



**CORRELATION BETWEEN LEARNING STYLE AND LANGUAGE LEARNING
STRATEGY AND MOTIVATION IN ESL CLASSROOMS**

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UTAR

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APPROVAL FORM

This research paper attached hereto, entitled “Correlation between learning style and language learning strategy and motivation in ESL classrooms” prepared and submitted by Heah Joo Peng in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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ABSTRACT

The present study is designed to identify the preferred learning styles and language learning strategies among the university level students from Univesity Tunku Abdul Rahman, Kampar, Perak. The effort put on this research is to investigate the three research questions: (a) what are the the learning style and language learning strategy preferences among the students from tertiary level, (b) is there any relationship exists between learning styles and language learning strategies, and (c) whether there is an effect of the choice of language learning strategies on the students' language learning motivation. As responses to the answers, 120 students were involved though the purposive sampling and they are required to answer the two questionnaires: PLSPQ and SILL questionnaire to explore the learning style and language learning strategy of the students respectively. Besides, as the second part of this study which is to answer the third questions, semi-structured interview is the way to collect the qualitative data to examine the effect of language learning strategies on the students' motivation. The result revealed that kinaesthetic and tactile learning style is most preferred by the respondents while the cognitive strategies are in high use among them. Additionally, the result presented the positive relationship between visual with affective, auditory with metacognitive and affective, kinaesthetic with compensation, tactile with cognitive, and finally group with social. For the qualitative part, motivation was viewed based on the framework proposed by Deci and Ryan in 1985 which called self-determination theory and the result concluded the effect of affective, cognitive, and metacognitive strategies on intrinsic motivation. Other than that, the students were extrinsically motivated as the consequence of using memory, compensation, and social strategies.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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CHAPTER I: INTRODUCTION

1.0 Overview

In recent years, there is a trend to examine the various factors related to the learners instead of focusing on how and what the teachers are going to teach in the language classrooms. There are extensive studies which emphasize that the learners' individual differences do exist and affect the learning in the classrooms (Muniandy & Shuib, 2016). To prove, every learner has their own preferred ways to learn or some ways that considered as effective for the individual learners and it might be the effect of their biological and psychological variation. Since then, every learner learns differently and is affected by their background, needs, motivations, strategies involved in the learning (Al-Hebaishi, 2012).

1.1 Background of the study

Since the 1970s, the adjustment is frequently made by the teachers in the aspect of the teaching ways, teaching materials and classroom techniques. In spite of that, the results are still undesirable as there is no obvious improvement in the students' language proficiency (Tabanlioglu, 2003). Later, there is an obvious change of the perspectives in many studies related to this area. Although a large number of studies related to education have been conducted, the ultimate goal of the researchers is the same, which is to improve the quality of teaching and learning (Ghaedi & Jam, 2014). When the researchers find that the teachers are not the only person who can control the learning process, it opens another dimension to investigate the learners to determine the ways toward success (Farajolahy & Nimvari, 2017; Muniady & Shuib, 2016).

According to Shuib and Azizan (2015), it reveals that no matter how well a teacher is capable to teach through the different methods, the learning outcome of the students is still undesirable due to the presence of some other factors which affect the students' learning besides the teaching methodology utilized by the teachers. Here, it realizes the effect of pervasive characteristic as human being, the individual differences of the students which served as one of the sources contribute to the teaching and learning difficulty arouse in the ESL classroom nowadays (Balci, 2017). There is a wide range of individual differences being demonstrated in different studies such as age, gender, background, social status, learning styles and learning strategies and they act as the variables in many studies related to the field of language learning.

Among the various differences, learning styles and language learning strategies are most attracting the researchers' attention. Initially, there are many studies concerned with the learning styles alone during the mid-seventies. Learning style is a term which has been extensively defined by different scholars, but it can be summarized as the learners' individualized, natural way to gain, store, and retrieve the information during their learning process. It is stable and difficult to change over time (Felder & Henriques as cited in Sahragard, Khajayi & Abbasian, 2014). Each of learner tends to depend on at least one kind of style to aid their learning. However, it is feasible for the learners to adopt a variety way to cope with a single learning task and the learners with this ability are characterized as the more successful learners (Sahragard, Khajavi & Abbasian, 2014). According the Naiman (as cited in Ihsan & Diem, 2016), when dealing with learning, it is necessary to consider the other factors and the ways they interact with each other to result in the success learning.

Later, in eighties, another concept which has the significant association with learning styles is found. Although they are closely related, they are distinguished from each other in term of

their meanings. Learning strategies has a contrast meaning with the learning style which are the conscious effort made by the learners to enhance their learning and it might be changed from time to time (Ihsan & Diem, 2016). However, as the learning process is complicated and it involves different factors work together toward a desirable outcome. Thus, it is impossible for the language learning strategies to operate independently (Muniandy & Shuib, 2015). Oxford (1989) supported that the students' choices of learning strategies are determined by the students' personal preferences. Furthermore, it appears the statement that the learning outcome will be greatly improved if there is a match between the students' learning styles and learning strategies (Ehrman, Leaver & Oxford as cited in Sahragard, Khajavi & Abbasian, 2014). It can be seen that the learning factors are somehow interrelated to each other. Hence, it is worth to study these relations as they exert impacts on the students' learning (Jie & Xiaoqing, 2006).

In Malaysia context, it is revealed that most of the students' English proficiency does not meet the minimum requirement being set by the authorities. One of the sources of the potential problem being identified is the teacher-centered approach which is widely implemented in the classrooms where the teachers are considered as the person to bear the full responsibility in students' learning includes the exposure of the so called 'best' strategies by the teachers to the students to aid the students to achieve satisfying academic result. Over time, the students are overly dependent on the teachers and finally lost their self-awareness in the learning (Muniandy & Shuib, 2016). In relation to this, a phenomenon regarding the shift of the teacher-centered approach to the student-centered approach has been recognized to face the problems (Muniandy & Shuib, 2016).

Based on Kaur (as cited in Muniandy & Shuib, 2016), the implementation of student-centered approach is useful as it is able to improve the students' learning as the students

start to realize their own responsibility to build and gain the knowledge without being dependent on the others especially the teachers. However, in the practice of student-centered approach, there is an important issue to be dealt with, the most remarkable feature of the students, the students' favored learning styles and strategies. Since human is unique and every of the students and teachers reflect the variety ways of learning and teaching. Here, it raises another concern which is the match or mismatch between the teaching styles and students' preferences (Lee, Thang & Nambiar, 2016). As the teachers play the role as a facilitator in the student-centered approach, it highlights the teachers' role to understand the students' needs and preferences to work out the instructions which suit the students.

When referring to the past studies, it is suggested that the learners' style of learning and choice of language learning strategies have a direct relation. It is true in different contexts (ESL, EFL and ESP) and different research instruments are employed (Li & Qin, 2006). The learners' innate features will indirectly decide the students' choice of learning.

As being mentioned in the previous part, there is an existence of relationship between learning styles and language learning strategies. Also, there appears affective factor, motivation which also plays a significant role in the learning process (Barruansyah, 2018). Motivation has been recognized as one of the important affective factors that decides the level of accomplishment in the language learning. They found that some of the learners are able to learn better than the others because of the operation of other factors together with the motivation. Henceforth, it is worthwhile to explore the reasons lies behind that. Here, it appears some researchers who throw their flashlight on the correlation between learning styles, learning strategies and motivation. In Malaysia where most of the citizens learning English as a second language, learning the second language is not an easy task and it requires the students' effort on

it. It is important to realize the factors which will enhance the students' motivation in learning (Barruansyah, 2018). As the consequence, they initiate the investigation into the factor such as language learning strategies (Fang, bin Daud, Al Haddad & Mohd-Yusof, 2017). For instance, Yea (as cited in Barruansyah, 2018) reveals the correlation between learning styles, reading strategies and also motivation to acquire English in her study.

Therefore, the current study is conducted with the intention to find out the learning styles and learning strategies preferences of the students in university level and followed by the identification of the relationship between them. Looking for the connection between the language learning strategy preferences and language learning motivation is also another concern in this study.

1.2 Statement of problem

In ESL classrooms, one of the ways to evaluate the students' learning is through the classification of their ability and effectiveness to learn the language. There are two kinds of learners: effective and ineffective language learners (Wong & Nunan, 2011). Recently, there is an increasing number of ineffective learners who are demotivated to learn the English language and they consider learning English as a difficult task. It is being identified as a serious issue because it brings negative consequences on the students' academic performance as well as prompting the students to skip the class with the excuse of boring (Rahman, 2015).

According to Lee, Thang and Nambiar (2016), many teachers of English for Specific Purposes (ESP) as well as the ESL classrooms in Malaysia merely depends on the limited type of traditional method and tend to fit the needs of all the students by using a single method. Additionally, the students' passiveness always depending on the teachers for the strategies to

learn effectively and the teachers would try to introduce the one strategy to the whole class of the students which they consider as the best. They ignore the fact that every student is unique and they have individual needs. Therefore, they should not generalize the needs of the students. The conflicts are more likely to occur when the teaching style preferences are incompatible with the learning styles of the students. Actually, teachers and students should be well informed about the differences between teaching style preferences and learning style preferences. The prior term emphasizes the teachers' believe towards the method best suited with the students while the later term indicates the actual ways students like to utilize in their learning (Lee, Thang & Nambiar, 2016). The teachers' preferred ways do not mean as the same as students' preferred way.

Moreover, a large number of Malaysia ESL students lack of the motivation to use the target language for communicative purpose in the classrooms. This happens because of the absence of the meaningful interactions that they have expected from their learning environment which is their preferences (Rahman, 2015). Teachers in ESL classroom often force the students to complete the task based by using the strategies being introduced to them. It causes the difficulty among the students instead of helping them as they lack of interest and motivation to adopt what is being introduced by the teachers. Hence, the classroom teaching rarely meets the needs and preferences of the students and this disobeys the principles emphasized in the student-centered paradigm which being focused nowadays. As the consequence, it gives rise to the undesirable outcome which is increasing number of students who are demotivated to learn English and fail in this subject. These students are not weak but they are not given the chance to develop their full potential based on their preferences (Rahman, 2015).

In light of the problems mentioned above, it is worthwhile to conduct the study to examine the relationship between learning styles, language learning strategies and motivation. When

reviewing the past researches, there are many studies related to the relationship between learning styles and learning strategies among the students from EFL classroom but not ESL classrooms (Balci, 2017). It raises a questions regarding the possibility to generalize the studies in EFL classrooms to the ESL classrooms. Additionally, although motivation has been recognized to have crucial impact on the language learning, most of the studies are carried out in the countries of South Asia, Indonesia but not in Malaysia. Hence, Malaysia is claimed to be under-researched on the second language learning motivation (Muftah & Rafik-Galea, 2013). Also, in Malaysia, there are less researches which put the insight into the three learning factors: learning styles, language learning strategies and motivation simultaneously among the ESL students from tertiary level when compared with the other countries. It brings the consequence that the teachers and students show a little or absence of awareness to the importance of individual differences to influence their motivation level in learning English.

1.3 Research objectives

The study is carried out to achieve the following objectives:

- 1.3.1 To identify the learning style and language learning strategy preferences among the students from tertiary level.
- 1.3.2 To determine the relationship between the learning styles and language learning strategies.
- 1.3.3 To explore the effect of the choice of language learning strategies on the students' language learning motivation.

1.4 Research questions

1.4.1 What are the learning style and language learning strategy preferences among the ESL students of tertiary level?

1.4.2 Is there any relationship between the learning styles and language learning strategies?

1.4.3 Is there any effect of the choice of language learning strategies on the students'

language learning motivation?

1.5 Significance of the study

This study possesses the potential to help the teachers, students, and the instructional coordinators in different ways. First and foremost, the findings of this study can contribute in the way that provides a comprehensive information about the students' preferred ways of learning which includes their styles and strategies. Also, it discloses the correlation between different variables including learning styles, learning strategies and motivation. In this way, it will enlighten the teachers in Malaysia ESL classrooms about the necessity to concern more about the students' individual differences and always consider different learning factors at the same time and how they work together. It serves as the useful source of information for the teachers to create a more effective lesson with the application of different materials and teaching methods which accommodate the preferences of each student (Muniady & Shuib, 2016). Then, the effective lessons have the capability to help the teachers to tackle some major problems arise in the language classrooms such as students' demotivation of learning and speaking English and difficulty for the students to pay attention during the English lesson (Ramli & Ibrahim, 2010). Additionally, it provides the convenience for the teachers as finding the general students'

preferences may take a long time and the teachers always take this as an excuse that they lack of time to explore the students' needs. With this very reasonable reason, employing a single way to teach the students is the only choice for them to take. With the emergence of this study, the teachers may get the instant guidance for their lesson planning which is based on the students' needs, wants and preferences and it helps the teachers to save time of discovering.

Furthermore, the results of present study are capable to benefit the students from tertiary level as well. In the learner-centered paradigm, the students and their learning preferences are put at the center of learning. As the teachers trying to work on their lesson based on the students' preferences or needs, they are required to get close with the students and understand more about them especially their strengths and weaknesses. The effort will ease the teachers to promote learner-centeredness in their instructional plans to meet the requirement of learner-centered pedagogy (Muniady & Shuib, 2016). As the accordance of teachers' hard work to get close with the students to explore their preferred ways of learning, teacher-student rapport will be formed indirectly. In such a way, students will appreciate the relationship being established with their teachers and increase their willingness to participate the classroom activities. The positive learning environment being created is able to motivate the students with low self-esteem to learn the language confidently when there is a match between teaching style and their learning style (Barruansyah, 2018). Furthermore, this study will make the students to become aware in planning their learning strategies based on their preferences and they are motivated. When referring to the past researches, it is being informed that most of the students are not consciously

understand their own learning style and lack of the ability to choose the strategies best suited them (Wong & Nunan, 2011). As thus, the results of this study can be seen as a good reference for the students to learn well. The knowledge on their own learning styles and the corresponding language learning strategies can increase their flexibility to encounter the language learning matter even in changing context (Li & Qin, 2006).

In addition, through this study, the comprehensive understanding on the students' language learning styles, learning strategies and motivation will be acquired. Therefore, it will be beneficial for the curriculum coordinators and the material producers who take the responsibility to decide the teaching contents and materials. Since curriculum coordinator and the material producers are not the one who conducts the lesson, they lack of the chances to get close with the students. The findings of this study will provide them with the result which helps them to design teaching materials and the teaching contents align with the students' preferences so that the teaching material is motivated (Tabanlinguo, 2003).

1.6 Limitations

This study is conducted merely to examine the preferred learning styles and language learning styles among the ESL students from tertiary level. Therefore, the findings obtained from this study may not be generalized to other context such as EFL (English as Foreign language) and also other level like primary and secondary classrooms. This problems aroused because the respondents from the tertiary level cannot be the representatives of all the Malaysian students who are from different backgrounds. Moreover, quantitative study will act as the means to identify the preferred ways of learning and language learning strategies among the students

which is the first phase of this study. As it largely depends on the questionnaires to obtain the data, it becomes the drawback of this study. When the instrument used is restricted to the questionnaires, it may not contribute enough and comprehensive information to solve the problems arise in the ESL classrooms.

Apart from that, the use of self-reported questionnaires: Perceptual Learning Styles Questionnaire (PLSPQ) and Strategy Inventory for Language Learning (SILL) which comprises of 30 and 50 questions respectively may burden the students when answering the questions due to its large amount of questions. The sincerity of the students to complete the questionnaire may gradually decreased as they move toward the end of the questionnaire and lead to the unreliability of the result. Another trouble caused by the using of questionnaire is the challenge faced by the students to accurately recall about the strategies and styles that they used in their learning and make the wrong choices in answering the questionnaires. Definitely, it leads to the decreased validity of the data collected.

1.7 Operational Definitions

Learning Styles

Brown (as cited in Gilakjani & Ahmadi, 2011) defined learning styles as the general approach in which one uses to acquire and process the input comes in the learning situations. To elaborate, learning style preferences is the students' selection of the way over the other to deal with the matter of learning. They are considered as the effective way of learning which can bring to the effective processing and retention of the information.

Visual learners

Learners who prefer to receive the input in the form of images, pictures or diagrams (Oxford, 1990).

