

Language Learning Strategies, Gender, and Motivation in Foreign Language Context

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Abstract

How the students deal with their learning strategies has been investigated in the last few decades. The main points in this article focused on the profile of learning strategies used by the students of SMA N 16 Samarinda in the academic year 2020/ 2021 from the tenth to twelfth grade in learning English as a foreign language, gender, and motivation types. This study is quantitative research. The data was taken from two main questionnaires: SILL and motivation questionnaire. In analyzing the data, SPSS version 26 was used in this study. The number of participants was 99 students that consisting of 41 males and 58 females. The finding in this study found that the participants mostly used metacognitive strategies in their language learning and cognitive strategies were the least used. There was no significant difference between LLS usage with gender. Students' intrinsic and intrinsic motivation play a significant role in their interest in learning English as a foreign language.

Keywords: *Language Learning, Strategies, Gender, Motivation, Foreign Language*



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INTRODUCTION

The factors that influence the students in a second language or foreign language learning process come from their external and internal aspects, such as the learning process and the students themselves. Language learning strategies (LLS) are key points in the progress of students' advancement. The contribution of language learning strategies in a second language or foreign language has been conducted by many researchers in prior studies. The main challenge in this field is the essential variations in students' linguistic achievement in their second language or foreign language. Some language students seem to achieve more than others do. One prior study was conducted by Rubin (1975) entitled, what good language learners can teach us? In this study, the researcher examined the difference between individual learning and achievement among the students. At the starting point, the reflection of good language students' behavior and the characteristics, which successful language learners shared, were the focus of the research (Cohen et al., 2007). Even though the research in this field was criticized at the beginning of the millennium, the language learning strategies (LLS) has never lost its bid to practitioners, possibly on the students' steps to build up their language learning are seen as tangible and agreeable to pedagogical inference (Pawlak, 2021). Since proficiency in a different environment has a positive link between LLS use and motivation, examining these elements would better understand learning styles and processes.

LITERATURE REVIEW

LLS and Motivation

Since the beginning, the definition and the classification of strategies have always encountered many criticisms. Strategies are the techniques or appliances that the students can use to gain knowledge (Rubin, 1975). In the former category, strategies are further classified into memory, cognitive, and compensation (Jun Zhang & Xiao, 2006). In the latter category, indirect strategies include metacognitive affective and social strategies. Direct and indirect strategies work closely together to enhance language learning effectiveness. R. Oxford (2001) stated memory strategies, such as grouping or using keywords, have a specific function of helping students store and retrieve new

information. Cognitive strategies, such as recombining and summarizing, enable learners to understand and produce new language by many different means. Compensation strategies, for instance, include guessing based on linguistic clues or using a circumlocution or a synonym despite their relatively poor linguistic ability. Metacognitive strategies allow learners to control their own cognition, i.e., to coordinate the learning process by, for example, arranging, planning, and evaluating. Social strategies help students learn through interaction with others. Affective strategies help learners to regulate emotions, motivations, and attitudes. Another definition of strategies refers to conscious thought and actions that the learners take to achieve learning objectives (Samson, 1981). Thus, LLS not a single event, but rather a creative sequence of events that learners actively use (Jun Zhang & Xiao, 2006).

In the classroom situation, the students are gaining new information and accomplishing difficult tasks. In this situation, the students are trying to find the easiest and quickest way to finish their assignments. Their efforts and enthusiasm in doing the tasks might be called a strategy. In language acquisition, style preference and language strategy are essential contributors, as well as motivation. Motivation is a psychological process that can be promoted consciously. Students' motivation in the positive direction is possible changes by using several methods. There are two motivations: integrative and instrumental (Gardner & Lamberd, 1972). According to them, students who are integrative oriented want to learn a second language/ foreign language for conversation, discover, and maybe remodel into native speakers whom they admire and appreciate. Students who are instrumental-oriented tend to learn a language for utilitarian reasons rather than concerning who speaks the target language. The common assumption between these two motivations, integrative motivation is more critical than integrative motivation. Another two concepts in this area are intrinsic and extrinsic, which relate to the source of motivations. Intrinsic motivation comes from the internal students' desires, whereas extrinsic may come from the social environment.

Classification of LLS

There is still debate on exactly how many available strategies for students in second language/ foreign language learning and how these categories should be classified (Hsiao & Oxford, 2002). Most endeavor to classify the strategies more and less toward similar categories of language learning strategies without principal changes. Language learning strategies are divided into two fundamental groups: direct strategies and indirect strategies (Suriyanti & Yaacob, 2016), as shown in figure 1.

