The Correlation Between Learning Styles, Language Learning Strategies, and English Learning Motivation of the Sixth Semester Students of STIBA Persada Bunda

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Abstract

Motivation is an important thing in the classroom to make the learning run well. By having good motivation, students will give more efforts to achieve their desired goal for example getting a good score. There are some factors which influence students' motivation. Two of them are learning style and reading strategy use. Brown defines learning styles as the way in which someone's perceive the information or knowledge in learning situation. It has to do with someone's characteristic in learning. It can be visual, auditory, kinesthetic and audiovisual The learning style which belongs to someone can be different from one another. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations. The design of this research is explanatory design which is one of the types of correlational design, in order to find out the correlation between students' learning style, language strategies, and English learning motivation. The research was conducted in STIBA Persada Bunda. The instrument used in this research was Questionnaire. The findings were, the first alternative hypothesis was accepted, it means that there was a significant correlation between learning styles and students' motivation in learning English. The second hypothesis was accepted, it means that there is a significant correlation between language learning strategies and students' motivation in learning English. The third hypothesis was accepted, in the Beta score, it also revealed that language learning strategy gave more influence than learning styles.

Keywords: *Learning Style, Language learning strategies, Learning Motivation*

Hubungan Gaya Belajar, Strategi Belajar Bahasa, dan Motivasi Belajar Bahasa Inggris pada Mahasiswa Semester 6 STIBA Persada Bunda

Abstrak

Motivasi adalah hal yang penting di dalam kelas untuk membuat pembelajaran berjalan dengan baik. Dengan memiliki motivasi yang baik, siswa akan memberikan hasil yang lebih baik. Ada beberapa faktor yang mempengaruhi motivasi siswa. Dua di antaranya adalah gaya belajar dan strategi membaca. Brown mendefinisikan gaya belajar sebagai cara seseorang memandang informasi atau pengetahuan dalam situasi belajar. Ini ada hubungannya dengan karakteristik

seseorang dalam belajar. Bisa visual, pendengaran, kinestetik dan audiovisual. Gaya belajar yang dimiliki seseorang bisa berbeda satu sama lain. Strategi pembelajaran lebih menyenangkan, lebih cepat, lebih menyenangkan, lebih diarahkan sendiri, lebih efektif, dan lebih dapat beradaptasi ke situasi baru. Rancangan penelitian ini adalah explanatory design, yang merupakan salah satu tipe desain korelasi (correlational design) untuk mengetahui hubungan antara gaya belajar siswa, strategi bahasa, dan motivasi belajar bahasa Inggris. Penelitian dilakukan di STIBA Persada Bunda. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Beberapa temuan hasil penelitian ini diantaranya, hipotesis alternatif pertama diterima, artinya ada hubungan yang signifikan antara gaya belajar dan motivasi belajar bahasa Inggris. Hipotesis kedua diterima, artinya ada hubungan yang signifikan antara strategi belajar bahasa dan motivasi belajar bahasa Inggris. Hipotesis ketiga diterima, dalam skor Beta, terungkap bahwa strategi pembelajaran bahasa memberi pengaruh lebih besar daripada gaya belajar.

Kata Kunci: *Gaya belajar, Strategi Pembelajaran, dan Motivasi belajar*

1. INTRODUCTION

English has been known as an international language used in international communication. This fact brings an urgency to learn English to involve in international communication. Having a good understanding in English has become the important thing to pursue a good career. Therefore, almostall campuss, especially campuss in Indonesia, provide English as one of the lessons that should be mastered by the students.

The fact that English is a foreign language in Indonesia, to learn this language is not easy. It needs a lot of efforts to understand and master English. Many problems are faced by some learners in mastering English. The problems might be from the unfamiliar language for them to understand and the difficulties in practicing the language. Moreover, the four language skills of English challenge learners to master all of them. They should struggle to succeed in English.

