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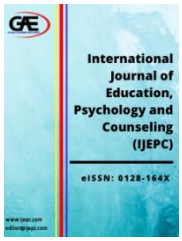

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RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND ACHIEVEMENT WITH LEARNING MOTIVATION AMONG STUDENTS OF CHINESE AS FOREIGN LANGUAGE PROGRAMME IN MALAYSIA

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Abstract:

In Malaysia, teaching Chinese as a foreign language began in 1963 and has grown in popularity. Language Learning Strategies, or the measures students take to increase their learning, are critical to the final success of Chinese as a Foreign Language. Student achievement is determined by the application of language learning methods. Learning motivation, on the other hand, has a significant impact on academic achievement. This study's purpose is to (1) investigate the level of Language Learning Strategy, Learning motivation, and Language Learning achievement. (2) To investigate the relationship between Language Learning Strategy and Language Learning achievement; (3) To investigate the relationship between Language Learning Strategy and Learning motivation; and (4) To investigate the relationship between Learning Motivation and Language Learning Achievement among students of the Chinese as a Foreign Language programme in Malaysia. The collected data were analysed quantitatively using SPSS for descriptive analysis and the relationship between language learning strategies, learning motivation, and achievement. The Pearson correlation analysis showed the highly correlated between language learning strategies, learning motivation, and achievement.

Keywords:

Chinese as Foreign Language; Language Learning Strategies Language; Learning Motivation; Achievement

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Introduction

The Malay language is the official language of Malaysia. Other languages that have been studied and utilised, in addition to Malay, are considered foreign languages. Foreign languages, such as English, are also regarded as the second language of the first language in Malaysia. According to See and Ching (2013) foreign languages other than Malay and English are commonly referred to as third languages. Some foreign languages are frequently introduced and provided as an obligatory elective or free optional foreign language course in Malaysia's public higher education institutions, including English, Arabic, Mandarin, Japanese, German, Spanish, and Thai. This demonstrates the government's efforts to introduce foreign languages, which have their own set of benefits in terms of the economy, politics, and social culture.

Teaching Chinese as Foreign Language in Global

The growing popularity of Chinese and the number of foreign students learning the language have necessitated the hiring of more Chinese teachers to meet the demand. Furthermore, many countries require more Chinese teachers to boost Chinese education in their own countries. Since 2002, China has launched a slew of non-profit Chinese learning institutions around the world to accommodate these demands. Confucius Institutes are the new name for these. By fostering the teaching and understanding of Mandarin and Chinese culture, these institutions hope to construct a bridge between China and other countries. As of December 2017, there were 525 Confucius Institutes and 1,113 Confucius Classrooms in 146 countries and territories throughout the world (Yu, 2018). As a result of its economic success, China has developed into one of the world's greatest economies. Foreigners who want to do business or provide services in China must learn Chinese. As a result, Chinese has become increasingly popular in recent years.

Teaching Chinese as Foreign Language in Malaysia

Year after year, the number of students studying Chinese in Malaysian higher education institutions rises. As a result, Chinese as a Foreign Language (CFL) is now taught in Malaysian higher education institutions, which were founded in 1963. Non-Chinese students can take Chinese courses at the University of Malaya's Department of Chinese Studies. As a result, CFL instruction has been practised in Malaysia for about half a century. As of September 2011, each of Malaysia's 20 state universities has its own Mandarin programme. Malaysian universities, on the other hand, have struggled to build a consistent system that is acceptable to everyone (Hoe, 2017) As a result, Chinese courses have become available at Malaysian universities (Hoe, 2013).

Language Learning Strategies

Language learning strategies (LLS) are "behaviours or actions that learners use to make language learning more successful, self-directed, and enjoyable". It believes that LLS are important for language learning for many reasons. First, effective LLS is strongly connected to language proficiency. Learners will learn a lot if they understand how to employ LLS effectively. Second, through "increasing learners' autonomy, independence, and self-direction," learners who apply appropriate LLS assume responsibility for their own learning. LLS, unlike most other learning traits, can be taught (Oxford, 1989).

Although everyone agrees that LLS are necessary, no one agrees on how they should be classified. The most notable classification of LLS was produced by Oxford, and it is described

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as "the most complete classification of LLS to date." Direct strategies are those that are immediately related to the target language, while indirect strategies are those that are "not directly related to the subject itself but are crucial for language learning." Memory, cognitive, and compensatory strategies are examples of direct strategies, while metacognitive, affective, and social strategies are examples of indirect strategies (Oxford, 2016).

