

ANALYSIS OF MOTIVATIONS TO STUDY ENGLISH AND ARABIC

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ABSTRACT

This research was done to find out the major types of motivation used by students majoring in either English or in Arabic at the National Islamic University (UIN) Ar-Raniry in Banda Aceh when learning their chosen L2 language. Furthermore, this study tried to find out if there were similarities or differences in the main type of motivation used by students of each of these majors. The results of study were based on a questionnaire survey and used qualitative research procedures to obtain the data. In collecting the data, the questionnaire was given to 30 English major students and also to 30 Arabic major students of UIN Ar-Raniry selected by random sampling. The results from this study showed that the English students at UIN Ar-Raniry were more influenced by high integrative motivation in choosing English as their major than by instrumental motivation. In addition, based on the questionnaire result, the students predominantly used integrative motivation in learning English, rather than instrumental motivation: This result was based on the mean score for instrumental motivation being lower than that for integrative motivation, viz: 3.15 vs 4.19. Similarly, the Arabic students at UIN Ar-Raniry were also predominantly influenced by integrative motivation to learn Arabic: This result was based on the mean score for instrumental motivation being lower than that for integrative motivation, viz: 3.09 vs 4.29. Based on these results, it can be concluded that both the English major students and the Arabic major students at UIN Ar-Raniry have similarities in the types of motivation that drives them to learn their chosen L2, target language. Students of both majors were predominantly driven by integrative motivation rather than by instrumental motivation.

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INTRODUCTION

English and Arabic are the two most popular foreign languages in Indonesia as these languages are spoken and learnt by many Indonesians, both by students and by common people. We know that the role of English as an international language is undoubted in globalization because more people speak it as a first and second language than any other language in the world. Moreover, English is the most popular language being learnt all around the world not only in Indonesia (Noack & Gamio, 2015). Meanwhile Classical Arabic is the language of the Holy Qoran and of Islam the most common religion in Indonesia. Moreover, these two foreign languages are part of the Indonesian education system. Based on the decree of the Minister of Education No.060/U/1993/, an English language program as part of the local content in elementary school can be started in year four. In fact, because of desires and demands from parents due to globalization, some big cities in Indonesia, for example Jakarta, Bandung, Surabaya and Medan, have started to introduce foreign language education since kindergarten. Indeed there are now several thousand bilingual English Indonesian schools throughout Indonesia plus many thousands of bilingual Arabic pesantren Islamic schools and MIN and MAN i.e. combined Islamic and National syllabus schools. In addition, according to Solichun (2014), Arabic is the most popular foreign language studied in Indonesia after English; in a presentation at a seminar entitled "Politics of the National Language" in 1999: There, it was revealed that Arabic was the second largest foreign language after English used in Indonesia. This was because there are many Islamic-based education institutions in Indonesia, which have a significant role in the development of Arabic in Indonesia since Arabic is not only a foreign language here but also the language of the religion and the culture of Islam, the largest religion in Indonesia. As a result, there are many words in Bahasa Indonesia which have come from Arabic. Therefore, it is important to explore what motivates students to study either Arabic or English and to find out the reasons why students decided to study one of those languages.

According to Alshaar (1997, p.3) one of the main reasons for learning a second or foreign language might be related to the potential

increase in opportunities to get a well-paying job after graduating. On the other hand, graduates will often find difficulties, because of low proficiency in their second or foreign language that will stop them from getting a job with a foreign company. In brief, mastering a foreign language extremely well is one of the best things to do to get a good job after graduating.

There are many factors that might cause students to have low proficiency in studying a second or foreign language. One of the things most critical to the success or failure of students studying a foreign language learning is their own motivation to succeed because in learning their second or foreign language students require a lot of time and must put in much effort. This is supported by Chalak and Kassaian (2010, p. 37) who have stated that motivation is the most important reason to explain the failure or success of a learner in studying an L2. In addition, Dornyei (1998) has explained that motivation is a very important key to learning so that one becomes a success. Thus, if students have no motivation they will not have any eagerness, emotion and reason to focuss on their learning. Moreover, Christiana (2009, p. 30) has stated that motivation is an important factor that plays a major role in achieving many fundamental goals in a student's academic life.

There are two main categories of motivation, namely instrumental motivation and integrative motivation. According to Chalak and Kassaian (2010), instrumental motivation refers to the motivation to acquire a language as a means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation relates to integrating oneself within a culture and being accepted by another community because he is interested in communicating with people and learning about their culture and language.