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a "motive force", something that prompts, incites or stimulates action. In other words, motivation is seen as the influence to pursue the determined goal.

Slavin (2006), states motivation as an influence of needs and desires on the intensity and direction of behavior. It is concerned with the factors that stimulate or inhibit the desire to engage in behavior. The intention to be reached can be varied. Someone who is motivated to reach his/her goal will put efforts eagerly on it (Ur, 2003). In learning context, the intention might be about the successful in particular or all lessons. Getting good score, good self – image, ability to perform or apply the knowledge, etc. By having such

J-SHMIC, Vol 5, No 1, February 2018

The Correlation between Learning Styles, Language Learning Strategies, and English Learning Motivation of the Sixth Semester Students of STIBA Persada Bunda

"motive force", she/he is motivated to give efforts to reach it.

Many scholars have done many researches based on the problem they found about motivation. It is done because it is an important part in learning, especially learning English. Vela and Vara (2009) stated in their research about Motivation and language learning that not all Mexican learners are able to achieve the levels of proficiency they would like in learning English. The problem was the lack of motivation. The result showed that motivation played a key role in language learning.

Some reasons why learners are not motivated to learn English might be from the teaching instruction, their environment, or from themselves. One learner might be motivated by playing games while others might not be in the classroom. A study which was carried by Fang-Mei Tai (2013) in Taiwan found that adult students have not progressed in English although computer or network is flooded and internet popular. It means that although many media or sources can help learners to study English, they are not motivated so their English has not shown much progress.

It is assumed that there are two factors that might influence students' motivation. The first is their learning styles and the second is their awareness of language learning strategies. This assumption is based on some research findings. Oxford in Murcia (2001) emphasized that there was a significant relationship between language learning strategies and motivation. In addition, the research result from Chang and Liu (2013) revealed that there was a highly correlation between language learning strategies and motivation.

In term of learning styles, according to the research finding by Yea Ru Tsai (2012), she found that there was a significant correlation between learning styles and motivation, and also between language learning strategy especially on reading strategy use and English learning motivation. Fang Mei Tai (2013) also found in her research that there was a significant relationship between preferred learning styles and their motivation.

From these research findings, it can be assumed that learning styles and students' language learning strategies correlate with English learning motivation of STIBA Persada Bunda's students. Thus, it is necessary to find out why this could happen by carrying out a research whether there is a significant correlation among Learning Styles, Language Learning Strategy and English learning Motivation of STIBA Persada Bunda's students

1.1 Research Questions
This study attempted to answer the following questions:
1.1.1 Is there any significant relationship between learning styles and English learning motivation of the sixth semester students of STIBA Persada Bunda?
1.1.2 Is there any significant relationship between language learning strategies and English learning motivation of the sixth semester students of STIBA Persada Bunda?
1.1.3 Is there any significant influence of learning styles

and language learning strategies toward English learning motivation of the sixth semester students of STIBA Persada Bunda?

1.2 Significance of The Study

This study was apparently one of the first few attempts to investigate the influence of learning styles and language learning strategies toward English learning motivation in the sixth semester students of STIBA Persada Bunda. Therefore, this study might provide a useful launching pad for further research in this area of interest. The findings of this study could provide some forms of empirical data for future research in this area. It could perhaps also help education practitioners especially in the sixth semester students of STIBA Persada Bunda in solving problem of students dealing with learning styles, language learning strategies and motivation to enrich information about English learning motivation so the objectives of teaching English in the curriculum are achievable.

In line with this, it is also expected that the finding of the present study would help lecturers and stakeholders to tackle problems in teaching and learning process especially in increasing students' motivation in learning English. Lecturers are expected to match teaching strategies with students' learning styles and encourage students to use language learning strategies in learning English. In addition, the findings also could help students to be more familiar with their learning styles and language learning strategies use to boost their motivation in learning English so that

they can meet their own goal to learn English. At last but not least, through this study, it can broaden the writer's knowledge about these topics.

