meta-cognitive Strategies show that its mean score is close to the mean as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitore of Social Strategies (3.88). Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Bra	awijaya Univ	ersitas Brawijaya	Universitas Brawijaya
Brawijaya			ersitas Brawijaya	
Brawijaya	Univers4.1.2 B Motivation of the Students of	f TC 120 BEC	Pareas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas ^B The motivation utilized by th	e students of T	C 120 BEC Pare is	presented in tas Brawijaya
Brawijaya			ersitas Brawijaya	
Brawijaya	Universithe table below, a Universitas Bra	awijaya Univ	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Bra	awijaya Univ	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	UniversTable 4.2 Motivation of the Student	ts of TC 120 B		
Brawijaya	Universitas Brawijaya Univer		ersitas Brawijaya	
Brawijaya	Universitas Brawij Orientations	Mean	Std. Deviation wijayN	
Brawijaya	Universintrinsic Goal Orientation	3.73	.602 Kawija 64	
Brawijaya	Universe Extrinsic Goal Orientation	3.80	.591 (ja)64	
Brawijaya	Univers Task Value Control of Learning Beliefs	4.03 3.91	.540 64 .670 64	
Brawijaya	Self afficacy for Learning and Performance	3.86	.574 64	Universitas brawijaya
Brawijaya	Test Anxiety	3.95	.649 64	Universitas Brawijaya
Brawijaya	Overall Motivation	3.88	.604 64	iversitas Brawijaya
Brawijaya	Universit	- 100 Ju		iversitas Brawijaya
Brawijaya	Universit			hiversitas Brawijaya
Brawijaya	Universit The table shows the scores of	participants r	esponses to MSLQ q	
Brawijaya	Universit in each category. The first column s	hows the six ca	ategories of motivation	on proposed
Brawijaya	Universita			Driversitas Brawijaya
Brawijaya	University Pintrich <i>et al.</i> , the second column	displays the mo	ean or the average sc	
Brawijaya	Universities Universities the stan	dard deviation.	and the fourth one i	Universitas Brawijaya
Brawijaya	7/	5511 11		
Brawijaya Brawijaya	Universitian B number of participants of the study.		d	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitiant BTable 4.2 indicates that for 31	MSI O items	the mean scores range	
Brawijaya	Universitas Brawii	wistly items,	wijaya	
Brawijaya	University 4.03 with standard deviations ran	nge from .540	to .670. The overall	motivation tas Brawijaya
Brawijaya	Universidean score, 3.88, shows the high lev			
Brawijaya	Universitas Brawijaya Universitas Bra	el in using the	motivation. The over	Universitas Brawijaya
Brawijaya	Universideviation of motivation orientations			
Brawijaya				
Brawijaya	responses are clustered closely around	l the mean.	ersitas Brawijava	Universitas Brawijaya
Brawijaya			ersitas Brawijaya	
Brawijaya			ersitas Brawijaya	
Brawijaya			ersitas Brawijaya	
Brawijaya			ersitas Brawijaya	
Brawijaya			ersitas Brawijaya	
Brawijaya			ersitas Brawijaya	
Brawijaya			ersitas Brawijaya	
			5 - 5 - 5	

Prawijava Universitas Prawijava Universitas Prawijava Universitas Prawijava Universitas Prawijava

Jiawijaya	Universitas Drawijaya Univers	itas biawijaya	Universitas Drawijay	a universitas	Diawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Univer ₃₂ itas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers				
Brawijaya	Universitas BFrom the six categori	es of motivation	in MSLQ, Table 4.2 indic	ates that Task	Brawijaya
Brawijaya	University of the stude value of the stude	nts dominantly i	n learning English (4.03) Then Test	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Univer Anxiety takes place as the se				
Brawijaya	Control of Learning Belief	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	tas	utucy jor Learning and	a Universitas	Brawijaya
Brawijaya	Univers(3.86), and Extrinsic Goal C	Drientation (3.80)	take the third, fourth and	fifth places.	Brawijaya
Brawijaya	Universitas Brawijaya		as Brawijay		Brawijaya
Brawijaya	Univers However, Intrinsic Goal Orio				
Brawijaya	Universitas B The second hypothes	is of the study th	at Task Value encourages	s the students	Brawijaya
Brawijaya				a Universitas	Diawijaya
Brawijaya	Universitian the other motivation ca	tegories is accept	ed. The finding shows the		
Brawijaya	Universitation the highest mean score	of all motivation	categories (4.03). It me	ans that <i>Task</i>	Brawijaya
Brawijaya					
Brawijaya	UniversValue is the dominant motiv	vation of the stud	lents of TC 120 BEC Par	re in learning	Brawijaya
Brawijaya	Universit UniversEnglish.				Brawijaya Brawijaya
Brawijaya Brawijaya	Universit				Brawijaya
Brawijaya	Universita				Brawijaya
Brawijaya	4.1.3 Correlations betwee		earning Strategies and N	Activation of	Brawijaya
Brawijaya	Universitas the Students of TC 1	20 BEC Pare	S	Universitas	
Brawijaya	Universitas The first comparison	of two measures	examines the correlation		
Brawijaya	Universitas B			a Universitas	Brawijava
Brawijaya	categories of the SILL and M	SLQ. The correla	ations among scores of cat	egories of the	Brawijava
Brawijaya	Universill and MSLQ are shown i		jay		
Brawijaya	Universitas Brawija		wijay		
Brawijaya	Universitas Brawijay		rawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	Itas	onversitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay		
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
Brawijaya			Universitas Brawijay		
Brawijaya			Universitas Brawijay		
Brawijaya			Universitas Brawijay		
Brawijaya			Universitas Brawijay		
Brawijaya			Universitas Brawijay		
Brawijaya	Universitas Brawijaya Univers	itas Brawijaya	Universitas Brawijay	a Universitas	Brawijaya
		nee liverriierre			

									1.4	
Brawijaya	Universitas		iversitas E							Brawijaya
Brawijaya	Universitas	Brawijaya Un	iversitas E	Brawijay	a Unive	rsitas Bra	awijaya	Univers	itas	Brawijaya
Brawijaya	Universitas	Brawijaya Un	iversitas E	Brawijay	a Unive	rsitas Bra	awijaya	Univer	itas	Brawijaya
Brawijaya	Universitas	Brawijaya Un	iversitas E	Brawijay	a Unive	rsitas Bra	awijaya	Univers	itas	Brawijaya
Brawijaya	Universitas	Brawijaya Un	iversitas E	Brawijay	a Unive	rsitas Bra	awijaya	Univers	itas	Brawijaya
Brawijaya	Universitas	Brawijava Un	iversitas E	Brawijav	a Unive	rsitas Bra	awijava	Univers	itas	Brawijaya
Brawijaya	Universitas		iversitas E							Brawijaya
Brawijaya		e 4.3 Pearson Co	rrelations C	oefficien	ts for Cat	egories of	SILL and			Brawijaya
Brawijaya	Universitas	Brawijaya Un	ivoreitee [Brawijay	a Univo	reitee Br	awijaya	Univers		Brawijaya
Brawijaya	Universitas	Brawijaya Un	MOT1	MOT2	MOT3	MOT4	MOT5	MOT6		
	1 5 1	Pearson Correlation	on .061	.138	.164	.351**	.287*	Univers	tas	Brawijaya
Brawijaya	Universitas	Sig. (2-tailed)		.276	a Unive	ISILAS DI	awijaya .022	.212 Univers		Brawijaya
Brawijaya	Universitas	Brawijaya ' Un	iversitas i . 64	srawija 64	a Unive	rsitas Br	awijaya 64	Univers		Brawijaya
Brawijaya	Universitas LS2	Pearson Correlation	on .240	.324**	.311	.382**	.430**	.329**	tas	Brawijaya
Brawijaya	Universitas	Big. (2-tailed)	.056	.009	.012	rsitas Br	awijaya .000	Univers		Brawijaya
Brawijaya		Brawijaya II	64	64	64	as Bi	awijaya ₄	Univers	tas	Brawijaya
Brawijaya	Universits3s	Pearson Correlation	on .085	013	106	.013	awija <u>.0</u> 36	Univ085		Brawijaya
Brawijaya	Universitas	Bsig. (2-tailed)	.506	.918	.407	.917	ija,775	Univ:502	tas	Brawijaya
Brawijaya	Universitas	BN	64	64	64	64	64	Unive ₆₄	tas	Brawijaya
Brawijaya	Universits4s	Pearson Correlation	on .210	.305*	.276*	.466**	.472**	Univ.316	tas	Brawijaya
Brawijaya	Universita	Sig. (2-tailed)	.095	.014	.027	.000	.000	Univ.011	itas	Brawijaya
Brawijaya	Universi	N	64	64	64	64	64	hive 64	tas	Brawijaya
Brawijaya	Univers ^{LS5}	Pearson Correlation	on .154	.115	.094	.254*	.308*	ivers		Brawijaya
Brawijaya	Universit	Sig. (2-tailed)	.223	.364	.461	.043	.013	.088		Brawijaya
Brawijaya	Universit	N	64	64	64		64	64		Brawijaya
Brawijaya	LS6 Universit	Pearson Correlation	on .201	.256*	.195	.391**	.529**	.334**		Brawijaya
		Sig. (2-tailed)	.111	.041	.123		.000	.007		
Brawijaya	Universita	N	64	64	64	64	64			Brawijaya
Brawijaya	Univers <i>Note</i> :		2)	MOTI						Brawijaya
Brawijaya	LS2: (Memory-related Strate Cognitive Strategies	TE/			al Orientation al Orientatio				Brawijaya
Brawijaya	Universits3.	Compensatory Strateg	gies	MOT3: 7	Task Value					Brawijaya
Brawijaya		Meta-cognitive Strates Affective Strategies	gies			earning Belie for Learning			itas	Brawijaya
Brawijaya	Universits6:s	Social Strategies		MOT6: 7	Test Anxiety		aya	Univers	itas	Brawijaya
Brawijaya	Univers**:C	orrelation is significar relation is significant					ljaya	Univers	itas	Brawijaya
Brawijaya	*: Cor Universitas	Brawij	at the 0.05 lev	ei (2-tailed))		wijaya	Univers	itas	Brawijaya
Brawijaya	Universitas	Brawija					awijaya	Univers	itas	Brawijaya
Brawijaya	Universitas	BAccording to T	able 4.3, Ext	rinsic Go	al Orienta	ation (MOT	T2) shows	significan	itas	Brawijaya
Brawijaya	Universitas	Brawijaya Un	iversitas E	Braw <u>i</u> jay	a_Unive	rsitas Bra	awijaya	Univers	itas	Brawijaya
Brawijaya	posit Universitas	ive correlations v	vith three st	rategies:	Cognitive	Strategie.	s (LS2, r=	= .324, p=	itas	Brawijava
Brawijaya		p<.01), Meta-co								
Brawijaya		Brawijaya Un								
Brawijaya		egies (LS6, r= .								
Brawijaya	signi	ficant correlation	with Memor	y-related	Strategies	(LS1, r=.	138, p= .2′	76, p>.05)	itaa	Browijaya
Brawijaya										
Brawijaya	Universitas		iversitas E							Brawijaya
Brawijaya	Universitas		iversitas E							Brawijaya
Brawijaya	Universitas		iversitas E							Brawijaya
Brawijaya	Universitas	Brawijaya Un	iversitas E	Brawijay	a Unive	rsitas Bra	awijaya	Univers	itas	Brawijaya
Drawillawa	I for the second the second	Description of the	· · · · · · ·		1 A A A A A A A A A A A A A A A A A A A	11 B				D

