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THE CORRELATION BETWEEN LEARNERS' MOTIVATION AND LANGUAGE LEARNING STRATEGIES IN EFL CONTEXT

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Abstract: This study investigated the correlation between students' motivation and learning strategies of the students of a Polytechnic in Palembang. 31 students were selected as the sample to find out their motivation and their language learning strategies. Two sets of questionnaires, a set of motivational questionnaires which consist of 18 items, and strategies of language learning questionnaire, which consist of 14 items, were used in this study to see the correlation between the two variables. Correlation coefficient and descriptive analysis were used in analyzing data by using Pearson product moment. The result shows a positive correlation. To improve students' motivation in learning the target language, teachers may provide learning materials, strategies, or teaching methods which are suitable for facilitating learners' learning.

Keywords: students' motivation, language learning strategies, correlation

INTRODUCTION

There are always interesting things that can be examined from the Teaching English for Foreign Learners (TEFL) context. Foreign language learning has always been an intricate and contentious issue which is related to numerous aspects, including biological, neurological, psychological, sociological factors, and others. Learners' affective and social factors are especially viewed as fundamentals in determining their behavior in language acquisition (Bacon & Finnemann, 1990). In the Indonesian contexts, Lauder (2008) states, English is not used as official means of communication in several areas such as government, the law courts, and education system. Furthermore, he poses that English is an obligatory subject for 6 years in Junior and Senior High School. It is taught from the primary to the higher education level. However, being able to use English for most of Indonesian students is not easy and motivating because they rarely exposed to its use. Even either in the classroom or in the society they are lack of practice of their English (Nurhanifah & Widiyanti, 2012).

In relation to the area of foreign language learning Learners' characteristics were important factors to be taken into account (Oxford, 1990). In the related studies, the psychological aspect, especially students' motivation, was the prevalent topic in

need of research. In research and theories, learners' motivations have been deemed to be a vital issue in influencing the achievement or the proficiency level of the Indonesian foreign learners.

Besides motivation, foreign language learners' learning strategies are also critical. Djigunovie (2001) states motivation may have strong effect on language learners' use of learning strategies. It was also stated that learners' correct use of language learning strategies made great role to the success of foreign language learning (Bull, 2000). To understand the interaction between language learning motivation and strategy use, there were studies investigating between language learners' motivation and their use of learning strategies and the implication to their achievement. Oxford and Crookal (1989) explained that based on the analysis of variance on individual's factors, it was shown that motivation, gender, and self-perceptions were the most influential factors on strategy use, and that highly motivated students made frequent use of strategies in comparison unmotivated students. Furthermore, Chamot & Kupper (1989) stated that learning strategies help students to comprehend, remember, and store new information.

Some researchers already had done some research about relationship between students' learning strategies and other factors such as motivation, language achievement, or learning beliefs. Yang (1993); Root (1999); and Chang (2005) revealed that learning strategies had a close relationship with motivation and achievement in Foreign Language learning. It is very important for teachers to understand learners' motivation and learning strategies toward language learning. Both studies above explained the relationship between students' motivation and language learning strategies in foreign language students. However, Yang (1993); Root (1999), and Chang (2005) have done the study on the relationship between motivation and language learning strategies only in Asian context. Further, in the result of their study they found that motivation was a factor which determines the strategy use of the students in learning a target language. How motivation influences the students' learning strategies in Indonesian context is still unrevealed. The present study, therefore, is to investigate the relationship between students' motivation and language learning strategies, especially students in Indonesia. Specifically, this study was applied in a Polytechnic in Palembang. Literally, the objective of this study is to find out whether or not there is a relationship between students' motivation and language learning strategies.

To find out the relationship between learners' motivation and strategy use, it may be possible for teachers to provide learning materials, strategies, or teaching methods which are suitable for facilitating learners' learning. Especially, it seems that motivation and strategy use of college English majors was not put into account by teachers. As a result, teachers in colleges may not be able to provide students the teaching materials and strategies which may enhance learners' learning motivation and in turn help them to reach their learning goal. Therefore, to make discussion, this study focused on investigating the correlation between students' motivation and language learning strategies in EFL context especially in higher education context.

LITERATURE REVIEW

Every people has their own motivation in life, not to mention in their education aspect. Deviating from the experts' finding about the definition of motivation, it can be said that motivation, in general, is a component to achieve the goal. That

definition also applied in instruction field. In teaching and learning aspect, both students and teacher should have the motivation in language learning process. Like Lightbown and Spada (2011) mention in their book that positive motivation is related to the will to keep learning. Motivation is one factor for someone or people to always learn in their life.

