

The Asian EFL Journal

May 2018

Volume 20, Issue 5



Senior Editor:
Paul Robertson



Published by English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd. Australia

<http://www.asian-efl-journal.com>

©Asian EFL Journal 2018

This book is in copyright. Subject to statutory exception no reproduction of any part may take place without the written permission of the Asian EFL Journal Press.

No unauthorized photocopying

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the Asian EFL Journal.

editor@asian-efl-journal.com
Publisher: Dr. Paul Robertson
Chief Editor: Dr. Paul Robertson
Associate Production Editor: Ramon Medriano Jr.
Assistant Copy Editor: Eva Guzman

ISSN 1738-1460

Table of Contents

1. Fahrus Zaman Fadhly / Nita Ratnaningsih	07-33
<i>Reconstruction of Cognitive Process in Popular Article Writing</i>	
2. Feky R. Talahaturuson / Hendrik J. Maruanaya	34-40
<i>Maximizing the use of Wondershare Quiz Creator Program to Promote High School Students' Engagement in EFL Reading Comprehension Lesson</i>	
3. Geminastiti Sakkir	41-50
<i>Interest and Writing Skill of the University Students on using Social Media- Facebook in Writing Class (STKIP Muhammadiyah Rappang, Indonesia)</i>	
4. Hairus Salikin / Muhlisin Rasuki	51-66
<i>Developing Second and Foreign Language Proficiency: Insight from the Learners</i>	
5. Hanna Sundari	67-71
<i>The Qualities of an Effective English Teacher: University Students' Perception</i>	
6. Hendrik J. Maruanaya	72-77
<i>Multiple Intelligences and Group's Performance in TEFL Projects</i>	
7. Honest Umni Kaltsum / Ratnasari Diah Utami	78-95
<i>The Effectiveness of Folklore Media against Students' Motivation in Learning English</i>	

8. Ida Ayu Made Sri Widiastuti	96-112
<i>EFL Teachers' Beliefs and Practices of Formative Assessment to Promote Active Learning</i>	
9. Ismail Anas	113-130
<i>Teacher Professional Development in an Online Community of Practice (OCoP): Teacher's Engagement and Participation in a Facebook-Mediated Communication (FMC)</i>	
10. Jessica Chung / Melor Md. Yunus	131-141
<i>Digital Storytelling Production as a Learning Tool in Improving ESL Learners' Verbal Proficiency</i>	
11. Juliansyah	142-153
<i>Development of English Language Learning Model for Speaking Ability for Elementary School Students (Age 7-9) Based on the Theory of Theme and Rheme</i>	
12. Lalu Suhirman	154-174
<i>Lesson Study - Based Instruction for Enhancing EFL Teacher's Pedagogical Competence</i>	
13. Leo Hucamis Aberion	175-181
<i>A Sociolinguistic Investigation to English Words in the Cebuano-Visayan Text Messaging Corpus</i>	
14. Lilies Setiasih	182-200
<i>Effect of Group Work and Student-Selected Online Material Strategies on Students' Reading Achievement</i>	
15. Nargis / Lisa Armelia	201-208
<i>Optimizing EFL Learners' Communicative Competence through Short Movie Project</i>	

16. Lisa Septiany	209-213
<i>The Effect of Using Think-Pair-Share Strategy on Students' Motivation and their Speaking Ability</i>	
17. Lusia Eni Puspendari / Olivia de Haviland Basoeki	214-220
<i>Developing Interactive Media of Phrasal Verbs for Adult Learnersto be used for Communication</i>	
18. Madehang	221-227
<i>The Analysis of the English Teacher-Made Tests Based on the Taxonomy of Instructional Objectives in the Cognitive Domain at the State Senior Secondary Schools in Palopo</i>	
19. Martha Castillo Noriega	228-240
<i>Empowering Teachers' Collaborative Skills with Coaching Through Learning Walks</i>	
20. Michael Thomas Gentner	241-257
<i>Constructing Advanced Organizer Tasks for the Indonesian Classroom</i>	
21. Monica Ella Harendita	258-263
<i>Embracing EIL Pedagogy in Teaching Speaking to University Students through Culturally-Relevant Materials</i>	
22. Muhammad Ahkam Arifin	264-275
<i>Bilingualism: The Beneficial and Contradictory Findings</i>	
23. Muhammad Azwar Paramma	276-281
<i>Teachers' Perspectives on Scientific Approach in Indonesian Educational Context</i>	
24. Muliaty Ibrahim	282-289
<i>Learning Strategies in Speaking Performance Applied by the 12th Grade of Senior High School Students in Indonesian</i>	

25. Murni Mahmud	290-294
<i>Gender Differences in English Language Teaching</i>	
26. Nasmilah, M. Hum, Ph.D	295-311
<i>Learners' Motivational Traits and Strategic Investment in Learning through EFL Immersion Program: A Study at Insan Cendekia Madani Boarding School Tangerang Indonesia</i>	
27. Ngo Thi Hien Trang	312-317
<i>The Use of Pictures in English Speaking Classes for Pupils at DANANG Primary Schools: Reality and Solutions</i>	