Prawijava Universitas Prawijava Universitas Prawijava Universitas Prawijava Universitas Prawijava

Universitas Brawijaya Universitas Brawijaya Univergitas Brawijaya Universitas Brawijaya This also has a negative insignificantly correlation with Compensatory Strategies Brawijava (LS3, r= -.013, p= .918, p>.05) and insignificant correlations with Affective Strategies Univers(LS5, r=a115, p= .364, p>.05) as Brawijaya Universitas Brawijaya Universitas Bravia motivational orientation, *Task Value* (MOT3), has Universitas Brawijaya significant Universitas Brawijaya Universcorrelations with two strategies, Cognitive Strategies (LS2, r= .311, p= .114, p<.05) as Brawijaya s Brawijaya Universitas Brawijaya 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 UniversCompensatory Strategies (LS3, r= -.106, p= .407, p>.05). Task Value has not as Brawijaya niversitas Brawijaya significant correlation with the remaining strategies: Memory-related Strategies (LS1, Universite .164, p= .195, p>.05); Affective Strategies (LS5, r= .094, p= .461, p>.05); Social as Brawijaya Univer Strategies (LS6, r= .195, p= .125, p>.05). The last three motivational orientations have more significant correlation than Universthe first three ones. Control of Learning Beliefs (MOT4) has significant correlations as Brawijaya with five categories of learning strategies: Memory-related Strategies (LS1, r= .351, as Brawijava p=.004, p<.01), Cognitive Strategies (LS2, r= .382, p= .002, p<.01), Meta-cognitive as Brawijaya Univer Strategies (LS4, r= .466, p= .000, p<.01), Affective Strategies (LS5, r= .254, p= .043, ras Brawijava p<.05), and Social Strategies (LS6, r= .391, p= .001, p<.01). The motivational Universorientation Control of Learning Beliefs only has insignificant correlation with as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer Compensatory Strategies (LS3, r= .013, p= .917, p>.05). The fifth motivational as Brawijava orientation, Self-efficacy for Learning and Performance (MOT5) has significant Universitas Brawijaya Universitas Brawijava Universcorrelations with five strategies also: *Memory-related* (LS1, r= .287, p= .022, p<.05), as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Cognitive Strategies (LS2, r= .430, p= .000, p<.01), Meta-cognitive Strategies (LS4, Universitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univergitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	r = .472, $p = .000$, $p < .01$), Affective Strategies (LS5, $r = .308$, $p = .013$, $p < .05$), and $r = .013$, $p < .05$), $r = .013$, $p < .05$, $r = .$
Brawijaya	Social (LS6, r= .529, p= .000, p<.01). The last motivational orientation, Test Anxiety
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Univers(MOT6) has significant correlations with three strategies: Cognitive Strategies (LS2, as Brawie available)
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
Brawijaya	r= .329, p= .008, p<.01), <i>Meta-cognitive</i> (LS4, r= .316, p= .011, p<.05), and <i>Social</i>
Brawijaya	Univers Strategies (LS6, r= .334, p= .007, p<.01). Test Anxiety has no significant correlations as Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	with Memory-related Strategies (LS1, r= .158, p= .212, p>.05) and Affective as Brawinaya
Brawijaya	University of the second secon
Brawijaya	Strategies (LS5, $r=.215$, $p=.088$, $p>.05$) and has negative insignificantly correlation Universitian Brawijava
Brawijaya	Universith Compensatory Strategies (LS3, r=085, p= .502, p>.05). Universitas Brawijaya
Brawijaya	Universita Universitas Brawijava
Brawijaya	Universi There is one motivational orientation which has no significant correlations Brawijava
Brawijaya	Universivith any set of learning strategies: Intrinsic Goal Orientation. The significant values Brawijaya
Brawijaya	Universit
Brawijava	Univers(p) between Intrinsic Goal Orientation and the strategies are above .05; Memory-tas Brawijava
Brawijaya	
Brawijaya	Universit related Strategies (LS1, r= .061, p= .630, p>.05); Cognitive Strategies (LS2, r= .240, Universita
Brawijaya	Universp=0.056, p>.05); Compensatory Strategies (LS3, r= .085, p= .506, p>.05); Meta-tas Brawijaya
Brawijaya	Universitas
Brawijaya	cognitive Strategies (LS4, r= .210, p= .095, p>.05); Affective Strategies (LS5, r= .154, as Brawijaya
Brawijaya	University 223, p>.05); and Social Strategies (LS6, r= .201, p= .111, p>.05). Meanwhile, Brawijaya
Brawijaya	p=.223, $p>.03$); and <i>Social Strategies</i> (LS6, $i=.201$, $p=.111$, $p>.03$). Meanwhile, Universitas Bra
Brawijaya	Universthere is also one category of learning strategies which has no significant correlations as Brawijava
Brawijaya	
Brawijaya	Universities Brawin of motivation: Compensatory Strategies. This even has negative Brawijaya
Brawijaya	Universinsignificant correlations with Extrinsic Goal Orientation (MOT2, r=013, p= .918, tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universp>.05), Task Value (MOT3, r=106, p= .407, p>.05), Self-efficacy for Learning and as Brawin available of the second sec
Brawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava
Brawijaya	Performance (MOT5, r=036, p= .775, p>.05), and Test Anxiety (MOT6, r=085,
Brawijaya	Universp≒:502, p>.05);a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univerzitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitians B The correlations of the total score of learning strategies (SILL) and	motivation tas Brawijaya
Brawijaya	Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya (MSLQ) display in the table below:	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Table 4.4 Pearson Correlations for Learning Strategies and Motivation	Universitas Brawijaya
Brawijaya	Table 4.4 Pearson Correlations for Learning Strategies and Motivation Total Scores	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas P Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	^v Universitas Brawijaya
Brawijaya	Univers LS _{1S} Br Pearson Correlation ¹ s Brawijaya	Uni-384*sitas Brawijaya
Brawijaya	Universitas Brasigi (2-tailed)	Univ.002itas Brawijaya
Brawijaya	Universitas Brawi jiaya	Universitas Brawijaya
Brawijaya	Universitians Brown MOTIV Pearson Correlation .384**	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita Sig. (2-tailed) .002	Universitas Brawijaya
Brawijaya	Universi N 64	hive64 itas Brawijaya
Brawijaya	Univers**. Correlation is significant at the 0.01 level (2-tailed).	niversitas Brawijaya
Brawijaya	University Company of the second se	niversitas Brawijaya
Brawijaya	Universit Universit	hiversitas Brawijaya
Brawijaya	Universita Troin the table, we can see that rearing strategies and met	niversitas Brawijaya
Brawijaya	Universignificant correlations in overall (r= $.384$, p= $.002$, p< $.01$). Based on the	
Brawijaya	Universita:	ne Pearsonitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya		ne Pearsonitas Brawijaya Universitas Brawijaya
Brawijaya	Universita:	ne Pearsonitas Brawijaya Universitas Brawijaya of learning tas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya	Universitat Correlations interval proposed by de Vaus in 2001, the correlation of Universitategies and motivation is moderate (between .3049). The variance is 14 Universitategies and motivation is moderate (between .3049).	ne Pearsonitas Brawijaya Universitas Brawijaya of learning tas Brawijaya .75% versitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya	Universitat Universitategies and motivation is moderate (between .3049). The variance is 14 Universitategies and motivation are universitategies are universitategies and motivation are universitategies are universitategies and motivation are universitategies are unive	ne Pearsonitas Brawijaya Universitas Brawijaya of learning tas Brawijaya .75%.versitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitat Universitategies and motivation is moderate (between .3049). The variance is 14 Universitategies and motivation are universitategies are universitategies and motivation are universitategies are universitategies and motivation are universitategies are unive	ne Pearsonitas Brawijaya Universitas Brawijaya of learning tas Brawijaya .75% versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitian Unive	ne Pearsonitas Brawijaya Universitas Brawijaya of Jearning 195% versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitiant Un	ne Pearsonitas Brawijaya Universitas Brawijaya of learning 195%, versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitiant Correlations interval proposed by de Vaus in 2001, the correlation of Universitiant Universitiant Universitiant Universitiant 4.2 Discussion Universitiant In this part, the writer would like to discuss about the learning strat Universitiant	ne Pearsonitas Brawijaya Universitas Brawijaya of learning 1990 Stas Brawijaya 1990 Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Correlations interval proposed by de Vaus in 2001, the correlation of strategies and motivation is moderate (between .3049). The variance is 14 universities 4.2 Discussion November 2010 In this part, the writer would like to discuss about the learning strate motivation of the students of TC 120 BEC Pare, and the correlation	ne Pearsonitas Brawijaya Universitas Brawijaya of learning tas Brawijaya .75%.versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ategies and tas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Correlations interval proposed by de Vaus in 2001, the correlation of strategies and motivation is moderate (between .3049). The variance is 14 universities 4.2 Discussion November 2010 In this part, the writer would like to discuss about the learning strate motivation of the students of TC 120 BEC Pare, and the correlation	ne Pearsonitas Brawijaya Oniversitas Brawijaya of learning 135%, versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ategies and tas Brawijaya Universitas Brawijaya Setween tas Brawijaya Universitas Brawijaya
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Univergitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya UniversPare, the first hypothesis of this study states that Meta-cognitive Strategies is the most as Brawijava dominant learning strategies used by the students of TC 120 BEC Pare. The use of Brawijaya Univers Meta-cognitive Strategies has an executive function over cognitive strategies use in the Brawijaya as Brawijaya Universitas Brawijaya task completion (Purpura as cited in Oxford, 2003, p.12). It means that the Metacognitive Strategies are more practical than Cognitive Strategies because the Universitrategies manage the overall learning process. The writer assumes Meta-cognitive as Brawijaya will be the most learning strategies applied by the students. The writer thought that Universithe students of BEC Pare would mostly be able to arrange the schedule, monitor as Brawijaya Universitates, evaluate task success and evaluate the success of any type of learning as Brawijava strategies which are the features of *Meta-cognitive Strategies*. It is interesting, however, Social Strategies become the most dominant as Brawijaya 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 Brawijaya Universlanguage (Oxford, 2003, p.14). In applying these strategies, the activities are asking as Brawijava questions to get verification, asking for clarification of a confusing point, asking for Univershelp in doing a language task, talking with a native-speaking conversation partner, as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universand exploring cultural and social norms (Oxford, 2003, p.14). Brawijava To explain the phenomenon, the writer firstly would like to describe the Universitas Brawijāva Universituations of learning English in Pare. People know Pare as an English village as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya because there are so many English courses there. The English courses in Pare are Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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. versitas Brawijava UniversThey study intensively everyday for weeks and months. English is not a minor object as Brawijava just like English only becomes a lesson material in the schools and universities. Universitian B Therefore, as English is the main study in Pare, people do not hesitate to talk as Brawijaya s Brawijaya Universitas Brawijaya about English everywhere; at inns, at bookstores, at boarding houses, etc. The proper condition makes the students undoubtedly speak English in confidence. This is Universactually one important thing in learning foreign language. The learner is confident to tas Brawijaya speak because of the supporting environment. In English courses, especially in BEC, speaking is the priority. In the last Universthree months or in the Training Class (TC) program, speaking English is a must or the tas Brawijava students will fail to graduate if they speak non-English language in the course area. UniversThe students also have to speak English to ask their friends some words or as Brawijaya 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 Brawijaya Universheld in Borobudur Temple. The students must be able to speak with foreigners as as Brawijava many as possible (talking with a native-speaking conversation partner). Universitian B In learning English in BEC, the students are also divided into some study as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universelubs. Once a week they gather in a place (usually a member's boarding house) to as Brawiava discuss the material of courses. In study clubs, they share ideas and help each other Univers(asking for help in doing a language task).aya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Univergitas Brawijaya Universitas BThe students also study about idioms, slank-language, and the culture of some as Brawijaya European and American countries. Cross-Culture Understanding or CCU tends to Universitas Brawijaya Universitas Brawijaya Universitearn more in TC program. The materials actually are to fulfill the students' as Brawijava knowledge about the other countries so they can speak English with foreigners Brawijaya Universproperly. This process is called exploring cultural and social norms. Universitas Brawijaya s Brawijaya Now, we can see how Social Strategies become so dominant of the students' as Brawn learning process because of the situation in Pare in the whole and learning system in UniversTC program especially. The students of TC 120 BEC Pare tended to work with others tas Brawijaya and utilized their friends as partners in their learning autonomy. It is different from Universilearning English at schools as the students study English formally and structurally, Universand do the strategies in isolation and not in an interactive or conversational setting as Brawijava (Stoffa et al., 2011, p.5). However, Meta-cognitive Strategies get a high mean score (3.88). These as Brawijaya strategies help the learners to organize and evaluate their learning (Oxford, 2003, as Brawijava p.12). The strategies show the learner's autonomy to arrange their task and evaluate as Brawijaya Universtheir mistakes. The strategies seem appropriate enough for the students of BEC as Brawijava because by organizing and evaluating their learning, the students will be able to as Brawijaya omversitas Brawijaya – Universitas Brawijaya Universenhance their ability. