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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Language Learning Strategies

Learning strategies is a compulsory demand in achieving high learning achievement. Learning strategies is the term applied for various behaviors or techniques used to learn especially learning a second or foreign language (Leaver, Ehrman & Shekhtman, 2005, p.82). In line with Cohen, Weinstein, Husman and Dierking state that learning strategies include any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills (cited in Dornyei, 2005, p.164). It is used by students to make language learning more successful, self-directed, and enjoyable. Moreover, persistent the use of language strategies for language learning is a fundamental requirement in making students as good and successful language learner.

The other terms of learning strategies is defined by Cohen “those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through storage, retention, recall, and application of information about the language (cited in Gass & Selinker, 2008, p.439). It becomes significantly useful for active, conscious, and purposeful language learning when the students consciously choose strategies that fit the language task

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at hand. Therefore, it can be concluded that learning strategies in learning language are seriously needed in English learning achievement.

The importance of learning strategies in language learning is helping students to participate actively in such authentic communication. It is because the language learning strategies in both general and specific ways encourage the development of communication competence (Oxford, 1990, p.8). Furthermore, it will enable students to develop their language system, understand the language and use the language. In addition, more successful students use strategies for active involvement of language use more frequently than do less successful students (Celce-Murcia, 2001, p.363).

2. Features of Language Learning Strategies

Language learners that are equipped with language learning strategies will actively engage in the process of learning. This is caused by the features of the language learning itself. The main features of language learning strategies are (Oxford, 1990, p.9):

- a. Contribute to the main goal, communicative competence
- b. Allow learners to become more self-directed
- c. Expand the role of teachers
- d. Are problem-oriented
- e. Are specific actions taken by learners
- f. Involve many aspects of the learners, not just cognitive
- g. Support learning both directly and indirectly

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- h. Are not always observable
- i. Are often conscious
- j. Can be taught
- k. Are flexible
- l. Are influenced by variety of factors.

These main features of language learning strategies encourage greater overall self-directed for learners which is particularly important for language learning especially in using the language out of the teacher guidance.

3. Taxonomy of Language Learning Strategies

There are some taxonomy stated by the expert in case of language learning strategies; they are Rubin taxonomy, O'malley taxonomy, and Oxford taxonomy. This discussion only focuses on Oxford taxonomy. Oxford has stated six main categories of second language learning strategies (cited in Celce-Murcia, 2001, pp.363-365). They are:

a. Cognitive strategies

This type of strategy enable learner to manipulate the language material in direct ways. This can be applied through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas, practicing in naturalistic settings, and practicing structures and sounds formally.

Cognitive strategies help learners to understand and produce new language through a series of means such as summarizing and

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reasoning, among others. Specifically, it is used for comprehension and production.

b. Metacognitive strategies

This type of strategy is used in information processing theory to indicate and “executive” function (Brown, 2007, p.134). It can be applied through planning for second language task, gathering and organizing material, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning. It can be stated that metacognitive strategies appear when students are involved in planning, monitoring and evaluating learning (Ellis, 2003, p.77).

c. Memory-related strategies

This type of strategy helps students to link one target language item or concept with another, but do not necessarily involve deep understanding. It enables students to learn and retrieve information in an orderly string, via sounds, images, a combination of sound and image, body movement, and mechanical means.

d. Compensatory strategies

This type of strategy is also intended for language use and aids in language learning as well. It can be applied through activity of guessing from context in listening and reading by using synonym and “talking around” the missing word to aid speaking and writing. Moreover, this strategy is also known as communication strategy

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because it provides many opportunities to the language use. It is because when learners feel they have certain limitations in getting their messages through or in understanding what other people are telling them, they make use of the compensation/ compensatory strategies to fill in the gaps in communication.

e. Affective strategies

This type of strategy involves taking control of the emotional conditions and experiences that shapes students' subjective involvement in language learning (Dornyei, 2005, p.169). This strategy appears when students identify one's mood and anxiety level, talking about feeling, rewarding oneself for good performance, and using deep breathing or positive self-talk. Over time, this strategy has been needed less for students' progress to higher proficiency because of students' use on another language learning strategies dominantly.

f. Social strategies

This type of strategy helps students to work with others and understand the culture of the target language as well as the language. It involves interpersonal behaviors aim at increasing the amount of target language communication and practice the learner undertakes (Dornyei, 2005, p.169). This strategy is done through asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with native-speaking

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conversation partner, and exploring cultural and social norms of the language.