Auditory learners

Learners who mostly depend on the listening of the sound (Oxford, 1990).

Tactile learners

Learners who have the preferences to do the physical activities (Oxford, 1990).

Kinesthetic learners

Learners who prefer to have physical engagement in the learning situation (Oxford, 1990)

Individual learners

Learners who are favored with the works alone (Oxford, 1990).

Group learners

Learners who wants to have a collaborative work with others (Oxford, 1990).

Language Learning Strategies

By referring to the early explanation made by Rubin (as cited in Saranraj, Zafar & Khan, 2016), language learning strategies are considered as the tools utilized by the learners to gain knowledge. Reid (as cited in Al-Hebaishi, 2012) also indicates that language learning strategies has the contrasted meaning with the learning styles as it focuses on the specific skills affected by various external factors employed in language learning. It is the means by which the learners use consciously with the intention to increase their effectiveness of learning (Barruansyah, 2018).

Brown also (as cited in Al-Hebaishi, 2012) makes the conclusions that it is the learners' particular ways to deal with the learning tasks given, approach used to attain a goal, and the design being set to operate certain information.

Memory strategies

It involves the skills employed to aid the storage, retention and retrieval of information (Oxford & Crookall, 1989).

Cognitive strategies

It is the methods of controlling the information and modifying the language being learned to solve the tasks given (Oxford, 1990).

Compensation strategies

It benefits the new language learners and help them to overcome the lacking of knowledge in the new language (Oxford, 1990).

Metacognitive strategies

This strategy is designated as the ways that the learners plan, control and evaluate their own learning which is said to go beyond their cognitive processes (Oxford, 1990).

Affective strategies

It serves as the skills to control over self-emotion, attitude, and motivation in learning(Oxford, 1990).

Social strategies

It is the ways maximize the opportunity to interact with others and hence learn the language through the meaningful communication (Oxford, 1990).

Motivation

The creation of the term motivation is closely related with the Latin verb, *movere*. It carries the meaning of 'moving'. According to Gardner (1985), language learning motivation is referred to as the degree in which the learners are willing to put effort in learning a language because of their craving and the sense of fulfillment experienced after paying their hard work. In addition, motivation is crucial to determine the amount of involvement of the learners in the classrooms. Additionally, Mahadi (as cited in Barruansyah) describes the motivation as the stimulant to prompt the achievement of the target of learning.

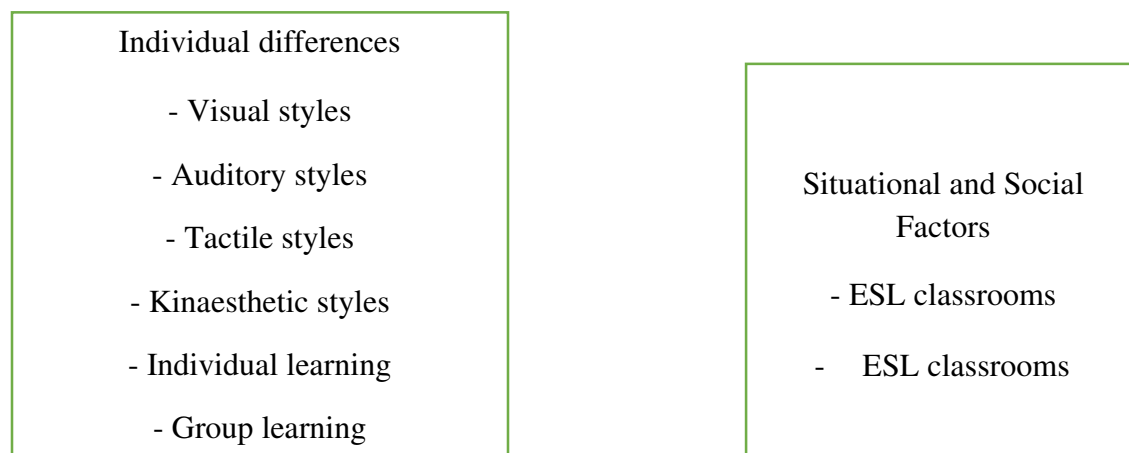
CHAPTER II: LITERATURE REVIEW

2.0 Introduction

This chapter provides a detailed literature review of the previous study in the area of second language learning. The previous part of this chapter is dedicated to setting up the theoretical basis of this study which is the overview of the individual differences in the second language acquisition. Other than that, it also mentions about the choice of the classification system of

learning styles and language learning strategies. All range of studies related from the earliest to the latest studies of learning styles, language learning strategies, relationship between learning styles and language learning strategies and motivation are thoroughly discussed.

2.1 Learning process of second language acquisition framework



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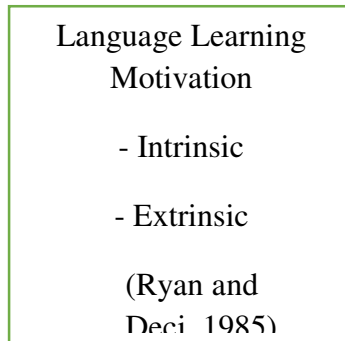
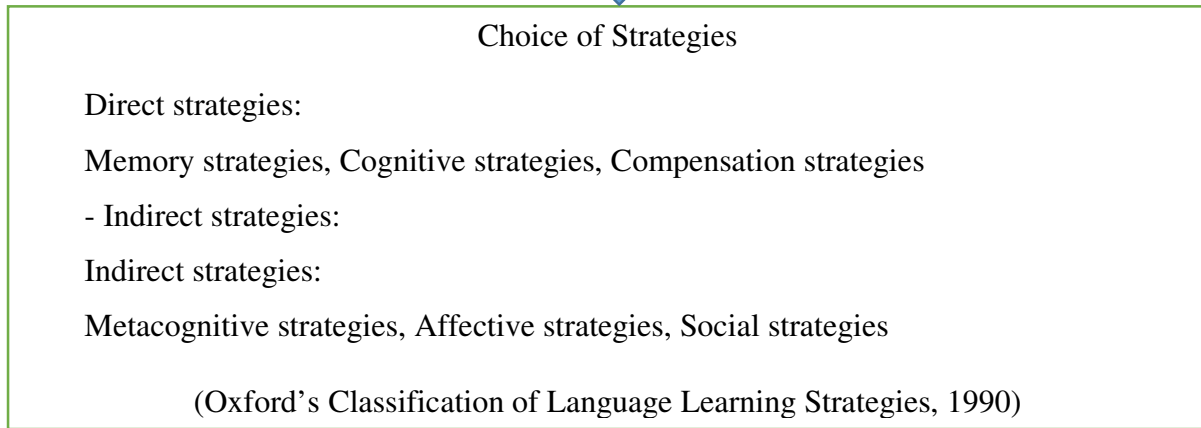


Figure 2.0 Individual differences of second language acquisition

When dates back to mid-1970s, there is an enormous existence of literature on the individual differences in second language acquisition field. One of the reasons for this trend to happen is due to the researchers' tendency to seek for the nature of second language acquisition (Ellis,

2004). When talking about the field of teaching and learning second language, it is crucial to emphasize the various factors regarding the individual differences and social setting that are interrelated and their relations are able to affect the language acquisition process in certain extent. With regard to this, this study is basically be conducted by adapting the framework proposed by Rod Ellis in 1987 which elaborates the individual differences in second language acquisition. Ellis (as cited in Troncoso, 2005) identified that the individual differences such as the age, learning experience, learning styles work together with the social factors which are the language being learned and the context of learning to have an impact on the students' conscious choice of learning strategies. Then, the language learning strategies has the direct influence on the students' learning outcome. Weinstein & Mayer (as cited in Hong, 2017) further clarifies the importance of strategies to exert influence on the motivation of the learners which is their affective state. Although the explanation of the effect of language learning strategies on motivation is limited, it was found that there are several researchers who are looking for the relationship between motivation and learning strategies (Schmidt & Watanabe, 2001). According to Vandergift (as cited in Xu, 2011), utilization of effective learning strategies may ensure the students' autonomy and sustainability in learning. This statement plays the important role to further explain what proposed by Schmidt and Watanabe in 2001.

2.1.1 Classification of Learning Styles and Language Learning Strategies

In addition, when talking about the learning styles and language learning strategies, there are many scholars who are struggle to explore the best classification system to categorize them.

Therefore, different models are emerged with the aim to get a clearer overview about the characteristics of each learning styles and language learning strategies. Among the various kinds of model related to learning style, Reid's Learning Style Model serves as the main reference to categorize learning styles in this study. In line with this, Reid (1987) proposed the Perceptual Learning Style Preference (PLSPQ) by classifying the learning styles into six categories: visual, auditory, tactile, kinesthetic, group and individual learning style. The preferences of the learners from these six categories are vary from each other. Generally, a visual learners tend to learn better with the visual aids whereas sounds would play a more important role in learning for those auditory learners. Also, tactile learners and kinesthetic learners will perform better when being exposed to hands-on experiences and thorough body experiences respectively. Additionally, there are also learners who prefer group-working tasks or individual tasks.

When examining the language learning strategies, Oxford's Classification of Language Learning Strategies are claimed as the taxonomy which possesses the potential to provide more extensive information when compared with others. The works proposed by him is the end product of his development on what have designed by O'Malley in 1985. Initially, Oxford (1990) comes up with two major categories of language learning strategies: direct and indirect language learning strategies. Direct strategies includes the techniques which can be employed to enhance their language abilities in direct manner. On the contrary, indirect strategies are capable to support and manage the learning indirectly. Later, he forms the branches under the two types of learning strategies by listing three kinds of direct learning style strategies which are memory strategies, cognitive strategies and compensation strategies. Memory strategies serve as the technique used to retain and retrieve the information from long-term memory; cognitive strategies involves the abilities to control and transform the language in immediate way;

compensation strategies play the significant role to enable one to use the language in spite of the lack of vocabulary or grammatical knowledge. On the other hand, there are three subcategories of indirect strategies: metacognitive strategies, affective strategies, and social strategies (Oxford, 1990, p. 71). Metacognitive strategies are defined as the strategies which involve the “behaviors used for centering, arranging, planning, and evaluating one’s learning” (Oxford & Crookall, 1989, p. 404). This strategy is designed to encourage the students to ‘think’ about their thoughts toward higher level of learning; affective strategies are concerned with the self-management of emotions and behaviours. Besides, the social strategies also manifests due to the necessity to enhance the meaningful conversation among each other during the learning process to make inquiries, exchange information, and collaborate with each other.

2.1.2 Self-determination theory

Next, the grounded theory of motivation in this study is self-determination theory proposed by Deci and Ryan in 1985. They outlined two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is always driven by the internal, personal sake of happiness whereas extrinsic motivation involves the anticipation of external rewards like praises, prizes and award. The classification of motivation according to the self-determination theory is the most general and influential when compared with the other psychology theories (Xu, 2011). In order to ease the interpretation, each of the motivations is characterized by three indicators. Within extrinsic motivation, there are external regulation (external reward), introjected regulation (internal rewards or punishments), and identification (personal importance) whereas intrinsic motivation including intrinsic motivation-accomplishment, intrinsic motivation-knowledge, and stimulation.

2.2 Learning Styles

Learning styles are said to be the internal traits possessed by individual learners regarding their preferences to cope their learning (Al-Hebaishi, 2012). Recently, there is a growing number of researches to explore more about this internal characteristic from various perspectives. Based on the numerous studies conducted, it is found that the earliest studies in this area are always dealing with the consideration of the characteristics of effective language learners (Vaseghi, Ramezani & Gholami, 2012). It reflects the tendency of the researchers to identify the proficient students' learning styles in different contexts like ESL and EFL classrooms. As the result, a variety of learning styles are being identified from a language classroom and it becomes the factor which result in the differences in the effectiveness of language learning.

The study conducted by Reid (1987) has become the pioneer in the area of learning styles. Her study reveals that kinesthetic and tactile learning styles are the most well-known style among the learners. Later, Melton (1990) in his study which consists of 331 students from five different China schools also pointed out that the students would like to use kinesthetic, tactile, and individual learning styles to cope with their learning. Other than that, Rossi-Le (1995) carried out a study among 147 adult immigrants from other countries to US who learn English as their second language by using the instrument of PLSPQ. From the finding, it shows the result which is same with the Reid's study in 1987, in which the dominant learning styles of the students fall to the kinesthetic and tactile styles.

A decade later, Wong and Nunan (2011) conducted a comparative study to determine the successful and less successful learners' learning styles by utilizing the theoretical framework proposed by William in 1994. He classified learning styles into four main types: communicative,

analytical, authority-oriented and concrete. 110 undergraduate's students studied in Hong Kong universities are selected as the subject of the study and it was found that the more successful learners contain the communicative feature. On the contrary, less successful learners are 'authority-oriented'.

In the area of language teaching and learning, changes of the trend are usually occurred with the aim to broaden the knowledge related to this area. Therefore, the researchers also shift their light to another perspective, which is the relationship between learning styles with the other learning related factors.

First, there are study which tends to draw the results on the relationship between learning styles and age and gender among the students from the University of West Indies (Corbin, 2017). This study utilized a classification system which is quite rare to be used compared with the other model which is the Grasha and Riechman student learning style scale in 1994. According to this scale, students' learning styles are divided into six of them which are independent, dependent, collaborative, competitive, participant, and avoidant. As conclusion made from this study, gender differences affect the dependent, independent, participant and competitive learning styles. Additionally, it also reported that the choice of learning styles are significantly dependent to the age of the students (Baneshi, Tezerzani & Mokhtarpour, 2014).

In Malaysia context, a large number of studies have been conducted in order to explore the perceptual learning preferences of the students. As an example, Ong, Rajendram & Yusof (2006) carried out their study to examine the two variables related to learning: English language writing performance and learning styles by asking the participants to complete the PLSPQ. The finding reported that the kinesthetic learning style is the favorite of the students. The result is supported

by another study conducted in a private university in Malaysia which involves 160 students (Mulalic, Shah & Ahmad, 2009). PLSPQ served as the useful instrument in the study and finally the result reveals that most of the students would like to rely on the kinesthetic style in their learning. However, there are also a small number of them who have predilection towards the visual, auditory and group learning styles. In addition, this study also intent to find out more factors which are related with the students learning styles. With regard to this, the study deduces the gender differences in the learning styles. Most of the male students are passionate in using the kinesthetic and auditory styles but it is not true in the female students. Apart from the gender, ethnicity is also considered as another factor which exerts strong influence on the types of learning styles being chosen. As Malaysia is a country unique with three major races, differences exist among them in term of their learning style. It is found that Malay as well as Chinese students prefer the kinesthetic style while Indian mainly depends on the visual, auditory and individual learning.

In 2010, there are also studies which looking for the meaningful correlation between preferred learning styles and the gender and the subject area being taken. Hence, 48 ESL undergraduate students who are taking engineering are examined and the results show that the male engineering students would prefer kinesthetic learning style which is different from the female students' preferences towards auditory style. The studies on the varying subject have been the attraction to the researchers. As such it appears the results which acknowledge the researchers regarding the preferred learning styles of Mechanical and Civil Engineering and Electrical Engineering students which are the visual, kinesthetic and auditory respectively (Muniandy & Shuib, 2016).

In addition, the factor of learning style also has different influences in both ESL and EFL context. Some of the studies concern about the effect of the learning style on the students' foreign language performance. By utilizing the Kolb Learning Style Inventory, it reveals that the converging is the learners' dominant learning style while the diverging served as the least preferred style by the learners. Moreover, the results also reported that there is no significant relationship between learning style and students' academic achievement (Gohar & Sadeghi, 2015). On the contrary, a study conducted in Iran among the students who learn English as their second language by using the same instrument indicates a different results. This study shows the significant relationship between the learning style differences will lead to the academic performance differences (Gohar & Sadeghi, 2015).

In general, learning styles have a close relationship with many variables such as the students' gender, status of English learning, fields of study, race and many others. The knowledge in this area can be widely explored because there may be many other possible factors which have not been discovered. It serves as the reason for the researchers to continue with their research although the emergence of hundreds of the researches in this field can be reviewed from the past.

