

THE IMPORTANT ROLE OF MOTIVATION IN FOREIGN LANGUAGE LEARNING: A REVIEW

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ABSTRACT

Motivation has been called the “neglected heart” of English language teaching. Some teachers may forget that all of the learning activities are filtered through the students’ motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class. When teachers learn to incorporate direct approaches to generate student motivation in their teaching, they may become happier and more successful teachers. The issue of motivation, particularly in English as Foreign language Learning (EFL) settings, is so important. Other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of English language teaching because of the stark realities of learning English for most of foreign language learners/students.

Keywords: Motivation, Foreign Language Learning, Intrinsic and Extrinsic Motivation

ABSTRAK

Motivasi telah dianggap sebagai hal yang diabaikan dalam pengajaran Bahasa Inggris. Para pengajar mungkin melupakan bahwa semua kegiatan belajar diawali dengan motivasi siswa dalam belajar. Dalam hal ini, pembelajar mengontrol alur belajar di kelas. Tanpa ada nya motivasi dari pemelajar, seperti tidak ada denyut kehidupan di dalam kelas. Disaat pengajar belajar menggabungkan pendekatan langsung untuk membangkitkan motivasi belajar siswa, mereka akan merasa gembira dan menjadi pengajar yang berhasil. Masalah motivasi, khususnya dalam hal Bahasa inggris sebagai Bahasa asing begitu sangat penting. Pertimbangan lain tentang metodologi pengajaran tidak begitu jelas. Sangat penting mempertimbangkan motivasi sebagai sesuatu yang esensial dalam pembelajaran bahasa Inggris berdasarkan realita yang ada pada kebanyakan pemelajar bahasa asing.

Kata Kunci: Motivation, Foreign Language Learning, Intrinsic and Extrinsic Motivation

INTRODUCTION

Motivation is perhaps one of the most important elements in the process of second/foreign language learning. It is considered as an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, pronunciation, grammar, and the four basic skills of the language (Gardner, 1985, 2005). Some conditions known as contributor to successfulness of foreign language learner are how the foreign language contexts (Anjomshoa & Sadighi 2015). Those from many hindrances are: there just isn't enough English input in the environment, there probably aren't enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Due to these adverse conditions, a foreign language learners need to have extraordinary motivation to succeed at learning English.

Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning, motivation is a major factor in the successful study of language acquisition (Gardner 2005). It is considered goal directed and defined that the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language (Xu 2008). Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing (Xu 2008; Dörnyei 2001; Alghamdi 2014).

METHODOLOGY

This study used a qualitative approach by using method concept analysis that explores concepts through theoretical analysis. The researcher identified, studied and then catalogs the research data to gain an understanding of the important role observable directly or indirectly. The research data was collected through literature study of various theoretical documents. Researcher interpreted data and facts to obtain an explanation of the importance of the role of motivation for foreign language learners collected precisely and clearly to take conclusions. The technical analysis of data used was an interactive model through the stages of data collection, data reduction, data presentation, verification and provide conclusions.

RESULT AND DISCUSSION

Paying attention to the role of motivation in teaching process and developing, enforcing, and strengthening it, can be some effective and helpful factor in the process of learning language. In reality, teacher's awareness about learner's attitude and its relation with teaching process provides a framework by which language teachers can use more useful and more effective methods. Briefly, motivation can be defined as a physical, psychological or social need which motivates the individual to reach or achieve his goal and fulfill his need and, finally, feel satisfied owing to achieving his aim. We can come to this idea that the amount, range, and type of motivation have important and determining role in the learning process. Moreover, the language teacher

has a significant function and role in giving motivation to the learner for learning language. Generally speaking, two kinds of motivation can be observed among learners; They are high attitude which has a positive, efficient, and useful effect, and the second one is low attitude which makes blocks and causes weakness for learning language. As it was mentioned before, Motivation, indeed, involves two main classifications, intrinsic motivation and extrinsic motivation (Ryan & Deci 2000; Ryan & Deci 2000; Walker, Greene, & Mansell 2006; Ng & Ng 2015).

Motivation is considered as a stimulant for achieving a specific target (Johnstone 1999). Similar with Ryan & Deci (2000) state to be motivated means to progress or to be in motion to do something. Crump (1995) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. The levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, their kinds of motivation can be also different. Cook (2000) comes across that language acquisition is not the same in learners. Moreover, Cook (2000) has been proposed and recommended that there are three main factors, which concern and influence the foreign language achievement. They are age, personality, and motivation. He further claims that among the above three issues motivation is the most significant one in second language acquisition. Ellis (1994) considers motivation as the attempt which learners make for learning a second language because of their need or desire to learn it. Lightbrown and Spada (2001) identify motivation in second language acquisition as a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. Research has confirmed that the success or failure in second language learning depends very much on these two kinds of motivation (Lightbrown & Spada, 2001).

