

Abstract

Motivation Toward English Learning and Language Learning Strategies of NIDA Students

by

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This study investigates motivation and use of language learning strategies of 30 NIDA students in English learning as a foreign language. The questionnaire was used to examine the students' motivation toward language learning. The results showed that a majority of the students preferred personal desire to learn and instrumental motivation to integrative motivation. Language learning strategies were conducted through individual interview. The findings from the interview showed that the students used cognitive strategies most frequently, followed by metacognitive, and compensation strategies. The affective strategies were used least frequently. In addition, the results showed that types of motivation did not seem to affect the students' use of language learning strategies. Overall, there was a slightly different pattern of use of language learning strategies among those three types of motivation.