



## University Students' Motivation in Learning Arabic and English as Foreign Languages in Aceh

Yunisrina Qismullah Yusuf<sup>1\*</sup>, Yuyun Nailufar<sup>2</sup>, Raja Nor Safinas Raja Harun<sup>3</sup>, Bustami Usman<sup>4</sup>

<sup>1</sup>Universitas Syiah Kuala, Banda Aceh, Indonesia. Email: [yunisrina.q.yusuf@unsyiah.ac.id](mailto:yunisrina.q.yusuf@unsyiah.ac.id)

<sup>2</sup>Universitas Syiah Kuala, Banda Aceh, Indonesia. Email: [faris.ma2k@gmail.com](mailto:faris.ma2k@gmail.com)

<sup>3</sup>Universiti Pendidikan Sultan Idris, Tanjung Malim, Malaysia. Email: [nor.safinas@fbk.upsi.edu.my](mailto:nor.safinas@fbk.upsi.edu.my)

<sup>4</sup>Universitas Syiah Kuala, Banda Aceh, Indonesia. Email: [bustamiusman@unsyiah.ac.id](mailto:bustamiusman@unsyiah.ac.id)

\*Corresponding author

### ARTICLE INFO

#### Keywords:

Arabic; English; foreign language learning; Indonesia; motivation

#### How to cite:

Yusuf, Y. Q., Nailufar, Y., Harun, R. N. S. R., Usman, B. (2020). University students' motivation in learning Arabic and English as foreign languages in Aceh. *Langkawi: Journal of The Association for Arabic and English*, 6(2), 87-99.

#### DOI:

<http://dx.doi.org/10.31332/lkw.v0i0.1981>

#### History:

Received: 2020-06-18

Accepted: 2020-11-27

Published: 2020-12-27

### ABSTRACT

This study explored the motivational types of English and Arabic language major students at one of the state Islamic universities in Banda Aceh, Indonesia. A questionnaire was given to 30 English and 30 Arabic major students to measure the level and type of students' learning motivation. A five-point Likert scale was used in the questionnaire, and the data were analyzed quantitatively using SPSS software. The results revealed that the English major students had a high integrative motivation in choosing English as their major compared to instrumental motivation ( $M=3.15 < M=4.19$ ). Similarly, the Arabic major students dominantly had integrative motivation in learning Arabic compared to instrumental motivation ( $M=3.09 < M=4.29$ ). The results further showed that integrative motivation could bring positive learning outcomes to the students because their goal of learning was to be accepted, and or be part of the language community they were learning. To conclude, English major students were enthused to study English because they wanted to be knowledgeable in English and used it to interact with other speakers of this language. In the same way, Arabic major students were also driven to learn Arabic for the sake of being knowledgeable in Arabic, to use it to interact with other people who use this language and to increase their appreciation towards the Arabic arts and literature. Finally, the findings of this study can increase awareness among students, teachers, researchers, and policymakers who work on enhancing motivation to increase students' interest in learning foreign languages at Indonesian universities.

## 1. Introduction

English and Arabic are the prevalent foreign languages learned by students in Indonesia. These foreign languages have been part of the Indonesian educational system. Based on the decree of the Minister of Education and Culture No.060/U/1993/ dated 25 February 1993, the English language as the local content subject is to be taught in elementary school level starting from grade four (Alwasilah, 2013). The number of private bilingual schools, from kindergarten to high school levels, which teach in both English and Indonesian has been increasing (Yusuf et al., 2017). Likewise, Arabic is the other most popular foreign language taught in Indonesia after English (Solichun, 2014). A majority of Indonesians are Muslims (Sirait, 2016). It leads to a significant number of Islamic-based education institutions in the country, and this has made Arabic a significant language in Indonesia. It means that Arabic

does not only have a position as a foreign language but also as the language of religion and culture of Muslims in the country. Since 1999, the Arabic language has been recognized as the second foreign language after English in Indonesia (Solichun, 2014).