1.3 Definitions Of The Key Terms
1.3.1 Learning Styles

Learning styles are defined by some scholars in some ways, depend on their perspective. Brown (2000) defines learning styles as the way in which someone's perceive the information or knowledge in learning situation. He further explained that learning preference as the aspect of learning style and refers to the choice of one learning situation and condition over another. Slavin (2006) argues that learners have different personalities and also have different ways of learning. It means that the learning styles are the ways of one learn and perceive the information in learning context. Moreover, Oxford in Celce Murcia (2001) defines learning styles as general approach – for example, global or analytic, auditory or visual - that students use in acquiring a new language or in learning any other subject. In conclusion, learning styles are particular ways that someone prefers to use in acquiring the new knowledge or information, in this case the knowledge about English.

1.3.2 Language Learning Strategy

Language Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Oxford (2001) has introduced the taxonomy of language learning strategy; Cognitive, Metacognitive and Affective strategy.

It means that language learning strategies are the specific ways that learners learn English.

1.3.3 Motivation

There are some definitions dealing with motivation. Slavin (2006) defines motivation as an influence of needs and desires on the intensity and direction of behavior. In addition, Johnstone (1999) in Mahadi (2012) defines motivation as a stimulant for achieving a specific target. In short, motivation is kind of influence or stimulant of someone to achieve the intended desires or needs. Some experts categorized motivation by using different terms in accordance to their ideas.

2. METHOD

The design of this research was correlational research. According to Creswell (2008) correlational research is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. The design of this research is explanatory design which is one of the types of correlational design. Creswell (2008) stated that explanatory design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co – vary, that is, where changes in one variable are reflected in changes in the other.

In this research, students' preferred learning styles and language learning strategies were included to independent variable (X) while students' English learning motivation (Y) into dependent variable. The data were collected by using three structured questionnaires which were

adopted from the previous researchers.

2.1 Data Collection Technique

To collect the data, structured questionnaire was used by Likert Scale as the range scale in responding the statements of the questionnaire. There were three questionnaire used as the three kinds of data were gathered. The first was the Perceptual Learning styles which was adopted from Reid (1987) and it had been also adopted from former researchers, the second was SILL questionnaire which was developed by Oxford (1990) and it had been also adopted by some researchers. The last was students' motivation questionnaire which was adopted from Noels (2000).

2.2 Data Analysis Technique

After collecting the data, the next step was analyzing the data. To analyze whether there was a significant relationship among learning styles, language learning strategies and English learning motivation, multiple regression. The data were analyzed by using SPSS 20 version. The data that were analyzed are students' learning styles, language learning strategies and students' motivation. There were two part in analyzing the data; descriptive analysis and inferential analysis. Descriptive analysis, according to Creswell (2009), indicates the means, standard deviations and range score of scores for independent variables (learning styles and language learning styles) and dependent variable (students' English learning motivation). Inferential analysis or hypotheses related variables or compare groups in terms of variables

so that inferences can be drawn from the sample population.

3. FINDINGS AND DISCUSSION

3.1. Data of Students' Learning Styles

As the mentioned above, PLSP questionnaire was used to determine and measure whether students' had visual, auditory, kinesthetic, tactile, group or individual learning style. It consisted of 30 statements with 5 statements that represent each learning style. The classification is presented below.

Table 1.
The Classification of Students' Learning Style

Score	Classification
38 – 50	Major Learning Style Preference
25 – 37	Minor Learning Style Preference
0 – 24	Negligible Learning Style Preference

Based on the table 1, the learning styles of the sixth semester students can be summarized in the following table.