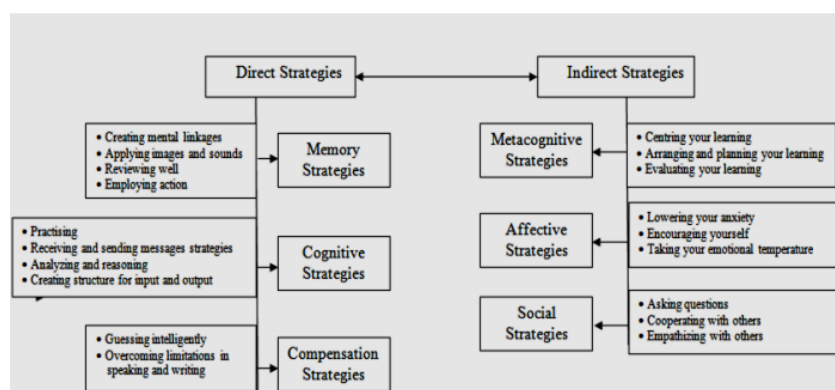


Figure 1. Classification of Language Learning Strategies.

Previous Studies

Many studies have been conducted on the same topic by lots of researchers. Some of them have investigated and found the relationship between LLS use with the students' variables such as motivation, proficiency, gender, or years of study. Regarding gender, the study has persistently found that female learners exceed males in language learning strategies. Female learners are suggested to

use more language learning strategies significantly and regularly than males (R. L. Oxford, 2014). The gender and different language learning strategies in the context of English as a second language or foreign language have been found in prior studies (Ehrman & Oxford, 1995; R. L. Oxford & Green, 1995). One of the empirical studies was the research on ninety American university students who were engaged in a foreign language course found that female students use social strategy or interactional regularly than male students (Politzer, 1983). In another study, 1200 American university students were investigated regarding language learning strategies and found that female students use three categories of all strategies (formal practice, general study, and input elicitation) (R. Oxford & Nyikos, 2015). Social strategies and metacognitive have been used frequently by a female rather than males (Dryer & Oxford, 1996).

The different finding was reported that there was no significant difference in SILL (Strategy Inventory for Language learning) among 246 Malaysian students (Hashim & Azizah, 1994). Female students were also reported to use fewer strategies than males among 678 university students in Singapore (Wharton, 2000). There was no statistically significant difference between the strategies used and gender among 348 students in New Zealand (Griffiths, 2003). The newest study also declared that there was no significant statistical difference in the use of all categories or one of the six categories between males and females in LLS (Martínez-Adrián et al., 2019).

There was a mutual relationship between LLS and motivation which means that motivation leads to strategy use and vice versa (Martínez-Adrián et al., 2019). Another study has found that Asian students use LLS more often than less motivated students in all six categories in SILL from 157 university students in Japan (Mochizuki, 1999). Another study reported that there was a correlation significant between language learning strategies in English learning with EFL students' motivation (Shyr et al., 2017).

Research Questions

In this study, the researcher has tried to investigate the whole patterns of the usage of language learning strategies by the students of SMA N 16 Samarinda in learning English as a foreign language (EFL). The research questions are as follows:

1. Which category of LLS is used frequently by the students of SMA N 16 Samarinda in the process of learning English as a foreign language?
2. Which category of LLS is used infrequently by the students of SMA N 16 Samarinda in the process of learning English as a foreign language?
3. Is there any relationship between gender and language learning strategies? Which strategies do females use regularly and vice versa?
4. What is the main motivation for learning English as a foreign language?

RESEARCH METHOD

This research is a quantitative cross-sectional study within the characteristics of the descriptive correlational framework. This work is a non-experimental type in which the self-reported learning strategies were examined with statistical and interpretive analysis.

