

# **AN ANALYSIS OF LEARNERS' STRATEGIES AND LEARNERS' MOTIVATION OF LEARNING VOCABULARY; A CASE STUDY AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITY OF GUNUNG RINJANI (UGR)**

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## **ABSTRACT**

This thesis aimed at finding out what vocabulary learning strategies do fourth semester students of English Education program at University of Gunung Rinjani (UGR) use and how do students correlation between second language learning motivation and vocabulary learning strategy use. This is qualitative research. The sample of this research was the fourth semester of UGR, in this research the researcher took 10 students as samples.. To collect the data, the writer applied the close interview. After collecting and calculating the data, the researcher found out that the students use mainly the same strategies, but there are some interesting exceptions. Some students mention using several different strategies but most use only a few of the most popular strategies and have not altered the strategies when they have matured or advanced with their language studies. The advanced technology is becoming a meaningful part of vocabulary learning and second language learners have taken the initiative to use the possibilities provided by the technological innovations in order to develop their language skills, so in addition, using translation was clearly a popular strategy even though there were some different methods of using it. And Students who have been successful in their language studies describe their motivation being high and they also employ a wider range of vocabulary strategies than their less motivated and less successful peers even though there can be some exceptions and individual differences. So this research suggested that Therefore lecturers should enhance the meaning of learning strategies and offer the opportunity to get to know and try out the different strategies in campus so that each learner can find the best strategies for them. Furthermore, as the results of the present study imply, students feel that campus is the place for providing information on learning strategies so that everyone could have access to that information. Naturally, lecturers would be the ones to offer that information.

Key words: Vocabulary, Learning Strategy, and Motivation.

## INTRODUCTION

### A. Background of Research

“Language is an important device and a very beneficial means for human beings to communicate with other people” (Prandika, 2012:60). By using language, people can talk and understand each other. However, “conventionally, linguists perceive language as a complex communication system” (Pendidikan & Bahasa, 2008:2). Moreover, Mitchel and Myles, (2001: 14) argue that “language must be analyzed on several levels such as phonology, syntax, morphology, semantics and lexis, pragmatics and discourse”. Taking into account the different parts of the language, lecturers can choose the most suitable topics to teach to their students according to their level and age.

English is the most learnt foreign language in Indonesia. Despite this, most EFL learners have some difficulties to achieve the acquisition of the language. According to Farhady (2002: 275) “in any teaching situation, factors such as curriculum development, syllabus design, lecturer training, material development, methodology, and testing the achievement of the learner are involved.” The process of learning a new language has different implications. Learners should have access to the meaning of the words, as well as the different grammar structures that they need to communicate. However, in Indonesia, “the enduring effects of the vocabulary limitations of students with diverse learning needs is becoming increasingly apparent” (Baker, Simmons & Kameenui, 2011:1). This may be because one of the drawbacks of learning English as a foreign language is that EFL learners are not immerse in a rich-input learning context. EFL lecturers, therefore, need to create environments, similar to real life, in their classrooms where students can practice the English language. However, in most cases, their attempts to do so are not enough (Baker, Simmons & Kameenui, 2011).

Given the fact that EFL learners have some limitations to learn and practice the language in context, extra

emphasis needs to be placed on learning strategies inside the classroom. Ghazal (2001:1) states that “...learning new vocabulary is a challenge to foreign language students, but they can overcome this by having access to a variety of vocabulary learning strategies.”

The presentation of new words to students can be an issue for discussion among lecturers. Research on vocabulary instruction (Prandika, 2012; Ching, 2009) indicates that children learn most of their vocabulary indirectly by engaging daily in oral language listening to adult conversations. Furthermore, vocabulary may be taught directly; this can be done by introducing specific words according to the topic of the lesson, and by providing opportunities for active engagement with new words.