Research has shown that motivation is an effective means of learning languages (Al Harthy, 2017). Monderna and Voinarovska (2019, p. 2) describe motivation as representing “a dynamic process of psycho-physiological character and, simultaneously, a complex of factors, which initiate the subject's performance, directing his activity”. In other words, Syukri and Humaera (2019, p. 93) simply explain motivation as “the inner power” that drives someone to take actions and eventually reach achievement. Thus, in the case of foreign language learning, motivation is important to students because it is among the variables that affect the students' success or failure in language learning (Chalak & Kassaian, 2010). Besides, Dörnyei (1998) explains that motivation is key to learning because if students have no motivation, they will not have the eagerness, emotion, and reason to learn. Motivation embodies the causes of students' actions, desires, and needs in the classroom (Roshandel et al., 2018). A good motivation is then reflected through the active participation of students in the learning process (Adegboyega, 2018). It is also one of the essential aspects that play a crucial role in achieving many fundamental goals in a student's academic life (Christiana, 2009; Williams & Williams, 2011).

Several studies have been conducted on the students' motivations for learning English and Arabic as a second or a foreign language. Obeidat (2005) investigated Malaysian students' motivation and attitudes toward Arabic and the impact it has on their first language and cultural identity. The samples of this study were 150 students studying at Al-Albeit University and Yarmouk University. He found that the subjects were more influenced by the integrative motivation to study and learn Arabic than instrumental motivation. As for English, Achmad and Yusuf (2016) investigated a group of university students' motivation for learning English in Aceh, Indonesia. Their research revealed that integrative motivation or international posture was the prevalent motive for learning English. Here, the students learn English to communicate and connect with foreigners from other countries who speak English.

Besides, Rahman (2005) studied Bangladeshi students' motivation in learning English as a foreign language. The results indicate that students have higher levels of instrumental motivation (73%) compared to integrative motivation (27%). In a similar vein, Wimolmas (2013), who studied Thai students' motivation in learning English as a foreign language, also obtained similar findings. From 30 first-year undergraduate students at an international institute of engineering and technology in Thailand, instrumental motivation ( $M=4.35$ ) was found to be higher than integrative motivation ( $M=3.94$ ) for the students to learn this language. However, the overall mean score of both types of motivation (i.e.  $M=4.16$ ) is considered a high degree of motivation. It means that the students were highly motivated to learn English in both instrumental and integrative aspects. Likewise, Iranian students are also found to have instrumental motivation in learning English as a foreign language (Gholami et al., 2012). However, these studies show that instrumental motivation played a significant role in students learning English as a foreign language. To these students, English is seen as a tool to achieve practical goals, such as academic ambitions or job advancement (Noels, 2001).

However, a study by Zanghar (2012) on the instrumental and integrative motivation of Libyan undergraduate students studying English as a foreign language shows no difference between these types of motivations to the students. The mean score of instrumental motivation is 4.87, and the mean score of integrative motivation is 5.06. The result of the t-test concludes that there is no significant difference between integrative motivation and instrumental motivation. In the same way, Littlewood (1984) further remarks that most students are motivated to learn new languages based on a mixture of the motivations explained earlier. Therefore, these motivations cannot stand alone or exclude one another. It is the degree of preference that differentiates students' desires.

Consequently, this study is interested in investigating the motivational learning types of English and Arabic language major students at a university in Banda Aceh, Indonesia. It is a significant study to conduct since these two languages are the most learned foreign languages by school students in the country. Hence, the research questions of this study are: 1) what are the motivational learning types of English and Arabic language major students at State Islamic University Ar-Raniry in Banda Aceh?; and 2) what are the similarities and/or differences between the students' motivations to major in English and Arabic at State Islamic University Ar-Raniry in Banda Aceh?

Related to reviewing literature, Rost (2006) calls motivation the neglected heart of language teaching, which means that students' motivation has more control throughout the class. It is the students' orientation or encouragement related to the purpose of learning (Norris-Holt, 2001). Hence, motivation to learn is a psychological condition that encourages students to learn with pleasure and sincerity. It is argued to affect the quality of the learning process and the learning outcome of the students (Adegboyega, 2018; Christiana, 2009; Williams & Williams, 2011), that is, the higher the students' motivation, the higher the intensity of efforts made to achieve the desired learning outcomes (Sikhwari, 2014). To obtain optimum motivation in the classroom, the principles of motivation in learning should be known and applied in teaching-learning activities (Ames, 1990). Their activities should be grounded on the functions of motivations (Sardiman, 2012), which are to encourage students to do (some learning), to determine the direction of action (in learning), to select actions (in learning), and to drive efforts and achievements (so that the goals of learning are accomplished).