Participants and Research Instruments

The participants of this study were 99 students of SMA N 16 Samarinda in the grade tenth, eleventh, and twelfth social and science major. There were 52.52% from the grade tenth, 22.22% from the grade eleventh, and 25.25% from grade twelfth. Regarding the participants' age, the minimum was

15 years old, and the maximum was 17. The main instrument in this study was used as a questionnaire to collect the data. There were three parts to the questionnaire, as follows:

Part 1: Individual background questionnaire (IBQ)

Part 2: SILL Questionnaire

Part 3: Questionnaire regarding the reasons for learning English to reflect motivation

This study used SILL (Strategy Inventory for Language Learning) as the quantitative tool. It was developed by Oxford in 1990. The participants have to answer each question in the questionnaire on a Likert scale of five (never, sometimes, usually, most of the time, always). SILL contains six parts, as follows:

- A. 9 memory strategies (remembering)
- B. 14 cognitive strategies (mental process)
- C. 6 compensation strategies (compensation)
- D. 9 metacognitive strategies (feelings, emotion)
- E. 6 social strategies (social learning with peers, native)

Regarding the motivation, the questionnaire was given by providing a list of five options to be chosen by the students for which they wanted to learn English.

Data Collection Phase

The questionnaire was distributed online through the link of Google form. The students were asked to finish the questionnaire within 2 hours. The researcher has explained the purpose of the questionnaire to the students in advance. All the responses were collected and then examined.

FINDING AND DISCUSSION

To compare different results, the data from the SILL questionnaire were collected and analyzed in Excel and SPSS version 26 using various statistical tools, such as Cronbach's Alpha, ANOVA, Spearman's rho test, etc.

Cronbach's Alpha

The reliability statistic of all questions in the SILL questionnaire for all participants was very high ($\alpha = .893$). The standard reliability score was $> .6$ (Sujarweni, Wiratna, 2014), and in this case, it was more than the respectable range (Table 1).

Table 1. Cronbach's Alpha Test

Cronbach's Alpha	Standardized Cronbach's Alpha	Items
0.893	0.6	50

Overall Strategy Use

To answer the first of two questions in this study, the researcher analyzed the most and the least frequency of strategies used among students. One-way analysis of variance (ANOVA) has been conducted to analyze the data. The result showed in Table 2. The table illustrates the descriptive statistic in the overall strategy used. The outcome of ANOVA reported that there were significant differences in six LLS categories ($F=5.866$, $p=0.000$). The most strategy used by the students was metacognitive strategies ($M=3.70$, $SD= 0.44$). Furthermore, cognitive strategies ($M=2.99$, $SD=0.33$) were the least. From the same table, it can be reported that the metacognitive strategy ($M=3.70$) is the highest usage category. The other categories of LLS fall into lower categories. Social categories ($M=3.43$), followed by affective categories ($M=3.27$), memory strategies ($M=3.09$), compensation categories ($M=3.03$), and the least used category was cognitive ($M=2.99$). Language learning categorization was divided into high, low, and medium (Oxford, 1990), as shown in table 3.

Table 2. Average use of six types of learning strategies

Variable	Items	Mean	SD	Minimum	Maximum	Rank	F	Sig
Memory	9	3.09	0.17	2.96	3.22	4	5.866	0.00
Cognitive	14	2.99	0.33	2.81	3.20	6		
Compensation	6	3.03	0.27	2.74	3.32	5		
Metacognitive	9	3.70	0.44	3.40	4.03	1		
Affective	6	3.27	0.50	2.75	3.80	3		
Social	6	3.43	0.26	3.15	3.70	2		
Total	50	3.23	0.42	3.11	3.35			

Table 3. Strategy Usage Results profile key

Strategy Usage Results profile key		
High	Always or almost always used	4.5-5.0
	Usually used	3.5-4.4
Medium	Sometimes used	2.5-3.4
Low	Generally, not used	1.5-2.4
	Never or seldom used	1.0-1.4

To find the multiple differences between the six different categories of learning strategies, a Scheffe post hoc test was conducted. There were significant differences between the six LLS categories, as shown in table 4.

Table 4. Scheffe results for multiple comparisons among LLS strategies.

Strategy	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Memory		0.994	1.000	0.025	0.959	0.636
Cognitive			1.000	0.002	0.738	0.273
Compensation				0.028	0.907	0.551
Metacognitive					0.356	0.794
Affective						0.988
Social						

Item Wise Strategy Use

The fifty items of SILL strategies along the means values were presented in table 5 from the high to low used. The most LLS strategy that was used by the students was the metacognitive category. The item was "I pay attention when someone is speaking English" (M=4.29, SD=0.972). The least LLS strategy, "I read for pleasure in English," was from the cognitive category (M=2.34, SD= 1.108). Among the top ten most used categories, which are in the high usage range (M=3.5-above), there were five metacognitive, two affective, two social, and one cognitive. The one strategy that was not in the higher usage category was the memory strategy.