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija The rest strategies: Cognitive, Compensatory, and Affective, still get as Brawijava high level of usage (3.65, 3.50, and 3.55). It means the students usually apply almost Universitas Brawijava Universitas Brawijaya Universall strategies consistently, salthough it was not in very high level. Meanwhile, as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Univer₄₀itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 iversitas Brawijava Universnecessarily applied in recent education because Memory-related Strategies only help tas Brawijava versitas Brawijava learners to link one L2 item or concept with another but do not necessarily involve versitas Brawijava Universideep understanding (Oxford, 2003, p.13). It may be good for doing English as Brawijaya s Brawijaya proficiency such as TOEFL but it is not beneficial for a long-term learning. Universitas B The result of this study is different compared with the result of the first Universprevious study by Stoffa et al. (2011). The study reveals that the most frequently tas Brawijaya learning strategies applied are Compensatory and Cognitive. The study indicates that the young generation of Korean immigrants tends to use practice language learning in the Brawijaya hiversitas Brawıjaya Universisolation (e.g. while watching TV or when writing notes or letters). Compensatory as Brawijava and Cognitive Strategies involve the learner's self ability and knowledge through summarizing tas Brawijaya Universguessing (*Compensatory*), reasoning, analyzing, note-taking, 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 Universithe native people. This is different from the condition in Pare in which the students as Brawijava realize they have similar interest and difficulty: learning English. Universitas B The second previous study by Moriam (2008) indicates Meta-cognitive and Universitas Brawijaya Universitas Brawijaya processing strategies as the most applied strategies of Bangladeshi university as Brawn students. The meta-cognitive and processing strategies is the term Moriam uses in his Universitudy to call Meta-cognitive Strategies. The meta-cognitive and processing strategies as Brawijaya Universitas Brawijaya Universitas Brawijaya deal with the learner's practical strategies to plan and process their learning activities. Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univeraitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University This result shows that the learners apply practical ways to learn English. The practical Brawijaya ways can be through planning and organizing materials, arranging a schedule, Universitas Brawijaya Universitas Brawijaya Universmonitoring mistakes, and evaluating task success. The students tend to use the meta-tas Brawijava University of the second secon Universuse English formally as the instruction of their class activities are mostly in English, tas Brawijaya s Brawijaya Universitas Brawijaya not to mention the participants' majors are Law, Pharmacy, Business Studies, English as Brawijava BRAWIN Universand Architecture. Universitas Brawijaya Iniversitas Brawijaya 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 the Brawijaya hiversitas Brawijaya Universmotivation is categorized as high because the overall mean score is above 3.50 as Brawijava (3.88). Therefore, the students of TC 120 BEC Pare can be called as motivated Universitas Brawijaya Universlearners. Universitas In analyzing the motivation of the students of TC 120 BEC Pare, the second as Brawijaya Univershypothesis states that Task Value encourages the students more than the other Universmotivation categories. The writer concludes in that way as Task Value states the as Brawijava learners' interest in the course and also the awareness about the importance of the Brawijaya Universitas B Universcourse. The motivation includes the learner's belief that the course materials will be as Brawijaya Universuseful for the other courses. The students are considered to be aware about the as Brawijaya interest and the importance of learning English as they came to BEC mostly to Universities Brawijaya Universenhance their ability. They also recognize the importance of the materials in the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya courses. Then, as shown in the finding, the second hypothesis is accepted. Task Value Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Univergitas Brawijaya Universitas Brawijaya is the most motivation category that energizes the students of TC 120 BEC Pare to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learn English. Universitas Brawijaya Universitas Brawijaya Universitas BFrom the mean score 3.73 to 4.03, Task Value ranks in the number one (mean as Brawijava Universitas Brawijaya score=4.03). It is as expected in hypotheses stated in the chapter one: the most Universitas Brawijaya Universidominant category of motivation is Task Value. Schmidt and Watanabe (2001, p.316) as Brawijaya s Brawijaya – Universitas Brawijaya 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 Universimportance of the course, the Task Value also states about the learner's interest, for as Brawijaya example in item number 17: "I am very interested in the content area of this course." Universit can be seen in learners' personal background. Most of the participants answer the Universreason why they learned English, as "I am interested in the language". hiversitas Brawijava The result is what people expect from those who learn English in BEC: Universbecause they want to. It is different from what school students think about their as Brawijaya 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 Universitational orientation that encourages by the students of TC 120 BEC Pare. niversitas Brawijava 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 as Brawlaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univershave this kind of category which is considered as emotional cost and factor of the as Brawijaya negative valence of a task (Dornyei, 1998, p.120). *Test Anxiety* shows the hesitation Universto deal with the test that the learner should accomplish. However, this kind of as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Univeraitas Brawijaya Universitas Brawijaya motivation can also be an important vehicle in the development of the students' selfefficacy (Dornyei, 1998, p.121). Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe third most encouraging motivational category or orientation is Control of as Brawijava *Learning Beliefs* (mean score=3.91). It reflects the expectation by the students that an Universeffort to learn will produce positive outcomes (Stoffa et al., 2011, p.5). These as Brawijaya s Brawijaya Universitas Brawijaya outcomes the students expect are also more dependent upon intrinsic factors than **Universitas Brawijaya** external factors. Self-efficacy for Learning and Performance, Extrinsic and Intrinsic Goal as Brawijaya Iniversitas Brawijaya Orientation rank the fourth, fifth and sixth in the mean scores of 3.86, 3.80 and 3.73. University Self-efficacy refers to people's judgments of their capabilities to carry out certain as Brawijaya Universipecific tasks and their sense of efficacy will determine their choice of the activities tas Brawijava attempted (Dornyei, 1998, p.119). Extrinsic Goal Orientation indicates the learning Brawijaya Universbehavior is to receive some extrinsic rewards (e.g. good grades, others' as Brawijaya acknowledgement) or to avoid punishment. Meanwhile, Intrinsic Goal Orientation suggests learners' autonomous interest in learning. Universitas Brawijaya Universitas BThe mean score of motivation in overall is 3.88. This proves the students of as Brawijava TC 120 BEC Pare are highly motivated in learning English. The range which is not Universitoo wide (3.73-4.03) indicates that the students utilized various motivational as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universorientation in learning English in BEC Pare. Universitas Brawijaya Universitas Brawijaya Universitas Brawiaya The result of the first previous study by Stoffa *et al.* (2011) is different with Brawiaya Universithis study. Control of learning belief ranks in the first place (mean score=5.25, of 7 tas Brawijaya points of Likert-scale). This motivation shows the learners' belief and opinion about Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Univershow their instruction should be delivered. Control of learning belief also shows the as Brawijaya
Brawijaya	learners' confidence to master the materials. The learners believe that their hard work
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universite lead them to master the materials, as depicted in the statement number 18:"If Itas Brawijaya
Brawijaya	Universitas Brawijava, Universitas Brawijava Universitas Brawijaya try hard enough, then I will understand the course material". Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas de Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas B The environment of Generation 1.5 Korean immigrant college students and as Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	UniversTC 120 students may be able to explain the difference of the dominant motivation. Tas Brawijaya
Brawijaya	The Generation 1.5 Korean college students grow up in the environment where
Brawijaya	
Brawijaya	Univer English is the spoken language (Pittsburgh and Philadelphia). They use English as tas Brawijaya
Brawijaya	Universita their daily language although their parents are not native speakers of English. They as Brawijaya
Brawijaya	
Brawijaya	Universitas base to use English in college activities. The conditions lead the learners, it as Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universit Universion fidence to master English and believe that they can deliver it as well as the native tas Brawijaya
Brawijaya	
Brawijaya	University speakers by efforts. This is different with TC students who do not grow up in the University
Brawijaya	UniversEnglish-spoken environment. Their motivation to learn English is mostly from their tas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universite and their belief that the materials will be useful for them.
Brawijaya	Universitas B The least motivation between Generation 1.5 Korean immigrant college as Brawijaya
Brawijaya	Universitas Braula and Angelera angele
Brawijaya	Universitudents and TC 120 is also different. Test Anxiety less motivates the Generation 1.5 tas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya students. It shows that there is no more hesitation or anxiety to do the test and to tas Brawijaya
Brawijaya	Universipeak English, as they believe their efforts will bring positive outcomes. TC 120 as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitudents show Test Anxiety is still their big factor to learn English as this motivation as Brawijava
Brawijaya	
Brawijaya	ranks in the second place. Meanwhile, Intrinsic Goal Orientation less motivates the
Brawijaya	Universitudents of TC 120. This shows their internal is not strong enough to support them to as Brawijaya
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Universitas Brawijaya Universitas Brawijaya Univeraitas Brawijaya Universitas Brawijaya Universitians B The second previous study by Moriam (2008) shows Foreign residence and Brawlava friendship is the dominant motivation of the students of Bangladeshi university Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitudents. Foreign residence and friendship reflects the typical motive for learning as Brawijava spoken English in Bangladesh, the wish to actually stay in a foreign country for at Brawijaya Universleast a period. This result is in line with the condition in Bangladesh where people tas Brawijaya s Brawijaya – Universitas Brawijaya tend to go abroad and become foreign residents. The motivation does not show in the Brawijaya TC 120 students although the motivational orientation does not have a certain account UniversinaMSLQ. The students of TC 120 mostly want to continue their education to as Brawijaya University or seek a job. The Bangladeshi university students and TC 120 students have the same less Universmotivation in learning English: Intrinsic Orientation. This shows the internal goal as Brawijava does not have a strong influence to both groups in increasing their enhancement in UniversEnglish. The result may indicate that both college and English course students have at as Brawijaya destination beyond their internal goals. Univers4.2.3 BDiscussion on Correlations between Learning Strategies and Motivation tas Brawijava of the Students of TC 120 BEC Pare Universitas Brawijaya The final research question of this study is designed to examine the versitas Brawijaya Universcorrelations between the categories of learning strategies and motivation. From the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya correlation results, the writer finds that the correlation between the categories of learning strategies and motivation is significant. In overall, the Pearson correlation Universite these variables is moderate (r=.384). Universitas Brawijaya Universitas Brawijaya