Moreover, Motivations both intrinsic and extrinsic, are key factors in the success of learners at all stages of their education. The learners themselves and teachers or parents play a pivotal role in providing and encouraging that motivation in the learning and teaching environment. All learners are motivated differently and it takes time and a lot of effort to get learners to build their enthusiasm for learning, working hard and pushing themselves to excel (Ng & Ng 2015). The concept in the field of motivation is Self-Determination Theory introduced by Ryan & Deci (2000) said that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006). To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment (Pintrich & Schunk, 1996).

Relating to the previous discussion, briefly, intrinsic motivation is mental satisfaction which is achieved by others' praise, while, extrinsic motivation is an incentive activated by external factors such as good marks and getting reward or other term as instrumental motivation (Gardner 1985; 2005). It is, indeed, important the teacher knows that the two types of motivation which are intrinsic, and extrinsic, relate to each other and they are inter-relative. In addition, the personal, psychological, and social factors have effect on increasing or decreasing any mentioned type of motivation. In fact, it is essential and important for the teacher to know what the type of motivation is and how it is formed, captured, and,

Displayed in the learner, both intrinsic and extrinsic motivations have two subgroups that can activate them. The intrinsic motivation in an extroverted is in such a way that the learner takes advantage from and feels satisfy by communicating with others, while, in an introverted, the learners use language for meditation and personal thinking in addition to personal activities and affairs. Indeed, rely on intrinsic and extrinsic motivations, and for creating and developing either of them, the teacher should make the classroom quiet and without any anxiety. Providing educational and academic advantages, encouraging students, and asking simple and easy questions at the beginning of class (before asking difficult questions) will increase motivation for learning (Walker, Greene, & Mansell 2006; Ng & Ng 2015).

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Chalak & Kassaian 2010). According to Gardner (1985; 2005), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning. Gardner (1985; 2012) and Ellis (1994) also introduce the mentioned types of motivation; the former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who don't have instrumental or integrative motivation, in fact, will face with problems

and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, they are affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related 'instrumental' or socially/culturally-related 'integrative') different needs must be fulfilled in Foreign Language Teaching (FLT). Some researchers believe that integrative motivation is essential for successful second language learning. Chalak and Kassaian (2010) make a distinction between integrative and assimilative motivation. Integrative motivation is defined as the desire to learn foreign language to communicate with the members of the second language society and find out about its culture. It does not necessarily refer to the direct contact with second language group while in assimilative motivation learners wish to lose themselves in the target language and become an indistinguishable member of that speech community. What is important is that the two orientations are not mutually exclusive. Some learners learn better if they are integratively oriented while others are more successful if they are instrumentally motivated and some learn better if they take the advantage of both orientations. In other words, one may have both kinds of motivations: they may be instrumentally motivated to pass a test or meet a requirement, but at the same time, they may love the culture of a community and want to learn and participate in its culture.

Extrinsic and instrumental motivations are similar but not exactly alike. Extrinsic focuses on the fact that the reason is outside of a person, while instrumental is about the purpose of her/his learning. Intrinsic and integrative motivations are also different because intrinsic motivation has to do with what makes someone feel good while integrative motivation is about membership in a language community. The point worthy of mention is that during the lengthy process of learning, motivation does not remain constant. It becomes associated with mental processes and internal, external influences that the learner is exposed to. In other words, time is considered an important aspect in the nature of learner's motivation.

From the two types of motivation Gardner (2012) exclaims students in university-level having integrative motivation higher than instrumental orientation. This means, in this level, the students are motivated to acquire the language due to the interest to be part of English speaking community, instead of just for future use and career.

Studies of motivation in second/foreign language learning reveal that student motivation is influenced by factors such as teachers, classroom, and assessment (Ghenghesh, 2010; Astuti, 2013; Bakar, 2014)). Some other researchers correlate the motivation with learning strategies (Alnatheer 2014; Susanto & Fazlinda 2016). Thus understanding students' motivation is to know the student's attitude to the elements and its other contributors such as learning strategies. In the context of Indonesian learners, starting from high school students are initially motivated to learn but their experience of learning English at school decreases their motivation over time (Lamb, 2004). It is

supported by some studies on Southeast Asian students in general. They tend to be passive and nonverbal in class, rarely initiate class discussions until they are called on (Bradford, 2008; Baso, 2014).

Relating English to the daily life of Indonesian students, it becomes another problem in increasing their motivation in learning the language (Agustrianti, et al, 2016). It is due to the fact that English is a foreign language, not a second language in Indonesia (Liando, Moni, & Baldauf, 2005). The students do not have life experience using English and they may not be expected to be able to speak English in their future careers. The students use the Lingua Franca, Bahasa Indonesia, most of the time, at school and sometimes at home. Clearly, the social and cultural environments do not provide strong support for learning English.