Language Learning Motivation

According to Gardner (1985), language motivation acquisition is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"(Gardner, 1975). Furthermore, motivation determines "the level of active, personal involvement in second language learning." It acts as "a primary motivator for commencing second language learning and later as a driving force for sustaining the long and often difficult learning process" (Dörnyei, 2021). After examining the impact of attitude/motivation on learning French in various parts of Canada, Gardner and Lambert divided learning motivation into two categories: complete motivation and tool motivation. The former describes a desire to learn a language in order to fit in with the target language group, whereas the latter describes a desire to acquire a language for practical or external reasons (Gardner, 1988).

To put it another way, the integration orientation, as defined by Gardner, is a set of reasons that reflect a single or conceptually equivalent aim, demonstrating that a person is learning a language out of a genuine desire to become part of, or at least be willing to approach psychologically, the community of people who speak the language. On the other hand, tool orientation appears to be a goal without any sense of affiliation or familiarity with other language groups (Gardner, 2001). Gardner and Lambert developed the second language motivation model, which is "more complicated and advanced than many motivation models," as it merges motivation theory and social psychology theory (Dörnyei, 2015). According to them, the learner's attitude towards the target language and its cultural context determines their success. Consequently, they attributed a social dimension to the study of second language motivation. This research focuses on exploring the relationship between LLS, learning motivation, and achievement.

Research Questions

(1) What is the level of LLS, Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?
(2) Is there any significant relationship between LLS and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?
(3) Is there any significant relationship between LLS and Learning Motivation among students of Chinese as Foreign Language programme in Malaysia?
(4) Is there any significant relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

Research Hypotheses

(1) $H_0 1$: There is no significant relationship between LLS and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia.
(2) $H_1 1$: There is a significant relationship between LLS and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia.

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(3) $H_0$2: There is no significant relationship between LLS and Learning Motivation among students of Chinese as Foreign Language programme in Malaysia.
(4) $H_1$2: There is a significant relationship between LLS and Learning Motivation among students of Chinese as Foreign Language programme in Malaysia.
(5) $H_0$3: There is no significant relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia.
(6) $H_1$3: There is no significant relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia.

Literature Review

Yap conducted separate studies on "Teaching Chinese as a Second Language (TCSL)'' in Malaysia and "A Study on the Development of TCSL in Malaysian Universities", This research conducted an in-depth study pertaining to the development and affecting factors of "TCSL in Malaysian Universities". However, research findings based on a global Chinese language dissemination perspective and macro-comprehensive analysis are yet to be seen. This research is to investigate the development of TCSL from a national point of view. Thus, this study has significant meaning for theory development for the TCSL in Malaysian universities and also local Chinese language dissemination and is worth being referred to by other countries as well (Yap, 2011).

Hoe focuses on the current development of TCSL in Malaysian public universities. It tries to propose a practical solution to further develop Malaysian Mandarin as a second language under various restrictions. This article also introduces the past, present, and future possibilities of TCSL in Malaysia. The macroanalysis method is used to investigate the current development of TCSL in public universities in Malaysia. Through a literature review, interviews, and descriptive analysis techniques, the current development and problems of TCSL in all 20 public universities in Malaysia are studied. Although TCSL has been established in Malaysia for 50 years, we have not seen much progress. The main reason is that many of the suggested measures are often idealistic, theoretical, and difficult to implement. This study found that TCSL in public universities has not received due consideration since its establishment (Hoe, 2017.)

Both Yap and Hoe's research studies the development of TCSL. Yap focuses on eight aspects of training goals: courses, teaching goals, teaching materials, and teachers. The teaching mode and evaluation of the four oldest public universities, and Hoe focuses on (1) the year when each university starts Mandarin courses; (2) the purpose of offering Mandarin classes; (3) the medium used to conduct the courses; (4) Teacher information; (5) Student information; (6) Course types and curriculum; (7) The basis for compiling the Chinese language course syllabus; (8) Evaluation format; (9) Written test format; (10) Oral test format; (11) Types of teaching materials; (12) Supplementary materials for teaching; (13) Teacher research and development projects; (14) Teacher training; (15) The problem of teaching Mandarin in 20 universities.

Hoe and Lim argued that although universities in Malaysia and China offer Chinese as a second language courses, these courses differ greatly in terms of the course contact hours, language skills taught, nature of the course, professionalism of the teaching staff, and the language learning environment. With a great demand for Chinese in the world, the TCSL in China has

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gained rapid development, but this is not the case for the TCSL in Malaysia. This article reveals the weaknesses of the teaching of Mandarin as a second language in Malaysia with the hope that it will enable the authorities to initiate the correct countermeasures to solve the problems (Hoe, 2014).