Univer₄₆tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian BAccording to the results, among other motivational orientations Self-efficacy Brawlava for Learning and Performance (MOT5) has significant correlations with almost all Universitas Brawijaya Universitas Brawijaya Universlearning strategies. This motivational orientation has the highest significant as Brawijava correlations with Social Strategies (LS6, r= .529, p= .000, p<.01) and Meta-cognitive UniverStrategies (LS4, r= .472, p= .000, p<.01). These results imply that commitment as Brawlaya Brawijaya Universitas Brawijaya towards learning promoted them to work with others and actively handle learning activities. The Self-efficacy for Learning and Performance has negative insignificant University Compensatory Strategies (LS3, r=-.036, p= .775, p>.05). It implies that the as Brawijaya students who have intention to put best efforts into learning the language rarely use Universithe strategies of making up for missing knowledge. Then, Control of Learning Beliefs (MOT4) also has significant correlations as Brawijava with almost all of learning strategies. The motivation shows the learner's belief to Universmaster the materials. This correlates with Meta-cognitive Strategies (LS4, r=.466, tas Brawijaya 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 Univershandle their learning activities and to work with others. Jniversitas Brawı 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer Meta-cognitive Strategies (LS4, r= .316, p= .011, p<.05). The results indicate that as Brawijaya learners' worry about English test and speaking may make them to work with others Univers(learning and asking help from friends and people surround them, talking with native as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Univergitas Brawijaya Universitas Brawijaya speakers) and learn more efficiently. However, the Test Anxiety may come because Brawijava the learners have infrequent native speaker contacts. Universitas Brawijaya versitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitians BExtrinsic Goal Orientation (MOT2) has significant correlations with as Brawijava *Cognitive* (LS2, r= .324, p= .009, p<.01), *Meta-cognitive* (LS4, r= .305, p= .014, p> Univers.05), and Social Strategies (LS6, r= .256, p= .041, p<.05). Extrinsic Goal Orientation as Brawijaya s Brawijaya – Universitas Brawijaya indicates the learner perform certain behaviors to satisfy external demands or to get external rewards. The results imply the intention to get external acknowledgment Universleads the learner to apply structuralized and organized strategies with their friends in tas Brawijaya Univers^{BEC.} Task Value (MOT3), which is the most dominant motivation of the students, hiversitas Brawıjaya Univershas significant correlations with Cognitive (LS2, r= .311, p= .012, p<.05) and Meta-cas Brawijava niversitas Brawijaya cognitive Strategies (LS4, r= .276, p= .027, p>.05). Task Value shows the learner's Universinterest and learner's awareness of the importance of the course. The results indicate as Brawijaya 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 Brawijaya Universlearning 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 Universimplies the enjoyment of language learning by the learners (Schmidt, 2001, p.316). It as Brawijaya sitas Brawijava is expected that Intrinsic Goal Orientation will have significant relationships with Universitas Brawijaya Universlearning a strategies. U Intrinsic a Goal VOrientation vis Shoped to view significant as Brawijaya correlations with the use of learning strategies because the motivation coming from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universone-self is expected to be the main factor to use learning strategies. It seems learners' tas Brawijaya
Brawijaya	University intrinsic motivation is not strong enough to prompt them to use speaking strategies.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Univer However, the results are similar with Schmidt et al.'s study in 1996. This study as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University Brawijaya University Brawijaya University Brawijaya indicates intrinsic motivation does not correlate significantly with any set of learning Brawijaya
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Brawijaya	Universitas BThere are interesting results in the analysis of Pearson correlations between tas Brawijaya
Brawijaya	learning strategies and motivation. The first is that Intrinsic Goal Orientation has no
Brawijaya	Universitas Br
Brawijaya	Universignificant relationships with any set of learning strategies. This phenomenon has as Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universibeen explained before. The second is that Compensatory Strategies does not correlate Brawijaya
Brawijaya	Universignificantly with any set of motivation categories. The strategies even have negative as Brawijaya
Brawijaya	Universita Sitas Brawijaya
Brawijaya	Universinsignificantly correlations with four motivation categories: Extrinsic Goal as Brawijaya
Brawijaya	Universit Orientation (MOT2, r=013, p= .918, p>.05), Task Value (MOT3, r=106, p= .407, Universita
Brawijaya	Universita
Brawijaya	Universp>.05), Self-efficacy for Learning and Performance (MOT5, r=036, p=1.775, tas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	p>.05), and Test Anxiety (MOT6, r=085, p= .502, p>.05). It may be understood by tas Brawijaya
Brawijaya	Universifiering to Cohen's explanation (cited in Oxford, 2003, p.13). Cohen asserted that as Brawijaya
Brawijaya	Universitas Brauda and Angelera angele
Brawijaya	UniversCompensatory Strategies that are used for speaking and writing (known as as Brawijaya
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unconclusion and suggestion rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter provides conclusion and suggestion of the study. va Universitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya **Universit**5.1 Conclusion Universitian Brased on the finding and discussion conveyed in the previous chapter, this Universitas Brawij University 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 sites Universi BEC which the students must be able to speak actively with their friends and theysitas Br have to work with others through study clubs. However, the use of learning Universit strategies is high since the mean score of overall strategies is 3.65. It means the sitas students of BEC Pare especially TC program usually apply strategies in their learning activities. Universitas B In response to the second problem of the study, the writer concludes that sitas Task Value is the most dominant motivation of the students of TC 120 BEC Pare. Universitit is interesting because it indicates that most students have interest and awarenesssitas Brawijaya 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 Universitworry and hesitation in dealing with the test and speaking activity. It can be asit proof that most students learning in BEC are still in the feeling of anxious to ersit speak more and to deal with the test. However, the use of motivation is in high sites Br Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya level as the mean score of the overall motivations is 3.88. It means that most Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi students of TC 120 BEC Pare are highly motivated learners. Brawijava Then, in answering the third problem of the study, the writer concludes rawijaya Universi that there is a moderate correlation between learning strategies and motivation (r=sitas Brawijava Universitas Brawijaya rawijava University motivation is significant moderately. The strategies which most correlated sites Brawijaya Universi 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 Universi Learning Beliefs. There is one category of learning strategies which has nos Universi significant correlations with any set of motivational categories: Compensatory Universi Strategies. The strategies even have negative insignificant correlationssitas with Extrinsic Goal Orientation, Task Value, Self-efficacy for Learning and Universit Performance, and Test Anxiety. Obviously, there is also one category of sitas Brawijaya Universi Universimotivation which has nosignificant correlations with any set of learning strategies: Intrinsic Goal Orientation. Universit5.2 Suggestion Universitas Br For the next researchers, the writer suggests them to do the further studies sitas on Learning Strategies and Motivation related to the students' achievement. It will Universitas Brawijava Universibe very interesting to know whether the certain strategies and motivation can leadsit Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas the learners to be successful in learning by knowing their achievement. The next Universit researchers may do the research on the overseas university students who are sitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universitas Brawijaya Participants	Unive	sitas Br	awijaya	Univers	itas Bra	wijava F	OverallS	Brawijaya
rawijaya	Universit <u>as Brawijaya</u>	A Unive	<u>isitas Br</u>	awijaya	Univers	itas Bra	wijaya	Mean Scores	Brawijaya
rawijaya	Universitas B ³⁴ wijaya	3.78 _{ve}	si 3 a71Br	awifaya	U3:55	ita ^{3.33} ra	3.83		Brawijaya
rawijaya	Universitas B ³⁵ ₃₆ wijaya	Unive	2.43 2.93	3.67 3.17	3.55 3.11	112.67 3.5	3.67 3.5	Univ 3.06 2.96	Brawijaya
rawijaya	Universitas B ³⁶ ₃₇ wijaya	2.67	si 2.93 3.07	awijaya	U.3.11 2.67	2.83	wijaya	Universitas 2.88	Brawijaya
rawijaya	Universitas B ₃₈ wijaya	4.55 Vei	sitas Br	av <u>4</u> .33/a	Unizers		-	Univ <u>4.56</u> tas	Brawijaya
rawijaya	Universitas B ₃ 9wijaya	3.55 vei	sit <u>3</u> .5 Br	av <u>3</u> .83/a	Ugi89rs	itas ₄ Bra	vij3.83	Univ <u>3</u> .72tas I	Brawijaya
rawijaya	Universitas B40wijaya	3.44 vei	si3.71Br	av 3. 83/a	U3:78 rs	itas4Bra	vi 4.83	Univ3:86tas	Brawijaya
rawijaya	Universitas B l awijaya	3.67ive	sit3.5 P	3.17	Univers	ita ^{2,83} ra	wij 3 ,17	Univ3r28tas	Brawijaya
rawijaya	Universitas B ⁴² wijaya	2.55 VP	4.29	4.17	4.55 IS	ita ^{3.33} ra	3.83	Universitas	Brawijaya
rawijaya	Universitas B ⁴³ ₄₄ wijaya	3.78 3.89	4.57	4	4.89 4.22	3.17 4.17	4.67 3.67	4.26 3.86	Brawijaya
rawijaya	Universitas Brawijay	3.89 4.55	3.93 5	4.5	4.22 4.78	4.17 4.5	3.67 4.67	Universitas	Brawijaya
rawijaya	Universitas B ₄₆ wi	4.44	4.5	4.5 P	4.44	4.67	4.07	Universitas	Brawijaya
rawijaya	Universitas B ₄₇	4	3.93	4.5	3.89	4.33	4a	Univ <u>4.06</u> tas I	Brawijaya
rawijaya	Universitas 48	3.67	3.71	3.83	3.78	3.5	3.5	Univ <u>3</u> .74tas I	Brawijaya
rawijaya	Universita 49	3.55	4.36	4	5	4.67	5	Unive4:4itas	Brawijaya
rawijaya	Universi 50	3.67	4.43	5	4.44	4.67	4.33	hiv4.38tas	Brawijaya
rawijaya	Universi 51	3.78	3.71	4.17	4	3.67	4.33	nive ³ sitas	Brawijaya
rawijaya	Universi 52 53	3.67 3.33	3.71 3.79	2.83 3.33	4.11 4.67	2.33 3.83	4.17 4.33	3.56 3.88	Brawijaya
rawijaya	Universit 54	3.78	3.79	3.33	4.07	3.67	4.55	1 hiv 3.78 as 1	Brawijaya
rawijaya	Universita 55	3.78	3.64	3	3.66	3.67	3.67	nive3.6itas	Brawijaya
rawijaya	Universita 56	3.89	3.57	3.5	3.89	3.67	3.17	Jniv3:64tas	Brawijaya
rawijaya	Universitas 57	3.67	3.57	3.83	4.33	3.83	4	Univ3:84tas	Brawijaya
rawijaya	Universitas ⁵⁸	3	2.64	2.33	2.33	3.33	2.67	Unive ² 3itas	
rawijaya	Universitas L 59	3	2.93	3.33	3.33	3.33	3	2 1 2	Brawijaya
rawijaya	Universitas B ⁶⁰ ₆₁	3.55	3.21	3.17	3.33	3	3 3.33	3.06 Universitas 2.86	
rawijaya	Universitas B ₆₂	2.55 3.11	3.07 2.86	2.67 3.67	2.89 3.33	2.5 3	3.33 3.17	Univ <u>3.14</u> tas I	Brawijaya
rawijaya	Universitas B ₆₃ w	3.55	4.21	3.67	4	4.33	4.17	Universitas	
rawijaya	Universitas B64wija	3.11	3.21	3.17	3.33	3	3.83	Univ3:26tas	
rawijaya	Universitas Brawija	3.44	3.65	3.50	3.88	3.55	3.91		Brawijaya
rawijaya	Universit _{Nõt} e:rawijaya	Unive	Sites		onvers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	UniversitA: Memory-relat							Universitas	Brawijaya
rawijaya	UniversitB: Cognitive Stra	ategiesel	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	C: Compensator	y Strateg	iestas Br	awiiava	Univers	itas Bra	wijava	Universitas	Brawijaya
rawijaya	D: Meta-cognitiv	e Strateg	gies	awijava	Univore	itae Bray	wijava	Universitas	Brawijaya
rawijaya	Universitas Brawlava	legies	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	F: Social Strateg	Unive	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Unive	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Unive	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Unive	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Unive	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	
rawijaya	Universitas Brawijaya	Unive	rsitas Br	awijaya	Univers	itas Bra	wijaya	Universitas	
rawijaya	Universitas Brawijaya					itas Bra		Universitas	
rawijaya	Universitas Brawijaya			2 2		itas Bra	2	Universitas	