Vocabulary development involves children’s understanding of the meaning of new words and being able to use them in context. It also involves teachers’ guidance of how to use a variety of strategies to learn new vocabulary. Vocabulary learning strategies are a subcategory of language learning strategies and constitute knowledge about what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (D’Antoni et al., 2010). Thus, learning strategies does affect a good mastery of learners’ vocabulary. In other words, if the learners use strategies, it can help learners to better master English vocabularies.

Other factor that affect learners’ vocabulary learning is learners’ motivation. Learners’ motivation really affects their vocabulary learning, the higher their motivation of learning vocabulary the higher their motivation to learn vocabulary, and the higher their motivation of learning vocabulary the higher their mastery of vocabulary. Therefore, lecturer should be able to encourage the students’ motivation to learn vocabulary, conducted by Ellis (1994) state that learners’ motivation has been widely accepted as a key factor

which influences the rate and success of fourth/foreign language learning.

The researcher chose this research because some of students in fourth semester students of English Education Program have problem when they want to speak and talk with the others friends, and when the researcher asked them, they answered that the problems from their speaking is they have less vocabulary. So that why the researcher interested to research this problem.

In the present study, the researcher have done the investigated the learning strategies used by the fourth semester students of English Education Program to improve their vocabulary learning acquisition and how motivation could help their vocabulary learning acquisition. Moreover, the perceptions that students had of these and the impact that the strategies had in their English language learning process are analyzed and organized in different categories.

#### **B. Research Focus**

In order to investigate more deeply, the subject of the study was limited to the fourth semester students of English Education program at Gunung Rinjani University (UGR). The object of this study was focus on "The Analysis of learners' strategies and learners' motivation of learning vocabulary".

### **THEORITICAL FOUNDATION**

#### **1. Vocabulary learning**

According to Nation (1990:2), it is useful to make a distinction between direct and indirect vocabulary learning. He characterize direct vocabulary learning being a situation in which learners do exercises and activities, such as word building exercises and vocabulary games, focused on the vocabulary. However, in indirect vocabulary learning the learner's attention is focused on some other feature which usually is the message conveyed. Nation (1990:2) continues that if the amount of unknown words remains low in messages, considerable vocabulary learning can occur even

though the learner's attention is not fully directed toward vocabulary learning.

Laufer (1997:154) has also studied the intra-lexical factors affecting vocabulary learning and she mentions several factors which can make learning a word difficult. For example, phonological factors, length, semantic features, abstractness and multiple meaning may have an impact on how easily the word can be learned.

Principles of vocabulary learning and teaching by Nation (2006:498) include the following:

- a) The sequence of vocabulary learning should move from high frequency vocabulary and special purposes vocabulary to low frequency vocabulary.
- b) High frequency vocabulary and special purposes vocabulary should get attention across all the fields of teaching and learning vocabulary: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
- c) With low frequency vocabulary, teachers should focus on the strategies of guessing words from context, learning word cards, using word parts, and using dictionary.
- d) Learning activities should be designed to encourage thoughtful processing of vocabulary through retrieval, generative use, and the use of mnemonic devices where needed.
- e) Learners should be helped to take responsibility for their own vocabulary learning.

Similarly to Nation's (2006) views on vocabulary learning and teaching also the researcher points out that much of vocabulary teaching is based on the idea that the most commonly used words of the target language should be taught first.

#### **2. Vocabulary learning strategies**

Study of vocabulary learning strategies is discussed since the results of the present study are compared with the results of the study by Schmitt's (1997). Furthermore, since the relationship of gender and vocabulary learning language use is under

investigation, the previous research on gender differences is discussed.

### 3. Defining vocabulary learning strategy

Learner autonomy can be enhanced by introducing learner to different vocabulary learning strategies which can be used in developing the learning process. Schmitt (1997:200–201) states, summarizing previous research, that many learners use vocabulary learning strategies and many learners agree that vocabulary is an essential part of language.

Sökmen (1997:237) summarizes that vocabulary learning strategies are basically actions made by the learner in order to help them to understand the meaning of a word, learning them and to remember them later. Jiménez Catalán (2003:57) accentuates that there is the line separating language learning strategies from vocabulary learning strategies is by no mean clearly defined. The main goal of studies on vocabulary learning strategies is to discover how words are learnt and what parts is played by different processes.