Table 5. Preference of language learning strategies by English learners at SMA N 16 Samarinda

SI	Language learning strategies	Type	M	SD	Ma	SD	F	SD
1	<i>I pay attention when someone is speaking English.</i>	<i>Met</i>	<i>4.29</i>	<i>0.972</i>	<i>4.488</i>	<i>0.840</i>	<i>4.190</i>	<i>0.982</i>

2	I try to find out how to be a better learner of English.	Met	4.18	1.014	4.220	0.936	4.241	0.979
3	I notice my English mistakes and use that information to help me do better	Met	3.98	1.069	4.171	1.046	3.914	1.031
4	I try to relax whenever I feel afraid of using English.	Aff	3.88	1.062	4.073	0.985	3.810	1.051
5	I have clear goals for improving my English skills.	Met	3.79	0.918	3.951	0.865	3.776	0.937
6	I think about my progress in learning English.	Met	3.78	0.995	3.878	0.927	3.707	1.043
7	I encourage myself to speak English even when I am afraid of making a mistake.	Aff	3.64	1.064	3.805	1.054	3.707	1.060
8	I ask English speakers to correct me when I talk.	Soc	3.65	1.016	3.829	0.972	3.707	1.060
9	If I do not understand something in English, I ask the speaker to slow down or say it again.	Soc	3.63	1.093	3.902	0.970	3.500	1.128
10	I watch English language TV shows or go to movies spoken in English.	Cog	3.60	0.968	3.537	0.977	3.655	0.928
11	I try to find as many ways as I can to use my English.	Met	3.42	0.893	3.512	0.810	3.397	0.917
12	<i>I notice if I am tense or nervous when I am studying or using English.</i>	<i>Aff</i>	<i>3.35</i>	<i>1.033</i>	<i>3.073</i>	<i>0.787</i>	<i>3.621</i>	<i>1.121</i>
13	I remember an English word by making a picture in my head in which the word can be used.	Mem	3.34	0.847	3.049	0.705	3.052	0.436
14	I practice English with other students.	Soc	3.28	0.846	3.463	0.778	3.259	0.909
15	I review English lessons often (I go over my work after class).	Mem	3.28	0.607	3.341	0.656	3.241	0.572
16	I look for opportunities to read as much as possible in English	Met	3.27	0.855	3.512	0.952	3.138	0.712
17	I first skim an English passage (read over the passage quickly) and then go back and read carefully.	Cog	3.26	0.828	3.220	0.759	3.293	0.879
18	I use rhymes to remember new English words.	Mem	3.25	0.873	3.317	0.907	3.207	0.853
19	If I can't think of an English word, I use another word or a phrase that means the same thing.	Com	3.24	0.916	3.268	0.775	3.259	0.983
20	I try to talk like speakers who have English as a first language.	Cog	3.24	0.730	3.244	0.624	3.293	0.749

21	I practice the sounds of English.	Cog	3.24	0.730	3.244	0.624	3.293	0.749
22	I use the English words I know in different ways.	Cog	3.24	0.730	3.244	0.624	3.293	0.749
23	I try to learn about the culture of English speakers.	Soc	3.20	0.903	3.341	0.762	3.345	0.947
24	To understand unfamiliar English words, I guess what they mean	Com	3.19	1.037	3.073	0.959	3.397	1.008
25	I find the meaning of any English word by dividing it into parts that I understand.	Cog	3.17	0.904	2.976	0.758	3.328	0.962
26	I plan my schedule so I will have enough time to study English.	Met	3.17	0.821	3.341	0.794	3.138	0.760
27	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	Mem	3.15	0.800	2.902	0.664	3.328	0.846
28	I ask for help from English speakers.	Soc	3.14	0.821	3.537	0.840	3.310	0.995
29	When I can't think of a word during a conversation in English, I use my hands to explain.	Com	3.10	0.931	3.341	0.938	3.069	0.876
30	I look for people I can talk to in English.	Met	3.10	0.875	3.268	1.001	3.103	0.742
31	I try to guess what the other person will say next in English	Com	3.08	0.841	3.000	0.837	3.190	0.805
32	I try not to translate word for word.	Cog	3.06	0.806	2.927	0.932	3.155	0.696
33	I remember new English words or phrases by remembering their location on the page, on the board, or a street sign.	Mem	3.05	0.560	3.463	0.809	3.259	0.870
34	I make a connection between what I already know and the new things I learn in English.	Mem	3.02	0.926	3.049	0.973	2.982	0.971
35	I use new English words in a sentence, so I can remember them.	Mem	3.00	0.845	3.000	0.632	3.000	0.973
36	I reward myself or treat myself when I do well in English.	Aff	2.96	0.936	3.293	1.167	2.845	0.745
37	I ask questions in English.	Soc	2.91	0.608	2.927	0.412	3.121	0.774