Table 2.
Descriptive Statistic of Students' Learning Style

Learning Styles	Major		Minor		Negligible		Total
	F	%	F	%	F	%	
Visual	12	52.0	11	47.7	0	0	23
Auditory	14	60.7	8	34.7	1	4.34	23
Kinesthetic	7	30.4	10	43.4	6	26.0	23
Tactile	10	43.4	10	43.4	3	13.0	23
Group	8	34.7	8	34.7	7	30.4	23
Individual	16	69.4	3	13.0	4	17.4	23

Based on table 2, it shows that the most preferred learning style is Individual learning style (F = 16, 69.4%). The second preferred learning style is auditory learning styles (F = 14, 60.7%). The third is visuallearning style (F= 12, 52%). The fourth is group learning style (F= 8, 34.7%). The least preferred learning styles are visual and kinesthetic learning style (F= 7, 30.4). It seems that many students posses two or three major learning styles in learning English.

3.2. Data of Students' Language Learning Strategies

In this part, the students' language learning strategies are gotten from the response from the questionnaire for LLS that consists of 50 statements with six parts in it. Memory strategy consists of 9 statements, cognitive strategy consists of 14 statements, compensation strategy consists of 6 statements, then metacognitive strategy has 10 statements, affective strategy has 5 statements and the last, social strategy has 6 statements. To determine the language learning strategies used by the students, the responses of each part are summed up then the score is divided with the number of items for

The Correlation between Learning Styles, Language Learning Strategies, and English Learning Motivation of the Sixth Semester Students of STIBA Persada Bunda

each part. Then, the final score is referred to the provided classification to determine whether the strategy is highly, medium or lowly used by the students. The classification table for SILL is presented as follow.

Table 3.
The Classification of Students' Lls Used

Classification	Explanation	Score
High	Always or almost always used	4.5 – 5.0
	Usually used	3.5 – 4.4
Medium	Sometimes used	2.5 – 3.4
Low	Generally act used	1.5 – 2.4
	Never or almost never used	1.0 – 1.4

3.3. Students' English Learning Motivation

English learning motivation questionnaire was used to obtain the data about how is students' motivation in learning English. The adopted questionnaire was introduced by Noels (2000). It consists of 18 statements; 9 statements represent intrinsic motivation while 9 statements represent extrinsic motivation. The students' English learning motivation is divided into three classifications; high, medium and low. To determine the range scale for each level, the following formula is used (Azwar: 2010):

$$X < (\mu - 1.0\sigma) \quad \text{Low}$$

$$(\mu - 1.0\sigma) \leq X < (\mu + 1.0\sigma) \quad \text{Medium}$$
$$(\mu + 1.0\sigma) \leq X \quad \text{High}$$

Note: μ = Number of items $\times$ 3
$$\sigma = \frac{(Maximum\ score - minimum\ score)}{6}$$

From the formula, the classification of students' English learning motivation is presented as the following table:

Table 4.
The Classification of Students' English Learning Motivation

Score Level	Classification
66 – 90	High
42 – 65	Medium
18 – 41	Low

Table 4 is used to indicate the level of students' English learning motivation. Referring to table IV.5, the level of students' motivation in learning English is presented at the following table:

Table 5.
The Classification of Students' Intrinsic and Extrinsic Motivation

Score Level	Classification
34 – 45	High
21 – 33	Medium
9 – 20	Low

By using information from table 5, the classification of students' English learning motivation both intrinsic and extrinsic can be determined easily. The following table is the descriptive statistics of intrinsic motivation.

3.4. Data Analysis

Data analysis provided the statistical result of obtained data. The

result also answered the hypotheses of this study. It is also followed by the discussion about the result whether there is a significant correlation between students' learning style and their English learning motivation, whether there is a significant correlation between language learning strategy and their English learning motivation. It also provides the result about the influence of learning styles and language learning strategy toward students' motivation in learning English. The data are analyzed by using t – test to compare groups, Pearson Product Moment to determine the correlation between variables and multiple regressions to determine the influence of independent variable toward dependent variable. In analyzing the data, it was supported by SPSS 21 version.

3.5. The Correlation between learning Styles and Students' English Learning Motivation

To examine the correlation of learning styles and students' English learning motivation, Pearson Product moment is used. The following table presents about the correlation result between students' learning styles and English learning Motivation.

