



## Students Instrumental Motivation: An Investigating toward English Learning of Students in Islamic Higher Education

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**Abstract:** This study attempts to explore the profile of instrumental motivation of Universitas Islam Negeri (UIN) Raden Intan Lampung students; comparing instrumental motivation of students of English and non-English major. The design of this research is descriptive qualitative. The survey is conducted to 145 students of English major and 784 students of non-English major as a sample. Questionnaire and interview were employed to collect the data. Research result reveals that students of English major have higher instrumental motivation compared to the students of non-English major, especially related to their future expected job. Interestingly, this study found that differences in motivation between students of English and non-English major arise due to the students' differences orientation on their interest in English. Expecting to acquire a job requiring them to use English, students of English major were likely to possess a higher interest in learning the language. Conversely, students of non-English major do not think that they need English for their prospective job. Therefore, the students of non-English major tend to think that English doesn't support their future careers too much. The findings of this study indicate that for many UIN Raden Intan Lampung students, English is not considered as a useful instrument for their academic activities. The student perspective of English is still segmented.

## INTRODUCTION

Study about the role of motivation in foreign language learning has become a focus of research among researchers for the past three decades. It, indeed, always draws much attention from the experts considering of the importance of this particular affect factor in language learning. In addition, it is believed that motivation is a complex unit that cannot be given a narrow single definition. It may vary among individual learner.

In general, motivation is defined as a psychological factor that drives someone to act in order to achieve the desired goals successfully. In relation to the psychological context, motivation as

an internal factor explained as needs, desires or willingness which drives and direct someone to do something (Kieinginna & Kleinginna, 1981). In the context of language learning, motivation can be seen as the learners' orientation in determining and achieving the language learning goal (Brown, 2001). Concerning the role of motivation based on expectation theory point of view, one's motivation in an organization is dependent on his expectation. Someone will have a high motivation for an achievement if he believes that he will get a higher compensation. This means that being hopeless to be properly compensated for his achievement may

discourage someone to improve his performance.

Study on motivation in foreign language learning which is quite well-known as integrative motivation and instrumental motivation. Integrative motivation requires a positive attitude from students towards target language speaker and culture. As for instrumental motivation, namely the learner's feeling that they need to learn the target language to get something important for their life, like good education or job that can guarantee their future. Based on Gardner's theory, English learners will have good motivation to learn English when their attitude towards the language and culture of English speakers is very positive (integrative motivation) and can also because they consider English will be an important tool for their future (instrumental motivation) (Hashim & Yunus, 2018; R.C & Lambert, 1972).

As we know, motivation is the most commonly used term to explain the causes of success or failure of an achievement. Almost all experts have similar views that theory about motivation related to "factors that lead to one behavior and direct to that behavior", also generally accepted that someone's encouragement to be involved in one particular activity motivated by the needs underlying it (Hamid, 1997).

Motivation, connected to the learning context, is one factor that affects the effectiveness of learning activities. Because of motivation, someone can be encouraged to learn. A number of psychologists have expressed strict limits regarding motivation, namely as an active internal process in one's self which is encouraging, directing and maintaining behavior every time. The same as that definition, motivation is also interpreted as the influence of needs and desire for intensity and direction of someone's behavior. In other words, motivation also influences the ways someone behaves (Zuhro, 2016).

Motivation is a set of powerful processes to someone's behavior and move that behavior to one purpose. Therefore, the concept of motivation not only involve something and the desire that moves someone's behavior or learning, even the strategies taken by someone to satisfy needs and his wishes (Manurung, 2018). Motivation has three functions, namely driver, director, and mover. According to Makmun, motivation is a powerful force or energy or a complex state and preparatory set within oneself to move towards a certain destination, consciously or unconsciously (Zuhro, 2016).

