

MOTIVATION IN LEARNING ENGLISH EMPLOYED BY THE LOW-MEDIUM-HIGH ABILITY STUDENTS OF THE FIRST-YEAR ENGLISH EDUCATION STUDY PROGRAM AT UNIVERSITAS MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2019/2020

¹Anita Eviana Putri, ²Sumarno, ³Asep Hardiyanto

eviyananita13@gmail.com, sumarno@umko.ac.id, asep.hardiyanto@umko.ac.id

Universitas Muhammadiyah Kotabumi

Abstract: Motivation is a key of success in process of learning English. Student who has high motivation would do the best in learning even though the materials were felt difficult. Conversely, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy. In line with this, this study tried to investigate about students' motivation in learning English, either integrative or instrumental motivation. The purpose of this study is to find out about types of students' motivation, the dominant type of students' motivation, and the reasons of the dominant type of motivation in learning English. This study used descriptive-qualitative method with case study approach that examine nine of the first-year students English education study program with three different ability levels; low ability level, medium ability level and high ability level. This study used questionnaires that consist of close-ended and open-ended questions as data collection technique. The results of this study found that all of the students (low-medium-high ability level) have in both of categories (integrative and instrumental), but they tend to have an integrative in learning English. It clarified that they were more dominant in integrative than instrumental motivation. It could be seen from the results of open-ended question. Firstly, the students learn English to get new insight about a lot of things related to English, Secondly, they want to communicate easily with English speakers. Thirdly, they want to share their knowledge that they got to other people. Fourthly, they want to participate freely in the activities among other groups who speaks English. Lastly, they want to be proficient in English, so they will be able to behave like native English speaker.

Keywords: motivation, learning English, first-year students, study case.

I. INTRODUCTION

Generally, someone needs desire and passion in order to learn English. The desire or will in this case is called motivation. Motivation is defined as an impulse that is the basis of one's enthusiasm to achieve certain goals, so that motivation is an important thing which can help students easier to

master learning material. The students should have motivation as their passion to learn English because it is an impulse of the students to reach their goals.

Motivation is also called as the key of success in the language learning process. It depends on students which have high or low motivation. As mentioned by Gardner (2006, p. 241) stated that in learning process,

¹Mahasiswa Universitas Muhammadiyah Kotabumi

^{2,3}Dosen Universitas Muhammadiyah Kotabumi

students with highly motivation surely perform better than they with low motivation. High or low motivation can be seen from the action of students in learning process. It is believed that students are highly motivated in learning what they are interested in surely do the best in learning although the subject is very hard. Meanwhile, students are low motivated will feel bored and lazy even though the subject given are so easy. It is why motivation is a basic where students must have desire to do something.

Motivation and learning English are two things that affect each other. According to Schunk (2008, p. 5) motivation is able to affect what, when, and how students learn a language. Susanti (2019, p. 59) adds that motivated students will be more inclined to be brave in taking part in learning English class rather than the students who are unmotivated. It means that motivation can give an impact to the students' goal in learning English. Without motivation, students will not have reasons to learn English. Likewise, students which motivated in what they had to learn will pay attention and enjoy in learning English class in any condition, how long they spend to do the activity, and how serious they will follow it.

In Muhammadiyah Kotabumi University especially at the first-year students of English education study program, there were signs indicated by the students who have motivation in learning activity, as follow: students attend to

carefully to instruction of the lecturer, enjoy the learning activities, showed mentally organize, rehearse to the material, take note of the material and they check level of understanding to the material.

Studies about motivation in learning English have been conducted by several researchers. First, Marzuki, Dahnilsyah, and Syarfi (2018) carried out a survey on the first semester students' motivation in learning English. This research classified types of motivation into two types, intrinsic and extrinsic motivation. The results showed that the students are motivated by internal and external desire.

Second, a research by Nguyen (2019) that examined the type and level of motivation and factors that influence motivation of the students. The findings showed the students were highly motivated in English learning and more instrumentally motivated. Then, the significant factors that influence on students are the school year and parental English ability.

Third, another study was by Hardiyanto (2019) entitled lesson study implementation: How is the students' language learning?". it described the motivation performed by the students in learning English in the classroom. The findings showed that the students' language learning motivation within a lesson study framework tends to be instrumental motivation. It may be

due to the target of learning English, which is about passing the subject with a good score.