See and Ching define Mandarin courses as being offered to foreign language students as required elective courses or free elective courses at the university level. However, because the majority of people are still unable to communicate effectively after completing the course, there are still many flaws in their performance. Therefore, the purpose of this research is to determine students' views on course learning in order to better understand the problem. The research results show that there are important factors that can be attributed to students' preference for Mandarin courses. In addition, most respondents found that learning Chinese characters was more difficult than learning pronunciation in Hanyu Pinyin (See, 2013).

Based on the above statement, it was found that it is significant to study the relationship between LLS, learning motivation, and achievement to identify the significant level of learning Chinese as a foreign language.

Research Methodology

This is a non-experimental study, meaning it does not include modifying a situation, circumstance, or experience. The researcher gathers data without altering it or applying any treatment. As a result, no comparison can be made between the control and treatment groups. Non-experimental design, such as survey research, picks a sample from the population, conducts the study on the sample, and then generalises the research findings to the public (Chua, 2020). This study was done as a survey, with respondents filling out a questionnaire. The purpose of this study is to look at the relationship between the LLS, learning motivation, and language learning achievement of a sample of people. This research focuses on one of the largest government universities in Malaysia, with approximately 9000 students enrolled in Chinese as a foreign language. This research focuses on this university in Selangor, a leading centre, and the most significant Chinese as a foreign language learner in Malaysia. Krejcie and Morgan devised a table that assists the researcher in determining the sample size (with 95% certainty); a sample size of 368 is sufficient for a population size of 9000 (Krejcie, 1970). Therefore, the study sample involves 372 undergraduate students in Selangor. This research will focus on students who completed level 3 Mandarin, as these are the groups who completed the circle of Mandarin in university.

This study adopted the Strategy Inventory for Language Learning (SILL) questionnaire, version 5.1, developed by Oxford (1989) with the 5-point Likert-scale instrument (1: Never or almost never true of me; 2: Generally not true of me; 3: Somewhat true of me; 4: Generally true of me; 5: Always or almost always true of me), which consisted of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. SILL is highlighted here because it is the most widely used language learning strategy evaluation tool globally. However, many other strategy evaluation tools can also be used for multiple purposes. SILL also has fully documented reliability and validity. When managed in English (80 SILL) in many reliability studies, the Cronbach alpha internal consistency index is 0.94-0.98. When English-speaking non-native English speakers (including many different native languages) are grouped and managed, the Alpha value of 50 items is.89–.90. A five-point Likert scale was used in the integrative and instrumental motivation

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questionnaire, which was adapted from Gardner's original (198 (Pallant, 2020)5): Attitude, Motivation Test Battery (AMTB) with the integrative and instrumental scales. The questionnaire consisted of 8 items and ranged from strongly agreeing (7) to strongly disagreeing (1). This research uses the final exam GGPA point as the dependent variable for language learning achievement.

Research Findings

Pearson Correlation coefficients can indeed range from -1 to +1, representing the strength and direction of the association between variables. A correlation of 0 indicates no linear relationship between the variables. A correlation of +1 signifies a perfect positive correlation, meaning that as one variable increases, the other variable increases proportionally. Conversely, a correlation of -1 indicates a perfect negative correlation, where one variable increases as the other decreases in a consistent manner. The closer the correlation coefficient is to +1 or -1, the stronger the association between the variables. Conversely, values closer to 0 suggest a weaker or no linear relationship (Pallant, 2020).

RQ1: What is the level of LLS, Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

Table 1 Descriptive Analysis

Construct	Mean	SD	Skewness	Kurtosis
Memory	3.6005	.62436	-.003	.314
Cognitive	3.5301	.62083	.148	.425
Compensation	3.6082	.64849	.087	.285
Metacognitive	3.6902	.65888	-.003	.215
Affective	3.5081	.73309	.059	-.034
Social	3.6553	.74099	-.216	.177
Integrative Orientation	5.9772	.98086	-.976	-.176
Instrumental Orientation	5.9382	.94163	-.702	.979
Achievement	3.4093	.46266	-.575	.224

Table 1 shows that the descriptive analysis of LLS, learning motivation, and achievement shows the mean score of Memory Strategy (3.6005, SD.62436), Cognitive Strategy (3.5301, SD.62083), Compensation Strategy (3.6082, SD.64849), Metacognitive Strategy (3.6902, SD.65888), Affective Strategy (3.5081,.73309), Social Strategy (3.6553, SD.74099), Integrative Orientation (5.9772, SD.98086), Instrumental Orientation (5.9382, SD.94163), and achievement (3.4093, SD.46266). The value of skewness is between -.003 and.148, which shows that this data set has a normal distribution as the number is between +1 and -1. The value of kurtosis is between -0.34 and 979, which shows that this data set has a normal distribution as the number is between +1 and -1.