2.3 Language Learning Strategies

In the field of learning strategies, language learning strategies is the strategies which are constructed by the learners to influence their language learning. There is a substantial growth in the researches on the language learning strategies because of the scholars' purpose to identify the underlying reasons behind the differences in the effectiveness of learning English language found among the learners (Nosratinia, Mojri & Sarabchian, 2014). It is crucial as Nunan (as cited

in Nosratinia, Mojri & Sarabchian, 2014) have contended that the mindfulness of the learners in their way of learning can result in effective learning. In other words, their awareness of the employed learning strategies will directly affect their learning outcome.

Oxford (1989) pointed out that every learner adopts different strategies to aid their learning although they are provided the same condition of learning such as the same learning materials and also their learning outcomes will be different. Other factors including age, gender, learning style and cultural background of the students are claimed to contribute to these differences. It is impossible to examine the factors involving learning in isolation.

The earliest researches on language learning strategies are conducted with the goal merely to explore the most frequently used strategies by the good learners to cope their second language learning. When referring to the past studies, it provided the convincing evidence about the positive relationship between the learning strategies and their academic result in the learning of English language. For instance, Rubin and Naiman (1975) conducted the study with the goal to figure out the strategies employed by the more successful learners so that their findings will serve as the guidance for the less effective learners to improve their learning. Other than that, Charoento (2016) found that more proficient language learners would like to expose themselves to cognitive strategies to achieve higher academic result. Al-Hebaishi (2012) in his study also presented that most of the Saudi Arabic participants were in the greater use of cognitive strategies. On the other hand, Wu (2008) pointed out that the university students with excellent result largely depend on the cognitive, metacognitive and social strategies. One of the latest studies conducted in Malaysia to examine the language learning strategies utilized by the effective language learners who learn English as their second language revealed that there are

some strategies that are prominent among the proficient language learners which are the metacognitive and cognitive strategies (Mahalingam & Yunus, 2017).

Gender difference is another factor which always attracts the researchers' attention in the field of language learning due to its inconsistency of the results. The earliest study was done by Green and Oxford (1995) with the instrument of SILL, they found that female learners or successful learners tend to use more strategies compared with the male learners. Apart from that, another study conducted by Liyanage and Bartlett (2012) found the significant relationship between gender and the language learning strategies (metacognitive strategies, cognitive strategies and social-affective strategies) among the Sri Lanka learners who learn English as their second language. In their research, it marked that that male and female exhibit different language learning strategies desire. Furthermore, this study also carried out with the aim to examine the association between the gender, language learning strategies, and learning context. The findings show that female are stronger and strategic and not easily affected by the learning context compared to the male. From the literature review above, it shows that gender plays a significant role in the process of second language acquisition.

Other than that, the studies which tend to relate the language learning strategies with level of study also emerged. One of the studies conducted by Magogwe and Oliver (2007) in Bostwana, South Africa where the students learn English as Foreign language have tried to draw the distinctions among different levels of study: primary, secondary and tertiary in their selection of language learning strategies. There are two main findings being drawn from the study. First, the study pointed out that a good language learner will employ more language learning strategies when compared with the less successful learners. Second, primary students are more likely to use

social strategies while both secondary and tertiary students tend to utilize metacognitive strategies.

In short, the researches related to the language learning strategies has stressed on the (1) the identification of the frequency of use of the language learning strategies; (2) the factors which affect the choice of language learning strategies; and (3) the impact of the choice of language learning strategies on the students' learning performance.

2.4 Relationship between learning styles and language learning strategies

Generally, learning styles are differentiated from learning strategies as the former term refers to general approach whereas the later term is more specific ways being incorporated in the language learning. Although they are different in meanings, the existence of relationship between them has intrigued many scholars.

Oxford (1989) claimed that the relationship between the learning styles and language learning styles does exist but there is still a dearth of scholarship in this area. To begin, Rossi-Le (1989) proposed the earliest research concerning the significant relationship between sensory preferences (visual, auditory, tactile, and kinesthetic) and the choice of language learning strategies with the application of SILL. The results obtained reveal the significant difference among the different types of the learners. To further elaborate, it was found that visual learners are visualization oriented while auditory learners focus more on the memory strategies. Also, tactile and kinesthetic learners prefer the metacognitive strategies. The results obtained serve as

the evidence of the prediction on the relationship between learning styles and language learning strategies.

The link between learning styles and language learning strategies also demonstrated in the China context through a variety of studies where consists of citizens learning English as Foreign Language. One of them was conducted by Li and Qin (2006) who specified their study among the university level students in China. They utilized both qualitative and quantitative data to support their study which are questionnaires and interviews. For instance, one of the findings showed that extraversion styles would correlate with the cognitive strategies, social strategies, and affective strategies. From the research, it is concluded that the learning styles are able to determine the choice of language learning strategies.

Additionally, Al-Hebaishi (2012) also carried out a research among 88 EFL students from Taibah University by employing the Language Learning Style Questionnaire and SILL. The results obtained highlighted the major learning styles and language learning strategies which were the visual learning styles and memory and affective strategies respectively. In another EFL classroom, the connection between learning styles and language learning strategies are recognized. Gao (2016) also designed a thorough investigation into the connection between learning styles and the language learning strategies. From the study, it can be deduced that visual, auditory, tactile and kinesthetic learning styles are capable to influence the learners' strategy preferences such as memory, cognitive, affective, social, and metacognitive strategies. There are certain learning styles which affect certain language learning strategies.

As conclusion, the relationship between learning styles and language learning does exist and the multiple regression results are being proved from the studies. In this way, the knowledge on

the preferred learning styles of the learners is able to assist the prediction of the learners' language learning strategy preferences. It is beneficial for the learners. However, the result presented by various researches is inconsistent. Therefore, further investigation is always encouraged in this area.

2.5 Motivation

Motivation is regarded as one of the affective factors which exerts certain impact on the language learning. Hence, a large spectrum of researches on language learning motivation which deal with the willingness of the learners to participate and the amount of efforts the students are going to put in their learning have been conducted. Among the various researches, most of them highlight the issue of the link between language learning strategies and motivation although there is still lack of the well-established theories to clearly clarify the relationship between motivation and language learning strategy use (Domakani, Roohani & Akbari, 2012).

The researches based on motivation is consisted of three main streams. First, the effect of motivation on the amount of strategies used. Second, the changes of motivational pattern with the changes of the language learning strategies selection. Third, the effect of motivation on the students' academic performance. For example, Schmidt and Watanabe (2001) conducted the research regarding the relationship between motivation and strategy use among 2,089 learners who are using five different foreign languages at the University of Hawaii. The study reported the close relationship between the cognitive and metacognitive strategies and motivation. The relationship exists between them is considered complex because not all the aspects of motivation affect the choices of all the language learning strategies and vice versa. Likewise, Xu (2011) reported in her study that the motivation of Chinese degree holder to learn English is closely

related with their utilization of learning strategies. The students who are highly motivated have been recognized as the users of high frequency of strategies. Specifically, according to Wu (as cited in Muftah & Rafik-Galea, 2013), the language learners are claimed to drive their integrative motivation with the utilization of meta-cognitive language learning strategies.

Additionally, there were researches which looked into the effect of choice of language learning strategies on the intrinsic and extrinsic motivation by the means of quantitative data. The statistical analyses presented that both types of the motivation were affected by the language learning strategies (Khazaie & Mesbah, 2014). Besides, with respect to the intrinsic and extrinsic motivation, another study conducted by Pong in 2002 found that the students with cognitive and metacognitive strategy preferences are characterized by the intrinsic motivation while they are extrinsically motivated when the affective strategies were employed. Concerning the same theories proposed by Ryan and Deci, another study showed the result that the extrinsic motivation did not show any relationship with the different types of motivation.

To summarize, the researchers are struggled to find out more about the language learning motivation so that they can present a clearer understanding on this area. The investigation between motivation and other factors might provide a useful source to handle some language learning problems in the classroom. Hence, the exploration of other factors which influence the motivation never reach the end.

CHAPTER III: METHODOLOGY

3.1 Instrument

Three instruments will be employed in this study to deal with all the three research questions which are PLSPQ and SILL and also semi-structured interview. As the first part of this study is to find out the preferred learning styles and language learning strategies of the university-level students, quantitative data will be used to support this study. This study relies predominantly on the two types of adopted version questionnaires: PLSPQ and SILL to explore the students' preferred learning styles and language learning strategies respectively.

3.1.1 Perceptual Learning Style Preferences Questionnaire (PLSPQ)

The PLSPQ (refer to Appendix B: Perceptual Learning Styles Preferences Questionnaire) is utilized to find out the frequency of the use of each learning style and it is set on the five-point Likert Scale, ranging from 'strongly disagree' to 'strongly agree'. A total of 5 statements are set for each type of the learning style and the 30 questions are randomly ordered. This questionnaire is the end product of the several amendments made on the existing instruments by the non-native speaker informants and US consultant in linguistic field (Ghaedi & Jam, 2014). The appropriateness of this instrument to be used in the present study is proved by its internal consistency of .92 using Cronbach alpha which is higher than .90 (Nosratinia, Mojri & Sarabchian, 2014).

3.1.2 Strategy Inventory Learning Strategies (SILL)

For the SILL (version 7.0) (refer to Appendix I: Strategy Inventory Language Learning Questionnaire), it comprises of 50 items and it also involves the five-point Likert Scale which ranged from 'never or almost never' to 'always or almost always' to assess the frequency of the use of different language learning strategies. There are six subsections with each section corresponds to one of the six categories of language learning strategy and it is not known by the respondents when answering the questions. The questions are set based on the following order: memory (item 1 to 9), cognitive (item 10 to 23), compensation (item 24 to 29), metacognitive (item 30 to 38), affective (item 39 to 44), and lastly social (item 45 to 50). The reasons of selecting SILL out of the other models is due to its qualifying criteria. First, it is supported by Ellis (as cited in Aljuaid, 2015) who proposed that SILL is an instrument which is well-known with its recognized comprehensiveness, validity and reliability in the study of learning styles until the present years. Besides, Oxford (as cited in Aljuaid, 2015) also mentioned another advantage of using SILL which is to minimize the occurrence of socially desirable response

when collecting data. Based on the findings of Ehrman and Oxford (as cited in Nosratinia, Mojri & Sarabchian, 2014), SILL is claimed to have high internal reliability because of its consistent score higher than .90 using Cronbach alpha. Also, this instrument also presents the adequate amount of content validity.

3.1.3 Background Questionnaire

At the last section of the questionnaires, background questionnaires (refer to appendix III: Background Questionnaire) which asking about the demographic information of the students such as gender, age, years of study and course of study will be attached. Background questionnaire serves as a vital part of this research as it allows the researcher to understand more about the historical background of the respondents, and ensure the better understanding and predicting how the respondents are going to respond during the data collection. Also, the insertion of the background questionnaire is to verify that the correct respondents are selected as this matter would affect the reliability and validity of the data collected.

3.1.4 Semi-structured interview

According to Ritchie and Lewis (as cited in Aljuaid, 2015), interview involves the conduct of verbal interchange which is the two way communication between the interviewer and interviewee. In order to achieve an effective communication, the presence of many elements which have to be concerned during the interview such as the techniques used by the interviewer to raise questions, the ability of the interviewee to pay the full attention during the interview, the capability of the questions being asked to raise the interviewees' interest and so on.

based on the researchers' interests and they play the important role to identify the variables related to the study and followed by the importance of the variables under analysis.

3.2 Sampling method

The present study tends to be conducted based on the mixed-method which are the qualitative and quantitative method to explore three objectives: identification of preferred learning styles and language learning strategies, relationship between the learning styles and language learning strategies and also the impact of the choice of learning strategies on language learning motivation. To elaborate, the mixed-method study which involves two phases. It started with the collection and analysis of the quantitative data. Then, the results obtained from the quantitative study is further elaborated by the outcome from the qualitative data. The first phase involves the collection and analysis of the quantitative data to support the first and second research objective and it is followed by the second phase of collecting and analyzing the qualitative data to find out the correlation between language learning strategies and language learning motivation.

The data collection for the quantitative study will mainly depend on the purposive sampling method. As thus, the respondents are deliberately being selected. The participants who are going to involve in this study are those from the Faculty of Arts and Social specifically those who are taking either the English Education (ED) or English Language (EL) course in University Tunku Abdul Rahman (Kampar) with the pursuing of undergraduate degree. As this study is based specifically on ESL classrooms, the participants must learn the English as their second language. All the respondents chosen are from the age range of 20 to 24. The tertiary-level students become the focus of this study because they are mature enough to consciously understand their

own needs, abilities and preferences in their learning process. Also, the participants are qualified to take part in the study as they have more than 10 years of experience in learning English language in the primary school and secondary school. As thus, it can ensure that the students already took much effort to learn the language inside and outside the schools with the aids of different learning strategies to achieve higher English level. Apart from that, the choice of EL and ED students will ease the conduct of the research because less time and effort are required to make explanations about the study and the questionnaires administered to them because they already took the subject called “Language Learning Theories” in their first trimester of first year of their study which contained most of the terms found in this study. They are person considered as having the prior knowledge in this area. As the consequence, it will increase the familiarity of the respondents with the content of this study.

Likewise, the qualitative data will also be gathered through the purposive sampling method. This qualitative method must be done after collecting and analyzing the data of preferred language learning strategies from the quantitative method in the first phase. Since the language learning strategy preferences are divided into six categories, it is compulsory to ensure the target of this part of study comprised of the students from all the categories. Hence, the equal number of participants should be taken from each category.

3.2.1 Sample size

Sample size refers to the certain population which will be selected from the whole population to involve in a particular study. There are many approaches which can be employed to determine the number of participants required in a study. Among of them, Yamane’s formula acts as the reference to determine the number of subject to be studied in the current study.

Yamane (1967) summarizes the required size of sampling in a published table (**refer to table 3.1: Yamane's calculation of sample size**). With the consideration of 95 % confidence level, 5 % sampling error and assuming 275 size of population, it is suggested a minimal number of 117 participants should be involved in this study. Hence, a total number of 120 students from University Tunku Abdul Rahman, Kampar with the enrollment of ED or EL course will be selected as the target of the study.

For the qualitative study conducted at the later phase, 10% of the total number of participants have to be involved in the second phase of data collection. Hence, 12 participants will be selected as the respondents and they are equally divided into 6 categories which means each category is represented by 2 participants.

Table 3.1:

Sample size for $\pm 5\%$, $\pm 7\%$ and $\pm 10\%$ Precision Levels Where Confidence Level is 95% and

P=5.

Population	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
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300	172	121	76
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82
500	222	145	83
600	240	152	86
700	255	158	88
800	267	163	89
900	277	166	90
1,000	286	169	91
2,000	333	185	95
3,000	353	191	97
4,000	364	194	98
5,000	370	196	98
6,000	375	197	98
7,000	378	198	99
8,000	381	199	99
9,000	383	200	99
10,000	385	200	99

3.3 Data Collection

3.3.1 Quantitative Data

Self-reported questionnaires are the tools used for the collection of quantitative data. Prior to the administration of questionnaires, the consent form which getting the permission from the participants is indispensable. Moreover, the general purpose should be clarified to the participants beforehand and they are given the freedom to decide whether they want to involve in the study or not. The students will be informed that all the collected data will be kept confidential and just serve for the research purposes.

Before distributing the questionnaires, the students are reminded to be sincere when answering the questions contained in the questionnaires to ensure the validity of the data collected. Then, the PLSPQ will be administered to the participants. They are given 20 minutes to answer all the questions. Besides, it is necessary to give the clear instruction to remind the students that they need to respond immediately to the questions once finish reading each of the statement and they are discouraged to make any changes once the answers are selected.

After one week, the second set of questionnaire, SILL is distributed to the students. Similarly, the students are required to answer the questions within 20 minutes sincerely.

3.3.2 Qualitative Data

The qualitative aspect of this study is to discover the effect of the language learning strategies' selection on the students' language learning motivation. As being mentioned before, 30 students will be selected to involve in the semi-structured interview, which is the second phase of data collection and they are assigned into 6 categories of language learning strategy which are memory strategies, compensation strategies, cognitive strategies, metacognitive strategies, affective strategies and social strategies. As an example: 5 of the participants who prefer memory strategies will be asked about the questions related to their motivation in learning

the language while another 5 participants from affective strategies are also given the same questions.

