

**Foundations of Second Language Acquisition: Strategies
and Motivation of Banjarese Young Learners
in Learning English as a Foreign Language**

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The study examined the language learning strategies and motivations of EFL learners in Banjarmasin Junior High Schools, South Kalimantan, Indonesia. The researchers used a mixed-method approach, collecting data from 60 student participants across 3 State Islamic Junior High Schools and 3 State Junior High Schools in the region. The data were gathered through a survey questionnaire and semi-structured interviews. The quantitative data were analyzed using SPSS to identify the preferred strategies and levels of motivation. The qualitative data were analyzed using thematic analysis to gain insights into the learners' strategy use and motivations. The findings reveal that the participants utilized a variety of language learning strategies, such as cognitive, metacognitive, social, and affective strategies, to acquire and learn English. The participants were found to be both integratively and instrumentally motivated to learn English, driven by a desire to integrate with the target language community as well as practical reasons, like academic and career prospects. The study offers valuable insights into the language learning behaviors and motivations of young Banjarese EFL learners, which can inform more effective English language teaching and learning practices in the region.

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INTRODUCTION

Language acquisition refers to the process by which individuals, whether children or adults, acquire and develop proficiency in their first and additional languages. This encompasses the cognitive, linguistic, and social mechanisms involved in learning native and non-native languages (Fuente & Lacroix, 2015; Miao, 2015). It requires meaningful interaction and natural communication in the target language, where the focus is on conveying and understanding messages rather than mastering grammatical rules (Anthony, 2011; Littlewood, 2015). This allows for a more authentic language learning experience centered on effective communication and comprehension, rather than rote memorization. Second language acquisition examines how people learn a language beyond their first, investigating the cognitive, linguistic, and social processes that contribute to developing proficiency in a non-native language (Dixon et al., 2012; Winke & Gass, 2018; Hartshorne et al., 2018). Any language learned after one's first is considered a second or target language, regardless of whether it is the second, third, or fourth. The distinction lies in whether the language is learned in an environment where it is commonly used (second language) or not (foreign language) (Carter & Nunan, 2001; Miao, 2015; Saviile-Troike, 2012).

Researchers have extensively studied second language acquisition, examining factors like age, motivation, learning strategies, and native language that shape this complex process (Kramsch & Whiteside, 2007; Zhao, 2015). While some theories suggest innate, biological drivers, others emphasize environmental and cognitive influences as crucial in language development (Huttenlocher et al., 2010; Sakai, 2005). Ultimately, the interplay of internal and external elements, including individual differences, social contexts, and cognitive processing, determines the success of second language acquisition (Azarkamand et al., 2015; Pace et al., 2016). Recognizing the dynamic interaction between the learner, the language, and the environment, scholars continue expanding their understanding of how individuals master a new language (Freeman & Freeman, 2011; Miao, 2015; Nor & Rashid, 2018).

Examining the language learning strategies and motivations of young learners from diverse cultural and linguistic backgrounds offers a particularly intriguing area of study within second language acquisition (Yusuf, 2012; Rivera-Mills & Plonsky, 2007). Understanding the unique experiences and preferences of these learners can provide valuable insights into the complex and multifaceted process of acquiring a new language. Factors such as the learner's first language, cultural context, and individual cognitive processing, as well as the strategies employed and the motivation of language learners in learning the target language, can all significantly shape their approach to and success in learning a second language (Azarkamand et al., 2015; Daskalovska et al., 2012; Oxford & Ehrman, 1992).

Banjarese young learners offer an intriguing lens for studying second language acquisition, as they learn English within their distinct cultural and linguistic Banjarese context. Banjarese, a Malay-related language, is the native tongue for many in South Kalimantan (Lestary & Mubarraq, 2019; Mu'in, 2019). Examining the strategies and motivations of this population can provide valuable insights into the complex factors shaping second language acquisition (Yusuf, 2012). By exploring how these learners navigate mastering English while drawing on their Banjarese background, researchers can uncover nuances contributing to successful foreign language learning (Saville-Troike, 2012). Investigating the dynamics between learners' first language, sociocultural environment, and individual factors can yield a richer understanding of second language acquisition in this context (Ajayi, 2008; Niu et al., 2018).

Though extensive research on second language acquisition exists, the focus has primarily been on ESL learners. There is a dearth of studies on EFL learners, particularly children and young students in Indonesia. English remains a mandatory subject across educational levels, but the 2013 Curriculum has reduced weekly instructional hours (Iskandar, 2019; Sofiana et al., 2018). This underscores the need to explore how junior high school students navigate the acquisition of English as a foreign language. Examining their strategies, motivations, and challenges can yield

valuable insights (Avgerou, 2016; Freeman & Freeman, 2011). Investigating the foundations of second language acquisition within the Indonesian context can assist policymakers, experts, and educators in developing effective EFL teaching and learning solutions (Firdaus, 2013).

LITERATURE REVIEW

Defining Language Learning Strategies

The concept of language learning strategies has been a central focus within the field of second language acquisition research. These strategies refer to the specific actions, behaviors, steps, or techniques that language learners consciously and deliberately employ to enhance their progress in developing proficiency in the target language (Rivera-Mills & Plonsky, 2007; Wu, 2010). Learners may utilize these strategies both consciously and unconsciously, aiming to optimize their overall learning experience and outcomes. Language learning strategies play a crucial role in the language acquisition process, as they enable learners to take a more active and self-directed approach to their learning (Carter & Nunan, 2001; Oxford, 2002). These strategies can be broadly categorized into two main types: direct strategies, which involve the target language itself, and indirect strategies, which support and manage the language learning process without directly engaging with the language (Hitt & Véliz-Campos, 2015; Rahimi & Katal, 2012). Effective utilization of these varied techniques is widely recognized as a key component of successful language acquisition, empowering learners to exert greater control over their own learning and development.