38	I use flashcards to remember new English words.	Mem	2.89	0.621	2.902	0.583	2.879	0.651
39	I say or write new English words a few times.	Cog	2.87	1.085	3.049	1.182	2.845	0.933
40	I talk to someone else about how I feel when I am learning English	Aff	2.86	0.869	2.902	0.944	2.862	0.805
41	I physically act out new English words.	Mem	2.85	0.437	2.707	0.461	2.948	0.394
42	I try to find patterns in English.	Cog	2.83	0.821	2.780	0.881	2.931	0.746
43	I make summaries of information that I hear or read in English.	Cog	2.82	0.747	2.829	0.704	2.810	0.783
44	I read English without looking up every word in the dictionary I don't understand	Com	2.67	0.742	2.683	0.521	2.707	0.859
45	I start conversations in English.	Cog	2.67	0.606	2.683	0.521	2.707	0.649
46	I make up new words if I do not know the right ones in English.	Com	2.65	0.760	2.317	0.687	2.914	0.708
47	I write down my feelings in a language learning diary.	Aff	2.60	0.653	2.683	0.687	2.655	0.762
48	I write notes, messages, letters, or reports in English.	Cog	2.59	0.606	2.780	0.525	2.569	0.624
49	I look for words in my language that are similar to new words in English.	Cog	2.41	1.020	2.659	0.911	2.466	1.012
50	I read for pleasure in English.	Cog	2.34	1.108	2.732	1.141	2.362	1.003

Spearman's Rho Correlation

Spearman's Rho correlation was used in this study to investigate the correlation between strategies in pairs, as shown in table 6. Spearman's Rho is a non-parametric test. It is used to assess the strength of the association between two variables. In this study, a positive correlation means that the students who get high scores in one strategy are expected to get high scores in one strategy and vice versa.

Table 6. Result of Spearman's Rho test

Spearman's rho		Memory	Cognitive	Comp.	Meta.	Affective	Social
Memory	Correlation Coefficient	1.000	0.076	-0.062	-0.062	-0.171	-0.048
	Sig. (2-tailed)		0.456	0.544	0.541	0.090	0.636
	N	99	99	99	99	99	99
Cognitive	Correlation Coefficient	0.076	1.000	.394**	.595**	.378**	.394**
	Sig. (2-tailed)	0.456		0.000	0.000	0.000	0.000
	N	99	99	99	99	99	99

Compensation	Correlation Coefficient	-0.062	.394**	1.000	.488**	.429**	.334**
	Sig. (2-tailed)	0.544	0.000		0.000	0.000	0.001
	N	99	99	99	99	99	99
Metacognitive	Correlation Coefficient	-0.062	.595**	.488**	1.000	.576**	.505**
	Sig. (2-tailed)	0.541	0.000	0.000		0.000	0.000
	N	99	99	99	99	99	99
Affective	Correlation Coefficient	-0.171	.378**	.429**	.576**	1.000	.503**
	Sig. (2-tailed)	0.090	0.000	0.000	0.000		0.000
	N	99	99	99	99	99	99
Social	Correlation Coefficient	-0.048	.394**	.334**	.505**	.503**	1.000
	Sig. (2-tailed)	0.636	0.000	0.001	0.000	0.000	
	N	99	99	99	99	99	99

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

The statistical significance between the two variables is presented in table 7. There were four of six strategies that correlate with each other. From the table, it was found that cognitive strategies were correlated with metacognitive strategies ($r=0.595$, $p=000$). The next pair correlation was metacognitive strategies and affective strategies ($r=0.576$, $p=000$). Metacognitive strategies were also found to correlate with social strategies ($r=0.505$). The last pair correlation was effective strategies and social strategies ($r=0.503$, $p=000$). Interestingly, the last two categories, memory, and compensation, were not correlated with other LLS strategies. It means that these strategies show a negative relationship.

Table 7. Pairs of strategies show a positive relationship.