Title

Learners' Motivational Traits and Strategic Investment in Learning through EFL Immersion Program: A Study at Insan Cendekia Madani Boarding School
Tangerang Indonesia

Author

Dra. Nasmilah, M. Hum, Ph.D

Abstract

The present study investigates learners' motivational traits and their learning strategies invested during the implementation of English as a Foreign Language (EFL) immersion program. Taking the English tutors and the students of grade 7 and 10 as subjects, it is revealed how English is perceived by the students and how this perception is reflected in their learning motivation and strategy use to improve their communication skills. Using qualitative research paradigm utilizing interview, observation, and focus group discussion (FGD) the study emphasizes that EFL immersion program is an essential alternative to overcome problems encountered by students in traditional classroom contact for full-board type of schooling. Personal approach to individual students develops a conducive interaction that allows students' motivation in learning English to be enhanced and thus enriches the strategy use to perform better in speaking skills. This study is particularly beneficial to be attended by EFL school teachers and related practitioners.

Keywords: *motivational traits, strategic investment, total immersion*

1. Introduction

The educational dynamics of English as a Foreign Language in Indonesia have long been documented in a large volume of research. Various topics on the development of different English language skills have been elaborated as well as the ways they are practiced by learners at different age, level and learning context. More research attention has also been directed to the individual differences of EFL learners which are believed as playing crucial roles in developing the skills of English as a foreign language. Among others, individual differences

cover motivation, learning strategies, age, learning styles, etc. Motivation and learning strategies are believed to be interrelated as the more motivated the language learners are, the more learning strategies they employ in the process of learning. This study scrutinizes 1) how total immersion affects the learners motivation in language learning, and 2) how motivation and learning strategies are intertwined within the total immersion program.

Large number of studies has been compelled in relation to individual differences among EFL learners at all levels of age. Mori (2007) has found that Indonesian high school students are more instrumental and integrative than those students at the university level. Mori's study emphasizes the fact that university students are less integrative and instrumental even though they tend to have stronger motivation and have better attitude toward EFL learning. Mori further recommended the importance of studying motivation in relation to other individual differences and focusing more on the understanding of the use of learning strategies in order to provide more knowledge and resources for better teaching model applicable for intended levels of students. <http://eprints.utm.my/15931/1/JOE-1-2011-014.pdf>

This study reports on a prominent picture of how influential motivation and language learning strategies are in determining success in English Foreign Language (EFL). The aim is to provide a general portrait of how well these two individual differences develop in an English Immersion program of Secondary school and how the field is important to contribute to the program of a boarding school in which an extremely serious curriculum is in the process to be implemented; Cambridge curriculum.

2. Why immersion program?

English has become a compulsory subject in Indonesian schools as it is an inseparable part of the curriculum endorsed by the Department of National Education. Its position as compulsory subject has been implemented for three years for Junior High School and another three years for Senior High School while for Primary school this subject is an optional (Lauder, 2008). This leads to the consistency of English as important subject which becomes the first foreign language to be embedded in the national curriculum.

The application of Competency-based curriculum in Indonesia has basically originated from School-based curriculum which was implemented early on. In the history of general education, it was widely accepted that Teacher-centered approach was the only teaching system applied by teachers in which students were merely passive object whose role is to listen and follow instructions. Even though this approach worked well to some extent, approved by the presence of mature intellectuals at present, but the shift of educational approaches to learner-centered approach which begun in the late 1980s has

proven the effectiveness of the so called SCL (Student-centered Learning) in all levels of education. SCL itself has opened great opportunity for the study of individual learners in conjunction with their performance in learning. This shift also provides more chances for teachers to elaborate the student individual differences as confirming contribution to design their teaching preparation in an attempt for better quality of teaching and learning process. Thus, performance-based instruction implemented by teachers in the whole process of teaching and learning should be based on the learners' competences which according to Richards and Rodgers (2001) comprise essential skills, knowledge, attitudes and behaviors required for effective performance of "a real-world task or activity"

Shifting focus from teacher-centered to student-centered learning is now an obsession among English language teachers and practitioners in Indonesia. It is widely believed that giving more opportunity for students to experience learning through more exercises and more independence allow language input to be absorbed by learners in high speed. However, some studies such as those by Bjrok (2005) and Marcellino (2005) still confirmed that teacher-centered approach still dominated the educational system in Indonesia. It is hard for teachers to avoid this practice due to large class size and mixed ability students. They stated that in most cases students just listened to the explanation of the teachers and did not put adequate effort to respond to teachers' instruction with independent tasks. This old paradigm did not train teachers to become facilitators, but rather just a model to be imitated. Consequently, students are rarely given enough time and opportunities to participate in classroom interaction. In addition, teachers mainly apply single and monotonous teaching methods which lessen the students chances to be exposed and taught different ways of expressing feelings and thoughts.