A week before the interview session, the participants who involved in the SILL questionnaires are informed regarding the qualitative part of this study. They will be acknowledged about the purpose of the qualitative part of this study. Moreover, clarification will be given to them that their participation are fully on the voluntary basis. They also have the right to end the interview once they feel uncomfortable with the interview. Therefore, consent form (refer to Appendix E) will be distributed to the students and they are asked to sign the consent form if they are willing to involve. They are requested to give back the consent form within 3 days. After getting the agreement of the participants, the participants will be informed that only 30 participants are going to be selected for the interview. Arrangements are made regarding the time slot for the individual interview participants. The place of conducting the interview is decided by the participants but it is still necessary to make sure that the setting is suitable with quiet environment and stay away from disrupted noises. Each individual interview takes about 30 minutes.

As the guidance of the semi-structured interview, interview protocol is required be employed to make sure that the interview is well-organized and all the information will be jotted down in careful and systematic manners (Aljuaid, 2015). In order to maximize the usage of the protocol, there are some important criteria need to be obeyed. First, a list of predetermined issue or questions planned to be addressed to the interviewee must be arranged in sequence to improve the flow of the interview. Second, the mindfulness of the use of language is another important issue in the interview. Third, general information of the participants such as their age, name and gender should be recorded as well as the specific information like years of study and course of

study (Bryman & Teevan as cited in Aljuaid, 2015). This kind of information serve as the useful means to contextualize the participants' responses.

For the present study, an interview protocol which is suitable is prepared beforehand (refer to appendix D: Interview protocol). The protocol includes the information related to the research, interview session. Also, some important reminders are included so that the interviewer will not leave out any necessary steps to enhance the reliability of the qualitative data collected.

During the interview, self-introduction session is done prior to the real interview session by the interviewer. Again, the general and specific purpose of the interview will be briefed to the participants and they are given assurance that to keep all the information provided as confidential and will not be revealed to any third parties. Then, the audio recorder is turned on to record the whole process of the interview. Before the interview ended, 5 minutes should be given to the participants to clarify all the confusions occurred during the interview. Besides, appreciation should be given to the participants and also their desire to involve in the follow-up interviews if necessary.

3.3.3 Pilot Study

The pilot session becomes the crucial part in the first phase of this study to identify the time needed for the students to answer the questionnaires. Hence, 20% of the students are asked to take part in the pilot study. Apart from that, the aim of conducting the pilot study is to figure out the potential problems arising during the data collection. For instance, it might be a challenge for the students to understand some terms especially the jargon found in the questions or they might be confused with the ambiguous sentence. This problem may hinder the accuracy of the response given by the participants. Hence, after identifying the problems, the questionnaires are required

to be improved to suit the students' capability of understanding. With the pilot study, errors can also be minimized in the qualitative and quantitative study.

3.4 Data Analysis

In this study, the descriptive statistics computation which encompasses the means, standard deviations, minimum and maximum is needed in this study to examine the preferred use of learning styles and language learning strategies. The data collected from both PLSPQ and SILL questionnaires will be analyzed with the aids of Microsoft Excel 2016 software. For the first phase of this study, there are two kinds of variables: dependent and independent variables. The dependent variable refers to the six categories of language learning strategies while the independent variable is assigned to the six types of learning style. As this study tends to look into the relationship between the two variables, Pearson Correlation is to be computed.

For the qualitative data, content analysis will be used to analyze the data obtained from the semi-structured interview. In general, the content analysis is built on the basis of the framework proposed by Krippendorff (2004), in which the analysis should contain the following: research questions, a body of content, setting, the analytical construct, assumptions and validations. When related to the current study, the recorded and transcribed interviews with the respondents serve as the body of text in this research; the research questions for the second phase is the impact of choice language learning strategies and language learning motivation which have been introduced in the introduction part; the setting here is the ESL classrooms; the analytical construct is based on the Oxford's (1990) classification of learning strategies and the intrinsic

and extrinsic motivation proposed by Ryan and Deci. The assumptions are drawn by referring to the past studies regarding the influence of learning strategies on the students' learning motivation. Lastly, when dealing with the issue of validation in this study, the questionnaires of the past study related to the intrinsic and extrinsic motivation acts as the main reference of the questions being asked in the semi-structured interview as the questions have been validated by the other researchers.

CHAPTER IV: FINDINGS AND ANALYSIS

4.0 Overview

This chapter sheds the light on the findings pertaining to the quantitative and qualitative analysis and reporting their final results. It will be presented separately in two parts: quantitative analysis followed by the qualitative analysis. Prior to the quantitative analysis, it begins with a brief presentation of the result of the pilot study. Then, it focuses on the analysis of the three questionnaires: background questionnaire, Perceptual Learning Style Preferences Questionnaire (PLSPQ) and Strategies Inventory Learning Strategies (SILL) which are designed to answer the first and second research objective. Later, it follows the presentation of the qualitative analysis in which the data obtained from the semi-structured interview to address the third research question.

4.1 Pilot study result

As accordance with the pilot study conducted, there are some minor problems being identified in the questionnaires distributed. The problems are used as the guidance to further improve the PLSPQ and SILL questionnaires to ensure their high quality and reliability. By referring to the modified version of SILL questionnaires (refer to Appendix B) employed in the

real data collection, it showed the amendments on the ways to present the statements and record the answers. The table was utilized to present the statements in a more organized manner. Instead of asking the students to write their responses at the end of each statement, 5 columns for the 5-Likert scale were used for them to tick their answers on the space provided as complaints are received from several respondents when conducting the pilot study. It was time-consuming for them to write down the answers. For the PLSPQ (refer to Appendix A), it was found that majority of the students involved in the pilot study were able to complete the questionnaire much earlier than the limited time as there were fewer questions being asked in this questionnaire when compared to the SILL and all the statements were brief and simple enough to ease their understanding. Henceforth, adjustment of time for the respondents to answer the PLSPQ was required. It was also helpful to enhance the efficiency of the data collection process as less time was required.

4.2 Quantitative finding

4.2.1 Respondents' background questionnaire survey findings

Background questionnaire is not merely used to gather the information of the respondents, it serves as the crucial part to ensure the correct respondents are employed in the data collection process. Based on the analysis of the background questionnaires, there is a total number of 120 students participated in this research and they are analyzed in terms of their age, course of study and year of study. It revealed the fact the the participants consisted of the age range of 20 to 24. Majority of them are from the ages of 22 and 23 which take up 62.5 % of the respondents while the minority group is those respondents from the age of 24, as illustrated in Table 4.1 below.

Table 4.1

Age distribution of the students

Age (years)	Frequency	Percentage (%)
20	21	17.5
21	19	15.8
22	44	36.7
23	31	25.8
24	5	4.2
Total	120	100

In terms of the course of study, there were 67 of them which account for the 56% of the respondents taking the ED course while the remaining 53 of them were enrolled in the course of EL and it took up 44% of the total number of participants.

Table 4.2

Course of study distribution of the students

Course of study	Number of respondents	Percentage (%)
EL	53	44
ED	67	56

Besides, the information about the distribution of the year of study was also revealed by analyzing the background questionnaires. To provide more detailed information, the year of study is discussed in relation to the course of study. Figure 4.1 indicated that there were 23 students who was the 1st year juniors took part in this study, where 12 of them were taking ED course while the other 11 respondents were identified as the current EL students. In addition, Figure 4.1 presented that the year 2 respondents consisted of 20 ED and 21 EL students while most of the year 3 students were from ED course which took up 31 out of 51 3rd year respondents. The remaining 20 of them were enrolled with EL course. Also, there were 4 ED 4th year students and an EL 4th year student. When analyzing the information as a whole, it seemed that there are considerably fewer 4th year students compared with other years, meanwhile, 3rd year students made up the majority of the respondents.

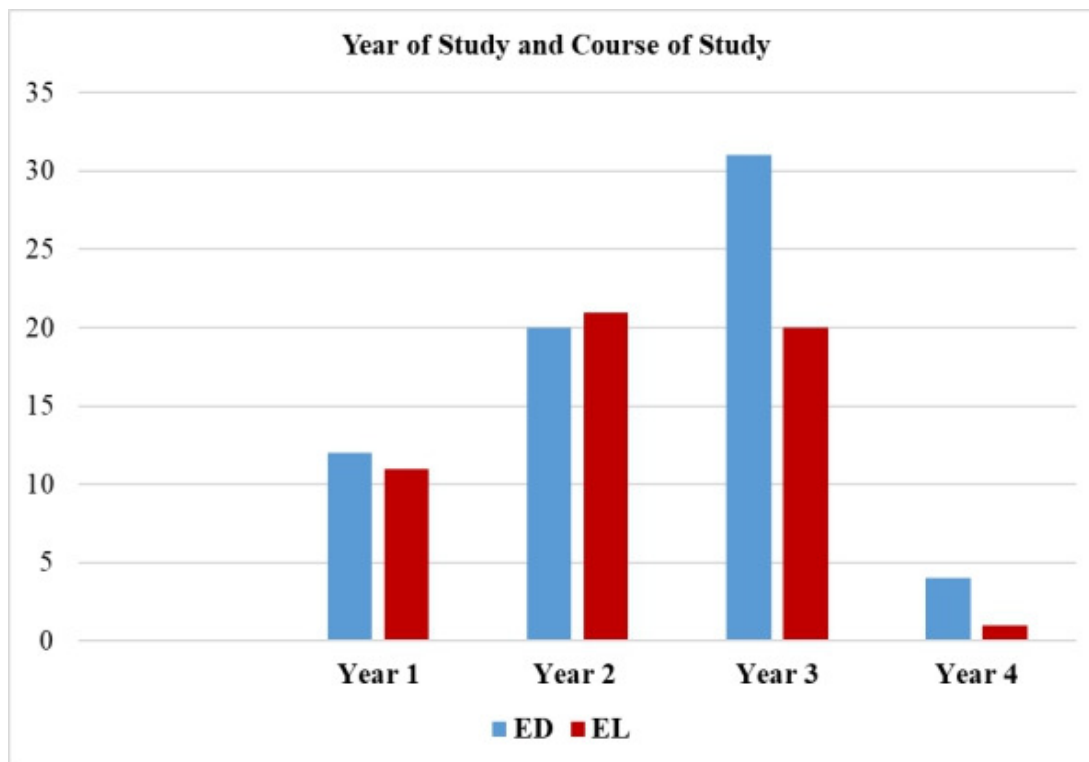


Figure 4.1 Distribution of students with respect to the years of study and course of study

4.2.2 Perceptual Learning Style Preferences Questionnaire (PLSPQ) Analysis

The primary goal of using PLSPQ was to identify the preferred learning style of the respondents. The questionnaire consisted of 30 items with 5 items corresponding to each of the learning styles. Therefore, this section is meant to report the students' response toward the 30 items.

Table 4.3 below which was used to present the descriptive analysis included the information of maximum, minimum, mean, and standard deviation of each of the learning styles. The mean scores of the learning styles were compared in order to identify the major learning styles of the respondents. To further elaborate, the learning style with the highest mean score was the most preferred learning style employed by the participants. By analyzing the results collected, the most preferred learning style was the kinaesthetic learning style with the highest mean value of 41.62 and standard deviation of 4.61 whereas the learning style which was the least preferred by the students was the group learning style which have the mean value of 32.13 and standard deviation of 7.92.

Moreover, by utilizing the cut-off points listed in the scoring sheet of the PLSPQ questionnaire (refer to Appendix G), it seemed that the learning styles can be categorized as major, minor and negligible learning style preferences. A range of the mean score is allocated for each of the categories: major (40-50), minor (25-39), and negligible (0-24). The findings report that the kinaesthetic and tactile learning styles with the mean scores of 41.62 and 39.47 and standard deviations of 5.19 and 6.00 respectively fall under the major type of learning style while the other learning styles fitted the minor type of learning style preferences. Besides, for the remaining types of learning styles, it was reported that the auditory learning styles are ranked the

third with the mean scores of 35.85 (SD =5.15), followed by the individual learning style with the mean scores 34.68 (SD = 8.50). Visual learning style was in the fourth place (M= 35.32, SD = 4.61).

Table 4.3

Descriptive statistics of Perceptual Learning Style Preferences (N=120)

Learning Styles	Minimum	Maximum	Mean	Standard Deviation	Type
Visual	22.00	44.00	35.32	4.61	Minor
Auditory	22.00	48.00	35.85	5.15	Minor
Kinaesthetic	28.00	50.00	41.62	5.19	Major
Tactile	15.00	50.00	39.47	6.00	Major
Individual	12.00	50.00	34.68	8.50	Minor
Group	16.00	44.00	32.13	7.92	Minor
Note: 0-24 = Negligible; 25-39 = Minor; 40-50 = Major					

4.2.3 Strategy Inventory for Learning Strategies (SILL) Analysis

The analysis of the SILL questionnaire is the effort to identify the most preferred language learning strategies among the respondents. The 50 items which were divided into 6 parts corresponding to the six categories of language learning strategies were analyzed accordingly.

Similarly, the information obtained from the descriptive analysis which included the values of minimum, maximum, mean, and standard deviation was tabulated as in the table 4.4 below.

As stated in the scoring sheet of SILL (refer to Appendix G), the strategies with the mean scores ranged from 3.5 to 4.4 are considered as always or almost always used and the mean values of 4.5 to 5.0 mean that the strategy is always used. Therefore, the learning strategies with the mean scores in this range are highly used by the respondents. On the other hand, it involves a medium use of strategies when the mean values are reported as in the range from 2.5 to 3.4 or 1.5 to 2.4. Also, the mean scores in the range of 1.0 to 1.4 represent the low-use strategies.

Table 4.4 displayed the mean value of 3.187 (SD= .428) for the memory strategies, mean value of 3.502 (SD= .353) for the cognitive strategies, mean value of 3.406 (SD= .602) for the metacognitive strategies, mean score of 3.317 (SD= .630) for the compensation strategies, mean value of 2.661 (SD= .542) for the affective strategies and lastly 3.063 mean value (SD= .641) was obtained by the social strategies. Henceforth, it was considerably clear that the respondents had a significantly high preference to use the cognitive strategies as it had the highest mean score which fall under the category of frequently used strategy. The remaining five types of strategies were placed in the medium-use range. Besides, the minimum and maximum values as stated in table 4.4 played the significant role to indicate that the learning strategies were utilized to a greater and lesser extent by the respondents.

When putting the mean score of the language learning strategies into ranking, the cognitive strategies were ranked the highest, followed by the metacognitive strategies, compensation strategies, memory strategies, and social strategies. Lastly, the affective strategies were

recognized as the least preferred learning strategies used by the respondents, as it was clearly stated in the table 4.3 below.

Table 4.4

Descriptive analysis of Strategy Inventory Language Learning (N=120)

Language Learning Strategies	Minimum	Maximum	Mean	Standard Deviation	Frequency
Memory Strategies	2.333	4.111	3.187	.428	Medium
Cognitive Strategies	2.857	4.786	3.510	.353	High
Compensation Strategies	2.167	4.833	3.317	.630	Medium
Metacognitive Strategies	1.444	4.889	3.406	.602	Medium
Affective Strategies	1.667	4.50	2.661	.542	Medium
Social Strategies	1.667	5.00	3.063	.641	Medium

*Note: 4.5-5.0 Always used; 3.5-4.4 Always or almost always used; 2.5 to 3.4 Sometimes used; 1.5 to 2.4 Generally not used; 1.0 to 1.4 Never or almost never used.

4.2.4 Analysis of the relationship between learning styles and learning strategies

Pearson correlation was computed in this study in order to probe if any relationships existed between the learning styles and learning strategies. Table 4.5 clearly showed the results obtained from the Pearson correlation computation which including the coefficient, r value to determine the strength of the relationship existed between the two variables, the p -value to be compared with the significance value, and also the value of r^2 to identify the closeness of the data to the fitted regression line. The results showed that the visual learning styles had a significant correlation with the affective strategies at $p < .01$ significance value with the coefficient value of .282, $r^2 = .08$ which means that it takes up about 8 % of the variation. The existence of the relationship indicated that the visual learners possessed the ability to control their emotions and behaviors, reduce their anxiety and give themselves encouragement when learning English.