Strategy Pair	Correlation Coefficient	p
Cognitive-Metacognitive	$r=0.595$	$P=000$
Metacognitive-Affective	$r=0.576$	$P=000$
Metacognitive-Social	$r=0.505$	$P=000$
Affective-Social	$r=0.503$	$P=000$

Gender

The third research question in this study was whether there was any relationship between strategy usage with gender. Of 99 students, there were 41 (41, 42%) male students and 58 (58.58%) female students. To see the difference between gender and LLS use, an independent t-test was conducted in this study. Table 8 reported the result of the t-test according to gender. From the table, it can be reported the result was not much significant difference, which $t=0.199$ and $p=0.385$. The male students ($n=41$) reported using the language learning strategies $M=3.212$ ($SD=0.498$).

In contrast, female students ($n=58$) reported using the language learning strategies $M=3.172$ ($SD=0.563$). In the case of metacognitive strategies, the mean of male students was higher than

female students. It means that males were more frequent in using metacognitive strategies than females. The other two strategies, social and affective, were used more frequently by males than females. The less frequent strategy used by males and females was cognitive strategies. Which male M=2.930 and female M=2.969.

Table 8. Result of t-test according to Gender

Types	Male			Female				
	Mean	SD	Freq.	Mean	SD	Freq.	T	Sig.
Memory	2.943	0.415	Medium	3.057	0.440	Medium	-1.305	0.195
Cognitive	2.930	0.447	Medium	2.969	0.390	Medium	-0.460	0.647
Compensation	2.947	0.402	Medium	3.017	0.609	Medium	-0.644	0.521
Metacognitive	3.805	0.639	High	3.567	0.655	High	1.797	0.076
Affective	3.240	0.557	Medium	3.195	0.631	Medium	0.362	0.718
Social	3.407	0.530	Medium	3.228	0.653	Medium	1.445	0.152
Overall	3.212	0.498	Medium	3.172	0.563	Medium	0.199	0.385

The comparison of LLS uses and gender is presented in table 9. The first table shows the average use of six categories by male and female students. The average of each category for both males and females were categorized as M>3 and M<3 as follows.

Table 9. Male students' M>3 and Female students' M<3

LLS	Type	Male		Female	
		M	SD	M	SD
I make a connection between what I already know and the new things I learn in English.	Memory	3.049	0.973	2.982	0.971
I say or write new English words a few times.	Cognitive	3.049	1.182	2.845	0.933
I reward myself or treat myself when I do well in English.	Affective	3.293	1.167	2.845	0.745

Table 10. Male students' M<3 and Female students' M>3

LLS	Type	Male		Female	
		M	SD	M	SD
I connect the sound of a new English word and an image or picture of the word to help me.	Memory	2.902	0.664	3.328	0.846
I find the meaning of any English word by dividing it into parts that I understand.	Cognitive	2.976	0.758	3.328	0.962

I ask questions in English.	Social	2.927	0.412	3.121	0.774
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Motivation

The last research question was regarding the types of motivation for learning English and its relationship with the learning strategies used. To know students' motivation to learn English, they were asked why they learned English. Below is a pie chart showing the motivation and the percentage of the students.

From figure 1 below, it can be reported that 23% of the students were motivated to learn English to get successful in their education. 22% of the students wanted to enhance their self-confidence. 19% of the students wanted to improve their life. The students' motivation to travel around the world and build a relationship through English learning was the same percentage; it was 18% of students. The most motivations that the students wanted to learn English were to succeed in education (23%) and enhance their self-confidence (22%).

Figure 1. Different types of students' motivation



Table 10 shows the distribution of students along with the mean of career options. The students have been divided into two categories. The first category is the intrinsic type, and the second category is the extrinsic type. The highest mean was 3.56 in the intrinsic type, and the lowest mean was 2.95 in the extrinsic type. It means that the students' major intrinsic motivation in learning English was enhancing their self-confidence, and the major extrinsic motivation was getting successful in their education. Students' motivation is indeed influenced by their intrinsic and extrinsic motivation.