In addition, there are also other types of motivation. Two types introduced by Rotter (1966) are Intrinsic and Extrinsic motivation. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate (Ryan & Deci, 2000). In brief, it is the motivation to learn that comes from within of a person. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation (Ryan & Deci, 2000). Hence students are motivated to learn a language because someone else (externally) is either going to reward them for doing it or penalize them for not doing it.

With regard to the explanation above, it may be concluded that either instrumental motivation or integrative motivation can give a

student a significant contribution. Therefore, in this study the researcher intended to investigate what type of major motivation that the English and Arabic major students have for learning their chosen foreign language.

Research Questions

1. What type of major motivation do the English major students at Institute Islamic University (UIN) Ar-Raniry have for learning English?
2. What type of major motivation do the Arabic major students at Institute Islamic University (UIN) Ar-Raniry have for learning Arabic?
3. What are the similarities and differences between the major motivation of English major students and that of Arabic major students?

Significance of the Study

The result of this study is expected to contribute to the teaching-learning of foreign languages in Indonesia by enriching knowledge about what are the major reasons that motivate students/teachers to teach-learn a major foreign language. In addition, this research is also expected to increase awareness amongst students, teachers and researchers who work on enhancing motivation to increase students' interest in learning English or Arabic or other foreign languages and to stimulate them to use their English or their Arabic in day-to-day communications.

LITERATURE REVIEW

We often hear about motivation and it is easy to pronounce, but what it is, is still difficult to define. Motivation is a term used in academic and research settings. Yet, it is still hard to find the best meaning for it. Rost (2006) calls motivation the neglected heart of language teaching. What he means is that with motivation students will have more control than otherwise over the results from their studies. If students have no motivation, there will be no life in their class. Motivation has also been defined as a learner's orientation or encouragement related to the purpose of learning a subject, especially a second language (Holt, 2001).

“Motivation to learn” is a phrase with three words, linking motivation and learning, each of which have different meanings but are closely connected to each other (Karaoglu, 2008). Motivation to learn is a psychological condition that encourages students to learn with enjoyment and sincerity. With strong motivation to learn, students will feel happy and enthusiastic in learning so that it can affect the quality of the learning process and the learning outcomes of the students themselves. Motivation to learn that develops in students is due to their ideals or the encouragement they get to obtain the expected results. According to Sikhwari (2014), female students have been found to be more motivated and to be higher achievers than boys. Without discussing the gender, students who are more motivated to learn will usually earn higher academic status. This means that the greater the motivation, the greater will be the intensity of the efforts made by the students to achieve the desired learning achievements.

According to Nashar (2004), motivation to learn is the force driving students in their learning activities or the desire for achievement or the best possible learning outcomes from their study efforts. Then, he concludes that motivation to learn is both an internal and an external impetus that causes a person/people to act to achieve their goals, which causes positive changes in a student’s study behavior to occur. Motivation has a strategic role in students’ learning activities. Nobody learns without motivation. No motivation means no learning activities. In order to get optimum motivation, the principles of motivation in learning are not only known, but should also be applied in teaching-learning activities (Ames, 1990). In other words, it can be concluded that motivation in learning is impulses from within and from without oneself to study hard/effectively in order to achieve study objectives. Therefore, every teacher should always see to it that activities undertaken to achieve teaching-learning goals are done as effectively and as efficiently as possible.

Based on the experts’ opinions above, it can be concluded that motivation is the force that drives behavioral success towards a specific goal in education. Moreover, motivation to learn is a psychological condition that encourages students to learn with fun and to learn in earnest, which in turn will stimulate systematic ways of learning, concentration and prioritising learning activities.

Sardiman (2012) mentions three functions of motivation: 1) to encourage people to do things: thus motivation in this case is the motor of any activity to be carried out; 2) determining the direction of action:

motivation can provide the direction that should be followed to fulfill the objectives; 3) selecting actions and deeds; motivation will determine what should be done and in what order to achieve the primary goals, ousting those that are not immediately useful for that purpose; 4) driving efforts and achievements: thus strong motivation in learning will result in good achievements. In other words, diligent efforts from strong motivation will produce the goods.

Gardner, in 1985, classified two types of motivation – viz: Integrative and instrumental. He claims that integratively motivated learners show interest in learning about the culture and people of the target language, whereas an instrumentally motivated learner has more pragmatic considerations in his mind regarding L2 learning, such as obtaining a job, or gaining more money. These two types of motivation can affect and control the procedures and outcomes of learning. Cook (2000) further believes that integrative and instrumental motivation suggested by Gardner and Lambert (1972) are useful and effective factors for second language learning.