According to Schmitt (1997:223), the researcher has shown that patterns of strategy use can change over time when the learner gets older or becomes more proficient in the language he or she is studying. Therefore some strategies are more popular in certain age groups.

### 4. Classification of vocabulary learning strategies

There are several different ways to classify L2 vocabulary learning strategies. Sökmen (1997:237–257) summarizes that the main categories of vocabulary learning strategies are implicit and explicit teaching of words. Implicit teaching includes only word inferring from context. Explicit teaching is consists of several elements such as building a large sight of vocabulary, integrating new words with the old ones, providing adequate amount of encounters with a word, promoting deep level processing, facilitating imaging and concreteness, using different techniques and encouraging independent learner strategies.

In recent years these explicit methods have attained sustainable position in vocabulary teaching. In addition, Sökmen (1997:237) also points out that in the 1970s and 1980s vocabulary learning is seen as an implicit and incidental and it is not seen as important as, for instance, grammar. However, currently the use of explicit vocabulary teaching is growing.

Vocabulary learning strategies can also be divided into two groups the first being the group concentrating on understanding the meaning of words and the other including the strategies for acquiring words (Cook 2001:66–68).

Strategies for understanding the meaning of words (by Cook 2001:66–67)

- a) Guessing from the situation or context
- b) Using a dictionary
- c) Making deductions from the word from
- d) Linking to cognates (finding similarities in words of two different languages)
- e) Strategies for acquiring words (by Cook 2001:69–70)
- f) Repetition and rote learning
- g) Organizing words in the mind
- h) Linking to existing knowledge

In addition to Nation's classifications (1990:159–176), other well-known and studied vocabulary learning techniques are key words, making notes of the words, identifying words into groups, making own vocabulary exercises and using the new word in one's communication.

### 5. Schmitt's taxonomy of vocabulary learning strategies

According to Schmitt's (1997) taxonomy, there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are the strategies which are used in discovering the meaning of a new word whereas consolidating strategies deal with the consolidation a word once it has been encountered. The former consists of determination strategies and social strategies whereas the latter includes social strategies,

memory strategies, cognitive strategies and meta-cognitive strategies.

Schmitt's taxonomy includes vocabulary learning strategies divided into five sub-groups; determination strategies, social strategies, memory strategies, cognitive strategies and meta-cognitive strategies. However, Schmitt (1990:204) notes that it is extremely difficult to draw the line between different strategies and their variations. For example, some strategies, such as interacting with native speakers, can be identified as a social strategy as well as meta-cognitive strategy if it is seen as a part of overall language learning. When encountering an unfamiliar word, learners must discover the meaning of the new word. According to Schmitt (1997:208), determination strategies which are a part of discovery strategies, consist of strategies such as guessing the meaning based on structural knowledge, guessing from L1 cognate, guessing from context or using reference material. Also social strategies can function as discovery strategies since the learner can ask help from someone in finding out the meaning of a new word (Schmitt 1997:209). Consolidating strategies include several different strategy types. In Schmitt's (1997) taxonomy they include social strategies, which are essential in learning the language since input can be seen as a key element in language acquisition. For example, group learning promotes active processing as well as team working abilities and since there is less instructor intervention, the learners have more time for use the language in the classroom (Schmitt 1997:211).

Schmitt (1997:211–13) mentions also that memory strategies, traditionally known as mnemonics, are one type of consolidation strategies. Usually they involve relating the word to some

previous knowledge, for example, using pictures of the meaning of it instead of definitions or linking it to some L2 words already familiar to the learner. Besides, using unrelated words or grouping the words according to some categories such as synonyms or common themes are examples of memory strategies.

