The Use of English Language Learning Strategy Viewed from Intrinsic Motivation and Learning Style

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A R T I C L E   I N F O

A B S T R A C T

This study was held to find English learning strategy used by 120 students of Faculty of Economics Universitas Merdeka Pasuruan and to discover their different level of intrinsic motivation and learning style. Oxford's theory of language learning strategy (1990), Amabile's theory of intrinsic motivation (1994) and Reid's theory of learning style (1987) were employed in this study. The data obtained from Language Learning Strategy Scale, Intrinsic Motivation Scale and Learning Style Scale, were analyzed with two way of ANOVA statistical technique. The results explained that there was a significant difference of language learning strategy applied by the students with high, moderate and low level of intrinsic motivation (F = 40.756, p < 0.05). There was no significant difference of learning strategy used by the students with auditory, visual, individual or group learning style. Social and meta-cognitive strategies were the most frequent strategy applied by all the students. Visual learning style and group styles were dominantly applied by Economics students 2016/2017 academic year.

1. Introduction

Nowadays, English play an important role not only in educational aspect but also in all aspects of our life. There are many people competing to learn English to improve their English skills in order to fulfill the requirements of favorite college admission, scholarship acceptance, to study abroad, or to go overseas. For some English non-native speakers, they certainly feel difficult to learn English because learning English is completely different from learning our mother tongue. In addition, many people never get used to communicating in English in daily life. Many of them also learn English in the wrong way. They only learn the structure of the language without being able to use it in daily communication. Mistakes also occur in many educational institutions in Indonesia which often still use conventional methods in teaching and presenting English learning materials for students. Teachers are often emphasis more on giving grammar material to students with teacher-centered English learning methods and not student-centered.

The education curriculum in Indonesia has enacted English as one of the compulsory subjects that began to be given from elementary school to high school, even in universities. Good English language skills will certainly be a competitive capital for students, both in the field of education and work later. It is not surprising that various efforts are constantly being made to increase the mastery of Indonesian students towards the foreign language. The fact that English is familiar to most students in Indonesia is not in line with the ability to apply it. Until now, various studies have concluded that the English language skills of high school (SMA) graduates in Indonesia are still not encouraging (Artini, 2008). Though generally high school students have learned English language lessons for at least six years. According to Artini (2008), the low English proficiency of high school graduates in Indonesia is influenced by the status of the English language that does not have social functions and has not been widely used in the community. The limited use of English outside the classroom is one of the factors that hamper the progress of students' mastery of English. Besides, it is quite understandable that the materials given in learning English in school are still inadequate, so it is not surprising that many students turn to English language courses in campus. The English course is expected to be able to

help them improve the value of subjects in school and general English skills. Nevertheless, the participation of students in English language courses does not guarantee full success if students do not have motivation, targets in learning, and effective learning strategies. Learning strategy is a factor that plays an important role in the learning process, which is a way of regulating cognitive ability to obtain good academic grades or achievements (Salovaara, 2005). In general, learning strategies are needed in all learning processes, not least in the process of learning English, which is known as a language learning strategy.

Language learning strategy is defined as an action taken by students to help mastery, storage, recall and use of information (Oxford, 1990). These actions are specific and aim to make the language learning process easier, more effective, fun and self-directed. According to Oxford (1990), there are six types of language learning strategies that students can use, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Students can combine all of these strategies, so that the process of learning English becomes easier and more enjoyable. Constraints that are often faced are the lack of sensitivity of students and teachers about the existence, use and factors that influence the use of these strategies. The increasing number of language learning strategies that are known, chosen and used flexibly according to the task context by language learners, will help success in mastering the language (Wharton, 2009). Language learning strategy, as an important element that plays a role in the success of language learning, is influenced by many factors (Oxford, 1990), such as motivation, gender, cultural background, attitudes and beliefs, types of tasks faced, age, and learning styles possessed. Oxford and Nyikos (in Selime, 2003) found that of all the variables studied, motivation had the greatest influence on the use of language learning strategies. Students who have high motivation are more often using learning strategies than students with low motivation.

Another factor related to the use of language learning strategies is individual learning styles. Reid (in Zhenhui, 2001) states that every individual learns language in different ways. Some are easier to absorb information through vision (visual); some are through auditory. There have been many studies found that individual learning styles have a significant influence on the use of language learning strategies. Brown (in Jie & Xiaoqing, 2006) states that language learning strategies do not operate on their own, but are influenced by learning styles and various other individual characteristics. The topic of language learning strategy (language learning strategy) is still a hot topic discussed in the context of foreign language learning. However, in Indonesia, research on language learning strategies is still not much. In the early stages of its development, the focus of research on language learning strategies aimed at identifying or classifying types of language learning strategies.