Comparing these two types of motivation, Ellis (1994) believes that the best and the most perfect motivation is integrative motivation. Mahadi and Jafari (2012) believe that integrative motivation is more competent and better-organized. Thus, students who do not have instrumental or integrative motivation will, in fact, face problems and difficulties to learn and gain knowledge about a second language in the classroom and, in general, learning that foreign language will be difficult for them (Cook, 2000). Both integrative and instrumental motivations are mutually inclusive. Most situations in learning a second language involve a mixture of each type of motivation. In fact, it is difficult to definitely attribute success in learning a foreign language to either an integrative or an instrumental cause. Moreover, the importance of integrative and instrumental motivation depends on the situation and/or the context, whether after learning the language it will function more as a foreign language or as a second language (Gilakjani & Sabouri, 2012).

Besides, there are other types of motivation used in learning the target language, namely intrinsic and extrinsic. Gilakjani and Sabouri (2012) have tried to construct definitions of intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated learners are those whose actions are carried out to achieve some instrumental ends, such as earning a reward or

avoiding a punishment. This internal-external distinction is one that has played a significant part in many debates (Ryan & Deci, 2000).

To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, individuals, who are intrinsically motivated, do and practice those activities and works because they feel that the activities are enjoyable (Mahadi & Jafari, 2012). Extrinsic motivation, on the other hand, is motivation to do work or an activity as a means or a way to achieve a target. Those who are extrinsically motivated perform and do things because they think that their contribution will cause satisfying results like a reward or praise from a teacher/parent or conversly will avoid punishment from a teacher/parent (Pintrich & Schunk, 1996).

All the researchers agreed that teachers are one of the most important factors that can influence the motivation of learners. Good teachers can guide students to the best ways of learning a second language. Ramage (1990) has said that, teachers should try to make their learners engage in their learning and that they can strongly influence the motivation of learners to attain their desired goal(s). Teachers can motivate students by involving them in many different types of enjoyable strategies. It is very important for them to make the classroom atmosphere relaxed and friendly. Many students have the ability within themselves but they cannot perform well because they lack self-confidence. Teachers can motivate such learners by being positive in their attitude. A teacher is a guide, a mentor and/or a facilitator for her students. Teachers need to make the learning processes enjoyable and interesting for their students. They can use multimedia or new teaching aids in their classrooms or better still encourage their students to perform, to make presentations in their foreign English or foreign Arabic. As well their teachers should teach them about the culture of their chosen foreign language, this can make the students more motivated to know and to learn about the language.

Oxford and Shearin (1994) have discussed five points that can be part of the teacher's role in motivating her students including the reasons behind them learning their chosen L2, viz:

- (i) Teachers should know what are the specific reasons why their students are learning their chosen L2 and stimulate them to stay positive to attain their goal(s).
- (ii) Teachers should teach their students to face challenges in order to achieve their desired goal(s).

- (iii) Teachers can show their students about the benefits and the positive sides of learning their L2 which can make their learners more goal-oriented and more motivated to learn.
- (iv) Teachers can build a non-threatening environment for learning where their students can feel free to share everything in that context.
- (v) The most important factor is to stimulate their students' intrinsic motivation which deals best with the L2 learning processes. Teachers should try to motivate their students intrinsically. Students need to enjoy and to treasure their L2 learning processes.

There are some tools that are used in measuring the motivation of students to learn a language. According to Hanafiah, Othman and Jamaluddin (2010, p. 28), there are some measurements that can be made to find out the strength of motivation, viz:

- 1 Performance tests are tests that measure or get information about loyalty, sincerity, targeting, awareness, duration and frequency of activities.
- 2 Questionnaires are used to find out about levels of persistence and loyalty.
- 3 Free compositions are used to get information about future visions and aspirations.
- 4 Achievement tests are used to get information about the students' academic achievement levels.
- 5 Scales are used to understand information about the attitudes of students

RESEARCH METHODOLOGY

This study was a survey study that used qualitative research procedures in order to obtain the information concerned about the type of motivation used by English major students and Arabic major students in learning their target L2. Moreover, this study was conducted at UIN Ar-Raniry with the sample selected at random from amongst the first year undergraduate Arabic and English major students. The aim of this study was to determine what kind of motivation was predominantly used by both of these groups of students in choosing their foreign language (English and Arabic) classes and to compare the similarities and the differences found in the motivations of both groups. The population in this study was students from the first year in the English Department and in the Arabic Department. After the researcher got the number of English students (240) and the number of Arabic students