Someone may learn English because being motivated by is integrative or instrumental motivation or social group identification, or maybe other types of motivation like intrinsic motivation, or resulting motivation, as stated by Ellis but the most important is that people cannot learn English successfully without motivation (Ellis, 2003; Muhammad, 2016). Therefore Archibald says, "... the degree of motivation is a better predictor of future learning success than is the type of motivation" (Archibald, 1997). Although, the type of motivation is still important, especially for reviewing various factors which is possible to develop someone's motivation. If the attitude is seen as one of motivational support, then other motivational supports like the willingness to please teachers and parents, gift promises, or experience of success, etc. can also be motivational factors, whatever the types of motivation they are.

Kholid's research found that the motivation of English Language Education students at the Faculty of Teacher Training of UIN Raden Intan Lampung is still low (Kholid, 2005). This research is actually still limited to the general finding of how good students' effort to develop their English competence, especially their efforts conducted outside English learning

activities in the classroom. This finding is such important because it is done toward students of English Education Program (PBI) who are trained to be an English teacher. If those who are trained to be English teacher have such low motivation how about those who think that English is not that relevant to their future career.

This concern is certainly still an assumption that could be true or wrong. Therefore, it is interesting to study how students perceive the importance of English for their future. Perhaps the low motivation of PBI students, not because they do not aware of the importance of English for their prospective profession, but there might be many other factors which have not yet been disclosed. This research is not aimed to reveal those factors, but to explore how UIN students perceive the importance of English for their future.

Furthermore, there are various shifts on researcher findings of motivation. Integrative motivation has greater influence as a driving force and is also an important component that determines the success of students in learning a foreign language (R.C & Lambert, 1972) found that instrumental motivation has a higher influence than that of integrative motivation among students at High school in China. This reinforces the assumption that the study on motivation in learning foreign languages is so complex and dynamic (Mao, 2011).

Research conducted in the Philippines shows that instrumental motivation is far more important compared to integrative motivation. In the Philippines, the term American English is not so popular and when someone learns English is too dependent on integrative motivation is usually has no rapid progress. On the contrary instrumental motivation has a quite strong influence.

While, Yee Chee Hong and Malini Ganapathy concluded that students are more instrumentally motivated than

integratively motivated in ESL learning. Instrumental motivation is found to have a greater impact on students' English language learning (Hong & Ganapathy, 2017).

Based on the above review, it is known that in the process of developing language competence, one aspect that plays an important role in motivation. Motivation is a major milestone for students in improving themselves and their language, especially foreign languages. A student who has his own motivation will master the language he learns easier. Students who have good motivation will do something more easily. In the concept of education, motivation is the driver for the students to learn and master something. Just like the students who learn English.

Based on the study conducted, it is known that Hungary is a multilingual and multicultural country which is almost the same as Indonesia. In such conditions, primary and secondary school learners cannot depend on their own motivation. At higher education, learners can be expected to have a strong motivation to achieve a certain level of understanding of foreign language/English (Dörnyei & Csizér, 2005).

The motivation which encourages someone to learn English is influenced by the attitude of the community where he lives, people close to them, including the teacher and the method used in the learning process. How important is learning English in community point of view, how its status in the curriculum, how society perceives related cultures in English are the things related to community point of view towards English (Harmer, 2001).

All these views will affect students' attitudes towards the language they learn and this attitude, in turn, will have an effect towards high and low motivation of their motivation and whether that motivation can be sustained. Likewise

with people close to students like parents, siblings, and close friends. Whether they give proper appreciation toward English or actually appreciate other subjects better will also influence the development of this attitude. As for the teacher and the method used is very related to the atmosphere of learning in the classroom that can make students enthusiastic or vice versa in the process of learning English.

In the context of English learning at UIN Raden Intan Lampung, there is an English matriculation program given to students of the first year. The program is given to all students of the first year of UIN Raden Intan Lampung both English and non-English majors. The question is how the students of different majors consider the importance of English for their future? What point that can bridge the view of the students about English? Concerning to those questions, this study tries to describe the profile of instrumental motivation of UIN Raden Intan students in learning English and compare instrumental motivation between students of English and non-English majors.