Table 6.
The Correlation between Students' Learning Style and Their English Learning Motivation

	Motivation	
	R	p
Learning Style	.147	.025

Based on the table 6, by using statistical testing with correlational

test, it shows the relationship between learning styles and students' motivation in learning English (r = 0.147, p=0.025). Because the significant probabilities of this result is lower than 0.05, it can be inferred that there is a significant correlation between learning styles and students' motivation in learning English.

It is also needed to determine which construct of motivation has correlation with learning style and it is undergone the same way. The following table is the result of the correlation of each construct of motivation and learning styles.

Table 7.
The Correlation between Learning Styles and the Constructs of English Learning Motivation

Constructs of Motivation		Learning_Style
Int.Motivation	R	.148[*]
	P	.019
	N	250
Ext.Motivation	R	.112
	P	.078
	N	250

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table IV.8, it shows that learning styles have relationship with intrinsic motivation (r = 0.148, p = 0.019, p<0.05). In the other hand learning styles has no correlation with extrinsic motivation (r=0.112, p=0.078, p>0.05). From this result, it can be inferred that learning styles are more correlated with

intrinsic motivation than extrinsic motivation.

3.6. The Correlation between Language Learning Strategies and Students' English Motivation

The next analysis needed in this research is to find out the correlation between language learning strategies. Pearson product moment is also used in determining the correlation of these variables. The result is presented in table 8

Table 8.
The Correlation between Language Learning Strategies and Students' English Learning Motivation

	Motivation	
	R	p
LLD	.174	.006

Based on table 8, by using statistical testing with correlational test, it shows the relationship between language learning strategies and students' motivation in learning English (r = 0.174, p = 0.006p<0.05). Because of the significant probabilities is lower than 0.05, it can be said that language learning strategies have a significant relationship with English learning motivation.

It is also crucial to recognize which aspects of motivation have a correlation with language learning strategies. To determine this, the correlation testing is also used. The results are presented in the following table.

Table 9
The Correlation between Language Learning Strategy and the Constructs English Learning Motivation

The constructs of Motivation		Language Learning Strategies
Int.Motivation	R	.156[*]
	P	.013
	N	250
Ext.Motivation	R	.163[**]
	P	.010
	N	250

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table 9 it shows that there is a correlation between language learning strategies with both of the construct of motivation. The result shows that the language learning strategies has a significant correlation with intrinsic motivation (r=0.156, p<0.05). In one hand, there is also a significant correlation between language learning strategies with extrinsic motivation (r= 0.163, p<0.05).

3.7. The Influence of Learning Styles and Language Learning Strategies toward Students' English Learning Motivation

To determine the influence of learning style, the data are analyzed by using multiple regressions. From the result, it can be obtained how big the influence of each independent variable (Learning styles and Language Learning Strategies) toward dependent variable (Students' English Learning Motivation). The result can be seen in the table below.

Table 10
The Influence of Learning Styles and Language Learning Strategy towards Students' English Learning Motivation

Independent Variable	Motivation			
	B	Beta	T	p
Learning Styles	.113	.089	1.324	.187
LLS	.072	.141	2.091	.038

$R^2 = 0.037$ (3.7%) with $F = 4.775$, $p < 0.05$

According to table 10, by using multiple regressions testing, it shows that there is an influence of learning styles and language learning strategy toward students' English learning motivation where $F = 4.775$, $p < 0.05$. The significant probabilities for learning styles is $p = 0.187$, $p > 0.05$, while for language learning strategies is $p = 0.038$, $p < 0.05$ it means that there is an influence of language learning strategies toward English learning motivation and no influence of learning styles toward English learning motivation. As for the determination size of the influence of learning styles and language learning strategy is 3.4%. From the partial analysis, language learning strategy ($\beta = 0.141$) is greater than learning styles ($\beta = 0.089$).