(140) she chose at random 30 students from the English Department and 30 students from the Arabic Department to be the representative sample. This was based on a statement of Roscoe (1975) cited in Halim and Ishak (2014) who said that for an appropriate sample from a large population that is broken into sub-samples 30 students could be taken for each group/sub-sample. The researcher chose the sample randomly from several classes of English and Arabic first year students. The researcher selected them as the research subject because they had just graduated from senior high school and had just recently made the choice of selecting English or Arabic as their major. In the writer's opinion, students who are learning English or Arabic in their first year have higher motivation than those who are learning in their second, third or fourth year. The gender of the samples is shown in the tables that follow:

Table 1. English Major Respondents by Gender

| Gender | Frequency | Percent (%) |
|---------------|------------------|--------------------|
| Female | 23 | 77 |
| Male | 7 | 23 |
| Total | 30 | 100 |

Source: Results from questionnaire

Table 2. Arabic Major Respondents by Gender

| Gender | Frequency | Percent (%) |
|---------------|------------------|--------------------|
| Female | 18 | 60 |
| Male | 12 | 40 |
| Total | 30 | 100 |

Source: The result of questionnaire

The instrument used to collect the data related to the research problems was a questionnaire **which** two main parts: one on integrative motivation and the other on instrumental motivation. Then, the results from both the questionnaires from the English and Arabic major students were compared to find out which of the motivations was used most by each of them in choosing their target language.

The questionnaire had 20 questions: which the respondents were asked to answer using 5 options on a Likert scale ranging from strongly agree to strongly disagree adapted from Gardner's Attitude/Motivation

Test Battery (AMTB) (Gardner, 1960). The AMTB was originally used to measure what appeared to be the main affective factors of motivation. The questions used were adapted from Wimolmas's questionnaire in his research (Wimolmas, 2012), entitled A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT). Based on his research, there were 20 questions to collect the data from students. The questionnaire had two main parts: Part I -Integrative motivation (items 1-10) and Part II - Instrumental motivation (items 11- 20).

The data obtained from the questionnaires was analyzed using the SPSS software. A five-point Likert scale was used to measure the level and type of motivation to learn of the subjects. The scale used in the questionnaire specified the level of agreement/disagreement based on the criteria in Table 3 below:

Table 3. Standard of 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 |

RESULTS AND DISCUSSIONS

The findings in this section present the results concerning the students' motivation for learning English or Arabic as their major. The table that follows presents the 10 statement items about instrumental motivation, their mean scores, and their corresponding level of motivation.

Table 4. Instrumental Motivation of English Major Students

| No | Instrumental Motivation | Mean | Rating of Motivational Level |
|-----------|--|-------------|-------------------------------------|
| 1 | I mainly focus on using English for class assignments and the exams. | 2.33 | Low |
| 2 | I simply quote the textbooks and do not really communicate myself when | 2.1 | Low |

| | | | |
|----|---|------|----------|
| | speaking or writing in class. | | |
| 3 | I am interested in reading only English textbooks for my university study but not 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 English language itself | 2.26 | Low |
| 5 | I am more interested in furthering my higher education than learning 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 knowledgeable and a 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 |
| | Overall Mean | 3.15 | Moderate |

Source: Results from the Questionnaire

Table 4 above shows that overall the students of the English department had moderate instrumental motivation with their mean score of 3.15.

Based on the result of the questionnaire related to instrumental motivation possessed by the students of Arabic, the researcher presents the mean scores of the questionnaire in Table 5 below.

Table 5. Instrumental Motivation of Students of Arabic

| No | Instrumental Motivation | Mean | Rating of Motivational Level |
|----|---|------|------------------------------|
| 1 | I mainly focus on using Arabic for class assignments and the exams. | 2.13 | Low |
| 2 | I simply quote the textbooks and do not | 1.83 | Low |

| | | | |
|----|---|------|----------|
| | really communicate myself when speaking or writing in class. | | |
| 3 | I am interested in reading only Arabic textbooks and the Qoran 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 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 a skillful 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 |
| | Overall Mean | 3.09 | Moderate |

Source: Results from Questionnaire

Based on the results from the questionnaire, the mean score overall was 3.09 for the students of Arabic which was in the moderate motivation level. The Similarities and Differences for instrumental motivation between the students of English and the students of Arabic:

In the two tables above, the overall mean instrumental motivation for the English majors was 3.15 and for the Arabic majorst was 3.09; both of which are nearly the same and in the moderate level of motivation.