In relation to independent way of learning, improving curricula, syllabi, materials, and activities is believed to be more effective in the process of teaching and learning. Providing access for independent and autonomous learning is also highly recommended. However, these expectations are still far away from the reach of the teachers. Good teachers should better understand the individual differences among their students before they design their teaching materials. They are required not only to be knowledgeable but also to be skillful in transferring their knowledge, being creative and innovative in providing teaching aids to assist language learning to take place (Dardjowidjoyo, 2003).

It is clear from all perspectives that teachers need to understand the individual differences of their students and link those differences with their teaching preparation. Among those are motivation and learning strategies that should be invested both before and while learning. Being knowledgeable of these two aspects will lead teachers to provide well-developed curriculum, syllabi, lesson plan and teaching materials to achieve teaching and learning objectives.

All the facts mentioned above become the bases for the implementation of Immersion program in which much more exposure to English can complete what has been missing in the

process of preparing EFL learners to be more proficient users of English. This study put the emphasis on the learners' motivation and how they orchestrate their learning strategies to improve their performance in all skill areas of English.

3. Learners' Motivation

In the original version of Socio-educational Model of Language Learning, proposed by R. C. Gardner (1959:267) and various other colleagues, motivation is grouped into two categories; "integrative motivation" and "instrumental motivation". Integrative motivation refers to positive attitude toward the foreign culture and a desire to participate as a member of the target culture. Instrumental motivation is possessed by those whose goal of acquiring language is to use it for a specific purpose, such as career advancement or entry to post secondary education. It is widely accepted through empirical studies that students with integrated motivation are more successful language learners than those who are instrumentally motivated (Ehrman et al., 2003).

Based on social psychology, early studies such as Gardner & Lambert (1972:134) treated second language learners' motivation as a "relatively static trait". It is suggested that learners who wanted to integrate into the target culture were more motivated and more proficient than those who were instrumentally motivated for reasons of academic or career advancement.

Although the significance of studying motivation from the perspective of socio-psychological domain in language learning is well established, criticism toward the concept of integrative motivation becomes a major issue among the observers. Crookes & Schmidt (1991), and Dornyei (1994) have argued that definition of any terms related to integration is somewhat ambiguous. Other researchers such as Crookes & Schmidt (1991), Dornyei (1990); Clement & Kruidenier (1985) assert that what is suggested by Gardner is more multifaceted than what is originally proposed. Studies by Oxford & Shearin (1994); Crookes & Schmidt (1991); & Au (1988) have revealed interesting findings highlighting that integrative motivation is far less important in foreign language setting where such integration is virtually impossible. In some cases, individuals who are highly ethnocentric and do not like the cultures of the target language they are studying have achieved very high levels of foreign language proficiency (Leaver, 2003).

The above findings in turn, give rise to a number of new studies focusing on reasons for learning second language. Clement et al. (1994:42) identified four orientations of foreign language learners studying a target language. These are: (a) instrumental -friendship and travel-

related, (b) integrative - identification with the target language group (c) sociocultural orientations - general interest in the culture and in world events, and (d) knowledge expansion and career improvement.

Within the area of educational psychology, “intrinsic and extrinsic motivations” are two terms widely used to describe what Gardner & Lambert (1959:267) proposed as “integrative and instrumental motivations”. This model is introduced by Deci & Ryan (1985:5) who defined intrinsic motivation as the motivation that comes from within the individual and is related to individual’s identity and sense of well-being. Students are said to be intrinsically motivated when they put learning as a goal in itself. Bandura (1997:79) relates this to the “feeling of enjoyment or a feeling of competence (self-efficacy)” when dealing with interesting and challenging tasks. Deci & Ryan (1985) go on defining extrinsic motivation as motivation that comes from outside the individual. Students are extrinsically motivated when learning is done for the sake of rewards (such as grades or praise) that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards. Many studies have demonstrated e.g., Walqui (2000) that intrinsic motivation correlates more closely with language learning success than extrinsic motivation. However, study by Pintrich & Schunk (1996) reveals that external rewards can either increase or decrease motivation, depending on how they affect self-efficacy. They further suggest that providing students with learning experiences that meet their needs for competence, relatedness, self-confidence, and enjoyment can increase their intrinsic motivation. When students are given choices, both their persistence and sense of autonomy are greatly enhanced.

Study on motivation as part of individual differences in second language acquisition (SLA) has also been conducted from two different but related perspectives. Gardner, Tremblay & Masgoret (1997) use traditional social-psychological theory and methodology, whereas Siegal (1996); Pierce (1995); & Wertsch (1991) use social constructionist to investigate the relationship between socio-affective factors and second language acquisition. Early second language acquisition research examined the role of attitudes and motivation in promoting language proficiency; much of that research (e.g. Gardner & Lambert, 1972) focused on target language proficiency in terms of grammatical accuracy, native-like pronunciation, and the target language cultural norms. More recently, SLA researchers have become interested in the notion of pragmatic competence, a clearly important component of current definitions of successful language learning. The attempt to integrate second language pragmatic norms and behavior into a theory of second or foreign language development is shown through the models of communicative competence proposed by Canale (1983) & Bachman (1989) who were

inspired by Hymes' (1972:287) "construct of sociolinguistic competence". In conjunction with this expansion of what it means to know a language, questions arise with regards to individual differences and the role of attitudes, motivation, and learners' willingness to adopt second language standards for linguistic action including both oral and written language.