3.8. Hypotheses Testing

This study was about the relationship among learning styles, language learning strategies and students' English learning motivation. Based on the topics that were investigated in this study, there are three hypotheses to be tested. The hypotheses are in the following section.

1. *Ha : There is a significant relationship between learning styles and English learning motivation.*

The first hypothesis is about the correlation between learning styles and English learning motivation. To find out whether the hypothesis is accepted or not, it can be seen from the probabilities value from the data analysis result.

p <0.05, there is a significant correlation
p> 0.05, there is no significant correlation

Table 11
Correlation betwen Learning Style and English Learning Motivation

	Motivation	
	R	p
Learning Style	.147	.025

From the data analysis, the significant probabilities (*p = 0.025*) is lower than 0.05. It means that there is a significant correlation between learning styles and students' English learning motivation. In other words, the first alternative hypothesis is accepted.

2. Ha2 : There is a significant relationship between Language learning strategies and English learning motivation

The second hypothesis is about the correlation between language learning strategies and English learning motivation. To find out whether the hypothesis is accepted or not, it can be seen from the probabilities value from the data analysis result.

$p < 0.05$, there is a significant correlation

$p > 0.05$, there is no significant correlation

Table 12
The Correlation between Learning Strategy and English Learning Motivation

	Motivation	
	R	p
LLS	.174	.006

After analyzing the data, the probabilities ($p = 0.006$) is lower than 0.05. It means that there is a significant correlation between language learning strategies and students' English learning motivation.. In other words, the second alternative hypothesis is accepted.

3. Ha3 : There is a significant influence of learning styles and language learning strategies toward English learning motivation.

The last hypothesis is about the influence of learning styles and language learning strategies. To determine whether there is an influence of learning styles and language learning strategy, it also can be seen from the probabilities (p).

Table 13
The Influence of Learning Styles and Learning Strategies towards English Learning Motivation

	Motivation			
Independent Variable	B	Beta	T	p
Learning Styles	.113	.089	1.324	.187
LLS	.072	.141	2.091	.038

$R^2 = 0.037$ (3.7%) with F = 4.775, p < 0.05

After analyzing the data, it shows that the significant probabilities for learning styles is p = 0.187, p>0.05, while for language learning strategies is p = 0.038, p<0.05 it means that there is an influence of language learning strategies toward English learning motivation and no influence of learning styles toward English learning motivation. It also reveals the determination influence. Learning styles and language learning strategy influence English learning motivation about 3.7%. In conclusion, the third alternative hypothesis is accepted.

4. CONCLUSION

The Relationship among Learning Styles, Language Learning Strategies and English Learning Motivation of the sixth semester students of STIBA Persada Bunda as follows:

1. From the research finding by using Pearson Product Moment Correlation through SPSS version 20 to find out the correlation between learning styles and English learning motivation revealed that the significant probabilities (p) was 0.025. It was lower than 0.05 (r = 0.147). It means that there was a significant correlation between learning styles and students' motivation in learning English. Thus, the first alternative hypothesis was accepted.

2. From the research finding by using Pearson Product Moment Correlation through SPSS version 20 to determine the correlation between language learning strategies and English learning motivation revealed that the significant probabilities (p) was 0.006. It was lower than 0.05 (r = 0.174). It means that there is a significant correlation between language learning strategies and students' motivation in learning English. Thus, the second alternative hypothesis was accepted.

3. From the research finding by using multiple regression through SPSS version 20 to determine the influence of learning styles, language learning strategies toward English learning motivation revealed that the significant probabilities (Sig. 2 – tailed) was lower than 0.05. The determination value was 0.037 which indicated that learning styles and language learning strategy influence English learning motivation about 3.7%. In the Beta score, it also revealed that language learning strategy gave more influence than learning styles. In conclusion, the third alternative hypothesis was also accepted.

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J-SHMIC, Vol 5, No 1, February 2018

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