#### 6. Gender differences and vocabulary learning strategies

According to a study by Jiménez Catalán (2003), male and female students normally use the same strategies and are more alike than different. Yet, studies have shown that females often use a wider range of language learning strategies than males. Moreover, females usually employ social strategies which promote communicative competence whereas males do not use social strategies as actively. A summary of studies on sex differences also shows that male students use translation strategies more often than female students. (Jiménez Catalán 2003:56–57.)

Furthermore, the researcher has identified that according to Jiménez Catalan (2003:64), males and females differ significantly with regard to the number of vocabulary strategies used females being the ones using more different strategies than males. In addition, female learners use vocabulary learning strategies more often to promote their language learning in comparison with male learners (Jiménez Catalán 2003:64). Besides, female learners use more formal rule strategies, input elicitation strategies, rehearsal strategies and planning strategies whereas male learners use more image vocabulary strategies. The ten most frequently used vocabulary learning strategies (by Jiménez Catalán, 2003) can be seen in table 2.1.

Table 2.1. Ten most frequently used vocabulary learning strategies (Jiménez Catalán 2003)

Males	Females
1. Bilingual dictionary	1. Bilingual dictionary
2. Taking notes in class	2. Taking notes in class
3. Guess from context	3. Guess from context
4. Ask teacher for L1 translation	4. Ask classmates for meaning

5. Ask classmates for meaning	5. Ask teacher for L1 translation
6. Analyze part of speech	6. Say word aloud
7. Connect the word to cognates	7. Connect words to cognates
8. Use English-language media	8. Analyze part of speech
9. Say word aloud	9. Use English-language media
10. Form image of word's meaning	10. Use vocabulary section in textbook

To sum up, gender differences in the vocabulary learning strategy use is an interesting topic but it has not been studied widely. Despite the fact that males and females are more alike in vocabulary learning strategy use than expected, some differences can be seen and the need for further study is evident.

#### 7. Fourth language learning and motivation

Language learning motivation deals with several processes and it is hard to be measured. This section will investigate the role of motivation in fourth language learning and introduce the main theories relevant to the present study. These theories concentrate on fourth language learning motivation. Also the motivating factors will be dealt with briefly in order to introduce both sides of motivation. Learners' motivation has been widely accepted as a key factor which influences the rate and success of fourth/foreign language learning (Ellis, 1994; Mcdonough, 1983)

Garner and Lambert (1972:11–12) point out that measuring motivational variables is difficult and due to the complexity and meaning of motivation in human operations studying motivation accurately is proved to be a challenging task. Motivation has also been seen as a part of individual differences which vary depending on the learner and this has caused even more problems in creating universal theories of motivation in fourth language learning.

Garner's (1985:153) socio-educational model of L2 learning consists of five interrelated components: integrativeness, attitudes towards the learning situation, motivation, integrative orientation and instrumental orientation. However, Gardner also (1985:153) points out that these components are a part of individual differences of the language learner.

Furthermore, Gardner and Lambert (1972:3) have identified that there are two different motivational types; instrumental orientation and integrative orientation. Instrumental orientation deals with seeing the language as an instrument in, for example, getting ahead in working life. In contrast, if the student wishes to learn more about the other cultural community, perhaps aiming to become a member of that group, the orientation is integrative.

### RESEARCH METHOD

#### A. Research Approach

The design of this study was conducted the descriptive qualitative. In this study, descriptive research proposed to describe systematically about the fact and characteristics of the object and subject in the questions form. To get the data the researcher uses instruments, namely sets of question for interview, namely; **first**, Vocabulary learning strategy use, This part of the questions aims to describe what strategies the fourth semester students of English Education Program at Gunung Rinjani University (UGR) use in learning English. **Fourth**, the fourth set of questions deals with the motivational factors affecting the learner's vocabulary learning.

#### B. Location of the research

In this study, the researcher conducts the research at the fourth semester students of English Education department at Gunung Rinjani University (UGR) East Lombok.

#### C. Type of Data and Data Resource

The data in this study consists of two data that covers; the data deals with the motivational factors affecting the learner's vocabulary learning and data regarding with Vocabulary learning strategy. The data source was collected from the University students at the fourth semester which become participants in

this study with the answered the researcher question.