A number of previous studies have investigated the relationship between the use of language learning strategies and achievement or level of mastery of English. Future studies concentrate on factors that influence the use of language learning strategies, such as motivation, both intrinsic and extrinsic, target language learning, career orientation, age, gender and anxiety (Kostic-Bobanovic & Ambrosi-Randic, 2008). Other research on the use of learning strategies also examines the perceptual learning styles possessed by students, which consist of visual, auditory, kinesthetic, tactile individual and group learning styles, as stated by Griffiths, (2011). Theoretical review and research on language learning strategies are also often associated with learning achievement. Achievement is a benchmark for the successful use of language learning strategies. This study does not focus on student achievement, but rather aims to see what learning strategies are used by students with different levels of intrinsic motivation and different learning styles. The learning style studied in this study only involved four of the six perceptual learning styles proposed by Wharton (2009), namely visual, auditory, individual, and group learning styles. This is based on the consideration that kinesthetic and tactile learning styles are not widely used in language learning. Thus, this study aims to determine differences in the use of language learning strategies by Faculty of Economics students at Merdeka Pasuruan University according to intrinsic motivation level (high, medium, low) and types of learning styles (visual, auditory, individual, and group) owned by students.

The word "strategy" comes from the word "strategia" in Greek, which means a trick or technique that is usually used in the art of fighting as a tactic in the face of enemies (Oxford, 2003). This strategy is then applied in many aspects of life to solve the problems faced by humans, including in the learning process, called learning strategies. Language learning strategies according to Oxford (1990) can be classified into two main categories, namely direct strategies and indirect strategies. Oxford explains that direct strategies involve the use of the target language or the language learned in this language directly in English to facilitate the learning process. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Although the classification of language learning strategies from Oxford seems to be divided into two main

strategies, direct and indirect, but both even the six sub-categories remain interrelated and support each other. Both work together and cannot be separated. It can be concluded that the language learning strategy is an action taken by students intentionally to assist the language learning process so that the process of language learning becomes easier, effective, fun, and self-directed.

Amabile, Hill, Hennessey, & Tighe (2009) defines intrinsic motivation as a tendency that exists naturally in a person to do a job and show his ability because the job is in demand and raises a certain satisfaction. This is in line with Ryan and Deci (2009), that intrinsic motivation refers to personal interest or pleasure that drives individuals to do something. While extrinsic motivation refers to the results or benefits that will be obtained by performing certain behaviors or actions. Intrinsic motivation has become one of the important studies in the world of education. Empirical evidence in the field supports that intrinsic motivation can be used to predict success in language learning (Noels, Clement, & Pelletier, 2009). The more internal motivation a language learner has, the more usually students will maintain their behavior. Thus, the level of internalization of student motivation can predict later learning outcomes (Levesque, 2009). Intrinsic motivation can bring creativity, understanding concepts, seeking challenges and pleasure in learning more quickly than extrinsic motivation (Stipek, 2009). Lepper (in Lumsden, 1994) states that intrinsically motivated students tend to do strategies that require a lot of effort. This will enable them to process information more deeply, improve retention capabilities and cognitive flexibility (Marai, 2009).

Reid (in Peacock, 2009) defines learning style as a natural, almost habitual way, and the way most individuals like to absorb, process and maintain information. One learning style cannot be said to be better than other learning styles, because each learning style has advantages and disadvantages of each ((Felder & Brent, 2005). Learning style is the cognitive style used in information processing, a group of attitudes and behaviors that are related in the learning context (Ford & Chen, 2009). According to Honey and Mumford (in Yekti, 2009), an individual's ability to recognize his own learning style will help him improve his effectiveness in learning with the first reason that knowing learning styles will increase awareness about which learning activities are appropriate and which are not appropriate, second, can help determine the right choice of many activities, thus avoiding inappropriate learning experiences, third, allowing individuals with effective learning abilities who are less able to improvise, fourth, helping learners to plan their learning goals, and the last is analyzing one's success rate. Learning styles used in this study are sensory learning styles from Hsu (2009) which consists of six types of visual, auditory, kinesthetic, tactile, individual and group learning styles. Considering the tactile and kinesthetic learning styles are rarely found in the context of language learning and research that discusses this learning style in detail is also very limited, so in these study two learning styles were not included. Learning styles to be studied include visual, auditory, individual and group learning styles. Individuals with visual learning styles learn better through vision. They better understand information that is presented visually. Students with auditory learning styles can learn more effectively through hearing. They will be able to absorb information provided orally. Students with individual learning styles can learn more effectively when studying individually. Students with group learning styles are more effective when learning with others or by discussing in groups. According to Reid, every student has the most dominant and not too dominant learning style used in absorbing information. Learning styles and learning strategies are often regarded as the same concept, even though the reality is not.