## METHOD

The subject of this research is the participants of English Matriculation Program, in the academic year of 2016/2017. The sample is determined proportionally by using Slovin's formula (Sugiyono, 2010).

$$n = \frac{N}{1 + (N \times e^2)} \quad (1)$$

n = Sample size

N = Population size

e = Margin of error

This research is designed as a qualitative descriptive. A survey is conducted to 145 students of English major and 782 students of non-English major. Students' instrumental motivation is surveyed with a data collection tool in the form of a questionnaire. Their responses are analyzed to find out the level of motivation owned by each group. In addition, an interview is conducted to explore the interesting information found on certain aspects of the instrumental motivation derived from the questionnaire. The interview is also carried out to explore the information on how they think and feel about the Matriculation Program, and whether or the program contributes to their instrumental motivation. The data collected using questionnaire is processed and analyzed using descriptive statistics.

To interpret the data, the researcher uses various references which can explain motivation and things related to the instrumental motivation in English learning. The profile of students' instrumental motivation is mapped, categorized and displayed in the form of diagrams. Finally, data collected from both the questionnaire and interview are synthesized, analyzed and interpreted comprehensively.

## RESULT AND DISCUSSION

This section is organized as follows. First, the profile of students' instrumental motivation is presented. Second, the instrumental motivation is compared between students of English and non-English major. Table 1 below is the result of an analysis conducted to students instrumental motivation.

**Table 1.** Profile of Student Instrumental Motivation

Department	Mean (%)	Std. E	Max.	Min.	Category
English	61,3684	1,94403	72,80	40,80	Medium Category
Non-English	43,9684	3,52443	74,60	21,80	Low Category

Table 1 shows the average percentage of students' instrumental

motivation in learning English. What should be carefully highlighted is the

differences of students' instrumental categories. Students of English major, in fact, have higher instrumental motivation learning than that of students of non-English majors. However, the findings will be interesting to discuss related to the category of the instrumental motivation of

the students of English major which reach only at the sufficient level. Further, what causes the weak instrumental motivation of students of non-English major? To discuss this matter we would better look at the comparison of instrumental motivation aspects presented in Table 2.

**Table 2.** Comparison of Student Instrumental Motivation on Each Aspect

No	Statement	Score (%) Langauge Majors	Score (%) Non-Language Majors
1	Studying English is important because it will be useful in getting a good job with a good position.	69.6	36.2
2	Studying English is important because it will be useful in getting a good job with a good salary.	58.2	29.6
3	Studying English is important because it potential to provide financial benefits.	60.0	38.0
4	I study English as it helps me to get a good job faster after graduating.	60.4	34.6
5	I study English as I need it for my future career.	68.0	63.6
6	I Study English because it will enable me to get a job more easily than others.	57.2	34.6
7	I Study English because it will enable me to creating alternative or new job in the future.	65.4	29.0
8	Studying English is important because I will need to use it on my overseas trips.	72.8	74.6
9	Studying English is important because I will be able to read newspapers, magazines, and books published in English.	64.8	69.0
10	I study English as it helps me to get a job abroad.	70.2	67.2
11	Studying English is important because I need it for technology uses and the internet.	66.8	43.6
12	Studying English is important because it helps me to realize my dream to live abroad.	66.6	50.0
13	Studying English is important because it will make me more knowledgeable and educated.	64.0	60.0
14	Language learning often gives me a feeling of success.	60.0	21.8
15	Studying English is important because without it one cannot be successful in any field.	47.2	38.0
16	I study English as the others respect me more.	40.8	36.4
17	I study English o know new people from different parts of the world.	60.0	38.2
18	Language learning often makes me happy.	47.4	36.4

In general, Table 2 shows interesting information that aspects of job acquisition (Number 1-7) with a better position, adequate salary, a short waiting period to get a job, etc. are some of the factors dealing with instrumental motivation in learning English. Corresponding to the results of the data analysis were revealed that though English competence can open job

opportunities with better positions, not all students have an awareness of those things. They consider English competence does not always in line with job acquisition especially income. When researcher explored this case with the interview, it is found that students think that when they graduate from college with an English major, they usually will start a career teaching at schools or becoming

private English teacher or English teacher at Learning Center. Therefore, students assume that the demand to have English competences is no high.