Researchers have provided various definitions of language learning strategies. Biggs and Moore (1993) characterized strategy as a flexible approach to tackling different learning tasks and materials. Similarly, Brown (2000, 2007) described strategies as specific, goal-oriented methods for addressing problems and achieving desired outcomes in language learning. According to Brown (2000, 2007), the field of second language acquisition distinguishes between learning strategies, which involve processing, storing, and retrieving input, and communication strategies, which focus on expressing and delivering messages

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through speaking, writing, or other modes. Furthermore, Cynthia White (2008) defined language learning strategies as the conscious processes and operations that learners employ to learn a target language or complete language-related tasks (White, 2008; Hurd & Lewis, 2008, p. 8). Similarly, Oxford acknowledged that L2 learning strategies are the goal-oriented actions or steps that learners take, with some degree of consciousness, to enhance their second language learning (Oxford, 2002). Additionally, O'Malley and Chamot (1990; 1) described language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Language learning strategies can take many forms and are crucial tools that enable learners to actively engage with and master a new language. These strategies can be applied to various aspects of language learning, from vocabulary acquisition to grammar comprehension and communication skills development (Chamot, 2005; Griffiths, 2008; Seel, 2012). By consciously employing a diverse range of language learning strategies, students can become more autonomous and effective in their language learning endeavors.

Studies on Language Learning Strategies

Several studies have investigated the language learning strategies used by language learners from diverse linguistic and cultural backgrounds. The study by Yusuf (2012) examined the language learning strategies employed by two Indonesian young learners studying in the United States. The researchers found that the subjects were "good language learners" who utilized a variety of strategies, such as effective guessing, risk-taking, and integrative motivation, to support their English language development (Yusuf, 2012). Rusnadi's study at Murray State University, Kentucky, revealed that ESL students who utilized language learning strategies experienced notable enhancements in their speaking, listening, and reading proficiency. However, these strategies did not lead to substantial improvements in their vocabulary or writing skills. Furthermore, the research found no significant differences in strategy use between male and female students, aside from a minor variation in the application of reading strategies (Rusnadi, 2014).

Research on language learning strategies in Indonesian EFL contexts has provided valuable insights. Studies show that Indonesian English learners use a variety of strategies to support their language development (Ras, 2017; Setiyadi et al., 2016). These strategies include memorization techniques like repetition and note-taking, as well as planning and self-evaluation methods. Students also use social strategies like working with others and seeking chances to practice the language (Ramezani, 2018). Furthermore, research has identified key factors that shape EFL learners' strategy use in Indonesia, such as their proficiency level, learning style, motivation, self-efficacy beliefs, and cultural background. These learners have been observed to employ a diverse array of both direct and indirect strategies to enhance their skills across various language domains, including vocabulary, listening, speaking, reading, and writing. (Husin et al., 2014). Furthermore, another study has underscored the crucial importance of promoting learner autonomy and providing comprehensive strategy training to Indonesian EFL students (Anam & Stracke, 2016). By equipping students with a range of effective learning strategies, schools can enhance language learning outcomes and cultivate more independent, skilled, and self-directed language learners. This strategy-focused approach, combined with nurturing learner autonomy, empowers EFL students in Indonesia to take greater control of their language development, engage more actively in the learning process, and achieve higher proficiency and communicative ability in English (Cohen, 2000; Pujiati & Tamela, 2019).

These studies highlight the diversity of language learning strategies employed by learners from different linguistic and cultural backgrounds. The findings suggest that while some learners may demonstrate a more sophisticated and comprehensive use of strategies, others may rely on more limited, yet still effective, techniques (Hitt & Véliz-Campos, 2015; O'Malley et al., 1985). The diversity in strategy use reflects the wide range of approaches that language learners can adopt to support their language development. Some learners may excel at utilizing a broad repertoire of strategies, while others may focus on a narrower set of techniques that still prove effective for their individual learning needs and preferences (Carter & Nunan, 2001; Rivera-Mills & Plonsky, 2007). Nonetheless,

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the research emphasizes that the conscious application of appropriate learning strategies, whether comprehensive or more focused in nature, can significantly contribute to improved language proficiency and autonomy for ESL/EFL students across different contexts.

Taxonomy of Language Learning Strategies

Language learning strategies are classified and organized into various taxonomies by scholars. An influential framework proposed by Rebecca Oxford categorizes strategies into two main groups: direct and indirect (Oxford, 2002; Oxford, 2001; Oxford & Burry-Stock, 1995). Direct strategies involve the learner engaging directly with the target language, such as performing language-related tasks, analyzing the language itself, and applying techniques to enhance specific skills. These include memory strategies like memorization and association, cognitive strategies like repetition and note-taking, and compensation strategies like guessing and using gestures (Oxford, 2002; Oxford, 2001; Oxford & Crookall, 1989). Indirect strategies, on the other hand, are meta-cognitive, social, and affective in nature, indirectly supporting the learning process by helping the learner manage their learning, collaborate with others, and regulate emotions and attitudes. These indirect strategies include planning, monitoring, and evaluating one's learning progress, as well as seeking opportunities to practice and cooperating with peers (Oxford, 2002; Oxford, 2001; Oxford & Ehrman, 1992). This comprehensive framework provides a valuable taxonomy for understanding the diverse range of strategies that language learners can employ to support their development and achieve their language learning goals (Carter et al., 2001; Chamot, 2005; Griffiths, 2013).