Kasper & Schmidt (1996) pointed out that learners' willingness to adopt second language pragmatics may be particularly sensitive to their attitudes towards the L2 target community and their motivation for learning a second language. In another study, Hinkel (1996:51) examines ESL learners' knowledge of "second language pragmatic norms, their attitudes toward them, and their self-reported behaviors". Scrutinizing various aspects of L2 politeness, subjects' awareness of it, and perceptions of L2 pragmalinguistic norms from 240 non-native speakers, she found that the non-native speakers' recognition of second language pragmatics norms was not matched by their willingness to adopt L2 communicative practices.

Willingness as assumed by Kasper & Schmidt (1996) is the expectation of second language learners to achieve "native-like competence", even though there is only little support for this assumption to be widely accepted (quoted in LoCastro, 2001:70). She goes on to say that the learner and Second Language Acquisition form a complex constellation of variables, which interact each other. In her empirical study, LoCastro (2001) examined the relationship between learner "subjectivity, attitudes and L2 pragmatic norms" to scrutinize the extent to which EFL learners are willing to adopt L2 communicative norms. Through the use of self-reports of the learners on these issues, LoCastro (2001:69) found out that individual differences specifically "attitudes, motivation, and learner's self-identity", may influence and constrain the willingness to adopt native speaker standards for linguistic action. Many learners favour retaining their own identities, suggesting it as inappropriate for them to accommodate to the "L2 pragmatic norms".

4. Language learning strategies

"Learning styles and learning strategies are often seen as interrelated. Styles are made manifest by learning strategies (overt learning behaviors/action)" (Ehrman et al., 2003:315). A given learning strategy, they further point out, is essentially neutral until it is considered in context. This indicates that learning strategy is particular to any individuals and interpretable according to the context in which it is used. Learning strategy is useful under several conditions: "(1) the strategy relates well to the L2 task at hand, (2) the strategy fits the particular students' learning style preferences to one degree or another, and (3) the learner employs the effective strategy and develop a bridge to relate it with other relevant strategies. It is

emphasized that when learners fulfil these conditions, the learning becomes more enjoyable, easier, faster, more effective and easily transferred to new situation. (Oxford, 1990) This will also enable more independent, autonomous, lifelong learning (Allwright, 1990; Little, 1991) cited in Ehrman et al. (2003:315).

In the field of language learning, all definitions of strategies manifest conscious movement toward a language goal (Bialystock, 1990; Oxford, 1990; 1996). Oxford (2001) introduces a strategy chain to demonstrate a set of interwoven and mutually supportive strategies, for example, the teaching styles applied by the teacher well match the learning styles of the learners. Even in subject areas outside second language learning, the use of learning strategies is also directly translated to the success and better proficiency of the learners. (Pressley & Associates, 1990) It is thus not surprising that students who frequently employ effective learning strategies possess a high-level of self-efficacy (Zimmerman & Martinez-Pons, 1986), and less able learners on the other hand often use strategies in a random, unconnected, and uncontrolled manner. (Abraham & Vann, 1987 and Chamot & O'Malley, 1996 cited in Ehrman et al. 2003:316)

Oxford (1990 in Ehrman, at al., 2003:316-317) has identified six major groups of learning strategies:

1. "Cognitive strategies; this type of strategy provides the learners with ability to directly learn from the material through for instance, reasoning, analysis, note-taking, and synthesizing.
2. Metacognitive strategies (e.g. identifying one's own preferences and needs, planning, monitoring mistakes, and evaluating task success) are used to manage the learning process overall.
3. Memory-related strategies (e.g. acronyms, sound similarities, images, key words) help learners to link one teaching point with another without having to involve deep understanding.
4. Compensatory strategies (e.g. guessing from the context; circumlocution; and gestures and pause words) help make up for missing knowledge.
5. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself, and using deep breathing or positive self-talk, help learners manage their emotions and motivation level.
6. Social strategies (e.g. asking questions, asking for clarification, asking for help, talking with a native speaker) enable the learner to learn via interaction with others and understand the target culture.

The broad coverage of the study of learning strategies gives rise to another approach modelled by Biggs (1992). On the basis of purpose of learning, Biggs (1992) in Ehrman et al., (2003:317) incorporated motivation into learning strategies and categorized them into three groups:

1. Surface (to get a task done with little personal investment)
2. Achieving (to succeed in competition and get good marks), and
3. Deep (to make personal investment in the task through associations and elaboration).