Theorists establish that motivation can be distinguished into two kinds, extrinsic and intrinsic motivations. Brown (2001a) in his founding shows that extrinsic motivation directed rewards from beyond oneself, whereas intrinsic motivation is the strength of feeling, extending from deeply internal, self-directed rewards to be strong. It can be said that extrinsic motivation is motivation that comes from outside of the learners while intrinsic motivation is motivation comes from the inside of the learners. In line with this, Harmer (2007a) explains that extrinsic motivation is generated by outside factors. In contrast, intrinsic motivation emanates from within the individual. In addition, Kaboody (2013) says that extrinsic motivation refers to drive or compensation from the environment to acquire a language. Meanwhile, intrinsic motivation denotes internal aspects such as enjoyment and satisfaction. In other words, it represents how learners direct their learning with clear goals, engagement and excitement in learning activities. In contrast, extrinsic motivation refers to the aspects from the outside help learners understand and acquire the English, speaking activities, technology aids, teaching facility, special attention from the friend and teacher, teachers' rules and needs to meet career demands (Hardiana, et. al, 2013).

For the specific term of items in extrinsic and intrinsic motivation, Williams and Burden's (as cited in Dornyei, 1998) design the framework of motivation in language learning. Internal factors covers several items like, intrinsic interest of activity, perceived value of activity, Sense of agency, mastery, self-concept, attitudes language learning in general, other affective states, developmental age and stage, and gender. In other hands, external aspects comprise significant other factors, naturalness interaction, environments of the learners, and wider context. All the items are depicted in the table below.

Table 1. The Framework of Motivation in Language Learning

Internal Factors	External Factors
Intrinsic interest of activity	Significant others
1. Arousal of curiosity	1. Parents
2. Optimal degree of challenge	2. Teachers
	3. Peers
Perceived value of activity	
1. Personal relevance	The nature of interaction with significant others
2. Anticipated value of outcomes	
3. Intrinsic value attributed to the activity	1. Mediated learning experiences
	2. The nature and amount of feedback
Sense of agency	
1. Locus of causality	3. Rewards
2. Locus of control RE process and outcomes	4. The nature and amount of appropriate praise
3. Ability to set appropriate goals	5. Punishment, sanctions

<p>Mastery</p> <ol style="list-style-type: none"> 1. Feelings of competence 2. Awareness of developing skills and mastery in a chosen area 3. Self-efficacy 	<p>The learning environment</p> <ol style="list-style-type: none"> 1. Comfort 2. Resources 3. Time of day, week, year 4. Size of class and school 5. Class and school ethos
<p>Self-concept</p> <ol style="list-style-type: none"> 1. Realistic awareness of personal 2. Strengths and weaknesses in skills required 3. Personal definitions and judgments of success and failure 4. Self-worth concern learned helplessness 	<p>The broader context</p> <ol style="list-style-type: none"> 1. Wider family networks 2. The local education system 3. Conflicting interests 4. Cultural norms 5. Societal expectation and attitudes
<p>Attitudes language learning in general</p> <ol style="list-style-type: none"> 1. To the target language 2. To the target language community and culture 	
<p>Other affective states</p> <ol style="list-style-type: none"> 1. Confidence 2. Anxiety, fear 	
<p>Developmental age and stage</p>	
<p>Gender</p>	

In short, both extrinsic and intrinsic factors can influence learners' motivation in achieving their goal in learning a language. Both the extrinsic and intrinsic factors give positive effect to the learners, like the learners feel more confident when they can mastering a language. So, it can build positive motivation of the students' to always studying language. On the other hand, it can provide negative effect to the learners if the learners are wrong in interpreting the two factors. For instance, if the students learn a language just want to get a reward from other people and if they already got the reward they stop to study.

Language learning strategies refers to specific actions, behaviors, steps or techniques which can enable the storage and recalling of the new language in a certain context (Oxford, 1989, 1990; Biggs, 1993). It also comprises the tools for learners' self-directed engagement with their learning which is considered essential for developing their communication skills. In other words, language learning strategies are how learners learn language which relates to their characteristics, learning styles and learning achievement.

Several studies show a correlation between Rebecca Oxford's Strategy Inventory for Language Learning (SILL) and second language learning achievement

(e.g., O'Malley & Chamot, 1990; Mullins, 1992; Green & Oxford, 1995; Olivares-Cuhat, 2002; Griffiths, 2003; Magogwe & Oliver, 2007). Moreover, it is commonly acknowledged that the use of language learning strategies is related to the attainment in the second language learning and assists learners become self-regulating learners. Achievement or proficiency, course level, social background, age and gender are among those factors that influence language learners' choice of and preference for learning strategies.