O'Malley and Chamot's influential framework categorize language learning strategies into three overarching groups: cognitive, metacognitive, and social-affective (O'Malley et al., 1985; O'Malley et al., 1985; O'Malley and Chamot, 1990). Cognitive strategies involve the direct engagement with and processing of the target language, such as techniques like repetition, note-taking, and utilizing learning resources to actively engage with and comprehend the language material.

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These cognitive strategies enable learners to actively manipulate and apply the language in various ways, deepening their understanding and retention of the language (Chamot, 2005; O'Malley et al., 1985; Ramezani, 2018). Metacognitive strategies, on the other hand, pertain to the planning, monitoring, and evaluation of one's own learning process, enabling learners to adopt a more self-directed and reflective approach to their language development. By employing metacognitive strategies, learners can better regulate and optimize their language learning journey, setting goals, tracking progress, and adjusting as needed (Anderson, 2002; Rahimi & Katal, 2012). Conversely, social-affective strategies relate to the learner's interactions with others and the regulation of their emotions throughout the language learning process, facilitating collaboration, seeking support, and managing attitudes and feelings. These social-affective strategies empower learners to leverage their social networks and emotional wellbeing to support their overall language development (Bown & White, 2010; Martin, 2012; Zeynali, 2016).

Furthermore, Rubin's framework outlines two primary categories of language learning strategies: direct and indirect strategies (Griffiths, 2008; Oxford, 2001; Rubin, 1987). Direct strategies are those that directly contribute to the learner's development of the target language system. These include techniques such as clarification/verification, informed guessing, deductive reasoning, practice, and memorization, which actively engage the learner with the language, allowing them to directly process, manipulate, and apply the target language (Cohen, 2000; Ellis, 2005; Rivera-Mills & Plonsky, 2007). Conversely, indirect strategies do not directly involve the target language but rather indirectly support the learning process. These strategies enable learners to create opportunities for practice, sustain communicative interactions through various production techniques, and regulate their emotions and attitudes towards language learning, which can significantly impact their overall language development (Purnomo et al., 2017; Grenfell & Erler, 2007; Liu, 2015). By employing both direct and indirect strategies, language learners can adopt a comprehensive approach to their learning, directly engaging with the language while also managing the various cognitive, metacognitive, and affective factors that influence their progress.

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Motivation in English Language Learning

Motivation is a critical factor that significantly influences the language learning process and the strategies that learners employ. Motivation is a complex and multifaceted construct that drives language learners to engage with the target language, persist through challenges, and employ a range of effective learning strategies (Azarkamand et al., 2015; Ushioda, 2008; Zhu, 2014). Highly motivated learners are more likely to utilize a diverse repertoire of cognitive, metacognitive, and social strategies to support their language development (Harputlu & Ceylan, 2014). Motivated learners are often characterized by a strong desire to learn the target language, a willingness to put in consistent effort, and a proactive approach to seeking out opportunities for practice and improvement. They tend to be resilient in the face of difficulties and may even find ways to make the learning process intrinsically enjoyable (Daskalovska et al., 2012; Heidari-Shahreza, 2014). By harnessing their motivation, these learners can unlock their full potential and achieve greater proficiency in the target language.

In contrast, learners with low motivation may struggle to maintain their engagement, employ effective strategies, and make meaningful progress in their language learning journey. Demotivated learners may exhibit passive behaviors, such as avoiding practice opportunities, and may be less inclined to utilize strategies that require sustained effort and self-regulation (Cheng & Lee, 2018; Falout et al., 2009). These learners often lack the drive, determination, and self-discipline necessary to push through challenges and actively engage with the target language. Without a strong motivational foundation, they may find it difficult to consistently apply learning strategies and see tangible improvements in their language proficiency (Daskalovska et al., 2012). Consequently, their language learning progress may be hindered, and they may become increasingly frustrated, disinterested, and disengaged over time. Recognizing and addressing the factors that contribute to learners' low motivation is crucial for educators and language instructors, as it can help them provide targeted interventions and support to re-

ignite the learners' passion for language acquisition and guide them towards greater success (Lamb, 2017; Nazirova, 2018; Villalobos-Buehner, 2019).

Motivation can also interact with other individual factors, such as learning styles, self-efficacy beliefs, and cultural background, to influence the selection and application of language learning strategies (Barak et al., 2015; Lin et al., 2017). For instance, learners with high intrinsic motivation may be more inclined to employ creative and exploratory cognitive strategies, such as experimenting with new vocabulary or devising imaginative ways to practice the target language. In contrast, learners driven by instrumental goals, like improving job prospects or accessing new opportunities, may prioritize metacognitive strategies to plan, monitor, and evaluate their progress, ensuring they are making tangible improvements towards their specific objectives (Han & Lu, 2017; Ungureanu & Georgescu, 2012). The interplay between motivation and these other individual characteristics can shape the learner's approach to language acquisition, leading to varied strategy use and, ultimately, different learning outcomes. Understanding these complex interactions is essential for educators to provide tailored support and guidance that aligns with each learner's unique motivational profile and learning preferences (Lin et al., 2017).