4. The Nature of Motivation in Language Learning

In learning second or foreign language, motivation has been regarded as one of the affective factors that has significant influence on language learning success. Motivation is the effort, desire and attitude toward learning (Dornyei, 2005, p.68). Motivation pushes students or learners to maximize their strength in learning. This will activate their conscious control on themselves that they will try to take advantages as many as possible from many sources they have.

Motivation is the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and give rise to a period of sustained intellectual and physical effort in order to attain set goals. Motivation has a strategic role in someone's learning activity. No body learned without motivation. No motivation means that there is no learning activity. So motivation is very important in learning activity in classroom.

Motivation is important in learning because the process of learning will be running efficiently if the students in the classroom have wishing to learn something they think. Motivation is important in getting students to engage in learning activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn

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something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something.

Motivation functions to energize and activate behavior, direct behavior, and regulate persistence of behavior (Alderman, 2004, p.18). Precisely, motivation expresses deeper concept such as what gets students engaged in or turned off toward learning, why one course of action is chosen over another, and why students persist towards goal. Thus, it can be said that motivation is the gear that makes students move in making them involve in the process of learning and specifically in the effort in conducting the learning.

Motivation can also be as motor or encourager for someone to do some actions in achieving the goal that he/she desired; thus, if the students want to achieve their goal in learning, they must have motivation. Motivation has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. Moreover, "In the context of L2 learning, motivation was seen as the extent to which the individual works or strives to learn the language because of a desire to do so" (Kissau, 2006, p.76).

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Thus, students' who are highly motivated have willing and eager to invest effort in learning activities and to progress. The motivation within the students or learners can be identified through the characteristics below (Ur, 2003, p.275):

- a. Positive task orientation means that the students or learners is willing to tackle task and challenges, and has confidence in his or her success.
- b. Ego-involvement means that the students or learners find it important to succeed in learning I order to maintain and promote his or her own positive self-image.
- c. Need for achievement means that the students or learners have a need to achieve, to overcome difficulties and succeed in what they set out to do.
- d. High aspirations mean that the students or learners are ambitious, go for demanding challenges, high proficiency, top grades.
- e. Goal orientation means that the students or learners are very aware of the goals of learning, or of specific learning activities, and directs their efforts towards achieving them.
- f. Perseverance means that the students or learners consistently invest a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of ambiguity means that the students or learners are not frustrated or disturbed by situations involving a temporary lack of

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understanding or confusion; they can live with these patiently, in the confidence that understanding will come later.

Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.

Therefore, it indicates that motivation has significant important role in leading students or learners to achieve the curriculum expectation and complete the learning goal with the process involve within it.

5. Type of Motivation in Language Learning

In terms of learning language, motivation has been defined and constructed in many models based on the experts such as “intrinsic and extrinsic motivation” by Deci and Ryan (1985), “integrative and instrumental motivation” by Gardner and Lambert (1959), and also motivation model by Dornyei.

a. Intrinsic and Extrinsic Motivation by Deci and Ryan (1985)

Intrinsic motivation is about doing something because it makes one feels happy, more whole, or because it fits in some way with something important to what a person is (Leaver, Ehrman & Shekhtman, 2005, 104). Thus, the principle of intrinsic motivation is “the most powerful rewards are those that are intrinsically motivated

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within learner which the behavior stems from needs, wants, or desire within oneself, the behavior itself is self-rewarding” (Brown, 2000, p.59). It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward.