A number of researchers, such as Curry, Riding, and Rayner (in Sadler-Smith & Smith, 2004) emphasize the difference between learning strategies and learning styles. Learning strategy is an action chosen intentionally by students to help the learning process, which is adaptive and flexible. That is, the learning strategy is adjusted to the context of the task at hand. Meanwhile, learning style is an innate that has existed in each individual, which is more stable and settled. This is consistent with Reid's statement (in Peacock, 2009) that learning styles are an innate way that influences the way individuals absorb and process information in their minds. Learning styles and language learning strategies are two different things, but both are closely related to each other. Both have affective and cognitive elements and are predictors of language skills. According to Brown (in Jie & Xiaoqing, 2006), language learning strategies do not operate on their own, but are directly related to the innate learning styles that already exist in each individual and other factors related to personality. It can be said that learning styles contribute to the individual's tendency to choose a particular learning strategy. A number of research results show that learning styles have a significant effect on the choice of learning strategies (Carson & Longhini, 2002).

2. Method

2.1 Research Design

This study is aimed to investigate the use of English Language Learning Strategy viewed from intrinsic motivation and learning styles. This study makes language learning strategies as dependent variables, with intrinsic motivation and learning styles as independent variables. The researcher decided to use quantitative research design.

2.2 Data Collection and Analysis

Data on the use of language learning strategies is obtained through the Language Learning Strategy Scale which is adapted from the Strategy Inventory for Language Learning (SILL) version 7.0 of Oxford (1990) for students who use English as a foreign language. This scale is based on six dimensions of language learning strategies proposed by Oxford (1990), namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The adaptation process is done by the back-translation method. That is, researchers translate the scale into Indonesian, then ask the English linguist to translate it back into English. Consideration is based on the suitability of the meaning and things that the items on the scale are going to explore. Until now, SILL was considered as the most comprehensive instrument for measuring language learning strategies in revealing the use of language learning strategies. SILL has been used in many studies that investigate the use of language learning strategies, their validity and reliability have been tested (Tercanlioglu, 2004), can be applied cross-sectionally) and does not depend on the type of task in language learning.

In various studies using SILL, Cronbach's Alpha reliability ranged from 0.72 to 0.98 (Tercanlioglu, 2004). The statement in SILL amounts to 50 items which are divided into six strategies. Each strategy has a different number of items, namely 9 items for a memory strategy (example items in this study, for example, "I remember the new vocabulary by making a mental picture of the situation related to the word."); 14 items for cognitive strategies (for example, "I practice pronunciation of words in English."); 6 items for compensation strategies (for example, "If I can't find the right word in English, I use another word that has the same meaning."); 9 items for metacognitive strategies (for example, "I make a schedule to learn English specifically. "); 6 items for affective strategies (for example," I pour feelings in a diary in English. "); and 6 items for social strategies (for example," I ask people who are fluent in English to correcting my mistakes when speaking in English. ").

Subjects respond to each item based on five answer choices that are given an assessment score of 1 (never done at all), 2 (only occasionally or very rarely do), 3 (sometimes done), 4 (quite often but not always done), and 5 (always done). Oxford (1990) makes score assessment categorization which is divided into three categories, namely low, medium and high. The assessment is done by adding up the scores obtained in each dimension, then search for the mean by dividing the total score from each dimension by the number of items contained in that dimension. 1.0–5.0, both in each strategy and overall. For the low category, divided into assessments (1) are not used at all (scores 1.0–1.4), and (2) are usually not used (score 1.5–2.4). For the medium category, the assessment is sometimes used (score 2.5–3.4). For high categories, divided into assessments (1) are usually used frequently (scores 3.5–4.4), and (2) are always used (score 4.5–5.0). The higher score obtained shows the more often individuals use learning strategies in the process of language learning they do.