Accordingly, comprehending the multifaceted nature of motivation and its interplay with language learning strategies is crucial for designing effective language instruction and supporting learners in becoming autonomous, lifelong language learners (McDonough, 2007; Zhu, 2014). By nurturing learners' motivation and equipping them with a diverse repertoire of effective strategies, educators can optimize language learning outcomes and foster learners' engagement, persistence, and ultimate proficiency in the target language (Kormos & Csizér, 2013). Specifically, educators should strive to cultivate intrinsic motivation by making the learning process inherently enjoyable and relevant to learners' interests and objectives. They can also leverage extrinsic motivators, such as setting achievable milestones and providing meaningful feedback and recognition, to sustain learners' motivation (Ryan & Deci, 2000; Williams &

Stockdale, 2004). Furthermore, educators should explicitly teach and model a wide range of cognitive, metacognitive, and social strategies that learners can flexibly apply in their language learning journey. This holistic approach, which addresses both motivation and strategy use, can empower learners to take an active role in their own development, overcome challenges, and continue advancing their language skills long after formal instruction has concluded (Dinsmore & Fryer, 2019; Lin et al., 2017).

METHODOLOGY

Participants

This study was conducted at 3 State Islamic Junior High Schools (*Madrasah Tsanawiyah/MTs*) and 3 State Junior High Schools (*Sekolah Menengah Pertama/SMP*) in Banjarmasin, South Kalimantan. 10 students from each school were selected as participants of this study. Thus, the study involved 60 Banjarese EFL students who are learning English at their schools. The participants were randomly chosen from diverse family backgrounds, genders, ages, and regions. 60 participants responded to a survey questionnaire. Additionally, 30 of the 60 learners were voluntarily interviewed about their survey questionnaire responses.

Instruments

This study used a mixed-methods approach, combining quantitative and qualitative techniques to understand the language learning strategies and motivation of Banjarese young learners. Quantitative data came from survey questionnaires, while qualitative data was gathered through interviews and language learning journals. Questionnaires have limitations like their artificial nature and restricted response options. To address this, interviews were conducted to verify the questionnaire data and allow participants to expand on their responses. The interviews also provided insights into how learners used the language learning strategies.

Survey Questionnaire

The study used a 47-item survey to examine language learning strategies. The items were categorized into three groups: language learning strategies, learner motivation, and personal background. Each participant rated 42 key strategy statements on a 4-point Likert scale. They also answered 4 open-ended questions.

Interview

Interviews were conducted to validate the questionnaire, especially participants' understanding of the items, and to gather data on how learners used strategies in learning and acquiring English. The structured interviews contained a mix of closed and open-ended questions to check participants' comprehension of the questionnaire and allow them to explain their responses and provide additional information. 30 of the 60 participants were voluntarily selected to be interviewed.

Data Analysis

The quantitative data from the survey questionnaires was analyzed using descriptive statistics. The analysis examined the frequency and patterns of language learning strategy use among the Banjarese young EFL learners, providing insights into the specific techniques they employed in their language learning process. The participants' responses were tabulated for each learning strategy, and the mean score for frequency of use was derived for each strategy. The strategies were categorized into three groups: metacognitive, cognitive, and social/affective, as adopted and adapted from previous frameworks.

The responses were also categorized based on a scale of very often (scored 4), often (scored 3), rare (scored 2), and never (scored 1). For all results, one-tailed t-tests were used to determine statistically significant differences. The alpha level was set at $\alpha = 0.05$. Analysis of the interviews involved recording and transcribing relevant sections related to the participants' understanding of the questionnaire and their use of learning strategies. The interviews were then used to support the results from the questionnaire.

The qualitative data from the interviews and language learning journals was analyzed through in-depth thematic analysis to extract key patterns, themes, and nuanced insights related to the learners' strategy use and motivation in learning English. This qualitative approach enabled the researchers to uncover the underlying reasons, perceptions, and experiences that shaped the learners' strategic approach and drove their motivation in acquiring the target language. The interviews offered a more comprehensive and contextual understanding of how these learners applied various strategies in their daily language learning activities, as well as the dynamic and evolving nature of their motivational factors throughout the learning journey.

FINDINGS AND DISCUSSIONS

Strategies of Banjarese Young Learners in Learning English Language Strategy

Reliability Coefficient Analyses of Learners' Strategy

The survey questionnaire was analyzed using the SPSS version 18 to determine the Cronbach's alpha value of the items. The result of the reliability coefficients of the main study of learners' strategy was 0.83. This shows that the instrument is reliable.

Table 1. Language Learning Strategies Reliability

Reliability Statistics		
Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
,833	,836	28

Learners' Metacognitive Strategies

Metacognition is simply defined as thinking about thinking. Learners who are metacognitively aware about their learning know what to do, and when they don't know what they are going to do, they have strategies for finding out or figuring out what they need to do (Anderson, 2002; Habók & Magyar, 2018; Rahimi & Katal, 2012). Metacognitive strategies can enhance the organization of learning time, as well as facilitate self-monitoring and self-evaluation. These strategies allow learners to plan, monitor, and evaluate their own learning process, leading to more effective and efficient language acquisition. By being aware of their own thinking and learning behaviors, learners can adjust their approaches, allocate their time and resources more effectively, and assess their progress to improve their overall language learning outcomes (Carter & Nunan, 2001; Chamot, 2005; Rivera-Mills & Plonsky, 2007). Based on the table 1, it was found out that the learners like to plan their study by arranging a schedule before studying (item 6 with mean 3,6167) and preparing for their class's lesson (item 7 with mean 3,5667). They also like doing self-correction and self-evaluation (item 14,15, and 16) while learning English. They also like to find ways of learning English by learning English through songs and games (item 1), learning in a silent and luminous place (item 8), and learning better if the teacher repeats the previous lesson (item 10). However, it was also found that most learners do not like having text book (item 5 with the mean score only 1,8833). They also do not like finding ways of practicing English strategies such as speaking English with friends outside the classroom (item 2) and learning English by talking to native speakers (item 4) which is believed that in Banjarmasin native speakers of English are rarely found, and this make them difficult to use this strategy.