Therefore, this current article attempts to describe about motivation in learning English employed by the low-medium-high students of the first-year English education study program. From the previous study, it is known that this study has not been discussed. Meanwhile, motivation has been identified as one of main factor that affecting on success of English learning (Gardner as cited in Susanti (2020) and Parsons, Hinson and Brown as cited in Wimolmas (2013).

Based on the explanation above, the essential of problems that would be described in this research can be expressed by following questions:

1. What are types of motivation in learning English employed by the low-medium-high ability students of the first-year English Education Study Program at Universitas Muham-madiyah Kotabumi Academic Year 2019/2020?
2. What is the dominant type of motivation in learning English employed by the low-medium-high ability students of the first-year English Education Study Program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020?
3. What are the reasons of the dominant type of motivation in learning English employed by the low-medium-high ability students of the first-year English Education

Study Program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020?

II. LITERATURE REVIEW

Concept of Motivation

Motivation comes from a word 'motive' which means a reason. It refers to the condition where someone does something because of an interest. It is one of the supporting factors for someone to be success in doing activities. Every activity requires motivation as a reason that can push someone to do in especially in learning languages. While motivated students to learn English, they would be tried to master it with the best effort. In contrast, if students have not motivation, they will not care about it at all. Therefore, motivation leads students to learn English to achieve certain goals.

There are several definitions of motivation by experts. Melendy (as cited in Husna and Murtini, 2019, p. 209) stated that motivation is interpreted as a process that started with a necessity and guide to a behaviour that drives someone to achieve an aim. Kea (as cited in Hong and Ganapathy, 2017, p. 19) explain that motivation is a factor that pushes someone to continue in doing something consciously or unconsciously in order to achieve set goals. It could be seen from the view of two aspects

that is internal and external, such as enthusiasm, appreciation of an achievement, also expectation from other people.

Furthermore, Parsons, Hinson, and Brown (as cited in Wimolmas, 2013, p. 906) added learning has same importance with motivation that is achieving goals. Learning creates the students to get new knowledge also skill, while motivation leads the students to achieve goals in the learning process. In addition, Lai (as cited in Purmama, Rahayu & Yugafiati, 2019, p. 539) stated that motivation is a reason that underlies behaviour that indicate by students' willingness and desire in English learning.

From the statements above, motivation called as the most needed component in learning English because it is critical success to students. It also drives students to get certain purposes because there is the will to do so. It also can influence students in behaving. In the presence of motivation, students are being more excited, so the learning English is going well.

Types of Motivation

There are many different types of motivation based on theories from experts. First, According to Harmer (as cited in Wimolmas, 2013, p. 906) uses the word

'goal' to categorize motivation and classify it into two kinds, as follows:

- a) Short-term goal: students are said to belong this category if they learn English with expect to be able succeed in near future. For example: a student learns English in order to pass his/her test and achieve high score.
- b) Long-term goal: this type is the opposite of the previous type where students learn English to obtain aims in further. As example: learn English to get better profession in the future or to capable in communicating with people who use the target language.

Different from the previous one, here the second experts, they are Baily and Garratt (as cited in Rehman, et. al., 2014, p. 255) are categorized motivation in general can be classified into two types, as follow:

a) Intrinsic Motivation

Intrinsic motivation is an impulse that comes from the individual itself. According to Santrock (as cited in Fachraini, 2017, p. 49—50) intrinsic motivation is an impulse of will from within individual in doing something. Ciccarelli & White, 2012, p. 344) adds that students called have intrinsic motivation when they are doing an action because they feel the act is interesting, rewarding, challenging, or satisfying.

b) Extrinsic Motivation

Extrinsic motivation is an impulse that comes from external factor also influenced. Factors can be from the parents, teachers, or the social environments. The influences can be rewards or keep away from punishment. This kind emphasizes of the external need to demand the students to follow in activities of learning (Arnold as cited in Nguyen, 2019, p. 53). For example, a student may study hard when he or she wants to obtain a good score for passing the test of the course. It is same as Hayikaleng, Nair, and Krishnasamy (2016, p. 480) which has opinion that extrinsic motivation refers to students' performance when they learn English to get reward such as get a good score, increase salary, or maybe avoid from punishment.