Ehrman (1996:173) further describes deep processing as:

“An active process of making association with material that is already familiar, examining interrelationships within the new material, elaborating the stimulus through associations with it and further development of it, connecting the new material with personal experience, and considering alternative interpretations. The learner may use the new material to actively reconstruct his or her conceptual frameworks.”

On the other hand, surface processing is described as superficial completion of the task with minimum conceptual effort, resulting in less information stored in memory. This consequence is due to the absence of both emotional and cognitive contribution in the process of task completion. Ehrman (1996:174) suggests that the most successful combination of these strategies and motivation is “deep and achieving strategies”, though she indicates the “existence of a place for surface strategies, because sometimes the cost/benefit ratio of a task does not justify any deeper investment”.

The model suggested by Biggs (1992) exploits the possible connection between intrinsic motivation and deep strategies in that he treats motivation in parallel with strategies, as indicated above. However, Ehrman (1996) opposed the idea by arguing that the students may not have the choice of using deep strategies, no matter what their motivation, for reasons of weak educational background, lack of aptitude for learning, inexperience, or inability to adopt appropriate learning style

Wenden & Rubin (1987) and Cohen (1998) have also suggested other important treatments of language learning strategies. Wenden & Rubin’s work is relatively theoretical, providing a comprehensive overview of theory and research on learning strategies, which is still mostly relevant to date. Cohen’s approach is generally applied to research strategy use, to synthesize extant models, and provide teachers’ materials for learner awareness. His contribution to understanding how and when students use

specific strategies has helped inform strategy-training programs (Ehrman et al., 2003).

A great deal of effort has been invested into designing and executing strategy training programs considering the fact that appropriate learning strategies can make such a difference to learning success. To increase proficiency in second language speaking, Dadour & Robbins, (1996), O'Malley et al., (1985) have shown the positive effect of strategy instruction by providing instruction and help for the students to use more effective and appropriate learning strategies. Similar attempt was made by Chamot & O'Malley (1996); and Cohen & Weaver (1998) in improving reading proficiency for second language learners. They designed an interesting study investigating how strategy instruction affects both native English-speaking learners learning foreign languages. Similar study was conducted by Nunan (1997) who concluded that strategy instruction lead to increased second language learning motivation, and among native-English speaking learners learning foreign languages, it is found a greater use of strategy and self-efficacy. (Chamot & O'Malley, 1996).

Dornyei (1995) and Oxford (2001 in Ehrman et al., 2003) have documented that L2 learning strategy instruction has had mixed results. One main reason for this might be that students' diversity of learning styles and needs was not systematically taken into consideration in the presentation of strategy instruction. It is further emphasized that strategy instruction is more effective when adjusted for students' learning styles (Ehrman et al., 2003).

The essential roles of motivation and learning strategies in the process of teaching and learning as scrutinized above have widely been proven in extensive studies including those conducted in Indonesia. How these two aspects of individual differences intertwined in Insan Cendekia Madani Islamic boarding school is unique in itself. It enriches the writer's insight of how an exclusive school engage its students to be successful English language learners.

5. Insan Cendekia Madani Islamic Boarding school (ICM) at a glance

The school under study comprises three levels of early education; Kindergarten, Primary School and High schools. It is built on an 8.5 hectares land just outside Jakarta, the capital city of Indonesia, a developed suburban area called Tangerang. With cosy and well-designed school, supported and surrounded by beautiful green parks and gardens, the school is considered luxurious with complete facilities including sport courts, and swimming pool. The Islamic atmosphere is well presented. Female and

males are separated in all school activities except for school excursion in which they are also well-guarded by the school teachers. With about 30 percent out of 120 teachers are fluent users of English, this school is in the process of implementing Cambridge curriculum in an attempt of gaining a desired label of 'international school'. Various different methods have been implemented to make this dream come true after five years school operation. However, this expectation is far from being realized. Some of the parents even complained that their children went to the school initially with great ability in using English but after a while they lose it. This becomes a great concern of the whole school management which was then followed up with the idea of implementing a Total Immersion English Program in cooperation with a private English school.

This Total Immersion Program (TIP) run by the school partner employs 10 tutors to train 250 students, 125 Junior High School (JHS) students [year 7], and 125 from Senior High school (SHS) [Year 11]. This makes the ratio of 25:1 (25 students to be looked after by 1 tutor). All the tutors are provided with bedrooms to mingle with the students after and before school hours. English is taken as a tool of communication and should be used by all the students at any time the tutors are around. Considering the class hours which start at 6.30 and last till 4pm, practically, the interaction between tutors and the students can only be initiated from 5 to 9 pm. This includes two prayers times, Maghrib and Isya in which all the tutors and the students gather in the Mosque for prayers in congregation.

This pure qualitative study was inspired by the dynamics of teaching and learning process within this strict Islamic educational system applied in the school. Through close observation, interview and focus group discussion with both 10 tutors and 40 (out of 250) students it is revealed that several factors are detrimental in enhancing students' motivation and triggering the use of specific learning strategies applied by students when English session is in progress.