Table 2. Statistical Items for Metacognitive Strategies

Statements	Mean	Std. Deviation	N
1- I like learning English through songs and games.	3,1333	,76947	60
2- I like speaking English with my friends outside the classroom.	1,8667	,62346	60
3- I like the teacher to use English as the medium of instruction in class.	2,6333	,93820	60
4- I like to learn English by speaking to native English speakers.	1,9833	,70089	60
5- I like to have my own textbook.	1,8833	1,05913	60
6- I arrange a study schedule before studying	3,6167	,73857	60
7- I prepare for the Class's lesson.	3,5667	,67313	60
8- I study best in a silent and luminous place.	3,0000	,93881	60
9- I often revise what I have learnt	2,6500	,73242	60
10- I learn better if the teacher repeats the previous lesson.	3,2500	,77295	60
11- I notice my own mistakes.	2,9333	,75614	60
12- I can criticize and laugh at my own mistakes.	2,8500	,77733	60
13- I sometimes reward myself.	2,4667	,87269	60
14- I like to correct my own mistakes.	3,1500	,77733	60
15- I think about my progress in learning English	3,0500	,83209	60
16- I check my homework after finishing it.	3,1500	,77733	60

Nevertheless, analysis of total metacognitive strategies used confirmed that based item the minimum score of the strategies applied by the learner was 1,866 while the maximum score was 3,616, with the total mean score was 2,823. This can be seen from the table of overall mean items of Learners' Metacognitive strategies below:

	Mean	Minimum	Maximum	Range	Variance	N of Items
Item Means	2,823	1,866	3,616	1,750	,2977	16

Learners' Cognitive Strategies

Cognitive strategies are mental processes that learners consciously employ to learn and remember new information (Rahimi & Katal, 2012). These strategies enable learners to interact with the target language in various ways, such as repeating new vocabulary, grouping related words, taking notes on key concepts, or summarizing the main ideas (Chamot, 2005; Griffiths, 2008; Oxford, 2002). Cognitive strategies involve actively manipulating the learning material in order to make it more meaningful and memorable for the learner (Martin, 2005; Motallebzadeh & Mamdoohi, 2011). For example, learners may engage in activities like creating associations between new words and familiar concepts, breaking down complex information into more manageable chunks, or elaborating on the content through note-taking or summarization. By employing these cognitive strategies, learners can better understand, retain, and apply the knowledge they are acquiring in the language learning process (Hattie & Donoghue, 2016; Ramezani, 2018).

Table 3. Statistical Items for Cognitive Strategies

Statements	Std.		
	Mean	Deviation	N
17- I try to guess the meaning of the new words from the context.	3,0000	,75913	60
18- I learn new words through memorization	2,8333	,84706	60
19- I use new words in sentences.	2,4000	,86749	60
20- I can take notes while listening to the teacher.	2,7000	,94421	60
21- I like summarizing the recent learnt subjects.	2,5833	,71997	60

As it is shown on the table 2, it is obviously seen that in the cognitive strategies the learners like to learn by guessing the meaning of new words from the context (item 17 with the mean score was 3,0000). This strategy is followed by memorizing and note-taking strategies (item 18 and 20) with the mean score was 2,8333 and 2,70000. In contrast to those, contextualization (item 19) and

summarizing (item 21) were rarely used by the students. These two strategies were not popular among the Banjarese EFL learners.

Furthermore, the statistical analysis of cognitive strategies used by Banjarese EFL learners showed that based items, the minimum mean score of the strategies used by the learners was 2,400, while the mean maximum score was 3,000 with the total mean score was 2,823.

	Mean	Minimum	Maximum	Range	Variance	N of Items
Item Means	2,703	2,400	3,000	0,600	,0959	5

Learners' Social/Affective Strategies

Social and affective learning strategies are crucial for helping learners manage the emotional and social aspects of their language learning experience. These strategies enable learners to control their feelings, motivations, and attitudes, as well as to collaborate effectively with others in the learning process (Carter & Nunan, 2001; Hattie & Donoghue, 2016; Wu, 2010). According to Oxford's framework, affective strategies directly regulate learners' emotions, while social strategies facilitate learning by enabling interactions with others (Nyikos & Oxford, 1993; Oxford, 2002). As Rubin asserts, social strategies involve activities that provide valuable opportunities for learners to practice and apply their knowledge and skills (Rubin & Feezel, 1985; Rubin, 2008). By employing both affective and social strategies, language learners can develop greater self-awareness, motivation, and interpersonal skills, which can positively impact their overall language learning outcomes (Helal, 2016; Purnomo et al., 2017; Wu, 2010).

As it is shown on the table 3, it is clearly seen that the learners like to ask further explanation and request more example from their teachers whenever needed (item 28). The learners also like to cooperate with other students by learning English in pairs (item 22), but do not like learning in groups (item 23). It was also found that the learners do not like studying alone and self-talk while asking question or thinking (item 24 and 25). However, they like to encourage themselves to speak

English and even asking for clarification to the speakers when they do not understand what is being told (item 26 and 27).