Intrinsic motivation is founded upon innate needs for competence and self-determination. It is hypothesized that when people are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents. By striving to meet these challenges, they develop a sense of competence in their abilities.

This intrinsic motivation can be found such as in students’ interest, need goal in learning, moreover hobby exemplifies intrinsic of motivation.

- 1) Interest, students with an interest in a subject tend to pay attention to it. They feel that makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to of stimuli or attending to something (Gage & David, 1984:374). Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have interest. The students will study regularly or effectively and they will be success if they have high interest.

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- 2) Need, a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It mean that need is a circumstances in which something is necessary. The characteristics of three types of needs are : (Ciccarelli & White, 2009, p.346)
 - a. Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging one.
 - b. Need for affiliation, people high in this need seek to be liked by another and to be held in high regard by those around them.
 - c. Need for power, power is not about reaching a goal but about having control over other people. People high in need would want to have influence over others and make impact on them.
- 3) Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it.
- 4) Goal, we have said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do something, they have decided to a goal. In teaching and learning activity the students have to know decide to a

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goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal

Recently, Vallerand and his colleagues (Vallerand, 1997; Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand et al., 1992, 1993) proposed three-part taxonomy of intrinsic motivation, they are (1) intrinsic motivation knowledge is the motivation in learning language for the feeling associated with the exploration of new ideas and developing knowledge, (2) intrinsic motivation accomplishment is the motivation refers to the sensations related to attempting to master and finish a task or achieve a specific goal, and (3) intrinsic stimulation is the motivation relates to the basis simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. All these three subtypes of intrinsic motivation is based simply on the pleasurable sensations experienced during the self-initiated and challenging activity.

Furthermore, students with intrinsic motivation toward knowledge make the students engage in the activity for the pleasure and satisfaction derived when trying to obtain something new, to reach new standard of knowledge, or to create new invention. While students with intrinsic motivation toward accomplishment focus on the process of the learning itself rather than the outcome, it is because they enjoy the process in order to feel competent and creative. Finally, students

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with intrinsic motivation to experience stimulation involve in the learning activity to experience fun, excitement, and positive sensation occurred in the learning process.

Therefore, students who are intrinsically motivated undertake an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. It shows that intrinsic motivation involves the arousal and maintenance of curiosity and flow as a result of such factors as students' particular interests and the extent to which they feel personally involved in learning activities.

Meanwhile, extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, and praise. People who are extrinsically motivated may not enjoy certain activities. They may only wish to engage in certain activities because they wish to receive some external reward. For example, a university student is selecting a major in college based on salary and prestige, rather than personal interest in the major.

It is stated that extrinsic motivation is fueled by the anticipation of a reward from outside and beyond self (Brown, 2007, p.172). Extrinsic motivation comes from outside of the individual and refers to the performance of an activity in order to attain an outcome, whether or not that activity is also intrinsically motivated.

Extrinsic motivation involves the influence of outside factors, such as the opinions of others, or receiving an extrinsic reward, like a

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good grade (Dörnyei and Ushioda, 2011: 23). Thus, in terms of learning process, an extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers, or teacher approval.

Extrinsic motivation comes from any numbers of outside factors. Furthermore, an extrinsically motivated student studies and learns for other reasons; for example the needs to pass the exam, the hope for financial reward, or the possibility of future travel. Both of the motivations work together in learning process as the psychological mechanism that gives the students courage, energy, and attention in learning. An extrinsically motivated student studies and learns for other reasons.