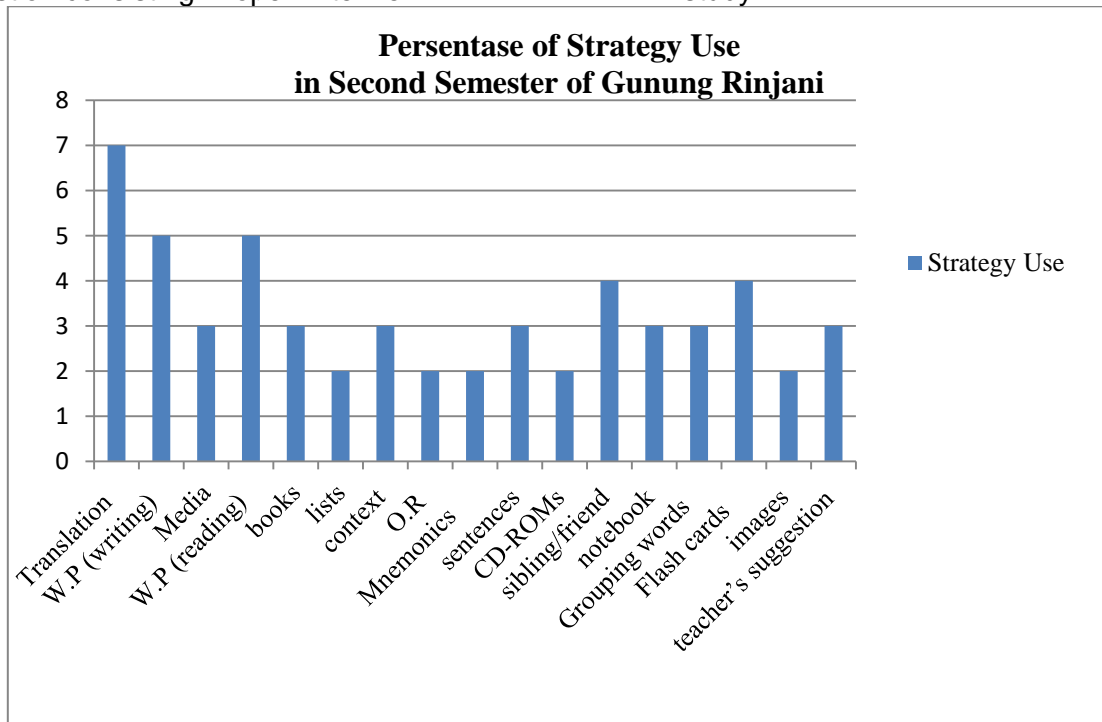
**FINDING AND DISCUSSION**

In this section the researcher presented the result of investigation that was related to the effect of motivation to vocabulary learning in fourth semester students of English department at Gunung Rinjani University (UGR) conducted from the learners' point of view and the data consisted of the fourth semester students of English department at Gunung Rinjani University (UGR) answers to a question consisting in open interview.

**A. Finding**

**1. Question 1- Vocabulary Learning Strategy**

The data conveyed that the fourth students semester use a rather fixed range of vocabulary learning strategies when studying English as a fourth language. Some strategies were mentioned almost in every set of answers and the most popular strategies were easy to detect. Learning vocabulary strategy mentioned by participants of present study.



Translation was mentioned almost by every participant.

**2. Question 2 – Vocabulary Learning and Motivation**

The fourth set of questions deals with the motivational factors affecting the learner's vocabulary learning. One of the hypotheses of the study suggests that vocabulary learning strategy use and motivational aspect of language learning have a distinct link. As mentioned before, highly motivated language learners usually employ a wider range of different learning strategies.

Furthermore, it is interesting to find out whether getting to know new vocabulary learning strategies can

have an influence on their motivation to study English.

In the present study the motivation of the participants is described mainly by their success in language studies and this success is determined by their conversation with each others. Since motivation and demotivation are highly complex phenomena, it is hard to measure whether an individual is motivated to learn the language or not.