For the auditory learning style, it was found that there were two types of learning strategies which were positively correlated with it: metacognitive and affective learning strategies at the significance value of $p < .05$. They had the coefficient value of .310 and .341 respectively. Their percentages of variance were 6 and 2 respectively. Therefore, it seemed that the auditory learners have the tendency to use a wide variety of learning strategies when compared to the other learners. They always think about their learning process and were able to manage their emotions well when learning English.

Besides, as displayed in table 4.5, there was a weak association between the kinaesthetic styles and cognitive strategies at $p < .05$ significance level with its r value of .181 which was not very high and it accounted for the variance of 3%. Thus, the results showed that the kinaesthetic learners are characterized with a good transformation and manipulation of the English language. In other words, they are conscious of the usage of practicing strategies as the effort to master the target language. Furthermore, it was also found that the tactile styles had a positive correlation with the cognitive strategies at $p < .05$ significance level and its coefficient value was identified as .208 and $r^2 = .04$ which contributed the variance of 4%. As mentioned in the earlier part when describing the kinaesthetic learners, it implies that the tactile learners are good at using a variety of mental process to plan, monitor and manage their learning process through a lot of practices.

The group learners being identifies in this study were also recognized as the learners incorporating social strategies in their learning as it was indicated by the coefficient value of .307 at the significance value of $p < .05$ and accounted for 9% of the variance as displayed in table 4.5. It might due to the truth that group learners have good communication skill to cooperate and interact with others when learning in a group.

As the results are shown in table 4.5, the memory strategies were not significantly correlated with any of the learning styles. Therefore, the assumption in which the participants of this study have the difficulty to use memory strategies together with their learning styles can be made.

Table 4.5

Pearson Correlation Matrix

		MEM	COG	COM	MET	AFF	SOC
VIS	Pearson correlation (r)	.106	.014	.041	-.012	.282**	.080
	p	.250	.880	.654	.899	.004	.386
	r ²	1	0	0	0	8	0
AUD	Pearson correlation	.129	-.113	.026	.310*	.341*	.084
	p	.161	.217	.781	.024	.013	.360
	r ²	2	0	0	6	2	0
KIN	Pearson correlation	.030	-.029	.181	.115	-.153	-.012
	p	.745	.757	.048	.210	.095	.896
	r ²	0	0	3	1	2	0
TAC	Pearson correlation	.001	.208**	-.137	-.013	-.044	-.120
	p	.995	.023	.136	.892	.630	.193

	r ²	0	4	2	0	0	1
IND	Pearson correlation	.071	.012	-.016	.008	-.098	.032
	p	.439	.896	.865	.933	.288	.727
	r ²	0	0	0	0	0	0
GRO	Pearson correlation	.118	-.130	-.028	.138	.038	.307
	p	.200	.157	.764	.131	.680	.020
	r ²	1	2	0	2	0	9

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

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

4.3 Qualitative findings

4.3.1 The analysis of the semi-structured interview

As mentioned before, the semi-structured interview which involved the two respondents from each learning strategy category was conducted to identify the influence of the learning strategies on the students' intrinsic or extrinsic motivation in learning the language. Hence, the responses to the 5 questions raised by the interviewer (refer to Appendix F) were interpreted thematically in order to extract the themes from the responses of the interview (refer to Appendix D). Next, either intrinsic or extrinsic motivation was identified from the students' responses. The

presence of extrinsic motivation could be identified with the guidance of the three significant indicators: external regulation, identification, and introjected regulation whereas the intrinsic motivation was characterized by the three indicators of intrinsic motivation-accomplishment, intrinsic motivation-knowledge, and stimulation. The use of the indicators could ease the analysis of the result of content analysis.

By analyzing the various responses obtained from the participants based on the first question as mentioned in the interview questionnaire (refer to Appendix F) regarding the students' purposes of using preferred learning strategies. The three themes which identified from the first question were the goal-oriented, self-efficacy and enjoyment. As informed by the respondents, the learning strategies were used by the students with apparent attempt to facilitate learning and promote passion to learn the target language. Among 12 respondents who were involved in this phase of study, some of them intended to use learning strategies as useful tool to help them learn effectively (Interview 1, 3, 4, 5, 12) while the others tend to make learning fun and feel relaxed with the use of learning strategies suit their preferences (Interview 9, 10), as noted in the important quotes given by the respondents in table 4.6 below. There were also respondents who tended to promote self-efficacy beliefs through the use of preferred learning strategies as in the respondent 3, 8, and 12 in which they believe their ability to accomplish the task. Besides, the data indicated that respondent 5 and 11 became motivated to learn in order to get desirable result when compensation strategies and social strategies were used respectively. Getting good grade was the ultimate goal of using learning strategies by respondent 2 and 12 who tend to use more memory strategies.

Table 4.6

Students' purposes of using preferred learning strategies

Respondents	Preferred learning strategies	Responses
1	Memory	<i>“By using strategies that I like, I hope that I will learn faster, easier, and more efficient. To me, it is a clever act to use the learning strategies in the way I like.”</i>
2	Memory	<i>“ I always prefer to memorize things to help my learning, and it becomes the reason for me to get good grade in this subject.”</i>
3	Cognitive	<i>“My purpose of using learning strategies is to make me more confident and also to help improve my learning.”</i>
4	Cognitive	<i>“Learning strategies are what I use to ease my learning. In the learning process, I always do a lot of planning and organization so that I’m able to cope with my learning systematically. Besides, immediate reaction in the</i>

		<i>learning is possible when the planning is sufficient”</i>
5	Compensation	<i>“Learning strategies help me a lot. First, it is a useful way for me to handle most of the language tasks. Second, I am motivated when the learning is based on my preferences.”</i>
6	Compensation	<i>“ It is a way to present the best self when using what I like in the learning ”</i>
7	Metacognitive	<i>“I want to be a successful learner by using the learning strategies that I prefer in the correct way.”</i>
8	Metacognitive	<i>“To increase my confidence to learn.”</i>
9	Affective	<i>“I learn by using my preferred learning strategies is to make myself happier to learn.”</i>
10	Affective	<i>“The purpose for me to use learning strategies is to get the happiness.”</i>
11	Social	<i>“I am motivated to learn a language when everything come is what I want. I</i>

		<i>will join the lesson when the teachers promote group activity because I learned more when working with others.”</i>
12	Social	<i>“To me, learning strategies is important to improve my result and when I learn with my preferences, I become more confident to tackle any problems faced in the learning process.”</i>

Alongside emphasizing the students’ perception on their specific goal to use the preferred learning strategies, the respondents’ real life experience were shared as the responses to the question 5 and more than 50% of the respondents were found to deny the fact that they could take the advantage from the preferred learning strategies by making them to become more competent in the classrooms (Interview 1, 2, 5, 7, 8, 11 and 12) as opposed to the remaining respondents who claimed that using learning strategies which were compatible with their preferences could inspire them by encouraging them to be self-directed in the learning process (Interview 3, 4, 7, 9, 10). As the consequence, they were determined as having the strong tendency to manage their learning with the ultimate goal to gain language competence. Henceforth, it made the assumption that the relation between the competence and the autonomy existed. As prior to the competence, the participants’ autonomy were vital to encourage them to

put effort in the learning and make choice on their own learning and consequently lead to the intrinsic motivation. By analyzing the answers given by respondent 5 as illustrated in table 4.7, it was informed the past experience by respondent 5 that she lacked of ability to compete with other as she was always passive in the learning even though the compensation learning strategies were incorporated. She was goal-oriented in the learning process. On the contrary, from the sharing of the experience by the respondent 9, there was a significant improvement of proficiency and increasing self-confidence when she practiced her preferred learning strategies. As the consequence, it led her to become a more competent learner and there were other participants who provided the answers which showed the similarities with her.

Table 4.7

Students' competence when using preferred learning strategies

Respondents	Preferred learning strategies	Responses
2	Memory	<i>“Although I always use my preferred learning strategies, in the classroom, it doesn’t see that I have the competence to compete with other, as I am the kind of learner being passive.</i>
9	Social	<i>“It increased my self-confidence with the use of the learning strategies to compete with the</i>

		<i>other learners. I believe that I will learn better than other. But, when it comes to the reality, my result still unsatisfied when compared with my classmates.”</i>
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Other than that, when the question 4 in terms of the students’ attitudes when learning using preferred learning strategies was raised to the participants, the quotes which addressed different points obtained from the respondents and it can be viewed from the table 4.8 below. However, the data showed that most of the respondents developed the positive attitude when they practiced their preferred learning strategies. It was proved from a list of positive terms were extracted from their responses such as confident, energetic, organized, and encouraging. It could draw the assumptions that the participants possessed positive attitudes when their preferred learning strategies were incorporated into their learning process.

Table 4.8

Respondents’ attitude toward learning with the use of preferred learning strategies

Respondents	Preferred learning strategies	Responses
1	Memory	<i>“It is my pleasure to be able to learn with my preferences.”</i>
2	Memory	<i>“I strongly believe that learning with my preferred learning strategies will help to</i>

		<i>achieve my goal of learning.”</i>
3	Cognitive	<i>“As everything is planned, I feel secured and therefore become more confident.”</i>
4	Cognitive	<i>“ When I am given chances to develop my preferences, it motivates me.”</i>
5	Compensation	<i>“I would like to be carefully choosing my learning strategies as it plays the important role to help my learning. My preferred way of learning makes me to become more encouraging.”</i>
6	Compensation	<i>“It makes to me to become more energetic when the preferred learning strategy is used and it provides the opportunities to show my ability to others”</i>
7	Metacognitive	<i>“Everything relate to the learning, in my opinion, it is important and I will take it seriously to do my best and the learning strategy is the energizer to drive me toward my goal.”</i>

8	Metacognitive	<i>“I would like to show my appreciation when the learning matches my favourite. Therefore, I will put more effort on learning.”</i>
9	Affective	<i>“My anxiety will be reduced to the minimum with the use of my preferred learning strategies.”</i>
10	Affective	<i>“I take it serious as the preference helps to maintain my enthusiasm to learn.”</i>
11	Social	<i>“I’m encouraged with the use of my preferred learning strategies.”</i>
12	Social	<i>“Definitely positive attitude I have the preferred learning strategies and the possibility to get success is increased.”</i>

Additionally, as the responses to the question 3, the respondents who always employed their preferred learning strategies in their learning process described themselves as an independent learners (Interview 3, 5, 6, 7, 8) as illustrated in figure 4.2 below. They were the learners able to understand their own needs and work to fulfil their own sake to commit themselves to achieve the goal. Other than that, there were also respondents mentioned that the preferred learning strategies were bringing the benefit for the students to become more self-conscious learners

through the journey of trying and discovering the strategies that they preferred and finally led to the learning goal they prefer and this positive trait gave them the sense of pleasure in the learning process (Interview 9 and 10). Other than that, a number of participants indicated that they were good learners as they could see the importance of incorporating their preferred learning strategies to enhance their academic performance (Interview 1, 2, 4, 11, 12). The theme of self-efficacy can be retrieved from the students' responses.

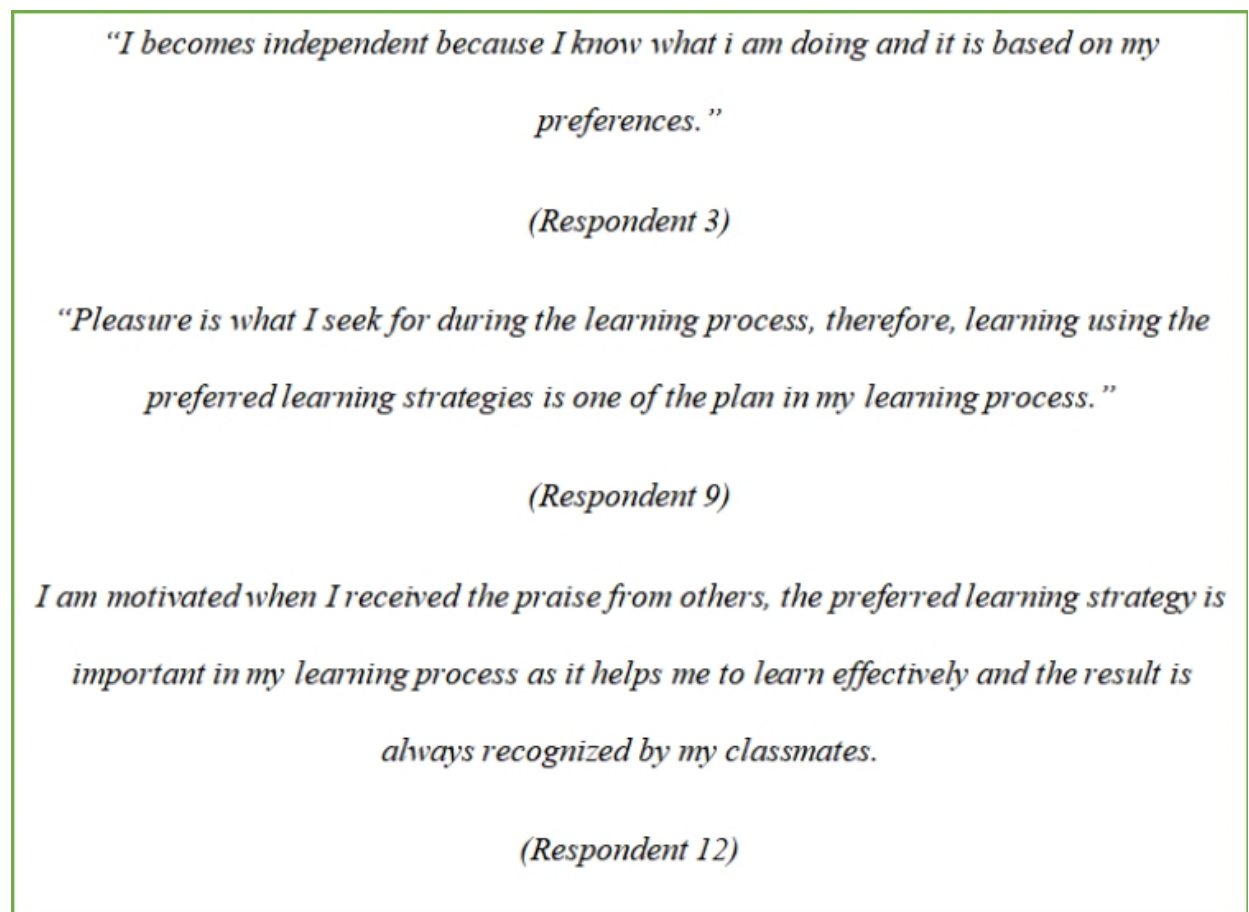


Figure 4.2 Respondents' descriptions about themselves when using preferred learning strategies

With respect to the students' sustainability in learning with the use of preferred learning strategies, most of the respondents believe that they were strived to put effort in learning when the goal is given and they are driven by the presence of particular requirements for them to complete the task in order to get certain achievement (Interview 1, 2, 4, 5, 6, 11, 12) as illustrated in the quote stated by respondent 2 as in the figure 4.3 below. On the other hand, the data also revealed the cases in which the participants who were in which they put their priority on the enthusiasm and affection to learn the language with the use of preferred learning strategies (Interview 3, 9 and 10). Hence, the desirable learning experience was at utmost importance to encourage their sustainability to learn the language and it could be seen from the excerpt below in Figure 4.3.

Nonetheless, there were respondents reported that it was necessary to employ various strategies other than the one preferred strategy to deal with different kinds of learning situations and knowledge for long term period and result in the sustainability in learning if there is a want to fully master the language (Interview 7 and 8), as illustrated in the Figure 4.3 below. Again, mastery of the language is the most important thing found in respondent 7 and 8 and it drew another theme of mastery.

“It is not easy to sustain the effort to learn, but I have no choice but to work toward my goal to get good grade and it is the reason for me to have tendency to employ the preferred learning strategies.” (Respondent 2)

“When talk about sustainability, of course I will continue my effort because my preferences were met and when I get the success the happiness could not be described through any words in this world.” (Respondent 9)

“Learning is always unpredictable. Therefore, it is impossible to always depend on a single, preferred learning strategies, but, it is necessary to be manage ourselves and the strategies used, change if necessary to cope with every learning tasks with different needs. It is the best way to learn.” (Respondent 7)

Figure 4.3 Respondents’ sustainability in learning when using preferred learning strategies.