Motivation can be divided into two types, intrinsic and extrinsic motivation (Deci & Ryan, 1985). Intrinsic motivation is a necessary construct that reflects the natural human propensity to learn and assimilate (Ryan & Deci, 2000). In brief, it is the motivation to learn that comes from the inside of a person. Students who develop intrinsic motivation, do, and practice activities because they genuinely enjoy them (Mahadi & Jafari, 2012). On the other hand, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or proper self-regulation (Ryan & Deci, 2000). For example, a student is motivated to do or learn something because someone else is either going to reward them or penalize them for it (Kelmendi, 2017). With this being said, students who develop extrinsic motivation do and practice activities because they believe that their contributions will cause privileged results such as rewards, teacher's admiration, or avoidance of punishment (Pintrich & Schunk, 1996).

Furthermore, the literature also notes two orientations of motivations, namely instrumental motivation and integrative motivation (Dörnyei, 2009; Gardner & MacIntyre, 1993; Noels, 2001; Yashima, 2002). These terms are the extension to the definitions above that are customarily presented in the literature. According to Chalak and Kassaian (2010), instrumental motivation is the motivation to learn a language to reach goals, such as promoting a career or job or reading technical texts. On the contrary, integrative motivation is the motivation to integrate oneself within a culture and become accepted by another community. It means that the student is interested in learning to communicate with people and to learn more about the culture of this language speaker.

In regards to these two types of motivation, Ellis (1994) believes that integrative motivation may be more important than instrumental motivation. It is because integrative motivation is more competent and effective. Nevertheless, integrative and instrumental motivations are mutually inclusive. Thus, students, who do not have either one or more, often face problems and struggles to learn and expand knowledge of the language being learned in the classroom (Cook, 2016). Thus, in most learning language situations, a mixture of each type of motivation is involved in the process (Achmad & Yusuf, 2016). It is arduous to quantify a learning language's success due to an absolute integrative or instrumental basis. Nevertheless, the prominence of integrative and instrumental motivation is determined by the situations or contexts of learning, whether students learn another language for the function of a foreign language or a second language (Gilakjani et al., 2012).

Some studies have recommended that teachers should be trained so that they can develop various motivational strategies for better students' academic performance as a part of the classroom engagement skills (Omodan & Tsotetsi, 2018; Rahman & Sahayu, 2020). When teachers are equipped with this skill, they can help students engage longer in the course of learning a new language and attain the desired learning goals (Ramage, 1990). Motivations from teachers can be in the form of words of encouragement, activities and teaching strategies, and their attitudes towards their students. When teachers have good personalities in the classroom, it thrust the students' motivation in learning (Masruddin & Pratiwi, 2016). Positive learning motivation leads to a positive and better influence on learning achievements (Brataningrum & Saptono, 2017).

Oxford and Shearin (1994) propound five roles of teachers in motivating their students. First, teachers should notice and be aware of their students' wants, desires, and needs in language learning so that each student can attain their goals. Second, teachers can teach students about taking challenges to realize their goals. Third, teachers can inform and demonstrate to the students about the benefits of language learning to make their goals more oriented. Fourth, teachers can build a safe environment for learning so that students feel more comfortable in class. Finally, the most crucial factor is to promote intrinsic motivation for students. Teachers can motivate their students intrinsically because intrinsic motivation deals best with the second or foreign language learning process (Ellis, 1994).

## **2. Method**

This study uses the quantitative approach to data analysis on the motivation type of English and Arabic students in choosing their language majors at State Islamic

University Ar-Raniry, Banda Aceh, Indonesia. The respondents, who are randomly recruited, are 60 first-year undergraduate students who major in Arabic or English, with 30 students from each major. These students are chosen because they just graduated from senior high schools and had just made the choice of selecting English or Arabic as their major at the university. In our opinion, students who learn English or Arabic in the first year would have immense enthusiasm in learning compared to those who have studied for quite a while at the university. Thus, this made them fit the criteria for data collection.

This study uses a close-ended questionnaire in collecting the data. The questionnaire is a modified motivational survey of the well-known Gardner's Attitude/Motivation Test Battery (AMTB), taken from Wimolmas (2013). AMTB consists of two main parts: integrative motivation and instrumental motivation, and of 20 statement items. Statement items 1-10 are related to integrative motivation, and statement items 11-20 are related to instrumental motivation. Each item is graded on 5 points Likert scale, ranging from strongly agree to disagree strongly.

The questionnaires are distributed to the students after their classes were over. It took them about 15 to 30 minutes to fill in the questionnaire. Once done, the questionnaires were collected and further analyzed using the SPSS software. To measure the level and type of students' learning motivation, a five-point Likert scale was applied. Table 1 shows the scale used in the questionnaire to specify the level of degree of motivation.