Table 4. Statistical Items for Social/Affective Strategies

Statements	Mean	Std. Deviation	N
22- I learn English better by studying in pairs.	3,0000	,84372	60
23- I learn English better by studying in groups.	2,8667	,83294	60
24- I like to study English by myself (alone).	2,2500	,87576	60
25- I talk to myself while answering a question or thinking.	2,8000	,91688	60
26- I encourage myself when I feel shy to speak in English.	2,9167	,78744	60
27- When I don't understand what is spoken I request him/her to repeat or to speak slowly.	2,9167	,82937	60
28- I request the teacher to explain something or to give examples whenever I need.	3,1000	,81719	60

Additionally, the statistical analysis of social/affective strategies used by Banjarese EFL learners showed that based on items, the lowest mean score of the strategies used by the learners was 2,500, while the mean maximum score was 3,000 with the total mean score was 2,823.

	Mean	Minimum	Maximum	Range	Variance	N of Items
Item Means	2,835	2,500	3,100	0,600	,0758	7

The statistical data analysis through all the strategies showed that the range of mean for learners' strategy based on item was between 1.866 and 3.616 according to the ordinal level determined. The range of mean for learners' strategy based on respondent was between 1.929 and 3.535 according to the ordinal level determined. The total mean score of these language learners' strategies was 2.805.

Based on the data showed above, it is found out that Banjarese EFL learners mostly use all the mentioned strategies in this research, though there are differences in the frequency of using those strategies, especially in the mean score of each type of the strategy. The data also showed that the most preferred type of strategy was social/affective strategies with the mean score was 2,835. This was higher compared to the other two type strategies (metacognitive and cognitive) with the mean score lower than the social/affective strategy (2,823 and 2,703 in turn). The learners are mostly like to regulate their emotion and engage with others to promote practices in using English in both learning and communicating. They encourage themselves to talk and think in English, while at another time they also motivate themselves to request for further explanations and more examples from their teachers whenever they do not understand the lesson. They also learn English better by cooperating with others including learning in pairs or in groups. However, the data also showed that amongst all the strategies, two of metacognitive strategies (item 6 and 7) were become the two most favorable strategies used by Banjarese EFL learners. These indicated that they like to plan their learning by arranging a study schedule before studying (the mean score was 3,616) and preparing the day's lesson (the mean score was 3,566). In contrast to this, two of the metacognitive strategies (item 2 and 4) were become two lowest favorable strategy compared to other strategies both in cognitive and social/affective strategies with the mean score were only 1,866 and 1,882. They do not like talking English with friends outside the classroom, and they also do not like learning English by speaking to native speakers.

The use of the Language Learning Strategies in Learning/Acquiring English

Based on the result of the questionnaire, Banjarese EFL learners implemented the social/affective strategies in learning and acquiring English as a foreign language. Most of them learn better by cooperating with others such as involving in studying both in pairs or in group. Not only cooperating, but it is also believed that they like to study by collaborating with others. Some of them stated that they frequently have conversation in pairs and sometimes have group

discussions in their English language class (interview result, November 12, 2018). This indicates that the students are not only learning by cooperating but also collaborating with others (item 22 and 23). Furthermore, it is also found out that the learners in this research like to learn English by asking clarification and further explanation and requesting more examples (item 27 and 28). They frequently ask the speakers to repeat or slow down their speaking when they do not understand what is/are being said/told. They also like to motivate and encourage themselves to use English even though they are shy. Some of them said “we want to be able to speak in English and try to use English in the classroom. Sometimes we do conversation in English and discuss in English” (interview result, November 12, 2018).

Social/affective strategies are employed for facilitating interaction and communication by asking questions and cooperating or even collaborating with others. Social strategies are very important in learning/acquiring a language, because it will increase cooperation not only between learners, but also between learners and teachers (Griffiths, 2013; Nyikos & Oxford, 1993; O’Malley et al., 1985; Oxford, 2002). Affective strategies are dealing with feeling, emotions, attitudes, and motivation which are bound tightly with social strategies. Good language learners should be able to control their emotions, feelings, and attitudes while communicating and cooperating with others. In regards with this, teachers should also be able to maintain and create a positive and favorable learning atmosphere in order to grow positive feelings and emotions amongst the learners (Edannur, 2010; García, 2017). By doing so, the learners are believed to have more learning awareness and responsibility of learning processes and eventually will improve the acquisition of the target language. Social/affective strategies should be taken into account in the process of learning a language, since it is a social process (Cohen, 2000; Ungureanu & Georgescu, 2012).

Besides, the result of survey questionnaire also showed that Banjarese EFL learners employ metacognitive strategies by self-planning, self-correction, self-monitoring, self-revising, self-rewarding, and self-evaluation. These are shown by responding the items 5, 6, 7, and 8 for self-planning, item 14 for self-correction, item 11 and

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12 for self-monitoring, item 10 and 14 for self-revising, item 13 for self-rewarding, and item 15 and 16 for self-evaluation. The learners furthermore seek for the ways for practicing English with teachers, friends, and native speakers both inside and outside the classroom (item 1, 2, and 3). Most of the respondents stated that they always make a timetable schedule for learning and always read the lessons before coming to the class (Interview result, November 14, 2018). Moreover, they also said that listening to music or songs, as well as playing online games help them in improving their vocabulary and phrases. Some of them stated “I improve my vocabulary by listening to songs and playing online games (interactive games)” (Interview result, November 14, 2018).