However, in this study it is find that there is a link between the motivation and success in language learning and the grades achieved can

function as indicators of motivation towards English language learning.

Some participants answered the question extremely vaguely and ignored some parts of the question altogether and therefore their contribution to the study was rather insignificant.

## B. DISCUSSION

### 1. Vocabulary Learning Strategies

Most students had rather similar stories to tell about their vocabulary learning strategy use. 7 of participants answered the common of strategy used by them is translations. For example, one of participant describes her vocabulary learning of the present study: 'First I read the words through once or twice then, translate to Indonesian. After that, I translate them back to English. The main technique is to learn the words by heart. Usually I cover either the English translation or the Indonesian translation of the word and try to remember the other based on the meaning. Earlier I only studied translating the words from English to Indonesian but I realized that it is not enough').

The most common vocabulary learning strategies were using written repetition; reading and writing and that was answered by 5 of participants. Reading and writing occurred usually together but interestingly oral repetition was scarcely used. Repetition and learning by heart can be in some sense seen similar even though learning by heart was not mentioned as often as repetition. Some students mentioned that they used to employ written repetition but in campus the heavy workload has caused that they do not have the time for writing the words down. This is how one of participant describes his learning: 'I read words. Sometimes I hide the translation and test myself if I know the word. I used to write the words down in a notebook but I do not do that anymore because there are so many words, too much!'

In addition, using translation was clearly a popular strategy even

though there were some different methods of using it. For example, a widely used method is to hide either the English version or the Indonesian version of the word and then trying to remember it when seeing or hearing the translation of the particular word. The participants also mentioned reading the words and their translations in order to learn them. Repetition in general is a popular method to learn vocabulary and also the data of the present study suggests that it is widely used in fourth language learning.

The listing of the strategies conveyed that the most popular methods for vocabulary learning were easy to notice since they were mentioned in almost every set of answers. On the other hand, the least popular strategies were mentioned so rarely that it is impossible to draw conclusions based on them since no group trend can be seen. Therefore it is possible that the strategies which were used only by some students describe only the individual differences instead of how most of the fourth semester students of English Education Program at Gunung Rinjani University usually learn vocabulary.

The data of the present study showed rather little about the participants' previous strategy use since almost all of them concentrated on the strategies they use today and did not mention the strategies they used to employ in vocabulary learning. Only a handful of students described studying word with the help of other people.

Simbling/friends and Flashcard was mentioned by 4 of participants, media, books, notebook, grouping words, and teacher's suggestion was mentioned by 3 of participants. And the Oral repetition (O.R), mnemonics, list the word, CD-Roms and used the images was answered only by 2 of participants.

In conclusion, the students use mainly the same strategies, but there are some interesting exceptions. Some students mention using several



different strategies but most use only a few of the most popular strategies and have not altered the strategies when they have matured or advanced with their language studies. The advanced technology is becoming a meaningful part of vocabulary learning and fourth language learners have taken the initiative to use the possibilities provided by the technological innovations in order to develop their language skills.

#### **a) Discovery strategies**

According to Schmitt's taxonomy, discovery strategies have two sub-groups; determination strategies and social strategies. The three discovery strategies, translation, guessing from context and using dictionaries, mentioned by the participants of this study can all be identified as determination strategies. As mentioned before, discovery strategies, which include determination strategies and social strategies, deal with discovering the meaning of a word (Schmitt 1997). Classifying the discovery strategies mentioned by the participants of the present study as determination strategies is justified due to the fact that none of the participants mentioned using them in social contexts, for instance asking translations from their friends or guessing the meaning from contexts together with a peer.

Using translations as a vocabulary learning strategy is clearly the most popular of the discovery strategies mentioned by the participants of the present study. The benefits of the method are easy to detect since using a translation offers the needed information rapidly and there is much less room for error than, for instance, in guessing the meaning from context.