**Table 1.** Standard of the Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

(Source: Wimolmas, 2013, p. 909)

### 3. Findings

This section presents the results of the students' motivation in learning and choosing English or Arabic as their majors at the university. The results are elaborated in the sub-sections below. Furthermore, motivation similarities and differences between the two majors are also discussed in the sub-sections.

#### 3.1. Instrumental Motivation

##### 3.1.1. English Major Students

Based on the result of the questionnaires, Table 2 presents 10 statement items of English major students' instrumental motivation, the means scores, and the corresponding motivation level.

Table 2 shows that the overall English major students have moderate instrumental motivation, with a total mean score of 3.15. Their highest motivations to learn and choose English as their major are because English is vital to make them knowledgeable and skilful (M=4.53), followed by the reason to become more educated (M=4.4), to travel abroad (M=4.36), and finally to be proficient in English can lead them to be more successful and have more achievement in life (M=4.13).

**Table 2.** The Instrumental Motivation of English Major Students

No	Instrumental Motivation	Mean	Level
1	I mainly focus on using English for a class assignment and the exam.	2.33	Low
2	I simply quote the textbooks and do not communicate in class when speaking or writing.	2.1	Low
3	I am interested in reading only English textbooks for my university study but no other English texts, for example, newspapers and magazines.	2	Low
4	I am more interested in earning a university degree and a good job than learning the English language itself.	2.26	Low
5	I am more interested in furthering my higher education than learning the English language itself.	2.43	Moderate
6	Learning English is important for travelling abroad.	4.36	High
7	Learning English is important for making me a knowledgeable and skillful person.	4.53	High
8	Learning English is important for making me an educated person.	4.4	High
9	Being proficient in English can lead to more success and achievement in life.	4.13	High
10	Being proficient in English makes other people respect me.	2.96	Moderate
	Total	3.15	Moderate

### 3.1.2. Arabic Major Students

Based on the result of the questionnaires, Table 3 presents 10 statement items of Arabic major students' instrumental motivation, the means scores, and the corresponding motivation level.

**Table 3.** The Instrumental Motivation of Arabic Major Students

No	Instrumental Motivation	Mean	Level
1	I mainly focus on using Arabic for a class assignment and the exam.	2.13	Low
2	I simply quote the textbooks and do not really communicate in class when speaking or writing.	1.83	Low
3	I am interested in reading only Arabic textbooks for my university study but not other Arabic texts, for example, newspapers and magazines.	2.06	Low
4	I am more interested in earning a university degree and a good job than learning the Arabic language itself.	1.83	Low
5	I am more interested in furthering my higher education than learning the Arabic language itself.	2.13	Low
6	Learning Arabic is important for travelling abroad.	4.43	High
7	Learning Arabic is important for making me a knowledgeable and skilful person.	4.7	High
8	Learning Arabic is important for making me an educated person.	4.56	High

9	Being proficient in Arabic can lead to more success and achievement in life.	4.16	High
10	Being proficient in Arabic makes other people respect me.	3.1	Moderate
	Total	3.09	Moderate

Table 3 also shows that the overall Arabic major students have moderate instrumental motivation, with a total mean score of 3.09. Similar to the English major students, Arabic major students also have their highest motivations to learn and choose Arabic as their major because Arabic is important to make them knowledgeable and skilful (M=4.7), followed by the reason to become more educated (M=4.56), to travel abroad (M=4.43) and finally leading them to more success and achievement in life (M=4.16).

### 3.2. Integrative Motivation

#### 3.2.1. English Major Students

Based on the result of the questionnaires, Table 4 presents 10 statement items of English major students' integrative motivation, the means scores, and the corresponding motivation level.