Metacognitive strategies are related to organizing, planning, focusing, and evaluating one’s own learning, e.g. linking new information with existing one, seeking for practice opportunities, and self-monitoring (Diaz, 2015; Donker et al., 2013; Rahimi & Katal, 2012). This is actually indirect strategies which is substantial for increasing language learners’ awareness in acquiring the target language. For the learners, meta-cognitive strategy is very useful in all learning activities (Harputlu & Ceylan, 2014; Oxford, 2002; Rahimi & Katal, 2012). Learners are able to express their own ideas and thoughts based on the topics discussed in the paper. They are not merely reciting or repeating information but actively engaging with the material and formulating their own perspectives and insights. This demonstrates a deeper level of understanding and engagement with the subject matter (Hattie & Donoghue, 2016; Lenski & Nierstheimer, 2002). The teachers let the learners find their own ideas and independence. Teachers also provide input related to meta-cognitive strategies used by the learners. So, in learning, it can help learners to understand the English subject especially developing thinking process, controlling during all activities and being able to evaluate all activities performed. Finally, these strategies are believed to be able to increase awareness and independence of learners in language skills. So that learners can achieve learning targets with success (Carter & Nunan, 2001; Chan, 2001; Cohen, 2000).

In relation with metacognitive strategies, the data also showed that Banjarese EFL learners also employ cognitive strategies in acquiring the English language. These strategies are used to link, analyze, and classify new information with existing schemata. The strategies involve the process of a language into human mind, as well as doing mental processes in relation with obtaining, storing, and retrieving linguistics information (Carter & Nunan, 2001; Habók & Magyar, 2018; Oxford, 2002). It was found that the learners tried to guess the meaning of new words from the context (item 17), memorizing new vocabularies and using them in sentences (item 18 and 19). They also even tried to make notes (developing note-taking skill) while learning and summarizing what they have learned (item 20 and 21). The data from the interview also indicated the learners applied these cognitive strategies in their efforts of acquiring the English language. Some participants stated: “Sometime, I memorize vocabularies I learned in the classroom” (Interview result, November 14, 2018). Other participants commented: “I often make notes of what my teacher explains and write on the board and sometimes make summary of what I learned in the classroom” (Interview result, November 15, 2018). Thus, it is believed that cognitive strategies are used in understanding meaning and expression in the target language. The strategies help the learners in acquiring simple oral and written language (Motallebzadeh & Mamdoohi, 2011; Ramezani, 2018; Seel, 2012).

Motivations of Banjarese EFL Young Learners in acquiring/ learning English as a foreign language

Reliability Coefficient Analyses of Learners' Motivation

The result of the reliability coefficients of the main study of learners' motivation was 0.77. This shows that the instrument is reliable.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,767	,772	15

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Motivations of EFL Learning in Learning/Acquiring English

The statistical data analysis toward this data showed that the range of mean for learners' motivation based on item was between 2.58 and 3.52 according to the ordinal level determined. The range of mean for learners' motivation based on respondent was between 2.73 and 3.87 according to the ordinal level determined. And mean of learners' motivation was 3.14.

Table 5. Motivations Statistical Analysis of the EFL Learners

Statements	Mean	Std. Deviation	N
1- Learning English is important for me because I want to go/travel/study abroad.	3,3000	,53043	60
2- Learning English is important for me because it will ease me in getting job.	3,3833	,49030	60
3- Studying English can be important for me, because I am imagining of living abroad.	3,1500	,63313	60
4- Learning English is essential for me because English is one of compulsory subject in school's curriculum.	3,2000	,63246	60
5- I learn English because my parent asked to do so and asked me to improve my English skills.	2,8500	,68458	60
6- I learn English because my close friend thinks it important.	2,6167	,71525	60
7- I learn English because I am sure that English will ease me in my jobs.	3,2500	,60014	60
8- I learn English because I do not want to get bad score in my English lesson at school.	3,5167	,56723	60
9- I have to learn English in order my parent will not be disappointed	3,1000	,68147	60
10- I have to learn English because I want to enjoy English movies and songs	3,2000	,68396	60
11- I learn English because I want to succeed in my future career.	3,3667	,60971	60
12- Learning English is important for me, because people around me obligate me to do so.	2,5833	,61868	60
13- By learning English I will be able to enjoy my travelling abroad.	3,3000	,64572	60
14- I learn English because I want to learn and know the culture of people who use the language	3,1000	,65613	60
15- I learn English because I believe that English will help me in learning specific skill I wanted to master later.	3,2167	,69115	60

The overall results of the survey questionnaire revealed that the students are highly motivated to learn English due to the mean scores of each mentioned motivation. This finding answered the research question of what are the motivations of EFL learners in learning/acquiring the English language. From the learners' answers, most learners are motivated to learn English because they need immediate achievement or what is called instrumentality motivation which is divided into two; instrumentality promotion and instrumentality prevention. Instrumentality promotion regards the regulation of personal goals to become successful, e.g. learning English because s/he wants to get job or ease him/her in completing their jobs. This motivation is positioned in the second highest mean score of learners' motivations in learning/acquiring the English language, with the mean score was 3.38. Instrumentality prevention is related to the regulation of duties and obligations, such as studying English in order to pass the exam or getting high score; or learning English because it is a compulsory subject in schools' curriculum. These motivations, especially in order to pass the exam and get high score became the most favourable motivations for Banjarese EFL learners (item 8) with the mean score was 3.52. Another instrumental motivation which motivated the learners in learning/acquiring English was item 11, that they learn English because they want to succeed in their future career, and this motivation got the mean score of 3.36. This indicated that based on the survey questionnaire it is known that the learners are mostly motivated by instrumental motivation both promotion and prevention.

Some other important motivations which encourage these EFL learners to learn/acquire the English language because they want to travel, study, and living abroad (item 1, 3, and 13) with the mean score for each was 3.300, 3.1500, and 3.300. These motivations are related to integrative motivation which connected to the attitude L2 community, its culture, and the native speakers of the target language. The intention of being able to involve and adapt successfully in the target language community became the motivations which strengthen the learners efforts to learn and acquire the target language.