If students majoring in English have no high instrumental motivation, it is not surprising that the motivation of students of non-English major is also not good. The reason is simple; they have no interests directly with English especially in relation to their prospective job. Most non-English major have no idea that if they are proficient in English they will have better opportunities to find a job. This finding corroborates with Wong's study where majority of Chinese students only learn the language for utilitarian purposes (Wong, 2011). Most of them learn English with the following motivation; passing the exam, getting a better job in the future, knowing English is important to their success and achievements.

Furthermore, studies Zhao have shown that these students were more instrumentally motivated than integratively motivated (Zhao, 2012). This was due to students' limited opportunities to communicate with the target native group or foreigners, which might be the reason why learning English through integrative motivation was difficult. Zhao's findings were supported by Chunmei Long et al's study that most of the students understood that, motivation is the key factor to get good grades in examinations; they also have a clear study motivation (Long, Ming, & Chen, 2013). Furthermore, most of the motivation was instrumental; however, students' learning motivation level towards English was not high.

Muftah and Rafik-Galea also conducted a study regarding language learning motivation among Malaysian Pre-University students (Muftah & Rafik-galea, 2013). The findings indicated that the motivation level of these students was high and more instrumentally motivated but, their integrativeness was also high.

The explanation to such phenomena might be, students were trying to preserve their identity, fearing that integrative motivation to the target language or community could negatively affect their own culture or language.

In addition, Wimolmas conducted a survey study to 30 first-year undergraduate students at an international institute in Thailand, by using Gardner's Attitude/Motivation Test Battery (AMTB) (Wimolmas, 2012). The results showed that students were highly motivated to learn English in both instrumental and integrative aspects. In fact, it had discovered that students were slightly more "instrumentally" motivated. Kitjaroonchai in Thailand also carried out a study using Gardner's AMTB on 137 English major Thai students (Kitjaroonchai, 2013). It showed similar findings to the above research, which indicated high level of motivation in both integrative and instrumental aspects. Furthermore, the proportion of instrumental motivation was found slightly higher than the integrative motivation. The investigation also revealed that, both types of motivation contributed to students' academic achievement and the process of English language learning. From the above mention studies, we can notice that instrumental motivation was found to be more predominating than integrative motivation in ESL learning.

The above explanation drives us to a conclusion that the students' different orientation toward learning English which affects the students' different instrumental motivation will always be influenced by various factors. The students' linear way of thinking, the students' segmented way of thinking and their interest in learning English are of the possible factors. As a result of such a mindset, no doubt, students cannot think out of the box.

For students of non-English major, having English competence does not necessarily get a financial benefit and

have an opportunity to get a job faster after graduation. Many students of non-English major consider that proficient in English does not make them more competitive in the job market. They also do not realize that proficient in English may give them the opportunity to create a job in the future.

The aspects number 8 and 9 is also interesting to discuss. If we look at Table 2, in the aspect number 8 and 9 it can be seen that students of Non-English major have higher motivation compared to students of English major because they wish they are able to go abroad. They have various dreams, like going abroad for vocation, further study working abroad. These findings reinforce the assumption that Students differences in instrumental motivation between English and non-English major related to their actual interest in English.

On the other hand, Students instrumental motivation of non-English major can be reflected in the way they think that English can facilitate them to complete their academic assignment in which English references are sometimes required. For that reason, the students think that they have to study English to broaden their knowledge.

Excellent in English may help someone reach their dream of a better future since English can facilitate him to develop his future career. Besides, English can give satisfaction and feel proud of having English proficiency. However, not all students argue that someone who is proficient in English will be well-known and appreciated by others. There are many other things that can make someone well-known and respected, so English competence does not guarantee individual social status.