**Table 4.** The Integrative Motivation of English Major Students

No	Integrative Motivation	Mean	Level
11	Studying English enables me to understand English books, movies, pop music, etc.	4.5	High
12	Studying English enables me to understand better and appreciate the ways of life of native English speakers.	3.86	High
13	Studying English enables me to keep in touch with foreign acquaintances.	4.03	High
14	Studying English enables me to discuss exciting topics in English with people from other national backgrounds.	4.23	High
15	Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.	4.4	High
16	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	4.23	High
17	Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.	3.83	High
18	Studying English enables me to appreciate English arts and literature.	4.03	High
19	Studying English helps me to be an open-minded and sociable person like English speaking people.	3.96	High
20	I am determined to study English as best as I can to achieve maximum proficiency.	4.83	High
	Total	4.19	High

Based on Table 4, all of the mean scores for the items on integrative motivation received high motivation level from the English major students. Their total mean score for integrative motivation is 4.19. The items receiving the highest mean scores are the

students wanting to study English to achieve maximum proficiency (M=4.83). In additions, English enables them to understand English books, movies, and music (M=4.5), transfer knowledge to other people (M=4.4), discuss interesting topics with people from other national backgrounds (M=4.23) and participate freely in academic, social, and professional activities among other cultural groups (M=4.23).

### 3.2.2. Arabic Major Students

Based on the result of the questionnaires, Table 5 presents 10 statement items of Arabic major students' integrative motivation, the means scores, and the corresponding motivation level.

**Table 5.** The Integrative Motivation of Arabic Major Students

No	Integrative Motivation	Mean	Level
11	Studying Arabic enables me to understand Arabic books, movies, pop music, etc.	4.46	High
12	Studying Arabic enables me to understand better and appreciate the ways of life of native Arabic speakers.	3.96	High
13	Studying Arabic enables me to keep in touch with foreign acquaintances.	4.16	High
14	Studying Arabic enables me to discuss exciting topics in Arabic with people from other national backgrounds.	4.46	High
15	Studying Arabic enables me to transfer my knowledge to other people e.g. giving directions to tourists.	4.4	High
16	Studying Arabic enables me to participate freely in academic, social, and professional activities among other cultural groups.	4.2	High
17	Studying Arabic enables me to behave like native English speakers: e.g. accent, using Arabic expressions.	3.96	High
18	Studying Arabic enables me to appreciate Arabic arts and literature	4.43	High
19	Studying Arabic helps me to be an open-minded, and sociable person like Arabic speaking people	4.1	High
20	I am determined to study Arabic as best as I can to achieve maximum proficiency	4.8	High
	Total	4.29	High

Based on Table 5, all of the mean scores for the items on integrative motivation also received a high motivation level from the Arabic major students. Their total mean score for integrative motivation is 4.29. The items receiving the highest mean scores are the students wanting to study Arabic to achieve maximum proficiency (M=4.8). Besides, Arabic enables them to understand English books, movies, and music (M=4.46), discuss interesting topics with people from other national backgrounds (M=4.46), appreciate Arabic arts and literature (M=4.43), and enable them to transfer knowledge to other people (M=4.4)



#### 4. Discussion

The results show that there are similarities and differences between the motivation of English and Arabic major students. Tables 2 and 3 both display the reasons behind the instrumental motivation of English and Arabic major students to learn and choose their field of study. The total mean score of English major students is 3.15 and 3.09 for Arabic major students. Similarly, these mean scores are considered to be at a moderate level of motivation.

From the comparison of mean scores for each statement item in instrumental motivation between these two majoring students, the differences were with the choice of motivation items. The English major students agreed more to the motivations stated in items 1-5 (English is for class assignments and exams at the university to earn a university degree, a good job, and in furthering higher education). On the other hand, Arabic major students agreed a little bit more to the motivations stated in items 6-10 (Arabic is for travelling abroad, to become more knowledgeable, skillful, educated, successful, and respected).

Meanwhile, Tables 4 and 5 both exhibit the reasons behind the integrative motivation of English and Arabic major students to learn and choose their field of study. The total mean score of English major students is 4.19 and 4.29 for Arabic major students, with the Arabic major students slightly higher than the English major students. These results indicate a high level of motivation from both groups of students.

The comparison of statement items results between the English and Arabic major students' motivation related to integrative motivation shows that integrative motivation is more dominant to both English and Arabic major students in learning and choosing their major. They have more integrative motivation in learning their chosen foreign language compared to instrumental motivation. A part of this finding is similar to Obeidat (2005), who found that Malaysian students' motivation to learn Arabic is also influenced by integrative motivation compared to instrumental motivation. Presumably, Indonesia and Malaysia are both dominant Muslim countries; therefore, Arabic is an essential part of their religion because the holy book, Al-Qur'an, is presented in the Arabic language. It leads to personal affinity towards the language because through learning the language one can enhance his knowledge in his religion to live his life based on his faith, Islam.