In contrast to those above motivations, it is known that the motivations of the learners in learning/acquiring English are not influenced by their parents, friends or surroundings (item 5, 6, 9, and 12) or these motivations are called situational motivations. These motivations got lower mean scores compared to others motivation such as cultural motivations, e.g. learning English because of wanting to enjoy English movies or songs, or want to know and learn the target culture (item 10 and 14).

The seven motivations could be categorized into three main types: instrumental, cultural, and situational. "Instrumental motivations" involved using the target language as a means to achieve specific goals (Al-Munawwarah, 2018; Daskalovska et al., 2012; Mantiri, 2015). This included motivations such as immediate achievement, using the language as an information medium, and individual development, which differed in the particular purposes the language served (Dörnyei, 2001; Gardner & MacIntyre, 1991; Oxford & Shearin, 1994). "Cultural motivations" were related to the learners' cultural interests and concerns. Under this category, intrinsic interest was target-culture oriented, while social responsibility was native-culture oriented. This was partially analogous to the "integrative motivation" in Gardner and Lambert's model, though "integrative motivation" lacked the native-culture dimension (Mantiri, 2015; Lamb, 2003; Dörnyei, 1990). Furthermore, the target-culture oriented intrinsic interest in our study was largely intellectual, not necessarily involving personal "integration" into the target culture.

The learners' motivations for learning English can be attributed to both internal and external factors. Internally, the learners likely felt highly motivated to excel in their English classes, as they sought to achieve good scores and succeed in their secondary education (Shamsi, 2019; Song & Kim, 2017). With strong academic performance in English, they hoped to carry that success over to their other subjects as well. These personal goals and aspirations, such as a desire for academic achievement and future career advancement, were key drivers of their English learning motivation (Feng & Hong, 2009; Hong & Ganapathy, 2017; Xu &

Yang, 2016). Additionally, the learners may have been intrinsically motivated by a genuine interest in the English language and the cultural aspects associated with it. They could have been eager to learn more about English-speaking cultures and communities, which further fueled their enthusiasm for mastering the language (Lamb, 2003; McDonough, 2007; Song & Kim, 2017).

The teachers consistently encouraged the learners to practice their English both inside and outside the classroom, fostering an engaging and lively learning environment. The teachers' helpful and encouraging characteristics likely greatly contributed to the learners' motivation to learn the language (Cheng & Lee, 2018; Nadera, 2015). Additionally, the teachers utilized various teaching strategies and techniques to create a supportive and interactive classroom setting, which further enhanced the learners' engagement and enthusiasm for learning English (Nazirova, 2018; Vibulphol, 2016). For instance, the teachers incorporated group activities, interactive discussions, and real-world applications to make the lessons more meaningful and enjoyable for the learners. Through these efforts, the teachers were able to cultivate a positive and enriching learning atmosphere that motivated the Banjarese EFL young learners to actively participate and excel in their English language acquisition (Zheng et al., 2018).

CONCLUSIONS AND RECOMMENDATIONS

Banjarese EFL young learners mostly used social/affective strategies, and meta-cognitive strategies in learning/acquiring the English language with the mean score was 2,835 and 2,823. The learners are mostly like to regulate their emotion and engage with others to promote practices in using English in both learning and communicating. They encourage themselves to talk and think in English, while at another time they also motivate themselves to request for further explanations and more examples from their teachers whenever they do not understand the lesson. They also learn English better by cooperating with others including learning in pairs or in groups. However, the data also showed that amongst all the strategies, two of metacognitive strategies) were become the two most favorable strategies used by Banjarese EFL learners. These indicated that they like to plan their learning by

arranging a study schedule before studying (the mean score was 3,616) and preparing the day's lesson (the mean score was 3,566).

Banjarese EFL learners employed a diverse array of strategies to strengthen their English language proficiency. This included not only collaborating with their teachers and peers, but also actively engaging with native speakers. They eagerly sought clarification, requested additional explanations and examples, and even asked communicators to repeat or speak more slowly in order to better comprehend the language. Furthermore, the data revealed that Banjarese EFL learners utilized a wide range of metacognitive strategies, such as self-planning, self-correction, self-monitoring, self-revising, self-rewarding, and self-evaluation. These strategies demonstrated their commitment to being self-regulated and autonomous in their language learning. Additionally, Banjarese EFL learners were primarily driven by instrumental motivations, encompassing both promotional and preventive factors. Their aspirations to attain higher scores, pass examinations, secure employment, and pursue successful careers in the future significantly motivated them to learn and acquire the English language. These learners were highly focused on using English as a means to achieve their academic and professional goals.

Finally, the following recommendations are proposed to enhance Banjarese EFL young learners' English language learning: Firstly, teachers should persistently encourage and equip students with more effective metacognitive and social/affective strategies through targeted training, modeling, and guidance to empower students as self-regulated and autonomous learners. Secondly, educational institutions should create more opportunities for Banjarese EFL students to engage in meaningful interactions with native English speakers, both in-person and through digital platforms, as increased exposure to authentic language use and communication can significantly motivate students to use English more actively and confidently in real-world situations, while also deepening their cultural awareness and appreciation. The English language curriculum should carefully balance students' instrumental motivations, such as academic achievement and career preparation, with their cultural motivations to foster a more holistic and

sustainable approach to English language learning, where students find intrinsic value and personal relevance in mastering the language.

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