Data on learning styles possessed by learners is obtained through a learning style scale adapted from the adapted Perceptual Learning Style Preferences Questionnaire (PLSPQ). The adaptation process is done by the back-translation method. This scale has been used in a study by Selime (2003) with Alpha Cronbach reliability coefficient of 0.87.

In accordance with research needs, the learning styles that will be studied are only four of the six learning styles proposed by Reid, namely visual styles (examples of items in this study for example, "I understand more about the assignments given after reading the instructions."); auditory (for example, "I can learn better after friends explain it orally."); individually (for example, "I can remember and understand better when studying alone."); and groups (for example, "In class I can learn well when working together in groups."). The number of items on the scale was reduced from 30 statements to 20 statements. Each learning style is represented by five statements. Subjects in this study were asked to respond to 20 statements with five answer choices that move from strongly agree (SS), agree (S), neutral (N), disagree (TS), and strongly disagree (STS). The SS response is given a value of 5, the response S value 4, the response N value 3, the response TS value 2, and the response STS value of 1. The scores on each statement representing each learning style are summed,

then multiplied by two. After that, the scores of the four learning styles are added up, then categorized. From this scale, three types of categorization will be known, namely (1) dominant learning style (major learning style preference (s), with a score of 38–50, (2) learning styles that less dominant (minor learning style preference (s)), with scores 25–37, and (3) negligible learning style, with a score of 0–24. Minor learning styles are usually learning styles that can still be done by students, though not as good as their major learning styles. Negligible learning styles usually indicate that students usually experience difficulties when learning with this style, so this is often called a negative learning style. The learning style used in the study is only the dominant learning style.

Measurement of intrinsic motivation in language learning is done by using the Intrinsic Motivation Scale which is prepared by the researcher based on aspects of intrinsic motivation proposed by Amabile *et al.* (2009). These aspects are the act of doing or learning something to become an expert in the matter, and liking the challenges in it (competence), actions based on the existence of personal interest (interest), involvement in the task, in doing or learning something (task involvement), high curiosity (curiosity), and actions taken with self-determination, without being influenced by the environment (self-determination). Each of the above aspects is outlined in three favorable statements and three unfavorable statements. So, there are 30 items in total. Subjects were given four alternative answer choices namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). On favorable items, the choice of SS is given a value of 4, the choice of S value 3, the choice of TS value 2, and the choice of STS value 1. In the unfavorable items the choice of SS is given a value of 1, the choice of S value 2, the choice of TS value 3, and the choice of STS value 4. The high score obtained by an individual from the Intrinsic Motivation Scale shows that individuals have high intrinsic motivation. Tests for measuring instruments were carried out on the Language Learning Strategy Scale, Intrinsic Motivation Scale and Learning Style Scale in a number of samples. The three scales were tested on 120 research subjects who were students of the Faculty of Economics, Merdeka University, Pasuruan, 2016/2017 academic year. The number of items tested on the Language Learning Strategy Scale is 50 items.

To see the power of discrimination, a trial analysis was performed using the SPSS version 15.0 for Windows computer application, then the corrected item-total correlation value obtained was compared with the Pearson Product Moment with a 95% confidence interval which had a corrected item-total correlation above 0.300. Based on these trial results, obtained corrected item-total correlation valid moves from $rxx = 0.301$ to $rxx = 0.663$, with the reliability value of the item selected end of 0.900.

On the Intrinsic Motivation Scale, of the 30 items tested there were 17 items that could be used in the study, while the other 13 items were declared invalid. The items used in the study are items that have a corrected item-total correlation value above 0.300. From the results of the trial, the corrected item-total correlation is valid, moving from $rxx = 0.302$ to $rxx = 0.610$ with the final reliability value of the selected item is 0.809. The number of items tested on the Learning Style Scale as many as 20 items, out of the 20 items, only 11 items can be used for research with requirements having a corrected item-total correlation value above 0.300. In the study, 9 items that were dropped remain included to keep the assessment of each Learning Style can be carried out as stipulated regarding PLSPQ scale assessment. Each learning style is represented by five items so that the scores obtained can be categorized into predefined categories. The number of items in the Learning Style Scale after the trial is the same as the number before the trial, which is as many as 20 items.