This type of motivation does not necessarily imply a lack of self-determination in the behaviors performed. It has been classified into different types by Deci and Ryan (1985) along a continuum according to the extent which they are internalized into the self-concept which is the extent to which the motivation is self-determined. They are (1) external regulation is those activities that are determined by sources external to the students such as specific benefits or costs. If the benefits or costs are taken away, there is no incentive to continue to involve in the learning process anymore, (2) introjected regulation is the reasons that pertain to perform the learning activity due to some type of pressure that students have incorporated into themselves. For

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example, students learn a foreign language because they will feel ashamed if they could not speak the language. The involvement in the learning process is only happened because the students have to reduce their guilty feeling, (3) identified regulation is the realization of self-determination. It is because students invest their energy in the learning process because they have chosen to do so for personally relevant reasons. For example, students who feel that fluency in English language is an important aspect for their educational development will practice speaking activity in order to reach the fluency level.

Therefore, it can be concluded that high motivation students whether intrinsically motivated or extrinsically motivate, they will be pushed to do more learning activity. Though, it is suggested that the teacher must improve students' motivation in learning in order to achieve maximum level of learning.

b. Integrative and Instrumental Motivation by Gardner and Lambert (1959)

Integrative motivation is understood as the willingness to become a member of another ethno linguistics group or simply a group of people who speak foreign language. It is the internal reason in language learning where students have willing and interest in having social interaction with the members of the target language group (Setiyadi et al., 2016, p.41). This type of motivation sees successful language learners as those who learn the foreign or target language are

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the learners who like the people that speak the language, admire the culture within the language and have desire to become familiar with the society and integrate into the society that use the language for communication.

Integrative motivation describes an openness to identify another language community where the students are pushed to know the target language and the people who speak the language (Ahmed et al., 2015, p.231). For instance, when someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation" (Finegan, 1999, p.568).

On the other side, instrumental motivation is for the sake of a practical reason such as getting a job/high salary and bonus, as a source to get social and economic opportunities (Ahmed et al., 2015, p. 231). Language is learned as the support of purpose relating to occupation and concerns an individual's primary concern for language development, apart from social goals in second language acquisition.

With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for

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school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

In comparison of these two types of motivation proposed by Gardner and Lambert, several studies have found that language learners who are integrative motivated are more successful than those who are instrumentally motivated; it is likely that integrative motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students.

6. The Relationship between Motivation and Language Learning

In terms of learning a foreign language, motivation acts as a stimulant for achieving a specific target. Motivation becomes essential factor in learning language. Through motivation, students will have energy and spirit in gaining the specific goal in education. It indicates that motivation and learning' success have positive relationship. Many studies have asserted that motivation is undoubtedly an important factor in foreign language learning success (Bukhary & Bahanshal, 2013, 193). It is because motivated students perform better than unmotivated students in achieving the learning goal. This kind of encouragement can result to better learning achievement.

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Motivation plays a vital role in the learning of new language in which without a proper motivation, language cannot be learned (Ahmed et al., 2015, p.231). It has been learning fundamental factor when students want to get success or achieve high achievement. It becomes powerful force for students' positive attitude and behavior toward language learning expected by successful language learning activity. Furthermore, motivation is widely accepted as a key factor which has significant positive influence on the rate and success of second or foreign language learning.

Moreover, by having high motivation, students will have internal power to derive themselves to act in order to satisfy their desire (goal achievement). Highly motivated students can possess high self-efficacy, self-attribution and intrinsic task interest of which their self-motivation becomes an evident in their continuing tendency to set higher language learning goal after achieving earlier goals (Adnan et al., 2013, p.34). Thus, motivation does not only affect the other aspects of language learning support but also influence the success and failure in learning language.

It is because motivation involves student-teacher relationship, self-respect and classroom circumstances because it much understood feeling that students cannot perform well in stressful and tense condition (Ahmed et al., 2015, p.230). Intensively, it may affect students' comprehension and skills in learning language. In simple words, students may not understand the material taught by the teacher because they have no

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motivation of which the learning activity seems useless. Students may also obtain low capability of language skills because they are not motivated and uninterested to speak English, listen to English conversation, read English material, and write in English. All of these incapability will result to low or bad language learning achievement.