6. Learners' Motivational traits

Learners' individual differences are unique in any given society. This applies also in the learning context of ICM Islamic boarding school in which formal teaching hours are strictly arranged to accommodate every single aspect of the school curriculum. Even though Student-centered learning (SCL) has been implemented from the very beginning of the school program problems in motivating students to learn English still encounter. The study reveals that learners' motivation to learn English varies across grades. The higher the grades are the higher

the motivation the learners have. The following excerpts taken from two FGDs (5 JHS and 5 SHS) have shown this trend.

Senior High School (SHS)

Q: How do you like English and how do you improve it?

A: [St1] “I like studying English because I want to become ambassador for my country like my father. I read books a lot and surfing in the internet for new words.”

[St2] “Hmmm... Everybody should learn this language because if we don’t we will be left behind. I read many books in English and I always do my homework. I keep studying this language especially because now I have my tutor to help me”

[St3] “Me.... I like English just like Bahasa Indonesia. I want to study overseas when I finish my study here”

[St4] “Why I like English? It’s simple. I like it because when I play games in my computer all the instructions are in English. I learn more words everyday”.

[St5] “I like English very much and I always get good marks from my teacher since high school. I think I will keep studying this language so I can go abroad easily one day”

Junior High School (JHS)

Q: How do you like English and how do you improve it?

A: [St1] “I like English but I don’t study it seriously. I have so much homework to do”

[St2] “Yes..., I like English but... I don’t know how to pronounce the words”.

[St3] “English is rather hard to understand. But I need to learn because I don’t want to have bad mark in my report.”

[St4] “I think English is very important. I study this language with my brother even at home.”

[St5] “hmmm... English is difficult. I don’t know how to make a simple sentence yet.

(Q: Question; A: Answer; St: Student)

It is proven from the above excerpts that SHS students have higher motivation compared to JHS students. However, there is a tendency that students of JHS are more attentive when tutors lead them with outdoor activities after school. When this fact was confirmed with the tutors, they responded that younger learners are still very much dependent on the tutors while SHS students prefer to be given more flexible time on their own. This indicates that motivation could be high even though the clue of this is unseen to specific learners groups.

Motivation has been proven to have powerful influence on the use of learning strategies by students. From the observational matrix it is discovered that language learners with higher motivation tend to employ more varied learning strategies compared to learners with lower motivation. This also confirms that motivation is the key factor which determines the use of learning strategy types and its frequency and thus the two are inseparable determinants of success in language learning.

To a great extent, motivation also leads students to work hard on a language activity. Their willingness to engage in activities instructed by their tutors is spontaneous due to their great interest in experiencing something new in their learning process. This in turn has a great positive effect on the attempt to achieve the learning goals and outcomes. The SHS students are mostly willing to communicate frequently with the tutors. Their good grasp of English words builds up a firm self-confidence which allows English to be spoken fluently.

In terms of teaching facilities, this study uncovers that complete facilities are not a guarantee for high motivation by EFL learners. When asked whether the school facilities affect both SHS and JHS students to actively engage in language learning activities, all responded negatively. They confirm that their motivation in learning English is mostly affected by their eagerness to assimilate with native speakers of the language if one day they have to live in the country where the target language is being used. This, in the perspective of the researcher, is a manifestation of the firm economic conditions of the students whose parents are economically established. ICM Islamic boarding school is the most expensive school ever in the nation.

7. Language Learning Strategies (LLSs) of the learners

Various learning strategies are reported to be applied by SHS students whose high motivation is shown throughout the 14-week total immersion program. Four main groups of learning strategies seem to be the most frequent types of LLSs applied by the students. They are the empowerment of memory, Cognitive, Affective, and Social strategies.

Empowering memory is the most favorable learning strategies found to be utilized by the students when engaged in language learning. This includes remembering the relationships

between what the students already know and new things they learn in their interaction. They also try to frequently use the new English words in a sentence so they can remember them. Memorizing words is also much easier when they use flashcards and then try to compose sentences based on the new words they have just learned.

The use of language learning strategies by the highly motivated students can secondly be categorized into cognitive type of strategy (Oxford, 1990 in Ehrman, et al., 2003). The students reported that they often say or write the new learned vocabulary several times and try to speak them out like native speakers. This practice is essential to improve their pronunciation. The students also reported that they frequently use their newly-learned vocabulary in different ways to make sure they appropriately put the words in correct composition. In their own time, the students mostly write notes, messages and any related word web in their gadgets to help practicing the words in more essential way. Most of them also do plenty of reading for pleasure. They believe that most of the words they have possessed are resulted from their active engagement in reading.

Highly motivated students also reported to use various strategies related to the affective factors they inhibited. When challenged with difficult learning situation especially when teachers ask unexpected questions, the students encouraged themselves to speak English even when they are afraid of making mistakes. Trying to make themselves relax whenever they need to engage in English exchange and conversation is also a favorable strategy imposed by the learners. Sometimes, they write their feelings in a diary and they write in English.