Using dictionaries is clearly a strategy closely related to translation but it is treated as a separate strategy since it is more accurately described by the participants. However, it is again useful to keep in

mind that making distinctions between the strategies can be extremely hard. Furthermore, due to the small number of participants of the present study it is impossible to say whether the results of the present study apply to fourth semester students of English Education Program students at Gunung Rinjani University (UGR).

#### **b) Consolidation strategies**

Consolidation strategies are techniques which can be used to learn or practice vocabulary (Schmitt 1997:211). Schmitt's taxonomy (1997) includes four sub-groups of consolidation strategies; social strategies, memory strategies, cognitive strategies and metacognitive strategies. The 11 consolidation strategies mentioned by the participants of the present study can be categorized as following: Consolidation strategies; 4 sub-groups strategies, they are:

##### **1) Social strategies**

- a. Studying with the help of a sibling/friend
- b. Using oral English
- c. Taking notes according to teacher's suggestion

##### **2) Memory strategies**

- a. Learning by heart
- b. Mnemonics
- c. Using new words in sentences
- d. Using CD-ROMs of course books (listening)
- e. Associating words with images
- f. Grouping words
- g. Flash cards

##### **3) Cognitive strategies**

- a. Written repetition (reading)
- b. Written repetition (writing)
- c. Oral repetition
- d. Using word lists
- e. Keeping a vocabulary notebook

##### **4) Metacognitive strategies**

- a. Learning new words from songs/movies/television/games.
- b. Reading English texts (books, the Web)

Cognitive and meta-cognitive vocabulary learning strategies were the most used sub-groups of consolidation strategies. Repetition and new learning environments and technological innovations proved to be extensively used among the upper fourth semester students.

Memory strategies and social strategies were not as popular as cognitive and meta-cognitive strategies but they consisted of several different strategies. The absence of social strategies is significant since one could assume that language being a tool for communication language learning would also have a direct link with social activities. However, the disfavor of social strategies may be caused by the fact that vocabulary learning has traditionally be seen as an individual task instead of group work. The most popular strategies were used extensively whereas the least popular were used so rarely that is impossible to draw conclusions based on the data since it can be only caused by individual differences of the learners.

## 2. Fourth language learning and motivation

Nevertheless, these students had one common characteristic: All students who had rather low grades in English mentioned that they have low motivation or no motivation at all to study English vocabulary. For example, one of participant described his motivation: 'The motivational factor is that you immediately notice when you are making progress because you can say something in that language. My motivation is not very good and the reason is my head because it is hard to get the word to stick in there.'). His grade in English was low (poor).

On the other hand, the successful language learners talk about their motivation and language learning gladly. For example, one of participant mentions that her motivation is good because she likes languages and is considering making a career out of

them. Another interesting example is , one of participant : 'I'm very motivated to study English and there's nothing that could diminish my motivation. I'm motivated by the fact that English is needed in working life and communicating with foreigners.' His grade in English was good.

The previous examples from the data fit the profile of good language learners by Cook. Good language learners, such as the successful and highly motivated individuals of the present study, actively participate in the learning situations and actively try to find the learning style which suits them best. Furthermore, they aim to expand their language knowledge and paid attention to the demand of fourth language learning. In addition, they are aware of the both dimensions of language; language as a system and means of communication.

Highly motivated learners of English also report using a wider range of vocabulary learning strategies than their less motivated peers. For example, one of participant described her vocabulary learning efforts: 'I usually study words first in general, then I try to remember their translations from English to Indonesian and then from Indonesian to English. I make word tests to myself and sometimes I produce sentences using the words I'm studying. In addition, I do exercises from the book and in the Internet.'). For example, one of participant summarizes his motivation: 'I do not have any motivation towards vocabulary learning. Motivation is diminished by the fact that I do not learn words quickly so I decided not to study them at all.'). When answering to question two of the questionnaire, 5 of participant stated that he takes virtually no effort to learn words, he only studies some word when a word test or the final exam of the course is approaching.