Furthermore, Gardner and Lambert's (as cited in Hong and Ganapathy, 2017, p. 20) explained that in study on students' motivation in learning foreign language focused on two types, as follows:

a) Integrative motivation

Integrative motivation is a reflection of an individual genuine interest in language learning. Students who have integrative motivation tends to learn a language because it will help them to integrate with the native speaker or to learn the language to gain friends who speak the language. As stated by Chalak and Kassaian (as cited in Al-Ta'ani, 2018, p. 91) integrative motivation is a condition when the student has a will to

learn English as foreign language so they can use that language to interact with native speaker and take part in their culture. It is based on motive to students in learning English such as able to interact or socialize with people who use English, or maybe be able to get involved in using same language in that community (Saville-Troike as cited in Nguyen, 2019, p. 53).

b) Instrumental motivation

Instrumental motivation is characterized by a desire of learners in learning English to gain social acknowledgment or beneficial purposes. The goals in instrumental motivation do not include any feeling of closeness with the target language people but more focus on a beneficial purpose of learning the language for the individual such as for getting a better job, job demands, or get in to college.

According to Gardner and Lambert (as cited in Al-Ta'ani, 2018, p. 91) instrumental motivation described as student's desire in learn English to get social and economic rewards. It is in line with Saville-Troike (as cited in Wimolmas, 2013, p. 906) stated that instrumental is involving to concepts of purely practical value in learning foreign language (English) where students learn a language so as extends students' careers, gives more values and potency, accesses scientific and technical information easily, or just passes a course of study.

Based on some theories from the experts, this research used Gardner and Lambert theory. In relation to learning a foreign language, this theory has been widely accepted in the field of English as Foreign Language studies. As stated by Cook (as cited in Nailufar, 2018, p. 333) believes that both of these types are useful and effective factors for learning foreign language.

Sources of Motivation

According to Harmer (2007, p. 98—99) there are several motivation sources that affect to the students in learning English.

1. Students must have a goal when they want to start learning English;
2. The views from the society about learning a language;
3. People around the students;
4. Curiosity of the students.

The Role of Motivation in Learning

Motivation plays an important role in teaching and learning process. Basically, motivation can help in understanding and explaining individual behaviour, including the behaviour of individuals who are learning. According to Uno in Christiano and Karin (2019, p. 176) there are several important roles of motivation in learning.

Firstly, to determine learning reinforcement. Motivation can strengthen

learning if students who faced problems that need solution, and can only be solved by the help of things that student has used.

Secondly, to clarify learning goals. This is related to the meaning of learning. Students will be interested in learning if what is learned is at least already known. Students are increasingly motivated to learn, because they already know the meaning of learning.

Thirdly, to determine perseverance in learning. Students who have been motivated to learn something, will try to learn it well. In that case, it appears that motivation to learn causes perseverance in learning.

Assessment of Motivation

Motivation can be assessed in several ways. Here, Schunk (2008, p. 13—17) mentioned three kinds of methods for assessing motivation, as follows:

1. Direct observation.
2. Ratings by other.
3. Self-reports. There are five types of self-reports instrument, as follows: questionnaires; interviews; stimulated recalls; and think-aloud.

Based on several ways to assess a motivation above, this research used the one of them, that was questionnaire.

III. RESEARCH METHODS

In order to describe students' motivation in learning English, this research was categorized as qualitative research. It is a research that intend to comprehend a phenomenon experienced by subjects of the research such as behaviourism, perception, motivation, action, and other things (Moleong, 2018, p. 6). In qualitative methods are divided into five kinds approaches, one of them is a case study research. This research was categorized on case study approach. Case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit (Merriam as cited in Budiana & Djuwari, 2018, p. 196).

This research was conducted at the first-year English education study program faculty of teacher training and education at University Muhammadiyah Kotabumi which is located on Jalan Hasan Kepala Ratu No.1052 Sindang Sari Kotabumi, North Lampung.

This research used purposive sampling technique. According to Arikunto (2010, p. 183) purposive sampling is a technique of determining data based on specific objectives and considerations, so the researcher cannot take large and distant samples. In this research, the researcher determined students from academic achievement score on the first semester that consist of 43 students. The researcher

categorized the score into 3 criterion of ability level, they are; low, medium, and high ability level. Each criterion had taken as many as 3 students, so the total of student in this research consisted of 9 students.

In doing a research, it is important to determine the instrument that will be used. This research used questionnaire as the main data to provide clear information about types of students' motivation in learning English. The statements were constructed based on Gardner's theory. These statements adopted from Attitude/Motivation Test Battery (AMTB) of English version by Gardner that had been modified with Al-Ta'ani (2018) and Kitjaroonchai (2012). The total item were 20 items that belongs to motivational items. The questionnaire divided into two types; integrative motivation (odd numbers) and instrumental motivation (even numbers).