The highlight of the above description shows that proficient in English can facilitate someone to get a job or to go for a vacation and continue studying abroad, but not everyone

proficient in English has a chance to get a job with a good salary and make him more competitive than other job applicants. In addition, proficient in English is not necessarily more appreciated, more famous and have higher social status. However, having English competence should be encouraged to everyone in order to be able to compete in another world. Therefore, further discussion is going to see how to compromise the different motivation and orientation toward English between students of English and non-English major where they have the same English program called English Matriculation. Besides, it is urgent that Program formulate a strategy to improve students' motivation in learning English.

Concerning to English learning, this research has resulted several interesting findings. It is known that students of non-English major have lower instrumental motivation than those of students of English major. Such findings are consistent with the findings of several previous studies supporting the idea that someone's motivation of second language learning is closely related to cultural background and goals of someone himself (Svanes, 1987).

As we know, students of English major are those who need English for their future career. Such needs have driven them to intensively involve in learning English. English proficiency will become a basic requirement when they will find a job. This makes sense because students majoring in English generally dream of becoming an English teacher.

So, there is a reason to believe that motivation for most students majoring in English is not because of their interest to the culture and the language itself, but more for practical reasons like getting a good job. On the contrary, Students of non-English majors have lower instrumental motivation in learning English. They learn English mainly

because of their interests in going on vacation abroad or able to accomplish an English assignment.

Further discussion is on the question: To what extent is the different major influencing students' instrumental motivation in English learning? This research finds that different major is one of the determinants of different level of students' instrumental motivation. This is mainly due to facts that interest or psychological needs can maintain one's interest and desire to learn English. If we explore further, we can assume that Student of English major has higher instrumental motivation than those of non-English major because of their academic adaptation formed due to the desire or ideal to have profession as English teacher.

However, there is a reason that should be revealed more deeply concerning to differences in the instrumental motivation of the students majoring in English and non-English dealing with learning context in which learning takes place. This factor should be paid attention because of its impact on various aspects of the learning process.

The context in language learning determines one's efforts in learning the second language itself. These factors consist of the first language, social, cultural, politic, economic, and education. All of them have a big impact not only in the language learning process but also on procedures and findings from a lot of research in the field of language. Therefore, in the context of learning English in UIN Raden Intan Lampung, it is urgent that this context reviewed, how learning system is developed, how students background is like.

From the assumptions mentioned above, it is believed that motivation is controlled by many factors. Thus, the interpretation and application of this study result must be applied carefully. This is also important to consider the learning

systems in which students of different major develop their English competence.

Does Matriculation Program have provided students opportunities to have a clear view of the target or goal of the program? The question is important to see whether the program is able to accommodate various students coming from a number of different majors.

In the end, considering the important role of motivation in learning English, further efforts is how to develop students' interest and strengthen students' positive attitude toward English.

Further discussion dealing with this research finding is on self-determination theory. According to the theory of self-determination, motivation is formed by three basic human needs: the need for freedom, needs for competence, and the need for social interaction, namely the need to become part of the social world (Ryan R & Deci, 2000).

Placing the need for freedom is the main principle of the theory of self-determination; In the discussion, the need for freedom is an integral part of intrinsic motivation, a construction that is very important for developing motivational and role research (Ryan R & Deci, 2000; Valleranrd, J., G., M., & Vallierees., 1992).

In this study, it is known that there is a connection between student instrumental motivation and the effort made for learning English. This is in line with the framework of the theory of self-determination as expressed. This relation can be explained by looking at the fact that students motivation is decreasing when students' effort of learning English is decreasing. Interview to the students shows that phenomenon. They said, there is the role of the learning environment in the motivation change. According to the students learning environment has not facilitated their wish to enhance learning English.