To avoid the low language learning achievement or obtain unsuccessful language learning, teacher should have better understanding of students' motivation because it may aid teachers to innovate language learning programs which generate the motivation most conducive to the production of more successful English learners. Specifically, Dornyei and Csizer have developed Ten Commandments for motivating language learners:

- a. Teacher should set a personal behavior example
- b. Teacher should make sure that the class atmosphere is relaxed and pleasant
- c. Teacher should present tasks properly to the students
- d. Teacher should establish good teacher-student relationship
- e. Teacher should increase students' self-confidence
- f. Teacher should ensure that the language class are interesting to the students
- g. Teacher should promote as much as possible learner's autonomy
- h. Teacher should personalize the learning process
- i. Teacher should increase learners' goals

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- j. Teacher should make sure that students are familiar with the target language culture (cited in Bahous, 2011, p. 34).

7. The Relationship between Motivation and Learning Strategies

As discussed above, learning strategies are very important in term of facilitating students with clear way of achieving the learning goal. In order to choose and use the appropriate learning strategies, motivation is needed to led students or leaners using it in the learning process. It is because motivation applies not only to why students are learning a language but also why they make the choice they do while learning.

Specifically, motivation can affect students or learners' choice in the learning strategies they use (Leaver, Ehrman & Shekhtman, 2005, p.105). As an example, when a student wants to learn an unknown topic or material in English (motivation) but she or he has limited time for it, she or he decides that what she or he need is very basic language for understanding and getting around with the topic or material. To help her or his learning, she or he may use some techniques such as making summary and using dictionary, both of these are the strategies that the students pick and use in order to fulfill the learning goal. In this case, motivation functions to lead students choosing the appropriate learning strategies so the goal is easily achieved.

Furthermore, Yang shows that high motivation leaners' belief resulted in the use of strategies, and this in turn, reform leaners' belief and elevated motivation (cited in Nikoopour, 2012, p.1278). The interaction of

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motivation and learning strategies is obviously presented in Rubin's representation of knowledge and beliefs in which the knowledge and beliefs of having five components: task knowledge, self-knowledge, beliefs, background knowledge, and strategy knowledge.

In line with Yang, the other research findings also show that there is relationship between components of motivation and subcategories of language learning strategies. It shows that more motivated language learners not only use more language strategies but also are more self-regulated which will encourage better achievement (Banisaeid & Huang, 2015, p.42).

Motivated learners or students are the one who are aware and more advanced in their learning which typically use better strategies. When the students are motivated to fulfill the task requirements, they will determine the strategy choice of which they will not use the same strategy when they face different terms of learning such as writing and speaking (Oxford, 1990, p.13). Thus, the awareness which emerges from motivation in learning strongly shape learners' strategies such classroom that emphasis students motivation on discrete-point grammar-learning will result in development of learning strategies like analysis and reasoning rather than more global strategies for communication.

In addition, highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners because motivation is related to language learning purpose which is another key to

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strategy use (Oxford, 1990, p.13). It can be concluded that motivation is not only help learner pick the appropriate strategies and use it in wide rangel, but the difference motivation will also determine different strategy to use in order to complete the learning goal and result in high learning achievement.

B. The Relevant Research

The review of previous studies which related to this research is very important in order to show the importance of researching the variables in this research and to avoid plagiarism.

The first research regarding to motivation was conducted by Bambang Setiyadi et al (2016) entitled *Language Motivation, Metacognitive Strategies and Language Performance: A Cause and Effect Correlation*. This research aimed at identifying how language motivation in the context of EFL setting and investigating how language motivation affected the use of metacognitive strategies and language performance. The participants of the research were 581 first year undergraduates form Exact and Social Department which consist of 272 males and 309 females. Questionnaires were used in collecting the data of which questionnaire adapted form Gardner, Tremblay & Masgoret was applied for motivation and Langaue Learning Startegy Questionnaire (LLSQ) by Author was used for metacognitive strategies.