There are numerous categories of learning strategies proposed by theorists. A taxonomy of different strategies was formulated by Oxford (1990). They are divided into two correspondingly vital categories. Firstly, direct strategies, simply includes straight use of language. There are three areas under this heading: strategies dealing with recalling, the entering and retrieval of information; cognition, the manipulation of language for reception and production; and compensation, the overcoming of limitations in existing knowledge. Secondly, indirect strategies, which sustain language learning, but do not straightly involve using the language. There are three areas under this heading: strategies relating to metacognition, the organization and evaluation of learning; affective strategies, the management of emotions and attitudes; and social strategies, the assisted learning of a language.

Table 2 Oxford's Taxonomy of Learning Strategies

DIRECT STRATEGIES
I. Memory Strategies
A. Creating mental linkages
B. Applying images and sound
C. Reviewing well
D. Employing action
II. Cognitive Strategies
A. Practicing
B. Receiving and sending messages
C. Analyzing and reasoning
D. Creating structure of input and output
III. Compensation Strategies
A. Guessing intelligently
B. Overcoming limitations in speaking and writing
INDIRECT STRATEGIES
I. Metacognitive Strategies
A. Centering your learning
B. Arranging and planning your learning
C. Evaluating your learning
II. Affective Strategies
A. Lowering your anxiety
B. Encouraging yourself
C. Taking your emotional temperature
III. Social Strategies
A. Asking questions
B. Cooperating with others

C. Empathizing with others

In order to strengthen this research, this study found there are two related studies. First, it is related to Chang's (2005) investigation on the relationship between types of motivation and language learning strategies among Taiwanese college students taking English as a foreign language in Connecticut. A motivation and language learning strategies questionnaires were distributed to 307 students. It was revealed that there was positive correlation between students' motivation and strategies used in their learning. From Chang, study, it can be concluded that motivation should be taken into account by learners in determining the strategy used to optimize their learning.

Second, it is article from Root (1999), taken from Center for Advanced Research on Language Acquisition, University of Minnesota, November 1999. She investigated the relationship Motivation and Learning Strategies in a Foreign Language context: A Look at a Learner of Korean. Her subjects were 25 Korean students. Questionnaire and diary were used as the research instruments. The results of the study showed a positive relationship between students' motivation and their learning strategies.

There are resemblances and differences between those related and the present research. The similarities are that those related studies are descriptive researches and measured students' motivation and learning strategies. In the related studies, the writer and the researcher used the same dependent variable, students' motivation, but the difference is the previous related studies find out the differences of students' motivation by separated the integrative and instrumental motivation. However, this study was to find out whether or not there is a correlation between students' motivation and learning strategies use by the learners in order to achieve their goal in studying process. Then, the previous researcher did the study in Taiwan and Korea. However, this present study did in Indonesia, especially in a public higher education in Palembang.

METHOD

This study was conducted to reveal the correlation between students' motivation and their learning strategies. This investigation involves not only collecting and arranging facts, but also analyzing, interpreting, comparing, identifying trends and relationships. The population of this study was the English major students of a Polytechnic in Palembang. Total number 31 students of that major were involved as the participant of the study. The population and the participant chosen based on some consideration, such as level of the students; their midterm test score, activeness in class activities, interest in English and so on. The sample was taken from the all number of populations, 31 students.

This present research used 'closed-ended' or 'closed questions' questionnaires. It means statements which a researcher provides a suitable list of responses. Several items of motivational questionnaire were taken and adapted from relevant studies (Oranpattanachi, 2008; Choosri & Intharaksa, 2011) and the questionnaire of learning strategies was taken from Chang (2005). The questionnaires consisted of 18 items of instrumental and integrative motivation based on Dornyei's (1998) theory, and 14 items for learning strategies based on Oxford's (1990) theory, including memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective

strategy, and social strategy. Due to those questionnaires were close-ended questionnaire, it was rated by using Likert scales which had five options: SA (Strongly Agree) rated 4, A (Agree) rated 3, D (Disagree) rated 2, and SD (Strongly Disagree) rated 1. Both of the questionnaires were written in Bahasa Indonesia form, to make the sample students easier to fill the questionnaires. The questionnaires were distributed using google document via email. The collected data were analyzed using Pearson Product Moment correlation coefficient, designated by lowercase *r*.

FINDINGS AND DISCUSSION

The research question in the present study is as follow; **is there any relationship between students' motivation and language learning strategies?**

The result of the correlation analysis revealed that the Pearson Product Moment Correlation coefficient was 0.617. It is positively correlated. In addition, the correlation was significant because r -obtained was higher than r -table ($0.6179 > 0.3550$). Therefore, H_0 was rejected and H_a was accepted. It means that there is a correlation between the two variables, students' motivation and their learning strategies.