Motivational factors mentioned by the participants were success in studies and doing well in tests. These are extrinsic factors since vocabulary

learning is only used as a tool to achieve a certain goal.

Furthermore, for instance, 5 of participant mention that vocabulary and word tests are a part of the course and in order to succeed one need to study the vocabulary. Moreover, participants mentioned studying in order to get ahead in life and use the language in work and being able to communicate with people from other cultures. In addition, students pointed out that they want to understand films and computer games better and therefore they take the effort to study the language, too. For example, 2 of participant describe his motivation to be good since he needs English vocabulary nearly every day. Also 3 of participant emphasizes that English is an important language and almost everyone needs it and therefore they is motivated to study it.

To sum up, even though motivation is hard to measure and it was not the main theme of the study, the data was finded that there is a correlation between vocabulary learning strategy use and fourth language learning motivation. Students who have been successful in their language studies describe their motivation being high and they also employ a wider range of vocabulary strategies than their less motivated and less successful peers even though there can be some exceptions and individual differences. The motivation of the upper fourthary fourth students varies a great deal but a common motivational factor is the goal to success, either in language studies or communication with other people as well as working life in the future so the motivation is either extrinsic or instrumental. Furthermore, some student had integrative motivation even though it was not a popular trend.

Language learning motivation deals with several processes and it is hard to be measured. This section was investigated the role of motivation in fourth language learning and introduce the main theories relevant to the present study. These theories

concentrate on fourth language learning motivation. Also the motivating factors will be dealt with briefly in order to introduce both sides of motivation.

Motivation has also been seen as a part of individual differences which vary depending on the learner and this has caused even more problems in creating universal theories of motivation in fourth language learning.

Socio-educational model of L2 learning consists of five interrelated components: integrativeness, attitudes towards the learning situation, motivation, integrative orientation and instrumental orientation.

Furthermore, there are two different motivational types; instrumental orientation and integrative orientation. Instrumental orientation deals with seeing the language as an instrument in, for example, getting ahead in working life. In contrast, if the student wishes to learn more about the other cultural community, perhaps aiming to become a member of that group, the orientation is integrative.

Traditionally intrinsic factors of motivation include performing action for its own sake and gaining pleasure from it. However, the participants' answers did not convey this kind of motivation. Nevertheless, the participants may have intrinsic motivational factors but they may have chosen not to report them since language is usually seen as a tool for communication instead of being the meaningful content of study by itself. Furthermore, the motivation of the students participating in the present study can also be analyzed from the point of view of instrumental and integrative orientation to language learning. The instrumental orientation to language can be seen in the data, for example on the answer by one of participant: 'I'm motivated by the fact that I want to understand TV-programs and movies without using the subtitles.'). The student wants to learn the language in order to use it as an instrument, in this example, of understanding what is spoken in television or movies.

As mentioned before, integrative orientation means that the learner wants to learn the language in order to learn more about the community speaking the language and maybe even become a member of it. Also integrative motivation is present in the data. For example, some students, including 2 of participant mentioned travelling as a motivational factor: 'My dream to travel to America motivates me.').

Even though the motivation was not the core themes of the study it must be taken into account since the participants felt that it affects their language learning a great deal. Demotivational factors mentioned by the students were heavy work load in upper fourthary campus, stress and expectations. In addition, if the vocabulary is seen hard to grasp, uninteresting or useless, motivation to study the vocabulary reduces significantly. For example, 2 of participants mentions being tired and stressed out because of the heavy work load. In addition, 3 of participants points out that words associated with a boring topic are not motivating. 5 of participants mentions that he likes to learn words but studying a large amount difficult words at once has a negative impact on his motivation.

A few students also mentioned that the teacher can be a demotivational factor if he or she cannot offer the students enough information they need. Teacher's role in student motivation is important even though it as also a complex phenomenon. The results of the present study emphasizing the role of the teacher are rather similar to Muhonen's study of demotivational factors in fourth language learning. According to her, one of the main factors causing demotivation among Indonesian fourthary campus students is teacher's lack of competence.

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