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rawijaya	Universitas Brawijaya	Univ	ersitas E	Brawijaya	Univers	sitas Bra	wijaya	Universitas B	rawijaya
rawijava	Universitas Brawijava	Univ	ersitas E	Brawijaya	Univers	sitas Bra	wijava	Universitas B	rawijava
rawijaya	Universitas Brawijaya	Univ	ersitas E	Brawijaya	Univers	sitas Bra	wijaya	Universitas B	rawijaya
rawijaya	Universitas Brawijaya	Univ	ersitas E	Brawijaya	Univers	sitas Bra	wijaya	Univ56sitas B	rawijaya
rawijaya	Universitas Brawijaya			Brawijaya				Universitas B	rawijava
rawijaya	UniversitAPPENDIX 2:7							Universitas B	rawijava
rawijaya	Universitas Brawijava			Brawijaya				Universitas B	
rawijaya	Universitas Brawijaya			Brawijaya				Universitas B	
rawijaya	Universitas Brawijava			l Orientati				Universitas B	
rawijaya	Universitas Brawijava			Srawijava				Universitas B	
rawijaya	Universitas Brawijava	Univ	ersitas E	Brawijava	Univers	sitas Bra	wijava		rawijava
rawijaya	Universit Participants va		ersitas E	ean Scores	of Catego	ries Sitas Bra	wijava	Overall Mean	rawijaya
rawijaya	Universitas Brawijava	Aniv	ersi b as E	ravoaya	Unjvers	ita _E Bra	wija y a	Scores B Universitas B	
rawijaya	Universitas Brawijaya	4.5 ¹¹ V	ersigas -	2.83	Univers	ita <u>a</u> ,8ra	VI 4.2	Universitas B	rawijava
rawijaya	Universitas Biziwijaya	4.5 5Jniv	4.5	2.83	5 rers	itas5Bra		Unive4.93as B	5.5
rawijaya	Universitas Brawijaya	4.5	4.75	4.83	3.75	3.37 a	0 0	Unive4.06as B	
rawijaya		4.25	4.25	4	4	4 va	wija t a	Unive ^{4.06} as B	rawijaya
rawijaya	Universitas Brawi	3.75	3.25	G4 E	3.75	3.62		2 74	rawijaya
rawijaya	Universitas Br	3.75	4	4.17	3.75	4	4.4	Universitas B	rawijava
rawijaya	Universitas 7	4.5	3.5	4.33	3.75	3.37	4.8	Universitas B	rawijava
rawijaya	Universita 8	4	3.75 3.5	4	4 3.75	3.87	4.2 3.6	3.97 Inive <u>3.94</u> as B	rawijava
rawijaya	Universi 10	4.5 3.25	3.5 4.25	4.33 4.67	3.75 4.5	3.87 4.25	5.0 4.2	1.94 nive <u>4.9</u> 2as B	
rawijaya	Universi 11	4	2.5	4.33	4	4.5	2.6	nive3.64as B	
rawijaya		3.25	3.75	4	4	3.87	4.4	hive3.9tas B	rawijava
rawijaya	Universit 13	4	4.25	4.5	5	4.25	4.8	hive4.45as B	rawijava
rawijaya	Universit ¹⁴	4	4.25	4	4	4	4	4.03	rawijava
rawijaya	Lipivoreita 15	3	4	5	5	4.5	4.2	4.35 Inive _{3.51} as B	
rawijaya	10	2.5	3.75	3.5	3	4.12	3.6	3.51 Unive _{4.35} as B	
rawijaya	Universitas 17 Universitas 18	4.5 2.5	3.5 3.5	4.5	4.5 3.75	4.62 3.87	4.2 3.6	Unive3.61as B	
Irawijaya	Universitas L 19	3	4.5	4.67	4	4.62	4.8	Unive4.35as B	
Irawijaya	Universitas B20	4.5	3.75	4.17	4.5	3.87	4.2	Unive4d3as B	
rawijaya	Universitas B ² 1	3.75	4	4	3.75	3.12	3.8	Unive ³ 54as B	rawijay
rawijaya	Universitas B ²² ₂₃	3.25	4.25	3.33	4.5	3.87	4.4	10 3.9 3.84	rawijay
rawijaya		4	4	3.67	4	3.87	3.6	3.84	rawijay
rawijaya	Universitas B ₂₃ wija	3.25	4.25	4.33	4	3.87	3.6 vija5a	Universitas B Universitas B	rawijava
rawijaya	Universitas B_{26} wijaya	5 2 75 IV	5 ersi ₄ aa	5	5 oravers	itas ₄ Bra		Unive <u>3 si</u> tas B	
rawijaya	Universitas B ₂₇ wijaya		er 2.75 E	rav4i5aya	-	ita <u>3</u> . 3 ra	-	Unive3:55as B	
rawijaya	Universitas B28wijaya			ra3.67aya	U2.5 ers			Unive3:42as B	
rawijaya	Universitas B ² 9wijava		er 3.75 E	iraw 1 jaya	U3.5ers			Unive4.06as B	
rawijaya		3 75	4 25	4.67	4.25 _{ers}	ita ^{3.5} Bra	1.8 vii 1.8	Unive ^{3.68} as B	rawijava
rawijaya	Universitas B_{32}^{31} wijaya	3.5	ersitas E ersitas E ersitas F	3.5	1.75 Univers	2.25	2.6	7.68	rawijaya
rawijaya	Universitas B_{33}^{23} wijaya	3 Juiv	ersitas E	2.33 3.83	2.25 3.5	2.5	2.6	2.45 Unive _{3.13} as B	
rawijaya	Universitas Brawijaya			rawijaya	Univers	itas Bra		Universitas B	rawijava
rawijaya	Universitas Brawijaya		ersitas E		Univers			Universitas B	
rawijaya	Universitas Brawijaya			Brawijaya				Universitas B	
rawijaya	Universitas Brawijaya			Brawijaya				Universitas B	
rawijaya	Universitas Brawijaya			Brawijaya				Universitas B	
rawijaya	Universitas Brawijaya			Brawijaya				Universitas B	
rawijaya	Universitas Brawijaya							Universitas B	
awijaya	oniversitas Didwijaya	UIIIV		Jawijdyd	Univers	nias Did	wijaya	OUNCESTER B	awijay

rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Univ57sitas Brawija
rawijaya	Universitas Brawijaya	Univ	ersitas E	Brawijaya	Univers	sitas Bra	wijaya	Universitas Brawija
rawijaya	Universi Participants a	Aniv	ersi g as E	ravcjaya	Unjvers	ita ≆ Bra	wija ş a	Overall Mean
rawijaya	Universitas Brawijaya	Univ	ersitas E	rawijaya	Univers		wijaya	UnivScoress Brawija
rawijaya	omroiondo Branijaja	3.75 _{11V}	er3t75s E	raw 1 jaya	04.25ers	ita ⁴ 312ra	wij3 <u>3</u> 8a	Unive ³ 97as Brawija
rawijaya		2.75	ersitas E 3.25	rawijaya	Un ⁴ vers	itas ^{3.62}	wijaya	Unive ^{3,68} as Brawija
rawijaya	Universitas B ³⁶ ₃₇ wijaya	4.25	3.25 ersitas E 3.5	4. 3.83	Univers	3.37 itas 3.12	3.8 3.8	Unive ^{3.68} 3.58 Brawija
rawijaya	Universitas B ₃₈ wijaya	3Usniv		3.83 ra <u>4.3</u> 3ya	Ugiyers			Universitas Brawija
rawijava		0.0	ers <u>4.5</u> s E	ravijsaya	4.5 U4.25ers	_	wija y a	Universizas Brawija
rawijaya	57		er 4.25 E		Ur4vers			Unive4.06as Brawija
Irawijaya	Universitas Bławijaya	4.5 _{niv}	4.25	4.33	4.75er	itas ⁴ Bra	5 5	Unive4.35as Brawija
rawijaya	Universitas Bławijaya	4.5	4.5	4.5	4.5	4.62	4.8	Unive ^{4,58} as Brawija
rawijaya	Universitas Brawijaja	4	4.75	4.83	4.5	4 Bas Bra	4.2	4.35
	Universitas Brawijaya	4	3	4.17	4.5	3.87	4.6	4.03
rawijaya	Universitas Brawijay	4.5	4.25	4.33	4.5	4.37	4.6	4.42
rawijaya	Universitas B ₄₆ wi	3	3	3	3	3	viaga	Univergitas Brawija
Irawijaya		3.25	3.75	4.5	2.75	3.75	3.2	Univezcijas Brawija
rawijaya		3.25 4.5	3.25 4.25	3.17 4	3.5	3 4.37	3.2 4	Unive3gi9as Brawija
rawijaya	50	4.5 3.5	4.23 3.75	4.33	4.25 4	4.57	4.4	Inive4.22as Brawija
rawijaya		3.25	3.35	3.33	3.25	3.12	3.2	2 22
rawijaya	52	3.75	3.25	4	4.25	4.12	3.8	39
rawijaya	University 53	4.75	4.25	4.33	4.25	4.37	5	4.48
rawijaya	Universit 54	4	3.75	3.17	4	3.25	3.6	hiversitas Brawija
rawijaya	Universita 55	4	1 4	4	4	4.12	4	nive _{4.03} as Brawija
rawijaya		3.25	3.75	3.67	2.75	3.5	4.4	0nive3:58as Brawija
rawijaya	Universitas 57	3.5	4.25	4	4	3.62	4.4	Unive3.93as Brawija
Irawijaya	Universitas	3.75	3.5	3.33	4	3.87	4.2	Unive ³ 37as Brawija
rawijaya	Universitas	3.75 3.25	3.5 4	3.33 3.67	4 3	3.87 3.87	4.2 3.2	Unive ^{3,77} as Brawija 3.55
rawijaya	Universitas B ₆₁	3.23 3.5	4	3.67	2.75	3.75	3.4	Universitas Brawija
rawijaya	Universitas B ₆₂	3.5	3.75	3.83	4	3.67	3.4	Unive <u>3.8</u> 7as Brawija
rawijaya	Universitas B ₆₃ w	4	4	3.83	3.5	3.62	J 3.8	Unive <u>3</u> . gitas Brawija
Irawijaya	Universitas B64wija	3	3.75	4.33	4.25	3.37	vij4,6	Unive3.87as Brawija
rawijaya	Universitas Brawija	3.73	3.80	4.03	3.91	3.86	NI3.95	Unive _{3.89} as Brawija
rawijaya	Universit _{Not} e?rawijaya		ersnas			sitas Bra	wijaya	Universitas Brawija
rawijaya	UniversitA: Intrinsic Goa	l Orient	tationas E	Brawijaya	Univers	sitas Bra	wijaya	Universitas Brawija
rawijaya	Universit B: Extrinsic Goa	ll Orien	tation E	Brawijaya	Univers	sitas Bra	wijaya	Universitas Brawija
rawijaya	C: Task Value D: Control of Le	arning	Beliefs	Brawijaya	Univers	sitas Bra	wijaya	Universitas Brawija
rawijaya	UniversitE: Self-efficacy	for Lea	rning and	Performance	Jnivers	sitas Bra	wijaya	Universitas Brawija
rawijaya	UniversitF: Test Anxiety		-	Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
Irawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya			Brawijaya				Universitas Brawija
rawijaya	Universitas Brawijaya	UNIV	ersitas E	Brawijaya	univers	sitas Bra	wijaya	Universitas Brawija