Mean scores for the integrative motivation of the English majors are in Table 6 which follows:

Table 6. Integrative Motivation of Students of English

| No | Integrative Motivation | Mean | Rating of Motivational Level |
|----|---|------|------------------------------|
| 11 | Studying English enables me to understand English books, movies, pop music etc. | 4.5 | High |
| 12 | Studying English enables me to better understand and appreciate the way 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 interesting topics in English with people from other national backgrounds. | 4.23 | High |
| 15 | Studying English enables me to transfer my know-ledge 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 |

Source: Results from the Questionnaire

All of the mean scores in the integrative motivation questionnaire show that the students of English possess a high level of motivation for learning English. The overall mean score for the integrative motivation from the students of English was 4.19. This score is considered high for integrative motivation. In other words, these students are highly motivated to learn English because they want to be knowledgeable in English and want to use it to interact with other people who use this language.

For the students of Arabic, the mean scores for each statement related to integrative motivation are as shown in Table 7 that follows:

Table 7. Integrative Motivation of Students of Arabic

| No | Integrative Motivation | Mean | Rating of Motivational Level |
|-----------|--|-------------|-------------------------------------|
| 11 | Studying Arabic enables me to understand Arabic books, movies, pop music etc. | 4.46 | High |
| 12 | Studying Arabic enables me to better understand 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 interesting topics in Arabic with the people from other national backgrounds. | 4.46 | High |
| 15 | Studying Arabic enables me to transfer my know-ledge to others eg. 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 Arabic 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 | 4.1 | High |

| | | | |
|----|---|------|------|
| | minded, and sociable person like Arabic speaking people | | |
| 20 | I am determined to study Arabic as best as I can to achieve maximum proficiency | 4.8 | High |
| | Overall Mean | 4.29 | High |

Based on Table 7 above, it can be seen that the overall mean score for integrative motivation of the students of Arabic was 4.29 which is a high level of motivation.

The Similarities and Differences of English students' integrative motivation and Arabic students' motivation

The mean score of the English major students related to the integrative motivation statements was 4.19 while that of the Arabic majors was 4.29. Both of which are high levels of motivation. Based on these results, it can be concluded that the students of both majors at UIN Ar-Raniry predominantly had integrative motivation for learning their chosen major.

Overall in summary, the findings of this study show that integrative motivation is used more predominantly than instrumental motivation by students majoring either in English or Arabic at UIN Ar-Raniry in learning their target language. Thus, there was no difference in term of the main form of motivation used by the students with an English major and those with an Arabic major at UIN Ar-Raniry, Banda Aceh since both of them predominantly used integrative motivation.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study was done to answer the research questions concerning the main type of motivation used by students majoring in English and by students majoring in Arabic in learning their L2 and the similarities or differences between the students of the two languages. The study findings show:

| (1) ENGLISH | Instrumental | Integrative |
|---------------|---------------|-------------|
| Minimum score | 2.00 = low | 3.83 = high |
| Maximum score | 4.50 = high | 4.5 = high |
| Mean Score | 3.15 = medium | 4.19 = high |

Thus, the English major students overall were highly motivated and favored integrative motivation.

| (2) ARABIC | Instrumental | Integrative |
|---------------|---------------|-------------|
| Minimum score | 1.83 = low | 3.86 = high |
| Maximum score | 4.70 = high | 4.8 = high |
| Mean Score | 3.09 = medium | 4.29 = high |

Similarly, the Arabic major students overall were highly motivated and favored integrative motivation. Thirdly, based on the above, it can be seen that there was no significant difference between the main sources of motivation for the English major students compared to the Arabic major students; both used integrative motivation more than instrumental motivation when learning their L2. These results are important for lecturers of UIN Ar-Raniry, whether English or Arabic lecturers, to support the students in learning their chosen L2, target language. By knowing this fact, the lecturers can prepare appropriate materials and strategies to increase the motivation and interest of the students so that they become even more eager in excell at learning their L2, target language

Suggestions

Following this study the writer has some recommendations for further studies as follows:

1. This study only studied students' motivation in integrative and instrumental motivation. For further research, the writer suggests analyzing not only integrative and instrumental motivation but also intrinsic and extrinsic motivation.
2. Further studies could look at motivations for learning languages other than English and Arabic.

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