The r value mentioned that the students' motivation and language learning strategies were significantly correlated. The results of the study indicated that there was a positive relationship between motivation and learning strategies. It is claimed that basically motivation determine the language learning strategies of the students. Djigunovie (2001), based on his research, states motivation may have strong impact on language learners' use of learning strategies. According to Bull (2000), learners' proper use of language learning strategies gives significant influence to the success of foreign language learning. According to previous studies (Baccon & Finnemann, 1990; Chang & Huang, 1999) there was significant relationship between students' motivation and strategies used in their language learning. Moreover, they claimed that students with higher motivation tend to use more learning strategies than those of with lower motivation. It is supported by Suwanarak (2012), "learner motivation was another factor influencing the students' learning beliefs and their choices of learning strategies". Furthermore, Oxford and Crookal (1989) explained that based on the analysis of variance on individual's factors, it was shown that motivation, gender, and self-perceptions were the most influential factors on strategy use, and that very motivated students made frequent use of strategies in comparison unenthusiastic students.

Besides, this study also looked for the types of motivation that had strong correlation to the language learning strategies. From the result of the questionnaire, it shows that integrative motivation had high association to students' language learning strategies ($0.5478 > 0.3550$). Malone and Lepper in their article (1987) state that integrative motivation in term of what learners do without external reward or incentive. It can be stated that integrative motivation influence students in determining their learning strategies it also can be implied to their learning achievement. The rationale for this result is that students realized English language has significant role in their academic achievement. Its high-stake prerequisite encouraged them to learn and master the language, both for a short-term goal to achieve their undergraduate studies and as a means of chasing their future learning.

However, instrumental motivation questionnaire also revealed a positive trend of the correlation between instrumental motivation and language learning strategies,

although the score showed a weak correlation ($0.4889 > 0.3550$). As it is explained by Gardner and Lambert (as cited in Lightbown & Spada, 2011), what counted as an instrumental motivation is learning language for more instant or practical goal. Instrumental motivation refers to learner's communicative need, whereas Brown (2001a) describes in extrinsic, learner is studying a language in order to further a career or academic goal.

Pintrich and Gracia (1991) and Chang and Huang (1999) revealed the same result with this present study that integrative motivation has significant correlation with the language learning strategies. In line with them, Suwanarak (2012) stated that most of the students have strong instrumental motivation for learning English on account of self-directed or other encouragement at home as well as being more interested to learn English for their academic and better job prospects rather than for the purpose of social communication". Shortly, both integrative and instrumental motivations have an association with the strategy used by students in learning language.

These results showed integrative motivation has strong impact to the learners. Based on the result of the questionnaire, most of participant declared that English is very interesting to be learnt and they are very happy to learn English. The data show not a few of them mention that English is their favorite subject, they can learn English everywhere they want to. It indicates that learning English is very pleasant for them. On the other hand, Instrumental motivation or external motivation also has their own role in studies, exclusively for people who learn a language. The most of the students convey that they learn English because English is international or global language which use by most of people in the world. Due to that case, they think that learn English is a must for them, it is suitable with the statement in questionnaire "I learn English because it's worldwide trend" which also chosen by most of the participant of this study. So, by studying English they can interact with people around the world. In other words, learning English make they easy to connect to the world.

While in terms of language learning strategies, most of the participants said that they learn English from TV show or film that use English. Besides, the participant also will try to guess the new vocabularies that they found when they read something. Not only that, other participants also said that they will make a list of the new vocabularies they found in their activities. Furthermore, most of the samples choose statement "if someone is talking in English too fast for me to understand, I will ask him/her to slow his/her speed". It shows their willingness in learning English even they found a problem. It has proofed that they have good motivation in learning a language.

In summary, there are associations between motivation and learning strategies. In terms of comparison between integrative and instrumental motivations in relation to their association with English learning strategies, it is shown that integrative motivation had more significant levels of correlation with English learning strategies than instrumental motivation.

CONCLUSION

This study investigated the correlation between language learning motivation and language learning strategies of the English major students of a Polytechnic in Palembang. The data show that the students' motivation has positive correlation

with their language learning strategies. However, another result of this study revealed that the integrative motivation has higher positive correlation than instrumental motivation. Nevertheless, instrumental motivation also takes into account in determining their learning strategies. The reason is that these integrative and instrumental motivations were the important predictors of the students' courage of learning English. Both are vital factors that help students improve their English.

Teachers should be aware of students' motivation, because motivation influences students in determining the use of strategy in learning a target language. The findings of this study could be useful for researchers and teachers in improving students' achievement by taking into account some factors that can influence students' motivation and their learning strategies. English teachers should improve the effective teaching and learning strategies for English language to develop students' motivation to the subjects.

To improve students' motivation in learning a target language, it may be possible for teachers to provide learning materials, strategies, or teaching methods which are suitable for facilitating learners' learning. Especially, it seems that motivation and strategy use of college English majors was not put into account by teachers. As a result, teachers in colleges may not be able to provide students the teaching materials and strategies which may enhance learners' learning motivation and in turn help them to reach their learning goal.

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