The researcher combined 2 techniques to collect the data, they were close-ended questions and open-ended questions. First, the respondents answered the questions by choosing one of the options provided based on their facts. Then, they were given opportunities to give a reason based on their responds from each question by using their own sentences. The questionnaire was designed by using google form. Then, it was distributed by sharing a

link provides to the respondents via WhatsApp.

Then, in order to get the ideal data, the data of the research should be evaluated. The researcher used expert judgments and credibility to check the validity of the data. After that, the researcher used Miles and Huberman model to analysis the data. Activities in this model are consist of three stages, as follows; data reduction, data display, and conclusion of drawing/verification.

IV. RESULTS AND DISCUSSION

In this research, the data collecting has been conducted for 3 days, it started from October 19th until 21th 2020. There were nine respondents in this research. Students with low score (TAAM, HN and LS) were categorized in low level ability, middle score students (RDW, S and DD) were categorized in medium level of ability and high score (MR, P and RKA) were categorized in high level ability.

Types of Students' Motivation in Learning English

The first purpose in this research is to describe types of motivation that first-year students of English education study program have in learning English. Based on theory review on chapter two, there are

many types based on different categories of motivations from the experts. Then, the researcher chose theory from Gardner and Lambert's that divided motivation into two types, namely integrative and instrumental motivation.

Students who learned English in order to communicate and to become a part of the society they are affected by integrative motivation. In this research, most of the students showed that they learn English in order to understand and appreciate the way of life native speakers, to be able to communicate and to discuss interesting topic with foreigners, to be able participate freely in many activities with other people, to behave and speak like native speakers, to understand culture and traditions and to be an open-minded and sociable person like native speakers. It is in line with Chalak and Kassaian (as cited in Al-Ta'ani, 2018, p. 91) stated that integrative motivation is a condition when the student has a will to learn English as foreign language so they can use that language to interact with native speaker and take part in their culture.

However, when students learned English for a specific purpose like getting a good job or completing an academic requirement, they are affected by instrumental motivation. In this research, there were some students showed that they learning English because of the benefits,

such as: to further higher education and to get a good job and better career. Other than that, they learn English because it is important when they are travelling abroad. They are also stated that mastering English is making them more educated person. It is in line with Saville-Troike (as cited in Wimolmas, 2013, p. 906) instrumental motivation is involving to concepts of purely practical value in learning English where students learn a language so as extends students' careers, gives more values and potency, accesses scientific and technical information easily, or just passes a course of study.

The Dominant Type of Motivation in Learning English

Based on the research results, there are several points that can be discussed. Here, the respondents categorized on three criterion of ability level, they are; low ability level, medium ability level, and high ability level.

The results from students' questionnaires showed that there were three students who highly motivated in integrative and instrumental motivation, they were HN (low ability student), MR and P (high ability students). It is in line with Wan-er (as cited in Hong and Ganapathy, 2017, p. 21) it will create more positive results for the learners in a language learning when both of these

types are used together. It explained that these types are greatly affect each other and give good results if students have both of them in learning English. It means that there is possibility for the students may have both these types. They may be learning the subject for passing a test, but at the same time, they may love that language and the culture of community, so they will master it in order to participate in its culture.

In contrast, there were two students, they were S (medium ability student) and RKA (high ability student) who very highly motivated in integrative motivation and there were four students who highly motivated in integrative motivation, they were TAAM & LS (low ability students) also RDW & DD (medium ability).

Based on the explanations above, it could be concluded that the students were dominant in integrative motivation and got a "high degree of motivation" at the rating of motivational level. The result of this research was contrast from the previous studies conducted by Wimolmas (2013), Hong & Ganapathy (2017) and Al-Ta'ani (2018), in which his finding showed that the respondents have highly instrumental motivated in English learning. They were motivated by getting a good job, travelling abroad and passing a test of English.

Students' Reasons of the Dominant Type of Motivation

There were many reasons why the students showed that they had integrative motivation in learning English. From the results of open-ended questionnaire, the students were understanding that learning English is important to be learnt because they could get new insights about a lot of things related to English if they mastered English, such as: understand of the content from music, film, and books; they also could be learnt about how to spell words correctly from music and film.