In short, the findings of the qualitative study reported that all the respondents regardless of their learning strategy preferences, they displayed positive attitude toward the learning when using their preferred learning strategies and therefore the conclusion in which the language learning strategies affected the motivation in general can be made. From the results, it revealed the five main themes: mastery, autonomy, enjoyment, self-efficacy, goal-oriented. As referred to the indicators mentioned before which were useful to determine the types of motivation, it pointed out that the themes of mastery, autonomy and enjoyment were matched with intrinsic motivation whereas the self-efficacy and goal-oriented were the features presented by the learners with extrinsic motivation.

With regard to the effect of language learning strategies on motivation, it pointed out that the compensation, memory and social strategies promoted the students’ extrinsic motivation while

the cognitive and metacognitive and affective strategies also exerted the positive impact on the respondents' intrinsic motivation.

4.4 Summary of the results

To sum up, the synthesized results obtained from the PLSPQ which were interpreted via statistical analyses revealed that the two categories of learning style with the highest mean scores were identified as the kinaesthetic and tactile learning with the means scores of 41.62 and 39.47 respectively, fall under major learning style category. Whilst the other four categories were recognized as the minor learning style employed by the learners.

Similarly, the descriptive statistics was carried out to identify the preferred learning strategies among the participants and it was reported that the most preferred category of all was the cognitive strategy in which the mean score of 3.510 was identified and it was the high-use strategy by the respondents. On the other hand, the least preferred learning strategy was the affective strategy with the mean score of 2.661. However, it was still placed in the category of medium-use strategy. None of the negligible strategy was identified in this research.

To address the second research question, the current research determined the meaningful correlation between the learning styles and learning strategies employed by the participants. However, the results indicated that none of the learning styles were correlated with the memory strategies. The summary was as follows:

1. A significant relationship existed between the visual learning styles and affective strategies.
2. A significant relationship was found in the auditory learning styles with metacognitive and affective strategies.

3. A meaningful relationship was existed between the kinaesthetic learning styles and compensation strategies.
4. The positive relationship was identified between tactile learning styles and cognitive strategies.
5. Group learning styles were also correlated with the social strategies.

Table 4.9

Summary of the significant results

Styles	Strategies	Person Correlation (r)	p	r ²
Visual	Affective	0.282	0.004	8
Auditory	Metacognitive	0.310	0.024	6
	Affective	0.341	0.013	2
Kinaesthetic	Compensation	0.181	0.048	3
Tactile	Cognitive	0.208	0.023	4
Group	Social	0.307	0.020	9

The qualitative data showed a rich description of the themes which determined were from the students' answers in the semi-structured interview. The themes identified can be classified into five of them: mastery, autonomy, self-efficacy and goal-oriented. In the content analysis, it was found that the utilization of memory, compensation and social strategies in the learning

process brought the effect to the respondents' extrinsic motivation while the affective, cognitive and metacognitive strategies influenced the respondents' intrinsic motivation.

CHAPTER V: DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, the results reported in the previous chapter are discussed and examined and it is followed by the assessment on the current research to point out if there are any limitations to be improved. Prior to the limitations, there is a part of implications for teaching being discussed in this chapter. Finally, to wrap up this chapter, some recommendations were given for the future research.

5.1 Quantitative finding discussion

5.1.1 Discussion of the language learning styles of the respondents

In **Chapter 1 Introduction** part, as response to the first and second research questions, the PLSPQ was administered to the respondents and the data collected was statistical analyzed by referring to the scoring sheet as in the PLSPQ. The result displayed the mean scores of each of the learning style as in **Chapter 4 Data analysis and Result**. The result is congruent with one of the past studies which were conducted to identify the language learning style preferences of the China university level students (Gao, 2016). Her research reported that the tactile and kinaesthetic learning styles serves as the learning styles most preferred by the students which are similar with the current research. The present study reports that the tactile and kinaesthetic learning style fall within the major learning while the remaining types of learning styles are categorized as the minor learning style. Ong, Rajendram and Yusof (2006) also came out with the same result in their study which determined the kinaesthetic learning styles as the preference of the students. Besides, the result of the current study is also somewhat in line with another previous study conducted in Malaysia ESL setting as it was found that the kinaesthetic learning style was the preference of the students in the studies carried out by Mulalic, Shah & Ahmad

(2009) which reported that the students rely more on the kinaesthetic styles while having less preferences toward the visual, auditory and group learning styles.

Among the learning styles, kinaesthetic ranked the highest followed by the tactile learning style while the group leaning style is at the lowest ranking. It implies that most of the students have a high tendency to learn through movement of whole body and hands-on activities. The possible explanation that can made is that these types of learning styles provide opportunities for the students to experience English totally, ESL respondents prefer them.

The reason for the students to have the least preference toward group learning style is the cause of Malaysia culture and educational situations. Most of the students in Malaysia are identified as passive and introvert. They prefer to study alone rather than cooperating with others. They are not likely to share their ideas and communicate their thoughts with others.

5.1.2 Discussion of the language learning strategies of the respondents

As mentioned in **Chapter 1 Introduction**, it was proposed the first research objective to identify the learning style and language learning strategy preferences among the students from university level in the context of second language learning by looking at the overall mean scores as obtained in the **Chapter 4 Data analysis and Result**. In Chapter 2 Literature Review, there was a part which introduced Oxford as the pioneer of the term Language Learning Strategies (LLS) and he proposed the term to refer to the techniques used by the students to facilitate learning (Aljuaid, 2015). To specify the term, the strategies were divided into two categories: direct and indirect strategies. The strategies which fall under the direct strategies were listed as compensation strategies, memory strategies, and cognitive strategies while the indirect strategies

consisted of metacognitive strategies, social strategies, and affective strategies (Oxford, 1990, p. 71).

Regarding the research objective to examine the students' preferred learning strategies, the widely recognized questionnaire, SILL was employed as mentioned in **Chapter 3 Methodology**. The reason of choosing the questionnaire is that it had been validated by the other researchers. In this present study, when the mean scores of all types of strategies were compared, it was found that the cognitive strategies ranked the highest, followed by metacognitive, compensation, memory, social and lastly the affective strategies. Similarly, when the results were analyzed according to the overall average mean scores as mentioned in the SILL questionnaire scoring sheet, the findings reported that the high-use strategy among the respondents participated was the direct strategy specifically the cognitive strategy. The utilization of direct strategies was due to the students' involvement in the subject matter in a direct manner. To further elaborate, the learners' performance is directly improved the functions due to their ability of storing and recovering of information. As the representative from direct strategy category, cognitive strategies include a wide variety of mental processes such as planning, reasoning, summarizing, and analysis of everything found in the learning process (Oxford, 1990). Hence, it was the most popular strategy used as it plays the important role to directly monitor the second language learners' progression in learning. The use of cognitive strategies can reflect the learners' proficiency and test their capability of accumulating and applying the knowledge learned in the target language. The result reported in this study was the same as the researches done by Wu

(2008) and Charoento (2016) in which the cognitive strategy was one of the most frequently used strategies among the university level students with the purpose to improve their learning. Moreover, Al-Hebaishi in 2012 also revealed the same preference of language learning strategy among the Saudi Arabic students. As compared with one of the researches conducted in Malaysia ESL context, its researchers Mahalingam and Yunus in 2017 found that more proficient learners had high tendency to use the cognitive strategies and metacognitive strategies. Therefore, it is possible to make the conclusion that the respondents in current study understand the usefulness of cognitive strategies in second language classrooms and tend to use cognitive strategies to improve their English proficiency. This assumption can be supported by Takac (2008) who proposed that all of the learning and the solutions needed to overcome the problems found in the received learning tasks involve the learners' mental world. To further elaborate, the role of cognitive strategies are emphasized as most of the language tasks might require the students' cognition or in-depth mental processing.

For the other types of strategies, the respondents were on the medium use of them. Among the medium-use strategies, the metacognitive strategy was ranked the highest while the lowest rank was obtained by the affective strategies. The medium-use strategies were used rather frequent but still less frequent when compared to the cognitive strategy. This result is inconsistent with some of the existing researches such as the research reported by Aljuaid, 2015 in which metacognitive strategy was recognized as the most popular strategy used among the learners and followed by the cognitive strategy which is in the average use. The results of this study are as opposed to the findings obtained by Aljuaid. In the current study, as the

metacognitive strategy is at the place of second-ranking which comes after the cognitive strategy, it may be the reason that the university level students realized the importance of directing their own learning and it always serves as the step after the mental processes due to its requirement of higher order thinking especially for those advanced learners. The respondents who are adult possess a high awareness toward the learning by involving the processes of evaluating, monitoring, planning and controlling (Aljuaid, 2015).

With respect to the least preferred learning strategies, the current result is in parallel with the result reported in the study conducted by Aljuaid (2015). Although they are interpreted as the least preferred learning strategies in this study, they are still in the medium use by the respondents. The respondents may consider language learning as merely an intellectual and mental process. They lack of the awareness of the benefits they could gain by employing affective strategies in learning to drive their motivation, to reduce their nervousness, and foster the positive attitudes, and, hence, they get the lowest ranking in this study.

5.1.3 Discussion of the relationship between the language learning styles and language learning strategies

In order to discover the answers of the second research question, the relationship between language learning styles and language learning strategies is investigated, here, the Pearson Correlation plays a vital role to compare the two elements from the PLSPQ and SILL questionnaire.

The results obtained from the current study seemed to be congruent with the studies carried out by Oxford (1989), Rossi-Le (1989), Li and Qin (2006), and Al-Hebaishi (2012). All of these studies revealed the significant relationship between the perceptual learning styles and language

learning strategies. The result was further supported by Brown (1994) who mentioned that the outward manifestation of learners' learning styles have the relationship with strategies.

Concerning the pattern of the relationship existed in this study, it showed that the visual learning styles are positively correlated with the affective strategies which is the same as the result reported in the study of Al-Hebaishi in 2012. This kind of learners have well management of their own emotions and are able to minimize the anxiety in learning the language. Based on Wooldridge (as cited in Al-Hebaishi, 2012), it was common for the visual learners to have well emotion management as they are always described as sensitive and affective.

Apart from that, the results indicated the association between auditory learning style with the metacognitive and affective strategies and it is partly similar to the study conducted by Gao (2016). The auditory learners involved in this study have the tendency to employ higher-order executive skills which requires the planning, organization and self-evaluation of their learning in their learning process. Also, they have the characteristics of the capability to motivate themselves and manage their emotions.

Compensation strategies were also found having a correlation with the kinaesthetic learning styles, which means that the kinaesthetic learners who like to learn through moving, touching, and doing have the preferences to expose to the new information and learn through the strategies of intelligent guessing from the clues given. The result is inconsistent with the several past studies in which the compensation strategies were always reported as having correlation with tactile learning styles and individual learning styles but not the kinaesthetic learning styles (Muniandy & Shuib, 2016). Therefore, by interpreting the result obtained in this study, it draws the prediction that the kinaesthetic style respondents in this study are the active learners who like

the “exploration” in the learning process, thus, they would rather to employ the compensation strategies of guessing when they physically engage in the learning activity.

Additionally, the result presented the existence of meaningful relationship between tactile learning styles and cognitive strategies. This finding marked its difference with the past studies such as the studies conducted by Al-Hebaishi (2012), Li and Qin (2006), and Gao (2016). The tactile learners are found at ease when engaging in the hands-on activity and also employing the cognitive strategies like planning, organizing and tapping their previous knowledge for problem solving to help them become an organized and effective learners.

The correlation also existed between the group learning styles and social strategy and the result is supported by the other researches like the researches done by Al-Hebaishi in 2012, Li and Qin in 2006 and the latest study conducted by Gao in 2016. The positive correlation found reveal that the respondents of group learning style preferences always make use of the strategies such as learning and interacting with others and understand the cultures of the target language. It implies that the respondents are the active kind of learners who always learn with others and are equipped with the capacity to raise questions and ask for assistance during the learning process. Another reason for them to employ social strategies is to be in empathy with the other learners.

The results also pointed out that none of the learning styles have the positive correlation with the memory strategies. It indicates that the respondents have less awareness of the importance of using memory strategies with their preferred learning styles.

5.2 Qualitative finding discussion

5.2.1 Effect of students' language learning strategies on intrinsic and extrinsic motivation

Last but not least, the current study also presented the effect of the language learning strategies on the motivation and the semi-structured interview was designed to support this part of the study. Consistent with the past studies by Schmidt and Watanabe (2001), Xu (2011), Domakani, Roohani and Akbari (2012), and Khazaie & Mesbah (2014), the students' motivation is influenced by the students' selection of language learning strategies. However, it is inconsistent with the result presented by Nikoopour, S. Salimian, S. Salimian and Farsani (2012) which showed the absence of association between language learning strategies and motivation, which means that the students' choice of learning strategies do not affect the students' motivation.

According to the perspectives of Deci and Ryan in 1985, there are two types of learning motivation namely intrinsic and extrinsic motivation. Intrinsic motivation reflects the students' interest toward learning while the learners who are extrinsically motivated long for some external demands such as reward or try to avoid punishment. To be more precise, instead of simply determining the effect of language learning strategies on the students' motivation, it tends to investigate the effect of learning strategies on intrinsic and extrinsic motivation.

The result obtained from this study is partly consistent with the previous study conducted by Pong (2002) to identify how the choice of learning strategies affects the students' motivation and achievement. In his study, he found that the Taiwan university students who were favored with the metacognitive and cognitive strategies were recognized as intrinsically motivated students whereas the students who tend to employ the affective strategies were extrinsically motivated. When compared to the current study, the result obtained is partly the same as the respondents who prefer the cognitive and metacognitive strategies are also intrinsically motivated. Nevertheless, the affective strategies in the present study is claimed as having influence the

students' intrinsic motivation. Besides, the current study revealed the effect of compensation and social strategies on the extrinsic motivation.

Other than that, when referring to the study conducted by Nikoopour, S. Salimian, S. Salimian and Farsani (2012) which aimed to examine the relationship between intrinsic and extrinsic motivation and language learning strategies by employing the Iranian learners, its result reported showed some differences with the current study. The preceding research identified the effects of memory, compensation, metacognitive and affective strategies on the extrinsic motivation in which the learning is seen as the tools to get good result; the influence of cognitive and social strategies on the intrinsic motivation to allow the students to learn for their own sake and interests.

When discussing the result of the current study, the students having compensation, memory and social strategy preferences are seemed to be extrinsically motivated to learn the target language. One possible explanation for the compensation strategies to influence extrinsic motivation is that the students would promote the thinking that learning as the activities of "guessing" and they are not goal-oriented as they do not see the perceived value of language learning. Similarly, the explanation for compensation can apply for the association between memory strategy and extrinsic motivation in this study. The students see learning as the matter of memorizing and their responsibility is to memorize and get the proficient academic performance at the end of the learning process. Other than that, the social strategy preference help to promote the extrinsic motivation. It might due to the purposes for the students to make friends and exchange ideas for each other and subsequently it enables them to enhance their knowledge which is beneficial for them to get good grade. Besides,

another assumption which can be made is that when the respondents are being in group, it is the human's instinct to compare their result with others.

On the contrary, the respondents with affective strategy preferences allow the learners to have inherent interest toward English learning by always concerning the use of the strategies to promote motivation and encourage themselves under the condition without any threatens. It could possibly be the consequence of the students' low anxiety and positive attitude which provide the security and the threats are decreased to the minimum to learn the language. When the sense of threatening is keep at minimal, the students would raise their interest to learn the language. Besides, the cognitive and metacognitive strategies also showed the association with the intrinsic motivation. As the explanation, the participants who used the cognitive and metacognitive strategy the strategies like planning, reasoning, and organizing and evaluating. This two kind of learners always involve the complex thinking especially the metacognitive learners in order to fully master the language. Moreover, they tend to be systematic and organized through self-regulation in the learning process as it can be seen from the students with the metacognitive strategy preferences are willing to put the effort to have self-evaluation.