RQ2: Is there any significant relationship between LLS and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

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Table 2 Correlation Analysis Between Lls And Language Learning Achievement

Construct	Achievement	
	Pearson Correlation	Sig. (2-tailed)
Memory	.806**	.000
Cognitive	.774**	.000
Compensation	.718**	.000
Metacognitive	.763**	.000
Affective	.698**	.000
Social	.682**	.000

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

Table 2, which is the correlation analysis result, shows a positive correlation between achievement and LLS.

Correlation analysis results show a positive correlation between achievement and memory strategies (r =.806), cognitive strategies (r =.774), compensation strategies (r =.718), metacognitive strategies (r =.763), affective strategies (r =.698), and social strategies (r =.682). The test results show that the achievement of students of Chinese as a foreign language has a positive correlation with learning strategies. Overall, all these correlations between achievement and learning strategies are significant at p < .05, which is memory strategies (p < .05), cognitive strategies (p < .05), compensation strategies (p < .05), metacognitive strategies (p .05), affective strategies (p .05), and social strategies (p .05).

(3) Is there any significant relationship between LLS and Learning Motivation among students of Chinese as Foreign Language programme in Malaysia?

Table 3 Correlation Analysis Between Lls And Learning Motivation

Construct	Integrative Orientation		Instrumental Orientation	
	Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)
Memory	.405**	.000	.325**	.000
Cognitive	.410**	.000	.332**	.000
Compensation	.386**	.000	.343**	.000
Metacognitive	.476**	.000	.370**	.000
Affective	.339**	.000	.297**	.000
Social	.383**	.000	.270**	.000

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

Table 3, which is the correlation analysis result, shows a positive correlation between LLS and learning motivation.

Correlation analysis results show a positive correlation between integrative orientation and memory strategies (r =.405), cognitive strategies (r =.410), compensation strategies (r =.386), metacognitive strategies (r =.476), affective strategies (r =.339), and social strategies (r =.383). The test results show that the integrative orientation has a positive correlation between learning strategies. Overall, all these correlations between LLS and integrative orientation are significant at p < .05, which is memory strategies (p < .05), cognitive strategies (p < .05),

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compensation strategies ($p < .05$), metacognitive strategies ($p < .05$), affective strategies ($p < .05$), and social strategies ($p < .05$).

The correlation analysis result shows a positive correlation between instrumental orientation and memory strategies ($r = .325$), cognitive strategies ($r = .332$), compensation strategies ($r = .343$), metacognitive strategies ($r = .370$), affective strategies ($r = .297$), and social strategies ($r = .270$). The test results show that instrumental orientation has a positive correlation with learning strategies. Overall, all these correlations between LLS and instrumental orientation are significant at $p < .05$, which is memory strategies ($p < .05$), cognitive strategies ($p < .05$), compensation strategies ($p < .05$), metacognitive strategies ($p < .05$), affective strategies ($p < .05$), and social strategies ($p < .05$).

(4) Is there any significant relationship between Learning Motivation and Language Learning Achievement among students of Chinese as Foreign Language programme in Malaysia?

Table 4 Correlation Analysis Between Learning Motivation And Language Learning Achievement

Construct	Achievement	
	Pearson Correlation	Sig. (2-tailed)
Integrative Orientation	.414*	.000
Instrumental Orientation	.337**	.000

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

Table 4, which is the correlation analysis result, shows a positive correlation between achievement and learning motivation. There is a positive correction between achievement and integrative orientation ($r = .414$) and instrumental orientation ($r = .337$). The test results show that the achievement of students of Chinese as a Foreign Language has a positive correlation with learning motivation. All these correlations between achievement and learning motivation are significant at $p < .05$, which is integrative orientation ($p < .05$) and instrumental orientation ($p < .05$).

Discussion And Conclusion

Based on the findings, there was a significant relationship between LLS, learning motivation, and language learning achievement. The findings are in line with those of prior investigations. According to Oxford, appropriate LLS are substantially connected with successful language achievement (Oxford, 2016). There was a considerable amount of correlation between LLS, learning motivation, and language learning achievement. Most research found that employing more LLS and motivation had an impact on achievement (Schmidt, 2001). Gardner's research on linguistic LLS demonstrates that a range of factors can influence the application of strategies, with motivation being the most essential one (Gardner, 2010). In conclusion, LLS and learning motivation play a very significant role in language learning achievement in the Chinese as a foreign language programme.

Implication Of The Study

CFL is one the most popular language in Malaysia, most of the public and private university are offering CFL as elective course to enhance students' soft skills. With the significant

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relationship of the LLS and LLA, it can be contributed to the Mandarin language teacher to identify the LLS of students in their teaching.

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