In terms of studying English, the results of this study are also similar to Achmad and Yusuf (2016) in which students in Aceh learn English to the benefit of conversing and associating with foreigners from other countries who speak English (i.e. integrative motivation or international posture). On the other hand, this contradicts Rahman (2005) and Wimolmas (2013) who found that Bangladeshi and Thai students are more influenced by instrumental motivation compared to integrative motivation in learning English. These students learn English as a means of improving their academic achievement and to get good jobs.

Meanwhile, the students in this present study mostly learn English because they are driven by integrative motivation. They want to be more knowledgeable and skillful in life, and further use English to travel the world and interact with other people of different cultural backgrounds. Despite some studies which have found that instrumental motivation in certain contexts (EFL) may be superior and more

influential than integrative motivation (Kachru, 1992), this study has found that integrative motivation can bring positive learning outcomes to the students. It is because integrative motivation can be nourishing in language learning since the language is learned to be accepted and be part of the language community (Gholami et al., 2012).

## **5. Conclusion**

Based on the results, it was found that both English and Arabic major students of State Islamic University Ar-Raniry are highly influenced by integrative motivation compared to instrumental motivation. It can be concluded that English major students are enthused to study English because they want to be knowledgeable in English and want to use it to interact with other people who use this language. In the same way, the Arabic major students are also driven to learn Arabic for the sake of being knowledgeable in Arabic, to use it to interact with other people who use this language and to increase their appreciation towards the Arabic arts and literature. The results of this study are expected to contribute to research on learning and teaching foreign languages around the world, and specifically in Indonesia. Besides, it is also hoped that the findings can increase awareness among students, teachers, researchers, and policymakers who work on enhancing motivation to increase students' interest in learning foreign languages in schools. These figures also play a role in stimulating these students to apply English and Arabic languages in communication as a result of their learning success.

Having conducted this research, the researchers are aware that this study still has many weaknesses. Therefore, some recommendations are suggested for further research. First of all, it is proposed that other researchers use more extensive samples of students for data collection. Moreover, this study only analyzed the data based on two types of motivation (i.e. integrative and instrumental). For further research, the expansion of other types of motivation should be considered, as well. The scope of the study should also not only be limited to motivation in learning English and Arabic languages, but also to other foreign languages that are now beginning to gain popularity in Indonesia, such as Korean, Japanese, Chinese, and Hindi. Finally, more detailed data from interviews with the respondents would be worthy of complementing the findings of this study.

## **References**

- Achmad, D., & Yusuf, Y. Q. (2016). Exploring the motivational factors for learning English in Aceh. *Dirasat: Human and Social Sciences*, 43(5), 2223-2234.
- Adegboyega, L. O. (2018). Influence of achievement motivation on Nigerian undergraduates' attitude towards examination. *International Journal of Instruction*, 11(1), 77-88.
- Al Harthy, S. R. (2017). English language motivation between gender and cultures. *Journal of Educational and Social Research*, 7(2), 123-132.
- Alwasilah, A. C. (2013). Policy on foreign language education in Indonesia. *International Journal of Education*, 7(1), 1-19.
- Ames, C. A. (1990). Motivation: What teachers need to know. *Teachers College Record*, 91(3), 409-421.
- Brataningrum, N. P., & Saptono, L. (2017). The influence of the effectiveness of

- accounting learning process on student learning achievements. *Cakrawala Pendidikan*, 36(3), 342-356.
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal of Language Studies*, 10(2), 37-56.
- Christiana, I. O. (2009). Influence of motivation on students' academic performance. *The Social Sciences*, 4(1), 30-36.
- Cook, V. (2016). *Second language learning and language teaching* (5th Ed.). Beijing: Foreign Language Teaching and Research Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-35.
- Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity, and the l2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43, 157-194.
- Gholami, R, Allahyar, N., & Rafik-Galea, S. (2012). Integrative motivation as an essential determinant of achievement: A case of EFL high school students. *World Applied Sciences Journal*, 17(11), 1416-1424.
- Gilakjani, A. P., Leong, L.-M., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *International Journal of Modern Education and Computer Science*, 7, 9-16.
- Kachru, B. B. (1992). Models for non-native Englishes. In B. B. Kachru (Ed.), *The other tongue: Englishes across cultures* (2nd Ed.) (pp. 48-75). Urbana: University of Illinois Press.
- Kelmendi, M. (2017). Reward and performance as a key element of motivation. *Journal of Educational and Social Research*, 7(1), 181-185.
- Littlewood, W. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge: Cambridge University Press.
- Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, 3(24), 230-235.
- Masruddin., & Pratiwi, H. (2016). Students' perception and their attitude towards English teachers' personality. *Langkawi Journal of The Association for Arabic and English*, 2(2), 202-218.
- Monderna, E., & Voinarovska, N. (2019). Promoting personal motivation within professional education. *Journal of Educational and Social Research*, 9(2), 1-7.
- Noels, K. A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 43-68). Honolulu: Second Language Teaching & Curriculum Center, University of Hawai'i.
- Norris-Holt, J. (2001). Motivation as contributing factor in second language acquisition. *The Internet TESL Journal*, 7(6). Retrieved from <http://iteslj.org/Articles/Norris-Motivation.html>