5.3 Implications for teaching

Without any doubts, this study informed the teachers and the learners about the importance to increase their awareness toward the preferred learning styles and learning strategies and also understanding the relationship existed between the two variables. From there, they can take more conscious actions to improve their teaching or learning. As the teachers' role is to promote autonomy among the learners, they should make a contribution to discover the students'

preferences and familiarize with their preferences. Once the teachers have mastered the students' preferences, they can employ the suitable teaching techniques to adapt their lesson to match the students' preferences and work toward the facilitation of the students' learning. Furthermore, teachers may distribute the instruments such as PLSPQ and SILL for the students to identify their own preferences to increase the students' awareness and also as the source of useful information for the teachers. Also, lesson can be given for the students on how to consolidate their preferences and strengths by teaching them the ways of extending their preferences.

Concerning the teaching techniques employed by the teachers, there is none of the lesson which can fit the needs and preferences of the entire class. However, the teachers can show their concern and awareness to the students' preferences by incorporating different tasks in each lesson. The teachers should put the effort to balance the lesson by considering all the learning style and learning strategy preferences of the students. Therefore, the instructional materials which are suitable were crucial to facilitate the students' learning. Besides, it is necessary for the teachers to observe the students' profile in a consistent way to diagnose any changes occurred.

As this study also demonstrated the impact of learning strategies on the students' intrinsic and extrinsic motivation, the teachers are given the suggestion to boost the students' intrinsic motivation in order to maintain the students' sustainability to learn and encourage the real interest in learning the subject matter by promoting the suitable learning strategies to the students in the classrooms.

The implication that this study can bring to the curriculum developers is that they should always work together with the teachers in order to design the best curriculum to benefit both teachers and students. Besides, enough time is required to be set in the curriculum to provide

sufficient time for the teachers to plan the lessons to suit the different preferences of the students. In addition, the discussion with the teachers is always necessary to explore the aspects of learning styles and learning strategies to be focused, and then employing the corresponding instruments to seek for the students' needs and preferences.

5.4 Limitations of study

In spite of the advantages brought by this study as aforementioned in the previous part **Chapter 5.3 Significance of Study**, there are a few number of limitations being identified which are needed to account for when analyzing the findings. First, the conduct of this study is merely restricted to the participants from a single university which is the University Tunku Abdul Rahman. Thus, it should be aware with the intention to generalize the result of this study to other populations. Apart from that, it should bear in mind that the participants are merely consisted of the volunteers from ESL setting and it is not suitable to generalize the result to larger population or other learning context. Nevertheless, it is still possible to use part of the results in the population belongs to the same context.

Second, in order to find the answers for the first and second research questions, two sets of self-reported questionnaires are used. The questionnaires may not accurately reflect the students' actual preferences of the learning styles and learning strategies due to the risk that the students do not respond to the answers sincerely. Besides, the students' deeper view of learning is not considered. Hence, the future research might get the advantage by incorporating qualitative part like observation and interview as complementary to the self-report questionnaires.

Third, although qualitative part is incorporated in the current study, it is the only tool to reveal the answers of the third research questions which is the effect of the language learning

strategies on the students' learning motivation. However, there are only two representatives from each category of learning strategies are employed in the interview and it brings to the negative effect of insufficient number of respondents to generalize the results. In addition to that, the respondents might not be sincere when answering the questions as they are too shy to express their real ideas.

5.5 Recommendation for future study

There are some recommendations which can be given for future research in this area. First, as the respond to one of the limitations identified in the previous section, the researches may replicate the current research by taking the various subjects from different educational settings. For instance, involving the respondents who learn English as Foreign Language or students who learn English for Specific Purpose. Besides, students from the courses other than the EL and ED course may also be considered to involve in future research to enable the generalization of the findings to larger population. As mentioned by Oxford (1994), he gave the suggestions to replicate the studies available regarding language learning strategies in order to get more consistent and verified data within and across different group of students.

Second, the future study may take into the considerations of many other extraneous factors which might influence the students' learning styles and language learning strategies such as educational context, length of study, teaching approach employed, cultural background and many other variables. Although the age and gender of the participants are collected, they are not examined in the current study and, thus, the future research may be conducted by filling in the gap found.

Third, a longitudinal study is suggested for the future research to figure out the students' development of their preferences of learning and identify any changes along their journey of learning. Longitudinal study is useful to help identifying any factors which affect the students' choice of learning styles and strategies as well as the students' learning motivation. It served as a good way to obtain the information in a particular area more thoroughly.

Fourth, as the first part of this research which aimed to solve the first and second research questions merely depends on the quantitative data, it is suggested that the future research may incorporate the qualitative approaches as the support to the quantitative data such as interviews, think-aloud protocol, and participant observation. Similarly, as the second part of the study is fully qualitative in nature, the findings may be supported by the quantitative data through the use of validated questionnaires in the future research.

Last but not least, in this 21st century, all the human being live in technology era, technology and social media are the important elements which are indispensable from human lives. In the classrooms, it brought the changes to the students' learning. Hence, it may open a new dimension for the incoming research to look into the role of technology and social media to influence the students' learning preferences and whether it results in any changes of strategy patterns.

5.6 Chapter summary

In this chapter, all the discussions regarding the results collected are included to concern the three research objectives mentioned in **Chapter 1 Introduction**. There are two parts of discussion: quantitative and qualitative which corresponding to first and second and third objective respectively. This chapter draws the conclusions by including the limitations, suggestions for classroom pedagogy and future research.

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Appendix A

Strategy Inventory for Language Learning (SILL, Version 7.0)

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is created for the students of English Education or English language. On the worksheet given, write the response (1,2,3,4 or 5) that tells HOW TRUE OF THE STATEMENT IS.

- 1. Never or almost never true of me
- 2. Usually not true of me
- 3. Somewhat true of me
- 4. Usually true of me
- 5. Always or almost true of me

(Tick the answers on the space provided)

PART A

Statement	1	2	3	4	5
1. I think of relationships 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 remember the word.					
4. I remember a new English word by					

making a mental picture of a situation in which the word might 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.					
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					

PART B

Statement	1	2	3	4	5
10. I say or write new English words several times.					
11. I try to talk like native English speakers.					
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 spoken in English 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) then go back and read carefully.					
19. I look for words in my own language that are similar to new words in English.					
20. I try to find patterns in English.					
21. I find the meaning of an 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

Statement	1	2	3	4	5
24. To understand unfamiliar English words, I make guesses.					
25. When I can't think of a word during a conversation in English, I use gestures.					
26. I make up new words if I do not know the right ones in English.					
27. I read English without looking up every new word.					
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 a word or phrase that means the same thing.					

PART D

Statement	1	2	3	4	5
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

Statement	1	2	3	4	5
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 give myself a reward 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.					

PART F

Statement	1	2	3	4	5
45. If I do not understand something in English, I ask the other person to slow down or say it again.					
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.					

Appendix B

Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					

3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. I learn more when I make something for a class project.					
	SA	A	U	D	SD
14. I enjoy learning in class by doing experiments.					

15. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					

	SA	A	U	D	SD
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

Background Questionnaires

How old are you?

What is your gender?

Male

Female

Course of study

Year of study

Study English as:

Second language

First language

Foreign language

Appendix D

Interview Protocols

Interview Protocol with Participants

Project:

Correlation between learning styles, language learning strategies and motivation in ESL classrooms

General information

Time:

Date:

Place:

Gender:

Reminder

- Research purpose
- The nature of interview
- Signing consent form
- Participants' right to terminate the interview
- Assuring the information of recorder just use for the purpose of the study and is keep confidential.

Interview guide:

Each participant will be asked about:

1. Their purpose of using learning strategies in language learning.
2. Their sustainability in learning the language when their preferred learning strategies are employed.
3. Their willingness to participate in the activity when the teacher incorporates their preferred learning strategies into the lesson.
4. Their attitude to learn the language when incorporating the learning strategies that fit their preferences.
5. Their opinions on the usefulness of preferred learning strategies to increase their competence in learning the target language.

Before finishing

- Any questions about the interview
- Appreciation given to the interviewee

Appendix E:

Consent Form for Interview

Correlation between learning style, language learning strategy and motivation in ESL classrooms.

By signing the below, I confirm that I have read and understood the information sheet and in particular have noted that:

- This research is being carried out as part of a research project of submitted in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education, Faculty of Arts and Social Science in University Tunku Abdul Rahman. This research investigates the correlation between learning style, language learning strategy and motivation in ESL classrooms.
- I understand that I will be asked to complete and interview which should take approximately 30 minutes to complete, and possibly engage in a short follow-up interview.
- I understand that the data will be used in the interviewer’s research project and that all information that I provided will be anonymous and treated as strictly confidential.
- My participation is voluntary and I may discontinue my participation at any time without penalty or explanation.
- I understand that my privacy will be protected by the following provisions: (a) the research focus will be on categories drawn from the questionnaire data; (b) any report or publication from this study will conceal or remove any identifying features might tend to connect me with any of the reported responses.

I have read the information sheet and the consent form. I agree to participate in this study and give my consent freely. I understand that the study will be carried out as described in the information statement, a copy of which I retained. I also realise that I can withdraw from the study anytime and that I do not have to give any reasons for withdrawing. I have had all questions answered to my satisfaction.

Name of participant:

Signature of participant:

Date:

Signature of researcher:

Date:

This research has been approved by Faculty Arts and Social Science, UTAR. Any inquiry, please contact:

Name of research: HEAH JOO PENG

Contact number : 017-505 1101

Email address : yuriheah@lutar.my

Appendix F

Interview Questions

1. What is your purposes to utilize preferred language learning strategies?
2. How is your sustainability in learning the language when the preferred learning strategies are used? Why?
3. Describe what kind of learners you are when you use your preferred learning strategies. Why?
4. What kind of attitude you show toward learning when the learning strategies that fit your preferences are employed?
5. Do you think your preferred learning strategies will increase your competence in learning the language?

Appendix G:

Self-scoring sheet for Perceptual Learning Style Preference Survey

Instructions: There are 5 statements which represent each learning style in this questionnaire. Each of your answer has a numerical value.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

Fill in the blanks below by using the numerical value for each answer. For example, if you answer **strongly disagree** for statement 1 (a auditory question), write the number **1** (SD) on the blank to question 1.

Example:

Auditory

1- 1

Once finish calculating the numerical values for *Auditory*, sum up the numbers. Multiply by 2, then write the total in the blank given.

Follow the instructions and complete the calculations for all the learning style categories. By referring to the scale below, it helps to determine yours:

Major learning style preference(s): score: 38-50

Minor learning style preference(s): score: 25-37

Negligible learning styles : score: 0-24

Perceptual Learning-Style Preference Questionnaire Scoring Sheet

Visual	
Question	Score
6	
10	
12	
24	
29	
Total	
Score = Total X 2	

Auditory	
Question	Score
1	
7	

9	
17	
20	
Total	
Score = Total X 2	

Kinesthetic	
Question	Score
2	
8	
15	
19	
26	
Total	
Score = Total X 2	

Tactile	
Question	Score
11	
14	
16	

22	
25	
Total	
Score = Total X 2	

Group	
Question	Score
3	
4	
5	
21	
23	
Total	
Score = Total X 2	

Individual	
Question	Score
13	
18	
27	
28	
30	
Total	
Score = Total X 2	

Appendix H

Scoring sheet for SILL questionnaire

Name, Surname: _____

Date: _____

Sex : M / F

1. The blanks (_____) are numbered for each item on the SILL.
2. Write your response to each item (i.e., write 1, 2, 3, 4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMs for the different parts of the SILL. Then divide by 50.

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. _____	10. _____	24. _____	30. _____	39. _____	45. _____	SUM Part A
2. _____	11. _____	25. _____	31. _____	40. _____	46. _____	SUM Part B
3. _____	12. _____	26. _____	32. _____	41. _____	47. _____	SUM Part C
4. _____	13. _____	27. _____	33. _____	42. _____	48. _____	SUM

						Part D
5. _____	14. _____	28. _____	34. _____	43. _____	49. _____	SUM Part E
6. _____	15. _____	29. _____	35. _____	44. _____	50. _____	SUM Part F
Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
7. _____	16. _____		36. _____			
8. _____	17. _____		37. _____			
9. _____	18. _____		38. _____			
	19. _____					
	20. _____					
	21. _____					
	22. _____					
	23. _____					
SUM/9= _____	SUM/14= _____	SUM/6= _____	SUM/9= _____	SUM/6= _____	SUM/6= _____	SUM/50= _____ (Overall Average)

Profile of Results

This Profile shows your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers. To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet, at the bottom.

Part	Which strategies are covered	Your Average on this part
A	Remembering more effectively.	
B	Using all your mental processes.	
C	Compensating for missing knowledge.	
D	Organising and evaluating your learning.	
E	Managing your emotions.	
F	Learning with others.	

Key to understanding your averages:

High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
	Generally not used.	1.5 to 2.4
Low	Never or almost never used.	1.0 to 1.4

APPENDIX I

Interview Transcriptions

Respondents 1

Gender : Male

Date: 17 February 2019

Course of study : ED

Time: 8.30 am.-9.00 am

Year of study : Year 3

Preferred learning strategies: Memory strategies

Interviewer : Hello! First, I want to show my appreciation for your willingness to participate in this interview.

Respondent : You are welcome.

Interviewer : As I know you are the learners who like to use memory strategies to learn English. Do you have any specific goal to use English?

Respondent : Specific goal? You mean why I want to use the strategies.

Interviewer : Yes. The purpose for you to use the strategies.

Respondent : For me, by using learning strategies that I like, I hope that I will learn faster, easier, and more efficient. To me, it is a kind of clever act to use the learning strategies in the way I like to benefit from it.

Interview : So do you think when the learning is facilitated, it is possible to improve your academic result?

Respondent : Yes, if I use it in a proper way.

Interviewer : Second that I would like to ask is how is your sustainability in learning the language when the preferred learning strategies are used? Tell me the reason for your answers.

Respondent : I tend to put more effort for the accomplishment and spend more time to pursue my interest.

Interviewer : To get good grade?

Respondent : Yes.

Interviewer : Can you think of some words to describe what kind of learners you are when you effectively using your preferred learning strategies.

Respondent : A good learner because I employed my preference which can facilitate the learning to achieve the goal.

Interviewer : Do you think achieving goal is the ultimate purpose of your learning?

Respondent : Hmm... I think so?

Interviewer : Okay! What kind of attitude you will show when learning strategies that fit your preferences are employed.

Respondent : Attitude? Can I say positive attitude?

Interviewer : Can you specify it?

Respondent : Motivated.

Interviewer : Last question. Do you think your preferred learning strategies can help to increase your competence?

Respondent : Of course no. It is a tool to help us facilitate the learning. If it is to compete with others, the result have to be good enough with the use of the strategy. So, it is

impossible to compete with others as my result does not seem to be outstanding when compared with others.

Interviewer : Alright. Thank you for your participation.

Respondent : You are welcome.

Respondents 2:

Gender : Female

Date: 17 February 2019

Course of study : EL

Time: 10.00 am.-10.30 am

Year of study : Year 2

Preferred learning strategies: Memory strategies

Interviewer : Thank you so much for joining my interview.

Respondent : You are welcome.

Interviewer : Can I know your purpose to use memorization in learning English?

Respondent : I always prefer to memorize things to help my learning, and it becomes the reason for me to get good grade in this subject.

Interviewer : Is good grade your goal of learning.

Respondent : Of course! I think most of the students are the same with me. When it comes to learning, it is always important to get a good result to show the worthiness to put effort on learning.

Interviewer : Then, will you sustain your effort in learning when you use the learning strategies?

Respondent : It is not easy to sustain the effort to learn, but I have no choice but to work toward my goal to get good grade and it is the reason for me to have tendency to employ the preferred learning strategies.

Interviewer : Why getting good grade is so important?

Respondent : It secured my future.

Interviewer : How about your attitude toward learning English?

Respondent : I strongly believe that learning with my preferred learning strategies will help to achieve my goal of learning. Because when I use memorization, it helped to retain the information and during the final exam I could use what I have memorised to answer the questions. Finally, Good grades are obtained.

Interviewer : Are use juts memorizing without understanding?

Respondent : Before memorizing something, I will understand what I am learning first.

Interviewer : Describe what the learners you are to use the strategy?

Respondent : A wise learner.

Interviewer : Last question for you. Do you think to increase your competence in learning English?