The last category of LLS used by the highly-motivated students is social strategy. By this, the students frequently ask the speaker to slow down or say the sentence again when comprehension is hardly gained. Trying to converse with native speakers who are teaching in their school is also favored. They find this very helpful because those native speakers are willing to correct them when they make mistakes in using the language. In addition, they are very pleased as they can learn the culture of the native speakers simultaneously through intense conversation.

It is clear from the above findings that highly-motivated students can make use of various learning strategies essential to achieve the objectives and the outcomes of the language learning. Thus, teachers are encouraged to frequently modify their instruction in order to develop learners' motivation. High motivation leads to more engagement in learning process and in turn provides easy access for learning outcomes to be achieved. When success is in hand, motivation will admittedly be much higher. On the contrary, failure in learning results in lower motivation and in turn less engagement in learning.

8. Conclusion

Total immersion program has been proven to be effective in enhancing the English language learners' motivation in ICM Islamic boarding school. They actively engaged in learning activities instructed by the teachers/tutors whose involvement in the program is less formal compared to the classroom teachers. Personal and individual approaches are key determinants in assisting learners to freely express themselves in English as tool for communication in their daily life within the boarding school. Being able to freely convey messages in simple English and later becomes more complex is considered success by these specific learners under study, which in turn enhances their motivation in learning. High motivation directs learners to actively utilize various learning strategies essential to gain success in language learning. Thus, the circle keeps moving. The higher the motivation is, the more successful the language learners will become. The more successful the language learners are, the higher their motivation will be.

References

- Au, S.Y. (1988) *A critical appraisal of Gardner's socio-psychological theory of second-language (L2) Learning*. *Language Learning* 38, 75–100.
- Allwright, D. (1990) *Autonomy in Language Pedagogy*. CRILE Working Paper 6. Centre for Research in Education, University of Lancaster, U.K.
- Abraham, R., & Vann, R. (1987) *Strategies of two learners: A case study*. In A.L. Wenden & J. Rubin (Eds.), *Learner Strategies in Language Learning*. New York: Prentice Hall.
- Bachman, L. F. (1989) *The development and use of criterion-referenced tests of language ability in language program evaluation*. In R. K. Johnson (Ed.) (1989). *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. Freeman: New York.
- Biggs, J.B. (1992) *Study process questionnaire*. In: Biggs, J.B. (Ed.) *Why and How Do Hong Kong Students Learn? Using the Learning and Study Process Questionnaires*, Education Papers #14. Faculty of Education, University of Hong Kong, Hong Kong, pp. 117–124
- Bjork, C. (2005) *Indonesian Education: Teachers, schools, and central Bureaucracy*. New York and London: Routledge.
- Bialystok, E. (1990) *Communication Strategies: A Psychological Analysis of Second language Use*. Oxford, U.K: Blackwell.

- Canale, M. (1983). *On some dimensions of language proficiency*. In J.W. Oller, Jr. (Ed.). *Issues in Language Testing Research*. Rowley, Mass: Newbury House.
- Chamot, A.U. & O'Malley, J.M. (1996) *Implementing the Cognitive Academic Language Learning Approach (CALLA)*. In R. Oxford (Ed.), *Language Learning Strategies Around the World: Cross – cultural Perspectives* (pp. 167 - 174). Manoa: University of Hawaii Press.
- Clement, R., & G. Kruidenier (1985) Aptitude, attitude, motivation in second language proficiency: A test of Clement's Model. *Journal of Language and Social Psychology*, 4: 21-37.
- Clement, R., Dornyei, Z., Noels, K.A., (1994) *Motivation, self-confidence, and group cohesion in a foreign language classroom*. *Language Learning* 44, 417–448.
- Cohen, A.D., Weaver, S.J., (1998) *Strategies-based instruction for second language learners*. In: Renandya, W.A., Jacobs, G.M. (Eds.), *Learners and Language Learning*. Anthology Series 39. SEAME ORegional Language Centre, Singapore, pp. 1–25.
- Cohen, A.D., (1998) *Strategies in Learning and Using a Second Language*. Essex, U.K.: Longman.
- Crookes, G., Schmidt, R., (1991) *Motivation: reopening the research agenda*. *Language Learning* 40, 45– 78.
- Dadour, E.S. & Robbins, J. (1996) *University - level studies using strategy instruction to improve speaking ability in Egypt and Japan*. In R. Oxford (Ed.), *Language Learning Strategies Around the World: Cross - cultural Perspectives* (pp. 157 - 166). Manoa: University of Hawaii Press.
- Dardjowidjojo (2003). *Rampai Bahasa, Pendidikan, dan Budaya*. Jakarta: Yayasan Obor Indonesia.
- Deci, L., Ryan, M., (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum: New York.
- Dornyei, Z. (1990). *Conceptualising motivation in foreign-language learning*. *Language Learning*, 40,45-7
- _____ (1994). *Motivation and motivating in the foreign language classroom*. *Modern Language Journal*, 78, 273-284.
- _____ (1995) *On the teachability of communication strategies*. *TESOL Quarterly*, 29: 55-85.
- Ehrman, M.E. (1996) *Understanding Second Language Learning Difficulties*. CA Sage, Thousand Oaks