Table 10. Type of motivation and its career option

Types of Motivation	Career option	% of students	Mean
Intrinsic Motivation 40%	Enhancing self-confidence	22	3.56
	Life improvement	19	3.14
Extrinsic Motivation 60%	Travelling the world	18	3.00
	Building relationships through English learning	18	2.95
	Success in education	23	3.81

CONCLUSION

The result of this study reported significant findings. The first of two questions investigated the most and least frequently used language learning strategies by SMA N 16 Samarinda students. The metacognitive strategies were reported as the most frequently used ($M=3.70$, $SD=0.44$). On the other hand, cognitive strategies were reported as the least frequently used ($M=2.99$, $SD=0.33$). The other SLL strategies were in medium usage. The overall strategy use was reported in the medium frequency range ($M=3.23$, $SD=0.42$). Principally, the students in this study informed the medium to high use of language learning strategies with the desire to metacognitive strategies. The aspect of metacognitive was considered important for students in learning English. This result is in line with (Jancy Nandhini Feleciya & Meenakshi, 2016) and (Khan, 2012). Khan reported that social and metacognitive strategies were the most used by the participants in his study. Among the five most frequent strategies used, four were metacognitive strategies and one from affective strategies. The two strategies were reported in the low usage range were cognitive strategies. There were looking at the words from their language that are similar to new words in English ($M=2.41$, $SD=1.020$) and read for pleasure in English ($M=2.34$, $SD=1.108$).

This study found no significant differences in the relationship between gender and language learning strategies. In terms of the mean of the usage of various categories, male students reported using more frequently than females. The male ($M=3.212$, $SD=0.498$) and female ($M=3.172$, $SD=0.563$). The different scores in different strategies indicate a positive attitude towards the use of LLS among the students while learning English as a foreign language. This result is in line with Mart Nez et al. (2016). He reported that there is no significant relationship between LLS and gender.

The last question in this study was related to the motivation type in learning English. Fifty-nine percent of the students had extrinsic motivation, and forty-one percent of the students had intrinsic motivation. Since the students are still in high school, they have high motivation to be a success in education and to enhance their self-confidence while learning English as a foreign language.

Limitation & Future Research

The average usage of language learning strategies in this study was 3.23 for all the population. The finding reported that the students were frequently using metacognitive strategies ($M=3.70$). The least strategies that students used were cognitive strategies ($M=2.99$). Gender and LLS use were found to have no significant difference. In the case of motivation, most students' orientation was from their extrinsic factors. Further research needs to be conducted to see deeper students' reasons for learning English and language learning strategies as well as their motivation. This study has established the basis for future research in the field of LLS for English teaching and learning in the Indonesian context.

This study has been limited to SMA N 16 Samarinda students in the grades of tenth, sixth, and twelfth in the academic year 2020/ 2021. From this limited setting, hopefully, the research on the same topic will be expanded in a different setting. The present study focused on finding the LLS use, profile of SMA N 16 students learning English as a foreign language, gender, and motivation.

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Appendix

Questionnaire on language learning strategies (LLSs)

Designed by Oxford (1990).

HOW TO ANSWER THE QUESTIONS: Choose ONE answer from the 5 possible answers.

Read each statement carefully in this section. There are no right or wrong answers to these statements. The meaning of each number is as follows:

1. Never (0% of the time)
2. Sometimes (25% of the time)
3. Usually (50% of the time)
4. Most of the time (75% of the time)
5. Always (100% of the time)

Part A (Memory strategies)

1. I make a connection between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember an English word by making a picture in my head in which the word can be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often (I go over my work after class).
9. I remember new English words or phrases by remembering their location on the page, on the board, or a street sign.

Part B (Cognitive strategies)

10. I say or write new English words a few times.
11. I try to talk like speakers who have English as a first language.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) and then go back and read carefully.
19. I look for words in my language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of any English word by dividing it into parts that I understand.
22. I try not to translate word for word.
23. I make summaries of information that I hear or read in English.

Part C (Compensation strategies)

24. To understand unfamiliar English words, I guess what they mean.
25. When I can't think of a word during a conversation in English, I use my hands to explain.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every word in the dictionary I don't understand.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use another word or a phrase that means the same thing.

Part D (Metacognitive strategies)

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E (Affective strategies)

39. I try to relax whenever I feel afraid of using English.
 40. I encourage myself to speak English even when I am afraid of making a mistake.
 41. I reward myself or treat when I do well in English.
 42. I notice if I am tense or nervous when I am studying or using English.
 43. I write down my feelings in a language learning diary.
 44. I talk to someone else about how I feel when I am learning English.
1. Part F (Social strategies)
45. If I do not understand something in English, I ask the speaker to slow down or say it again.
 46. I ask English speakers to correct me when I talk.
 47. I practice English with other students.
 48. I ask for help from English speakers.
 49. I ask questions in English.
 50. I try to learn about the culture of English speakers.