Respondent : No. Although I always use my preferred learning strategies, in the classroom, it doesn't see that I have the competence to compete with other, as I am the kind of learner being passive.

Respondents 3:

Gender : Female

Date: 17 February 2019

Course of study : ED

Time: 2.00 pm.-2.30 pm

Year of study : Year 3

Preferred learning strategies: Cognitive strategies

Interviewer : Thank you for joining me in this interview, I really appreciate it.

Respondent : It's okay.

Interviewer : Are you ready for our interview today?

Respondent : Yes.

Interviewer : First, can you tell me your purpose of using cognitive strategies when learning English?

Respondent : My purpose of using learning strategies is to make me more confident to help improve my learning.

Interviewer : Next, do you think you will sustain your effort to learn English when your preferences are fitted?

Respondent : Of course I will. It gives me the sense of achievement when learning suit my preferences.

Interviewer : Can you clarify your sense of achievement?

Respondent : I feel like I have mastered the language fully.

Interviewer : How do you describe yourself who use preferred learning strategies to aid learning?

Respondent : I am proud because I am able to control on my own learning and without the help of others.

Interviewer : Describe your attitude to me when you learn English using cognitive strategy.

Respondent : I'm the person who take learning seriously. Because I always plan, organize and do the proper reasoning during the learning process.

Interviewer : Why?

Respondent : It helps to build my knowledge.

Interviewer : Are you competitive enough to compete with other learners?

Respondent : No. I never tend to compete with others in the learning process. The purpose for me to enroll in this university is to gain knowledge.

Interviewer: That's all for our today's interview. Thank you and have a nice day.

Respondent : You are welcome.

Respondents 4:

Gender : Female

Date: 18 February 2019

Course of study : ED

Time: 12.30 pm.-1.00 pm

Year of study : Year 1

Preferred learning strategies: Cognitive strategies

Interviewer : Thank you so much for joining my interview. First, I would like to ask about your purposes to use cognitive strategies in learning English.

Respondent : Why? Hmm... I think learning strategies are what I use to ease my learning. In the learning process, I always do a lot of planning and organization so that I'm able to cope with my learning systematically. Besides, immediate reaction in the learning is possible when the planning is sufficient.

Interviewer : So do you believe in the ability for it in helping you to cope your learning?

Respondent : Yes.

Interviewer : What are the kind of learners you are when learning English?

Respondent : The reason for me to use cognitive strategies is that I prefer self-discovery in the learning process and not too dependent on the other learners.

Interviewer : Do you feel the pleasure to learn?

Respondent : Yes. I feel happy to learn with what I like.

Interviewer : What is the attitude that you have in learning English?

Respondent : When I am given chances to develop my preferences, it motivates me.

Interviewer : I mean what is your attitude to learn the language.

Respondent : Sure be confident.

Interviewer : Do you think you are more advanced than the others and are competent?

Respondent : I think I am better than others when I do things by myself and I am systematically enough to deal with the matter related to learning.

Interviewer : One more question. How long would you able to maintain your effort to learn?

Respondent : It will be long-term as learning suit my preference and there is a need to achieve something for me to continue my effort.

Interviewer : So we will finish our interview session here. Thank you for your participation.

Respondent : It's all alright.

Respondents 5:

Gender : Female

Date: 18 February 2019

Course of study : ED

Time: 8.00 pm.-8.30 pm

Year of study : Year 3

Preferred learning strategies: Compensation strategies

Interviewer : Thank you so much for joining my interview. First, I would like to ask about your purposes to use cognitive strategies in learning English.

Respondent : For the question you asked, I would like to say that learning strategies help me a lot. First, it is a useful way for me to handle most of the language tasks. Second, I am motivated when the learning is based on my preferences.

Interviewer : How does guessing help you to handle those language task?

Respondent : By referring to the clues given.

Interviewer : Next, are you willing to sustain your learning in for long term.

Respondent : if there is a need, I will.

Interviewer : Can you clarify this?

Respondent : If it is always a good way to improve my learning, I will continue using it until the goal is reached. Why not?

Interviewer : What is your attitude toward learning English?

Respondent : To me, I would like to be carefully choosing my learning strategies as it plays the important role to help my learning. My preferred way of learning makes me to become more encouraging to show myself in front of others.

Interviewer : Do you feel the pleasure to learn?

Respondent : No. All that I feel is stress and learning is not always satisfy our expectation.

Interviewer : Do you think you the language learning strategies help you to become more competitive?

Respondent : I don't think so. As the passive learning is what I always count for, I will only put the effort when there is a specific goal set by others for me.

Interviewer : Last question to be asked is how do you describe yourself in the learning process?

Respondent : A good learner who are able to get good grade.

Interview : I see, I see...Do you always feel confident in your learning process when you get a good grade?

Respondent : Yes. Of course!

Interviewer : So we will finish our interview session here. I really appreciate your participation.

Respondent : Thank you

Respondents 6

Gender : Male

Date: 20 February 2019

Course of study : EL

Time: 2.00 pm.-2.30 pm

Year of study : Year 2

Preferred learning strategies: Compensation strategies

Interviewer : Thank you for joining me today.

Respondent : You are welcome.

Interviewer : First, would you like to share your reason to employ learning strategies?

Respondent : It is a way to present the best self when using what I like in the learning.

Interviewer : May I know what is your best self?

Respondent : Learn with all my abilities and effort to improve my result.

Interviewer : Why you want to show your best self.

Respondent : To be recognized.

Interviewer : What kind of attitude do you have toward learning of English?

Respondent : It makes to me to become more energetic when the preferred learning strategy is used and it provides the opportunities to show my ability to others. I mean the best self of me like what I mentioned before.

Interviewer : Do you think you are more competitive than others when learning with your preferences?

Respondent : I never compete with others in the learning process.

Interviewer : May I know the reason?

Respondent : Just compare with ourselves.

Interviewer : Next, how do you describe yourself in the learning process?

Respondent : I believe that with my ability, I could able to do everything by myself in the learning process and impendent enough.

Interviewer : The interview is almost come to the end. My last question to ask is would you like to maintain your sustainability in learning English?

Respondent : Yes because I have no choice but to do so. The strategies were used as the tool to achieve my goal in the learning process.

Interviewer : That's all from me. Thank you.

Respondent : You are welcome.

Respondents 7

Gender : Female

Date: 20 February 2019

Course of study : ED

Time: 2.30 pm.-3.00 pm

Year of study : Year 3

Preferred learning strategies: Metacognitive strategies

Interviewer : Hello. Thank you for spending time here with me. Can we start our interview right now?

Respondent : Alright!

Interviewer : First, may I know your purpose to use language learning strategies?

Respondent : Why I want to use it?

Interviewer : Yes.

Respondent : I want to be a successful learner by using the learning strategies that I prefer in the correct way.

Interviewer : Can you explain in detailed?

Respondent : I want to fully employ my preferences to aid my learning in order for me to learn the language thoroughly.

Interviewer : Do you think you are more competitive when compared with the others?

Respondent : Yes. I have the self-control over the learning. Learning is the matter of the learners in which they have the right to decide how and what they want to learn to promote the real interest in the learning process.

Interviewer : So, do you like the English language learning.

Respondent : Yes. I enjoy it.

Interviewer : What is your attitude toward learning?

Respondent : Everything relate to the learning, in my opinion, it is important and I will take it seriously to do my best and the learning strategy is the energizer to drive me toward my goal.

Interviewer : How do you describe yourself in the learning process?

Respondent : I am independent enough to handle everything related to English learning.

Interviewer : Can you maintain your effort in learning with your preferred learning strategies?

Respondent : As my purpose of learning is to master the language that I learned, therefore, no matter how, I will try my best to learn by using the best strategies and also must be my preference.

Interviewer : Will you be disappointed when you fail to do so?

Respondent : It's okay for me to experience failure, from there I may adjust my learning and explore another way to help me master the language.

Interviewer : Wow! That's good. Then, do you think it will help to increase your competence?

Respondent : Yes, as I am self-regulated fully to learn the language

Interviewer : Thank you for your response. Have a nice day.

Respondent : You too. Thank you.

Respondents 8

Gender : Female

Date: 22 February 2019

Course of study : EL

Time: 2.00 pm.-2.30 pm

Year of study : Year 2

Preferred learning strategies: Metacognitive strategies

Interviewer : Thank you for your participation today.

Respondent : You are welcome.

Interviewer : For the first question, I would like to understand your purpose of using language learning strategies.

Respondent : It is clear for me to know that I is aimed to increase my beliefs in my own ability to learn successfully.

Interviewer : Is it as the way to motivate you?

Respondent : Yes.

Interviewer : Next, do you think the learning strategies help to enhance your competence in English language?

Respondent : I tried hard to be so but it is not always be the case that I like. As what I want is to have the intense understanding of what I have learnt. I consider it as a way for me to learn the language.

Interviewer : What is your attitude toward learning?

Respondent : I would like to show my appreciation when the learning matches my favorite. Therefore, I will put more effort on learning.

Interviewer : Can you elaborate on that?

Respondent : For me, English mastery is important for me and it was a joyful experience. It was joyful as I felt accomplishment when I could handle English well. That is the reason why I am willing to put effort in learning English.

Interviewer : Do you think you would maintain the sustainability in learning English?

Respondent : I will. Mastery of English is the ultimate goal for me to take this course. I have the tendency to discover more about the language.

Interviewer : How do you describe yourself?

Respondent : Independent. As an example, in the learning process, I would like to prompt myself toward the

Respondents 9

Gender : Male

Date: 22 February 2019

Course of study : ED

Time: 9.00 pm.-9.30 pm

Year of study : Year 3

Preferred learning strategies: Affective strategies

Interviewer : Hello. Thank you for your joining in my interview. Can we start our interview right now?

Respondent : Okay. I'm ready.

Interviewer : First, may I know your purpose to use language learning strategies?

Respondent : Alright. As I know learning strategies are the technique we use to enhance our learning, but, I learn by using my preferred learning strategies is to make myself happier to learn. It is crucial to find fun in the learning process instead of being feared all the time.

Interviewer : Alright. So you serve it as a way to encourage your passion?

Respondent : Yes.

Interviewer : Do you think learning by the means of your strategy can enhance your competence in learning?

Respondent : Yes. I will become autonomy learner when I am given the chances to learn with the presence of my preferred way.

Interviewer : Do you think you are more competent when learning with the strategy?

Respondent : It increased my self-confidence with the use of the learning strategies to compete with the other learners. I believe that I will learn better than other.

Interviewer : Do you feel happy with what you have learned in the English lesson and you complete the language task with the help of affective strategies.

Respondent : Yes, of course.

Interviewer : What is your attitude toward learning?

Respondent : I believe that my anxiety will be reduced to the minimum with the use of my preferred learning strategies, when we get the good emotion, I will perform better.

Interviewer : How do you describe yourself in the learning process?

Respondent : I'm conscious of my emotion when learning. I hope that I will always be happy with what I have learnt.

Interviewer : Can you maintain your sustainability in learning with your preferred learning strategies?

Respondent : Pleasure is what I seek for during the learning process, therefore, learning using the preferred learning strategies is one of the plan in my learning process.

Interviewer : Okay. It is a good thing if you learn with more focus on the pleasure you get instead of expecting the higher grade.

Respondent : Yes, I totally agree with you. There is no point for us to see how many marks we get in the exam but to identify the pleasure get.

Interviewer : Thank you for your response. Have a nice day.

Respondent : You are welcome.

Respondents 10

Gender : Female

Date: 22 February 2019

Course of study : ED

Time: 10.00 pm.-10.30 pm

Year of study : Year 3

Preferred learning strategies: Affective strategies

Interviewer : Thank you for your joining today.

Respondent : You are welcome.

Interviewer : First, I would like to understand about your purpose of using learning strategies, the affective strategies.

Respondent : I use it for the purpose to release stress during my learning. As a university students, stress is the most common symptoms found. Hence, I want to learn with reduced anxiety and have a good university life over here. I learn by using my preferred learning strategies as the strategy to make myself happier.

Interviewer : You are really that kind of person focusing on your emotions.

Respondent : That's right.

Interviewer : Will you be competent in English language?

Respondent : Yes. It inspires me to become self-determined. I want to satisfy myself.

Interviewer : So, are you really like the English language learning.

Respondent : Yes. I like English and it makes me feel proud.

Interviewer : What is your attitude toward learning?

Respondent : I take it serious as the preference helps to maintain my enthusiasm to learn.

Interviewer : How do you describe yourself in the learning process?

Respondent : I am self-awareness about my learning process.

Interviewer : Can you explain more?

Respondent : I always do the self-reflection in the learning process to identify those experience which makes me to feel good and bad. Then I will avoid those bad experience to maintain positive emotion.

Interviewer : It seemed you have a good self-control on yourself. Isn't it?

Respondent : Yes. Any other questions?

Interviewer : Do you think it can promote your competence in learning the target language?

Respondent : As I mentioned before, I am always aware with my learning and to me it is the important criteria to be a good language learner to master the language.

Interviewer : One more question, the last one: do you maintain your sustainability in the learning process?

Respondent : Of course. I will keep moving forward but just to keep my positive emotions.

Interviewer : You mean that you will be motivated and always keep continue the effort?

Respondent : Yes.

Interviewer : Thank you very much. I do appreciate it.

Respondent : You are welcome.

Respondents 11

Gender : Female

Date: 24 February 2019

Course of study : EL

Time: 2.00 pm.-2.30 pm

Year of study : Year 1

Preferred learning strategies: Social strategies

Interviewer : Hello. Thank you for joining my interview session today.

Respondent : It's okay. Never mind.

Interviewer : I just direct to my first question. Is it okay?

Respondent : Okay! I'm ready to answer the questions.

Interviewer : Yes. First, what is the purpose for you to use the learning strategies like social strategies?

Respondent : I am motivated to learn a language when everything come is what I want. I will join the lesson when the teachers promote group activity because I learned more when working with others.

Interviewer : So when you work with others what do you feel?

Respondent : I feel that I am socializing with them and it is a good thing to help me cope with the working environment in the future.

Interviewer : Do you think you are more competent when compared with the others?

Respondent : No. I don't think so. Based on my learning experience, although I work with others and learned from others with the intention to show myself. I never be the best in the group. My English competence still needed improvement.

Interviewer : What is your attitude toward learning?

Respondent : I'm encouraged with the use of my preferred learning strategies. For the benefit in the future, I have the intention to work hard and it would maintain my persistence.

Interviewer : How do you describe yourself in the learning process?

Respondent : I am effective learners.

Interviewer : What do you mean effective?

Respondent : I can see the importance of the socialization with friends and I properly make use of them for myself to get benefit from that.

Interviewer : Can you maintain your sustainability in the long-term period?

Respondent : Yes. Because I have to achieve my learning goal.

Interviewer : So that's all for today. Thank you very much.

Respondent : You're welcome.

Respondents 12

Gender : Female

Date: 1 March 2019

Course of study : ED

Time: 1.00 pm.-1.30 pm

Year of study : Year 1

Preferred learning strategies: Social strategies

Interviewer : Hello! Thank you for coming today.

Respondent : Alright!

Interviewer : First, I would start off my interview with the first question about the purpose for you to use the social strategies in learning.

Respondent : Oh! To me, learning strategies is important to improve my result and when I learn with my preferences, I become more confident to tackle any problems faced in the learning process.

Interviewer : Alright! Do you think you have the language competence when compared with the others?

Respondent : No disagree with it. It depends. There are many factors come along the learning process. The language learning strategies are not the only factor which can determine our competence.

Interviewer : Then, what is your attitude toward learning?

Respondent : Definitely positive attitude I have the preferred learning strategies and the possibility to get success is increased.

Interviewer : Use some words to describe yourself in the learning process?

Respondent : I think I can describe myself as good learner enough as I am conscious with my preferences and use them to improve my learning.

Interviewer : Can you maintain your effort in learning with your preferred learning strategies?

Respondent : Since I have the clear goal to achieve in the learning. I believe that I will work hard but there maybe some of the reasons to distract me along the learning process which cannot be predicted.

Interviewer : Can you tell me your goal of learning?

Respondent : To get the certificate with good result. It is what I want and also my other classmates.

Interviewer : Sorry for wasting your time here. And thank you very much.

Respondent : It's okay. You are welcome.