- Ehrman, M.E., Leaver, B.L., (2003) *Cognitive styles in the service of language learning*. System 31 (3), 393–415.
- Ehrman, M.E., B.L. Leaver, and R.L. Oxford (2003) A Brief Overview of Individual differences in second language learning. *System*. 31: 313-330.
- Ehrman, M.E., B.L. Leaver, and R.L. Oxford (2003) A Brief overview of individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second Language Research*. 17, 4: 368-392.
- Ehrman, M. & Oxford, R., (1990) *Adult language learning styles and strategies in an intensive training setting*. Modern Language Journal, 74, 311 - 326.
- Gardner, R.C., Lambert, W.E., (1959) *Motivational variables in second language acquisition*. Canadian Journal of Psychology 13, 266–272.
- Gardner, R.C., Lambert, W.E., (1972). *Attitudes and motivation in second language learning*. Newbury House, Rowley MA, USA.
- Gardner, R. C. Tremblay, P. F. & Masgoret, A-M. (1997). Towards a full model of second language learning: an empirical investigation. *Modern Language Journal*, 81, 344-62.
- Hinkel, ELI. (1996). *When in Rome: Evaluating L2 Pragmalinguistic Behaviors*. – JoP 26/1. P.51
- Hymes, D.H. (1972) “On Communicative Competence” In: J.B. Pride and J. Holmes (eds) *Sociolinguistics*. Selected Readings. Harmondsworth: Penguin, pp. 287.
- Kasper, G. & Schmidt, R. (1996). Developmental issues in Interlanguage Pragmatics. *Studies of Second Language Acquisition*, 18.
- Lauder, A. (2008). The status and function of English in Indonesia: a review of key factors, *Makara, social Humaniora*, 12/1, 9-20.
- Leaver, B.L., (2003) Motivation at native-like levels of foreign language proficiency: a research agenda. *Journal for Distinguished Language Studies* 1 (1).
- Little, D., (1991) *Learner autonomy 1: Definitions, issues, and problems*. Dublin: Authentik
- LoCastro, V. (2001). Large size classes and student learning. *TESOL Quarterly*, 35 (3), 69-70.
- Marcellinus, M. (2005). Competency-based language instruction in speaking classes: its theory and implementation in Indonesian contexts. *Indonesian Journal of English Language Teaching*, 1/1, 33- 44.
- Mattarima. K., & Hamdan A.R. (2011) *Learners’ Motivation And Learning Strategies In English Foreign Language (EFI) In Indonesian Context*: Journal of Edupres, Volume 1 September 2011, Pages 100-108 <http://eprints.utm.my/15931/1/JOE-1-2011-014.pdf>
- Mori, K. (2007). *Motivation in an Indonesian EFL Context: Individual attributes, social*

- cultural background, and teachers' behaviours*. School of Education, University of Queensland. Unpublished Ph.D. Thesis.
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning*. London: Longman.
- O'Malley, J.M., Russo, R.P., Chamot, A.U., Stewner-Manzanares, G., Kupper, L., (1985). Learning strategy applications with students of English as a second language. *TESOL Quarterly* 19 (3).
- Oxford, R.L. (1990). *Language learning strategies: what every teacher should know*. New York : Newbury House Publisher.
- Oxford, R.L., (2001) Integrated Skills in the ESL/EFL Classroom, *ERIC Digest* EDO-FL-01-05
- Oxford, R.L., Shearin, J., (1994). Expanding the theoretical framework of language learning motivation. *Modern Language Journal* 78 (1), 12–28.
- Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29, 9-31.
- Pintrich, P.R., Schunk, D.H., (1996) *Motivation in Education: Theory, Research, and Application*. Englewood Cliffs, NJ: Prentice Hall.
- Pressley, M. & Associates, (1990) *Cognitive Strategy Instruction that Really Improves Children's Academic Performance*. Cambridge, MA: Brookline Book.
- Richards, J.C. & T.S. Rodgers. (2001) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Siegel, J. (1996) *Vernacular Education in the South Pacific* (International Development Issues No.45). Canberra: Australian Agency for International Development.
- Walqui, A., (2000) *Contextual factors in second language acquisition*. ERIC Digest. ERIC Clearinghouse on Languages and Linguistics, Document ED444381, Washington, DC.
- Wenden, A & John Rubin. (1987). *Learner strategies in language learning*. New Jersey: Prentice-Hall.
- Wertsch J. (1991) *Voices of the mind: A Sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.
- Zimmerman, B.J. & Pons, M.M., (1986) *Development of a structured interview for assessing student use of self - regulated learning strategies*. *American Educational Research Journal*, 23. 614 - 628.