According to Gardner (as cited in Nailufar, 2018, p. 333) students who had integrative motivation show their interest in learning about culture and people of the target language. Students who have this kind of motivation are more attractive in the culture, tradition, and way of life of people who speak English. It is in line with the students' reasons in open-ended questionnaires. The results showed that by learning English, most of the students could be understood and appreciate about way of life of the native speaker, such as: lifestyle, speech, and habits.

Then, most of the students also mentioned that learning English could make them understanding about culture and tradition. Additionally, some of the students believed that if they mastered in English will

help them to be an open-minded and sociable person like native speaker. While, four of nine students felt being an open-minded and sociable is not depend on able to speak English.

Saville (as cited in Hong and Ganapathy, 2017, p. 21) mentioned that students with integrative motivation learn foreign language because they want to socialise or participate in target language community. It is in line with students answer that they agreed learning English will be easier for them to participate freely in various activities, such as to interact or socialize with anyone even with people of group who speak English on abroad.

Lucas et.al. (as cited in Al-Khasawneh & Al-Omari, 2015, p. 308) adds that students with integrative motivation have desire to learn foreign language in order to have contact with member from the target language community. The fact, all the students believed that by learning English and master it, it would help them to easily make friends and communicate confidently with other people on the world who speak English.

Furthermore, Gardner and MacIntyre cited in Kitjaroonchai (2012, p. 23) also mentioned that they who belong to this type show their willingness and interest in social interaction with members of other groups. The fact showed that they learn English to be able discussing and exchange

opinions about interesting topics with people which from different backgrounds. They also showed their interest to speak with other people. As stated by two respondents (LS and P), LS mentioned that she felt fun to be able discussing with people from different background when mastering English, whereas, P mentioned that English made easier for him to interact with English speakers, he also claimed he was really liked to talk about anything with his friends who abroad.

Based on the discussions above, the results showed that the students were belong to have highly integrative motivation. Clement, Dornyei and Noels (as cited in Kitjaroonchai, 2012, p. 23) stated that students with high integrative motivation tend to work harder than those who have low integrative motivation. As stated from students' reasons of open-ended questionnaire that all of the students would like to study harder in order to get maximum proficiency in English. They believed when they were being proficient in English, they could reach their goals, such as: they wanted to mastering English like native speakers; they wanted to be like a professional English teacher; and they wanted to apply their knowledge in future.

Based on the explanation above, it could be concluded that most of students had good

responses on integrative motivation statements.

V. CLOSING

Motivation in learning English was categorized into two types; they are integrative motivation and instrumental motivation. Based on the research results which have been revealed in previous chapter, types of motivation are found to vary in low, moderate and high ability level students. In the low ability students, there are two students that included in integrative motivation and a student that belongs to both of them. Then, all the medium ability students are included in integrative motivation. While in the high ability students, there are two students that belongs to both of them and a student is included in integrative motivation.

Secondly, all of the students showed that they tend to have highly integrative motivation in learning English. They wanted to learn English culture, traditions, and way of life; understood what the native speaker says; and also wanted to communicate freely in English.

Lastly, there are many reasons that indicate the students are classified in integrative motivation in learning English. Firstly, learning English help the students to

get new insight about a lot of things related to English, such as their lifestyle, culture and traditions. Secondly, they believe they can communicate easily with English speakers. Thirdly, if they were mastering English, their English skill will be improved, then

they can share their knowledge to other people. Fourthly, they want to participate confidently in the activities of English groups. Lastly, they want to be proficient in English, so they will be able to behave like native English speaker.