		Brannjaya Brannjaya Brannjaya		2
Irawijaya	Universitas E	Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas E		Universitas	Brawijay
rawijaya	Universitas E			
rawijaya	Universitas E			
rawijaya	Universitas E			
rawijaya		ENDIX 3: Table of Strategy Inventory for Language Learning Que		
rawijaya	Universitas E			
rawijaya				
rawijaya	Universitas E	Strategy Inventory for Language Learning Questionnaire	<u>Universitas</u>	
	Universitas		Response	
rawijaya		nawijaya Oliversitas Brawijaya Oliversitas Brawijaya		Brawijay
rawijaya	Universit <mark>as</mark> E	I think of relationships between what I already know and new	12375	Brawijay
rawijaya	Universitas E	things I learn in Englishs Brawijaya Universitas Brawijaya		
rawijaya	Universita2 E	I use new English words in a sentence so I can remember them. I connect the sound of a new English word and an image or	12345 itas	
rawijaya	Universita ³ E	picture of the word to help me remember the word.	¹ 2 ³ 4 ⁵ rsitas	Brawijay
rawijaya	Universit <mark>as</mark> E	I remember a new English word by making a mental picture of	12345 itas	Brawijay
rawijaya	Universitas E	a situation in which the word might be used.	u Universitas	Brawijay
rawijaya	Universitas E	I use rhymes to remember new English words		Brawijay
rawijaya	Universit <mark>a<u>é</u> E</mark>			Brawijay
rawijaya	Universita E	I physically act out new English words.	12345 itas	Brawijay
rawijaya	Universite 8	I review English lessons often. I remember new English words or phrases by remembering	12345 12345 tas	Brawijay
rawijaya	Universita	their location on the page, on the board, or on a street sign.	Universitas	Brawijay
rawijaya	Universi 10	I say or write new English words several times	123455 itas	Brawijay
rawijaya	Universi 11	I try to talk like native speakers.	12345sitas	Brawijay
rawijaya	Universi 12	I practice the sounds of English.	12345 itas	Brawijay
rawijaya	Universit 13	I use the English words I know in different ways.	12345 12345	Brawija
rawijaya	Universit 14	I start conversation in English.	12345 12345 tas	
rawijaya	Universita	I watch English language TV shows spoken in English or go to movies spoken in English	Jniversitas	
rawijaya	Universita16	I read for pleasure in English.	<u>12345</u> tas	
5 5	Universit	I write notes, messages, letters, or reports in English.		Brawijay
rawijaya	118	I first skim an English passage (read over the passage quickly)		
rawijaya		then go back and read carefully.		
rawijaya	Universita ₁₉ E	I look for words in my own language that are similar to new	12131455 itas	
rawijaya	Universitas E	words in English. I try to find patterns in English.	Universitas	Brawijay
rawijaya	UTIVU JIU	I find the meaning of an English word by dividing it into parts	<u>12345</u> 12345	
rawijaya	Universitas E	that I understand	Universitas	
rawijaya	Universite 22	I try not to translate word-for-word.	12373	Brawijay
rawijaya	Universita23	I make summaries of information that I hear or read in English.	12345 itas	
rawijaya	Universita24	To understand unfamiliar English words, I make guesses	12345sitas	
rawijaya	Universita25E	When I can't think of a word during a conversation in English, I	12345sitas	
rawijaya	Universit as E	use gestures I make up new words if I do not know the right ones in English.	12345	Brawijay
rawijaya	Universit	I read English without looking up every new word.	12345 itas	Brawijay
rawijaya	Universita28	I try to guess what the other person will say next in English.	12345 itas	Brawijay
rawijaya	Universita29E	If I can't think of an English word, I use a word or phrase that	12131455sitas	Brawijay
rawijaya	Universitas E		<u>Univers</u> itas	Brawijay
rawijaya	Universit 30	I try to find as many ways as I can to use my English.	12345 itas	Brawijay
rawijaya	Universitas E	Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universitas E			
rawijaya	Universitas E			
rawijaya	Universitas E			
rawijaya	Universitas E			
awijaya		namgaya – omoosido brawijaya omoosido brawijaya		Diawijay

Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay	a Universitas Brawijaya
Universitas Brawijaya	Universitas Brawijava Universitas Brawijay	a Universitas Brawijaya
Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay	
Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay	
Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay	
	y English mistakes and use that information to help	
20 I	ter. <u>niversitas Brawijaya</u> Universitas Brawijay ntion when someone is speaking English. Brawijay	10245
33 I try to fin	id out how to be a learner of English.	10245
Linivarcitee Hrewineve	schedule so I will have enough time to study English.	12345 12345 itas Brawijaya
	people I can talk to in English.	a 12345sitas Brawijaya
	opportunities to read as much as possible in English.	a 12345sitas Brawijaya
	ar goals for improving my English skills. as Brawijay	a 12345sitas Brawijaya
	out my progress in learning English.	12345 Brawijav
39 I try to rel	ax whenever I feel afraid of using English.	1 1 9 2 1 5
	ge myself to speak English even when I am afraid of	a 12345 itas Brawijaya
Universitas Brmaking a		
	self a reward or treat when I do well in English.awijay	a 112131455sitas Brawijaya
Universit 42 I notice if English.	I am tense or nervous when I am studying or using ay	a ¹ 2r³i4e5rs <mark>itas Brawijaya</mark>
	wn my feelings in a language learning diary.	a <u>Linivers</u> itas Brawijaya
Inivarsites Ling	omeone else about how I feel when I am learning	12345 itas Brawijaya
Universitas English.	should be about now I feel when I am fearing	Üniversitas Brawijaya
	understand something in English, I ask the other	12345sitas Brawijaya
	slow down or say it again.	hiversitas Brawijaya
	kers to correct me when I talk.	12345 itas Brawijaya
47 I practice	English with other students.	1 1 2 1 5
	elp from English speakers.	12343 12345 itas Brawijaya
	tions in English.	12345 sitas Brawijaya
	arn about the culture of English speakers.	12345sitas Brawijaya
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Memory-related	Strategies : 1-9	

: 10-23

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: 30-38

: 39-44

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Memory-related Strategies : 1-9 Universi **Cognitive Strategies** Universit Compensatory Strategies Universit Meta-cognitive Strategies Universit Affective Strategies Universitas Social Strategies : 45-50

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rawijaya	Universitas Brawijaya Motivated Strategies for Learning Questionnaire Universitas Brawijaya	a Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universital In a class like this, I prefer course material that really challenges	¹ 2345 Itas Brawijaya
rawijaya	Image: Image: me so I can learn new things.22If I study in appropriate ways, then I will be able to learn the	12345 itas Brawijaya
rawijaya	Universitas E material in this course.	
rawijaya	Universita 3 When I take a test I think about how poorly I am doing rawilaya	12345 sitas Brawijava
rawijaya	Universitias R compared with other students.	Universitas Brawijaya
rawijaya	Universitias E I think I will be able to use what I learn in this course in other	12345 Inversitas Brawijava
rawijaya	courses.	
rawijaya	5 Toeneve I will receive an excellent grade in this class.	12343
	Universitian 6 I am certain I can understand the most difficult material presented in the readings for this course.	12345 Sitas Brawijaya Universitas Brawijaya
rawijaya		10015
rawijaya	for me right now	intersitas Branijay
rawijaya	8 When I take a test I think about items on other parts of the test I	12345
rawijaya	Universi can't answer.	hiversitas Brawijaya
rawijaya	Universi 9 It is my own fault if I don't learn the material in this course.	12345 sitas Brawijaya
rawijaya	Universi 10 It is important for me to learn the course material in this class.	12345 itas Brawijaya
rawijaya	Universit 11 The most important thing for me right now is improving my overall grade point average, so my main concern in this class is	12,3,45 sitas Brawijaya
rawijaya	Universita getting a good grade.	Dniversitas Brawijaya
rawijaya	Universital 2 I'm confident I can learn the basic concepts taught in this	1 2r3 4 5 sitas Brawijaya
rawijaya	Universitas course.	Universitas Brawijaya
rawijaya	Universita13 If I can, I want to get better grades in this class than most of the	¹ 2 ³ 4 ⁴ 5 ⁴
rawijaya	Universited With the hold of the second seco	Universites Proviley
rawijaya	 When I take tests I think of the consequences of failing. I'm confident I can understand the most complex material 	12345 12345 itas Brawijaya
rawijaya	Universitias E presented by the instructor in this course.	Universitas Brawijaya
rawijaya	Universitated In a class like this, I prefer course material that arouses my	12345 sitas Brawijaya
rawijaya	Universitas E curiosity, even if it is difficult to learn.	Universitas Brawijaya
rawijaya	Inversion 17 I am very interested in the content area of this course.	12345 ditas Brawijav
Irawijaya	18 If I try hard enough, then I will understand the course material.	12343
rawijaya	19 I have an uneasy, upset reening when I take an exam.	12345 Itas Brawijaya
rawijaya	20 I'm confident I can do an excellent job on the assignments and tests in this course.	Universitas Brawijaya
	Universited and the second sec	12345 itas Brawijaya
rawijaya	22 The most satisfying thing for me in this course is trying to	1 2 2 4 5
rawijaya	understand the content as thoroughly as possible.	
rawijaya	Universit 23 I think the course material in this class is useful for me to learn.	12345sitas Brawijaya
rawijaya	Universit No rawijaya UniversitQuestions (English) iversitas Brawijaya	Responses itas Brawijaya
rawijaya	Universite 24 When I have the opportunity in this class, I choose course wijaya	Universitas Brawijaya
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rawijaya	Universitas Brgood grade.Universitas Brawijaya Universitas	Brawijaya	Universit	as Brawijaya
rawijaya	Universit 25 If I don't understand the course material, it is because	e Ididn'taya	12345 sit	as Brawijaya
rawijaya	Universit 26 I like the subject matter of this course.	Brawijaya	12345	as Brawijaya
rawijaya	Universit 27 Understanding the subject matter of this course is ver	Brawijaya	12345	as Brawijaya
rawijaya	Universitas Brimpörtant to meversitas Brawijaya Universitas		Universit	as Brawijaya
rawijaya	Universita 28 I feel my heart beating fast when I take an exam. Itas		12345	as Brawijaya
rawijaya	Universit 29 I'm certain I can master the skills being taught in this 30 I want to do well in this class because it's important t		$\frac{12345}{12345}$	as Brawijaya
rawijaya	30 I want to do well in this class because it's important t ability to my family, friends, employer, or others.	s Brawijaya	Universit	as Brawijaya
rawijaya	Universite 31 Considering the difficulty of this course, the teacher,	andmyjaya	123455	as Brawijaya
rawijaya	Universitas Brskills, I think I will do well in this class.	Brawijaya	Universit	as Brawijaya
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rawijaya	Universi Task Value : 4, 10, 17, 23,	26, 27 va		as Brawijaya
rawijaya	Universi Control of Learning Beliefs : 2, 9, 18, 25			as Brawijaya
rawijaya	Universi Self-efficacy for Learning & Performance : 5, 6, 12, 15, 2		Universit	as Brawijaya
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