The findings of this research were (1) there is a relative new category of motivational orientation that exist in the context of EFL

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learning, (2) EFL learners had more international orientation in learning English and were more extrinsically motivated than intrinsically motivated, (3) more motivated learners immersed themselves more in the language learning task which triggered them to use metacognitive strategies, and (4) students' motivation predict their use of language learning strategies, and , in turn, their learning strategies predicted their language performance. The similarity of this research and recent research lies on the applying language motivation and metacognitive strategies as the variables, however the difference lies on the design of the research between ex-post facto and correlational design and use of learning strategies as whole rather than subcategories.

The second research was conducted by Azam Badrkoohi and Paviz Maftoon (2017) entitled *Individual Differences and L2 Motivation: The Case of EFL Learners*. This research attempted to shed more light on the relationship among L2 motivation, visual learning style, mental imagery, ideal L2 self, and L2 learning experience in the Iranian context. This research was conducted on 100 senior BA majoring in English Translation or TEFL at Islamic Azad University, Central Branch, Tehran, Iran. The instruments used in collecting the data were validated questionnaires.

The findings were the visual learning style had the highest correlation with L2 motivation; mental imagery, ideal L2 self, and l2 learning experience all had similar moderate correlations with visual learning; L2 motivation had the highest correlation with L2 learning

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experiences; and ideal L2 self had second highest correlation with L2 motivation. The similarity that clearly is seen with the present research is on L2 motivation as one of the variable used and correlational study as the design while the differences cover almost all aspect in the research including other variables, participants, instrumentations, etc.

C. The Operational Concept

The operational concept is needed to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. There are two variables involved in this research. Motivation in learning English is as the independent variable symbolized by “x” and learning strategies is as the dependent variable symbolized by “y”. The operational concept is pictured by following diagram:



a. The indicators of motivation in learning English are as follows:

- 1) Intrinsic Motivation
 - a) Knowledge: the students do an activity for the feelings associated with exploring new ideas and developing knowledge.
 - b) Accomplishment: the students' action related attempting to master a task or achieve a goal.
 - c) Stimulation: the students' action based simply on the sensations stimulated by performing the task.

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2) Extrinsic Motivation

- a) External regulation: the students do activities determined by sources external to the person.
- b) Introjected regulation: the students do activities due to some types of pressure that individual has incorporated into the self.
- c) Identified regulation: the students invest energy in an activity because they have chosen to do so for personally relevant reasons.

b. The indicators of language learning strategies are as follows:

1) Cognitive strategies

- a) Students involve direct analysis in learning language.
- b) Students transform the language into some patterns.
- c) Students synthesize to comprehend the target language.

2) Metacognitive strategies

- a) Students manage planning in language learning to reach goal and objectives of the target language.
- b) Students monitor what they get in learning English.
- c) Students evaluate what they have studied about the language.

3) Memory-related strategies

- a) Students create mental linkage to memorize the target language.
- b) Students use image to memorize the target language.
- c) Students review the target language to memorize it.

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- 4) Compensatory strategies
 - a) Students guess unfamiliar words in comprehending target language.
 - b) Students describe words and use synonym in order to get the meaning across in speaking or writing.
 - c) Students use gesture to produce meaning in speaking.
- 5) Affective strategies
 - a) Students control their emotion in learning English.
 - b) Students show good attitudes in learning English.
 - c) Students motivate and encourage themselves through positive self-talk.
- 6) Social strategies
 - a) Students ask question in English.
 - b) Students cooperate with other to improve their language skills.
 - c) Students become aware to other when they use English to interact.

D. The Assumption and the Hypothesis**1. The Assumption**

In this research, the researcher assumes that the higher the students' motivation in learning English, the better use of their learning strategies will be.

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2. The Hypothesis

Ho : There is no significant correlation between students' motivation in learning English and their learning strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency.

Ha : There is significant correlation between students' motivation in learning English and their learning strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency.