The research scale was distributed to each student in the classroom by research supervisor. Each class will be given a scale to the subject after the end of the course. For approximately 30 minutes, subjects were asked to fill the scale in the classroom and be collected again. A total of 120 pieces of research scale were distributed, returning as many as 120 pieces. Based on the feasibility and completeness of the data, only 90 scales can be processed as research data. Data analysis used in this study was the Two Analysis of Variance with the help of SPSS 15.0 for Windows. The process continued with post hoc analysis to see the significance of differences in the use of language learning strategies in groups of students with medium and low intrinsic motivation levels, and in groups of students with visual, auditory, individual and group learning styles. Before conducting a two-track variance analysis, to test hypotheses, a research assumption is first tested which includes normality test and homogeneity test. The test results showed that the data were normally distributed ($p > 0.05$) and came from populations with homogeneous variants ($p > 0.05$).

2.3 Population and Sample

The population in this study were students of the Faculty of Economics, Merdeka Pasuruan University, Jalan Ir. H. Djuanda, 68 Pasuruan City. The population selected by the researchers are those who are at the Intermediate to Advance level based on the TOEFL results. The population of this study was 120 students. Because the population is only 120 students, the researchers decided to use the entire population as the subject of this study.

3. Results and discussion

3.1 Result

The subjects were 120 people, who were students of the Faculty of Economics, Merdeka University, Pasuruan. The subjects consisted of 48 men (40%) and 72 women (60%). The age of the study subjects ranged from 19 years to 22 years. Age classification was divided into two groups, namely the age group 19-20 years (37.9%) and the age group 21-22 years (21.1%). Research subjects were at several levels of course participation, namely Intermediate level 1 (n = 21 students), Intermediate 2 (N = 23 students), Intermediate 3 (n = 20 students), High-Intermediate 1 (n = 23 students), High-Intermediate 2 (n = 13 students), High-Intermediate 4 (n = 20 students). The most widely used learning strategies by subjects were social strategies (M = 34.61), metacognitive strategies (M = 31.34), cognitive strategies (M = 16.62), compensation strategies (M = 14.53), and affective strategy (M = 11,34). The least used strategy is the memory strategy (M = 7.23). Subjects are classified as having the use of language learning strategies which is high. This is seen from the range of empirical mean values (116.85) which is higher than the hypothetical mean value (106). Subjects are classified as having high intrinsic motivation, based on a comparison of hypothetical mean values (40.5) which is lower than the empirical mean value in the field (53.00).

For learning styles, establishes a categorization based on mean values obtained by all subjects in each learning style. The mean value of ≥ 13.50 is classified as the dominant learning style. The mean value of 11.50–13.49 is classified as a minor learning style. The mean value ≤ 11.49 is classified as negligible learning style. Overall, all four learning styles are the dominant learning styles possessed by research subjects. When sorted by mean values, the most dominant learning styles are visual learning styles (M = 17.77), group learning styles (M = 18.09), styles auditory learning (M = 17.48), and individual learning styles (M = 14.70).

The majority of subjects included in the moderate group (range 2.5–3.4) in the use of language learning strategies (n = 68 people), or, in other words, they only used it occasionally. Groups that use high language learning strategies (range 3.5-4.4) or often use them are 32 students. No individual who entered the category never (1.0–1.4) used or always (4.5–5.0) used language learning strategies.

More than half of the research subjects (56.6%) had intrinsic motivation which was classified as moderate (45.62 ≤ X <58.5), which was 37 students. As many as 20.9% of subjects (13 students) had high intrinsic motivation (X ≥ 58.5), while the remaining 19.5% had low intrinsic motivation (X <46.16). To see the most dominant learning style on the subject, the highest score was obtained in one of the four learning styles. Although individuals have more than one dominant learning style, only one learning style with the highest score will be used in the analysis). Learning style most of the research subjects were auditory learning styles (n = 30 people), then group learning styles (n = 34 students), individual learning styles (n = 12 students), and visual learning styles (n = 44 students).