REFERENCES

- Al-Khasawneh, F. M., & Al-Oasmari, M. A. (2015). Motivation Towards Learning English: The Case of Jordanian Gifted Students. *In International Journal of Education*, 7(2), 306—321. Retrieved from <http://dx.doi.org/10.5296/ije.v7i2.7699>
- Al-Ta'ani, M. H. (2018). Integrative and Instrumental Motivations for Learning English as a University Requirement among Undergraduate Students at Al-Jazeera University/Dubai. *International Journal of Learning and Development*, 8(4), 89—1. Retrieved from <https://doi.org/10.5296/ijld.v8i4.13940>
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Budiana, K. M., & Djuwari. (2018). The Non-Native Students' Motivation in Learning English at STIE Perbanas Surabaya. *Journal of Language and Literature*, 12(2), 195—202. Retrieved from <http://journal.unnes.ac.id>
- Christianto, D., & Karin, I. (2019). The Roles of Motivation in the English Language Learning. *Journal of Educational Development*, 7(3), 173—177. Retrieved from <http://journal.unnes.ac.id/sju/index.php/jed>
- Ciccarelli, Sandra K., S. K., & White, J. N. (2012). *Psychology third edition*. New Jersey: Pearson Education.
- Fachraini, S. (2017). An Analysis of Students' Motivation in Studying English (A Survey Study at UIN Ar-Raniry Banda Aceh). *Journal GEEJ (Getsempena English Education Journal)*, 4(1), 47—57. Retrieved from <https://geej.stkip.getsempena.ac.id/>
- Gardner, R. C. (2006). The Socio-Educational Model of Second Language Acquisition: A Research Paradigm. *Journal EUROSLA Yearbook*, 6(1), 237—260. Retrieved from <https://doi.org/10.1075/eurosla.6.14gar>
- Hardiyanto, A. (2019). Lesson Study Implementation: How is the Students' Language learning Motivation? *Journal of Proceedings of the 5th UAD TEFL International Conference*, 2(5), 79—83. Retrieved from <http://seminar.uad.ac.id/index.php/utic/art>

- Harmer, J. (2007). *The Practice of English Language Teaching, Fourth Edition*. Harlow: Pearson Education Limited. Retrieved from https://www.academica.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_-_Jeremy_Harmer
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Thai Students' Motivation on English Reading Comprehension . *International Journal of Education and Research*, 4(6), 477—486. Retrieved from www.ijern.com
- Hong, Yee Chee, Y. C., & Ganapathy, M. (2017). To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study. *Journal English Language Teaching*, 10(9), 17—35. Retrieved from <http://doi.org/10.5539/elt.v10n9p17>
- Husna, A. H., & Murtini, R. T. (2019). Studying on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. *Journal of English Teaching and Research*, 4(2), 207—213. Retrieved from <https://doi.org/10.29407/jetar.v4i2.13745>
- Kitjaroonchai, N., & Kitjaroonchai, T. (2012). Motivation Toward English Language Learning of Thai Students Majoring in English at Asia Pacific International University. *Institute Press*, 7(1), 21—38. Retrieved from <https://www.tci-thaijo.org/index.php/hbds/article/download/172432/123752/>
- Marzuki, A., Dahnilyah, & Syarfi, M. (2019). A Survey on the First Semester Students' Motivation in Learning English at English Study Program FKIP Universitas Riau. *Journal Online Mahasiswa (JOM)*, 6(1), 1—8. Retrieved from <https://jom.unsri.ac.id/index.php/JOMFKIP/article/view/23032>
- Moleong, L. J. (2018). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Nailufar, Y. (2018). Analysis of Motivation to Study English and Arabic. *English Education Journal*, 9(2), 328—345. Retrieved from <http://jurnal.unsyiah.ac.id/EEJ/article/view/11552/9267>
- Nguyen, H. C. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. *European Journal of Educational Sciences (EJES)*, 6(1), 49—65. Retrieved from <http://dx.doi.org/10.19044/ejes.v6no1a4>
- Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *Professional Journal of English Education*, 2(4), 539—544. Retrieved from https://www.researchgate.net/publication/_337249596_Students'_Motivation_in_Learning_English
- Rechman, A., et. al. (2014). The Role of Motivation in Learning English Language for Pakistani Learners. *International Journal of Humanities and Social Science*, 4(1), 254—258. Retrieved from www.ijhssnet.com

- Schunk, D. H., Pintrich, P. R., & Mee, J. L. (2008). *Schunk, Dale H., Paul R. Pintrich, & Judith L. Meece Motivational in Education: Theory, Research, and Applications*. New Jersey: Pearson Education.
- Susanti, E. (2019). Willingness to Communicate in Foreign Language Acquisition. *Journal Edukasi Lingua Sastra*, 17(2), 56—63. Retrieved from <https://doi.org/10.47637/elsa.v17i2.40>
- Susilowati, R. (2020). Enhancing Learning Interest of Eighth Graders at SMPN 1 Abung Semuli by the Application of Cooperative Learning Method and Media. *Journal Edukasi Lingua Sastra*, 18(1), 33—39. Retrieved from <https://doi.org/10.47637/elsa.v18i1.214>
- Wimolmas, R. (2013). A Survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. *Journal FLLT Conference Proceedings by LITU*, 2(1), 904—915. Retrieved from <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904>. Pdf