Furthermore, from some references of publicity, reliable, and valid research into Indonesian learners' motivation measurement toward English, is lacking (Bradford, 2008). A few studies concerning university students that have been conducted in Indonesia, must be interpreted with caution as they are for the most part unpublished and do not report information on reliability. More importantly, they suffer from a discussion that solely references Gardner's two-factor framework and generally conclude that Indonesian university students are instrumentally motivated (Widyaningrum, 2003). Eventhough Gardner (2012) exclaimed students in university-level having integrative motivation higher than instrumental orientation. This means, in this level, the students are motivated to acquire the language due to the interest to be part of English speaking community, instead of just for future use and career. In short, students' motivation profile will be wildly required for teachers and for the learners themselves.

Besides, the mentioned issues will fulfill the need of progress for the learner. On the other hand, sometimes, motivation is an instrument for the student. In this sense, the learner uses for example English language in order to fulfill his need. In fact, the teacher should know that English language as an instrument should have the worth of attempt for the learner. The aims of the class should be in such a way that motivate the learners who have instrumental motivation in order to become aware of and realize the value of the learner who thinks about English language as an instrument for reaching a particular goal such as achieving grades or passing examination. Also it should be also mentioned, as a reality, that intrinsic motivation causes the learner to think that whether learning a specific issue (subject) is worth of effort and attempt or not. That is, if the learners in their judgment come to the conclusion that learning a language is not worthy or does not have functional value, they become disappointed and give up learning that language. In order to make the learner have a positive view about their own effort, some rewards such as grade, degree, and any sort of educational, scholastic, and academic encouragement should be given to them.

Accordingly, the designed encouragements for the classes play an important role for achieving a good or a positive learning outcome. The learners, indeed, should know that their efforts are valued by teachers. Therefore, the teachers should be aware of all their students' activities, even the minor and trivial ones. They should, subsequently, show positive responses (reactions) for the learners' good affairs or activities. Thus, giving proper and appropriate rewards on account of the language learners' behaviors is the significant and indispensable point. The teacher furthermore, should consider, pay attention, and, finally, strengthen the language learners' positive behaviors and admirable activities arising from intrinsic, extrinsic, as well as integrated and

instrumental motivation(s).

In effect, strengthening or reinforcing the expected and desirable behaviors in the language teaching process is accomplished and achieved by encouragement, stimulating the feeling of curiosity and inquisitiveness about the cultures of the other nations, presenting and showing movie, as well as giving chance to the students. Consequently, motivation directly influences and affects the language learner's learning methods, skills, and practices. That is, motivation has a high effect on learner's communication with foreigners, determining learning amount, in addition to developing the desired levels of language teaching such as reading, comprehension, speaking, and writing. Briefly, motivation has a direct effect on both quality and quantity of language learning.

Motivation is a basic and essential part of language learning (Brewer & Burgess, 2005). Gardner (1985) believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

According to Cook (2000) the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than the others due to the reason of a better motivation. Ellis (1994) sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis (1994) says that language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation.

Cook (2000) states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. Ellis (1994) suggests that motivation is the effort which learners put into learning a foreign language as a result of their need or desire to learn it. Also, Lightbrown and Spada (2001) identify motivation in SLA as an intricate incident which can be identified along with two factors: learners' communicative needs and their attitudes towards the second language community. They believe that when learners think that they need to speak the target language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it. Gardner and Lambert (1972;1985;2005) name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Lightbrown & Spada, 2001).

CONCLUSION

The above discussion reveals that motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types. They should also realize and get familiar with the character as well as the personality of each of students.

Afterwards, according to that specific personality type, they should identify and recognize the form of motivation relating to that and perform it in their teaching process. In this case, they can have practical, useful, and effective language classroom in addition to a positive outcome in their teaching context.

Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it (Lamb 2004; Dörnyei 2001; Alghamdi 2014). Psychology has described motivation in a wide range of terms, from instincts, to drives, to needs, to conditioned behavior and as a consequence the word motivation has become very broad (Alnatheer 2013). It was with the spread of cognitive theories by educational psychology that the role of mental processes and social factors become more prominent in the understanding of motivation. With the need to translate theory into practical application in the classroom, educational psychologists and teachers began to design instructional modes of motivations. A key feature of these models was the suggestion of strategies that teachers could use in the classroom to motivate students. It did not take much for the field of English as a foreign language teaching to improve the idea of building motivational constructs including numerous motivating principles. A great deal of research has been done in the area of motivation, and why it is so fundamental to second language learning. The underlying issues related to motivation are complex, but it is clear that every person's motivation to learn is flexible rather than fixed. As teachers, they can directly influence our students' motivation about learning English.

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