- Obeidat, M. M. (2005). Attitudes and motivation in second language learning. *Journal of Faculty of Education*, 18(22), 1-17.
- Omodan, B. I., & Tsotetsi, C. T. (2018). Student-teacher relationships as a panacea for students' academic performance in Nigeria secondary schools: An attachment perspective. *Journal of Social Studies Education Research*, 9(4), 82-101.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Pintrich, P. R. & Schunk, D. H. (1996). *Motivation in education: Theory, research & applications*. Englewood Cliffs, N.J.: Merrill.
- Priyono. (2018). The implementation of PAIKEM (Active, Innovative, Creative, Effective, and Exiting Learning) and conventional learning method to improve student learning results. *Journal of Social Studies Education Research*, 9(2), 124-137.
- Rahman, S. (2005). Orientations and motivation in English language learning: A study of Bangladeshi students at undergraduate level. *Asian EFL Journal*, 7(3), 29-55.
- Rahman, D., & Sahayu, W. (2020). How do foreign language teachers motivate students in language learning? *Studies in English Language and Education*, 7(1), 181-193.
- Ramage, K. (1990). Motivation factors and persistence in foreign language study. *Language Learning*, 40, 189-219.
- Roshandel, J., Ghonsooly, B., & Ghanizadeh, A. (2018). L2 motivational self-system and self-efficacy: A quantitative survey-based study. *International Journal of Instruction*, 11(1), 329-344.
- Rost, M. (2006). *Generating student motivation*. New York: Pearson Education.
- Ryan, R. M., & Deci, R. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Sardiman, A. M. (2012). *Interaksi dan motivasi belajar mengajar* [Interaction and motivation in teaching and learning]. Jakarta: Rajawali.
- Sikhwari T. D. (2014). A study of the relationship between motivation self-concept and academic achievement of students at the University of Limpopo Province, South Africa. *International Journal of Educational Science*, 6(1), 19-25.
- Sirait, S. (2016). Moderate Muslim: Mapping the ideology of mass Islamic organizations in Indonesia. *Journal of Islamic Studies and Culture*, 4(1), 115-126.
- Solichun, M. (2014). *Problematika pembelajaran Bahasa Arab: Studi kasus di MTSN Susukan dan MTS Terpadu Al-Mustaqim Timpik Kecamatan Susukan Kabupaten Semarang tahun 2013* [Problems in learning of Arabic: A case study in MTSN Susukan and Integrated MTS Al-Mustaqim Timpik Kecamatan Susukan Semarang Regency year 2013] (Master's thesis). Sekolah Tinggi Agama Islam Negeri Salatiga, Semarang.
- Syukri, S., & Humaera, I. (2019). Gaining motivation on English learning for special need students using flashcards, foldable books and posters in EFL context. *Langkawi Journal of The Association for Arabic and English*, 5(2), 91-101.
- Williams, K. C., & Williams, C. C. (2011). Five key ingredients for improving motivation. *Research in Higher Education Journal*, 12, 1-23.
- Wimolmas, R. (2013). A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thailand. *Proceedings of the 3rd International Conference on*

*Foreign Language Learning and Teaching 2013 (FLLT 2013)* (pp. 904-915). Bangkok, Thailand.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese context. *Modern Language Journal*, 86(1), 54-66.

Yusuf, Q., Asyik, A. G., Yusuf, Y. Q., & Rusdi, L. (2017). "Listen, do, repeat, understand and remember": Teaching English to very young children in Aceh. *Iranian Journal of Language Teaching Research*, 5(2), 113-132.

Zanghar, A. (2012). *Instrumental and integrative motivation among undergraduate Libyan students of English as a Foreign Language* (Master's thesis). Colorado State University, Fort Collins, CO.