Table 1 The difference of the Use of Language Learning Strategies in Subject Group with Intrinsic Motivation High and Moderate

Intrinsic Motivation	Language Learning Strategies					
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
High	2.9	3.5	4.6	3.7	3.5	4.2
	Moderate	Moderate	High	High	High	High
Moderate	2.8	2.6	2.6	3.5	3.4	3.5
	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Low	2.0	2.0	3.0	2.6	2.7	2.8
	Low	Low	Moderate	Moderate	Low	Moderate

Table 1 shows that of the six learning strategies studied, subjects with high intrinsic motivation often use compensation strategies, social, metacognitive and affective. The highest strategy (most often) used by students with high intrinsic motivation is a compensation strategy. That is, they most often use this strategy to facilitate learning or problem solving in learning English. The ways that are often done are for example by guessing and finding synonyms. This strategy can be used both when dealing with the reading context, listening to the conversation (listening), or speaking (speaking). Table 1 also shows that students with moderate intrinsic

motivation levels only use all language learning strategies occasionally (their use is moderate). Thus, it can obtain an illustration, the lower the level of intrinsic motivation an individual has, the less the use of his language learning strategy, and vice versa. Learning strategies that they usually do not use are memory strategies, cognitive and affective strategies; meanwhile, the use of the other three strategies is in the medium category, meaning that only occasionally is used.

Unlike the learning style, there are no differences in language learning strategies used by subjects with visual, auditory, individual or group learning styles (significance value = 0.067, p> 0.05). These results indicate that subjects with visual, auditory, individual or group learning styles use all language learning strategies that are more or less the same, both in frequency of use and type.

3.2 Discussion

The results obtained in this study refute findings regarding significant differences in learning strategies used by individuals with different learning styles. This can be explained by Guild's statement (2001) in his discussion of Diversity, Learning Style and Culture. He stated that learning style as one of the individual differences in learning is not something that is rigid. According to him, not all students who are labeled as students with the same learning style are really the same in many ways, including in terms of choosing the strategies they use to facilitate learning. Learning strategy is something that is external expertise (external skill) that can be trained and taught (Oxford, 1990) to anyone, so that certain strategies or combinations of strategies are not absolutely dominated by individuals with certain learning styles.

This research has a number of limitations. First, researchers do not conduct direct supervision and assistance in the process of data collection that is useful to minimize the possibility of errors in filling the scale. This is due to limited research time. Second, data collection is not carried out at a time, when all subjects are collected in one room and then asked to fill out the entire scale of the study. This is because the density of teaching and learning schedules in the institution concerned. Third, the seriousness of the subject in filling the scale is still lacking, seen from the answers given by the subject on a scale with a sign or symbol that should not be; for example, mark answers with asterisks and other signs. In addition, there are several scales that are only filled in the middle or neutral answer choices. Furthermore, the scale used in this study is the scale of adaptation results. Although it has gone through a re-translation process, it still needs improvement. For example, there is a statement item on the scale of the language learning strategy in terms of memory strategies which states that the use of picture cards is useful to help remember new words. In fact, in Indonesia, it is very rare to find a picture card (flash card). The cultural factor in learning English in Indonesia is certainly not entirely the same as the population where this scale is often used.

4. Conclusion and Suggestions

Language learning strategies used by students with high, medium and low intrinsic motivation levels differ significantly. Students with high intrinsic motivation often use all language learning strategies, which consist of memory, cognitive, compensation, metacognitive, affective and social strategies compared to learners with moderate and low intrinsic motivation. Intrinsic motivation contributes 62% to the use of language learning strategies. Language learning strategies used by students with visual, auditory, individual and group learning styles are not significantly different. Based on the conclusions, the researchers suggested to English language education institutions and the development of further researchers. For English language education institutions, this study shows that language learning strategies are important to the success of language learning, but still need to pay attention to how the strategy can be used in the context of the task and the objectives to be achieved. Teachers can facilitate students to recognize the types of learning strategies and how they are used in accordance with the types of tasks faced in English learning classes.

Furthermore, this study shows that intrinsic motivation is one of the factors that play a large role in supporting the success of learning English, through increasing the use of language learning strategies. Teachers are expected to be able to build conducive learning conditions, build students' interest in English, give meaning to everything they learn, so students will have the desire to learn English independently with great curiosity. The introduction of the dominant learning style of students can be a meaningful input for teachers and institutions, although in this study learning styles do not determine the learning strategies used by students. Recognizing student learning styles will make it easy to plan supporting learning facilities, as well as instructional methods that can accommodate a variety of learning styles, not just one particular style. For further researchers, this research should be developed on other factors related to the use of language learning

strategies, such as language anxiety, self-efficacy, and academic achievement. Research into the use of language learning strategies will be more profound if it is reviewed from the language skills to be achieved, such as vocabulary mastery, the ability to read, write, hear and speak. Future research can also focus on one of the six existing language learning strategies and their relation to English language skills. Information in research on language learning strategies used by language students can be enriched by utilizing certain media, such as videos, reading books, or specially prepared discourses.

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