In addition, students also stated that the matriculation program does not have a



meaningful contribution to their English skills and consequently decrease their learning motivation. Moreover, they assume the many English instructors teaching in the matriculation programs are not competent enough.

The findings of this research show that students' learning experience, instructors' behavior and learning proses affect the students' enthusiasm and at the same time affect the students' motivation. As a reaction to that condition, students only invest a little time to study and complete English assignments. It indicates that there are extrinsic factors contributing to students' motivation in learning English.

Implications of this research finding are how to formulate the objective of matriculation program and improve the program management. It is also important to see the fact that though students are highly motivated at the beginning of the program the motivation is decreasing at the end of the program.

There is empirical evidence shows that students of non-English major feel unsure about whether they can improve their English through this program. They think this program is only a formal obligation for students without a precise target to achieve. They also think that learning English is not that urgent for their academic needs. When they are interviewed, many students stated that there is nothing practical benefits of learning English in this program related to their academic activities. As a result, their motivation to learn English does not grow significantly.

Apart from many benefits of this study, we would like to focus on motivation. There should be an effort to develop students' awareness that English is the key to enter the broader academic world. Therefore, every student, whatever his major, should strive to have the key. But it should be noted that itself is not enough. The key should enable to open

the door, meaning that the door and the key must be equally functional. In the context of different major, we can adopt the idea of integration and interconnection. Every field of science should greet one another. They are opened to make a dialogue. More than that, we should realize that most references to many fields of science written in English. Even in the era globalization like now, it is not only trading commodities become the center of international relations, science and technology are developed such a way and become international issues. Therefore, the findings of this research might inspire the way we perceive English. Such awareness will be in line with the theory of self-determination emphasizing the importance of stimulating learning motivation (Hong & Ganapathy, 2017; Krashen, 1982; Ryan R & Deci, 2000).

As a result, the teacher or instructor plays an important role in determining the strategies to motivate students in learning English. It is also urgent that instructors be able to create a learning situation and use learning materials by which students might gain success to a certain degree.

## CONCLUSION

In short, this research has identified students' instrumental motivation in learning English. Data confirms that Instrumental motivation of students majoring in English is just enough (bad – enough – good – very good?). For that reason, it is urgent that all parties, especially English instructors develop students' motivation. One of the possible efforts is to inform the students about the role of English for their academic life at the present time and future.

To be able to map the students' reasons to learn English, the instructor can provide a questionnaire to students at the beginning of the program. The data then can be used to provide and create a

learning situation that could strengthen students' motivation.

In addition, low motivation of students of non-English major is a challenge for program management to convince the students that English is not only important for the students majoring in English but for all student of any major. In such a way students' frame of thinking are not segmented.

Out of various limitations, the findings of this study have some implications for teaching and learning English. First, both Language teachers and learners must aware of the importance of mastering English and how low language competence the students have. Therefore, language instructors are responsible for helping students to be motivated and more confident in learning English.

In order that students English competence, it is important that instructors and learners develop students motivation since motivation is one of the significant factors to gain success in learning English.

Setting up realistic and achievable goals, developing conducive learning environment, giving more opportunities for students to use English, encouraging and praise students, and so on are believed to develop students motivation (Liu, 2006; Mak, 2011; Tsui, 1996). All language instructors are sensitive to students' affective needs by trying to give a conducive learning atmosphere. Therefore, the researcher suggests English instructor foster students a positive attitude towards English class through open discussion in a positive way by which students' motivation can improve. By improving students' motivation, at the same time, they will increase their effort to learn English.

In the end, promoting the importance of English to the students increasing their confidence, developing their positive attitude toward English, giving positive feedback, encouraging

them to access English, like reading English literature, watching at English movies, and making pen friends with international students, etc. may be good ways to improve students motivation to learn English (Dörnyei, 1994; Oxford & Shearin, 1994). With improved motivation, students might have more willingness and active using English in various situations and make more efforts to learn English. As a result, students' anxiety in learning English is getting lower.

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