**THE ANALYSIS OF STUDENTS’ MOTIVATION IN EFL LEARNING ON DOUBLE-DEGREE PROGRAM OF FOREIGN LANGUAGE ACADEMY**

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**ABSTRACT**

The aim of this research was to analyze and to find out (i) the types of students’ motivation in learning English as an EFL on Double-Degree program of Foreign Language Academy (ABA-YW UMI Makassar, South Sulawesi) where the Double-Degree program is applied, (ii) how the motivation emerged in the classroom during the teaching and learning processes, and (iii) the students’ perceptions of Double-Degree program and the impact to their achievements. The students of Moslem University of Indonesia have time and opportunity to study on Double-Degree program through the foreign Language academy (ABA YW-UMI Makassar) since 2009.

The researcher used the descriptive qualitative method. The data were collected from four respondents of the Academy. The instrument of the research is the researcher himself. The researcher did the classroom observation, observation sheets, list of questions, recorded video and interview photo. The researcher carried out the observation and semi structured-interview in collecting the data. And then the researcher followed the steps in data analyzing they are: reading memoing, describing and classifying.

The results of the research showed that (i) most of the respondents had the integrative motivation in learning a foreign language (English), (ii) the students’ motivation emerged in the classroom during the teaching and learning processes when they met and exchange ideas in the classroom from the different majors or faculties, and (iii) their perceptions on the Double-Degree program and its applications, and the impact to their achievements were high/positives and they believed that by having the two degrees or skills, they will be easy to apply and to finding jobs, status, and career. The theory related to the research is the socio-educational theory and motivational views theory, they are: self-determination theory, goals theory and attribution theory. Learners’ motivation to these theories in order to receive externally administered rewards: praise, gold starts, grade, certificate, diplomas, scholarship, financial independence, and ultimate happiness

**Key words** : *Analysis of LLM, Motivation in learning EFL, Integrative and Instrumental Motivations in EFL*

**Introduction**

English is the first foreign language studied and spoken internationally that has an important role in human life and has become the tool of communication in human activities. Bernard and Cayne in Burhanuddin, (1996 : 02) said that English is widely used in International relation, political, commercials and scientific research. Today the world scientific and technical publications, textbooks, journals, as well as qualified newspapers are written and printed in English.

English as an EFL is usually learned in environments where the language of the community is not English. EFL Countries where English used an EFLdo not use English as a medium of instruction but English is taught at schools. Renandya (2000) in Charles Barber said that the movement towards English as a foreign language began at the independence, and English is now the main foreign learned.

In Indonesia, English is the first foreign language studied and taught at schools, academy, courses, and universities. Harmer (1991) said that English is the language that motivates people and students to study and to know and will bring them to know more the human cultures and to have the better status and better job.

People study the language due to their motivations, either integrative motivation or instrumental motivation. Unfortunately, they only learn the language but they forgot the word “motivation”, Motivation brings them into this language study. Motivation is an individual power that makes an individu to act or to move to achieve the goal. (Uno; 2013:03). Motivation can be defined as a desire to learn a plus of willingness to expand effort in doing, so, effect in mastery any subjects like languages (Mckey S. L & Hamberger N. H; 1996:29). Motivation is one of the most important factors in our success in English. Motivation means having a real purpose in learning English, or really a wanting to learn English for a reason.

Harmer (1991 : 03) argued that there are two kinds of motivation why people study the language, intrinsic and extrinsic motivations. Intrinsic motivation takes place inside the classroom. And extrinsic motivation which is concerned with factors outside the classroom (Harmer, 1991 : 03).

The EFL teachers/lectures should inform their students the actual reason to study the language (English) because they want to know the culture of the target language community (TLC) and to have better achievement or career. The concept of motivation should be widely informed to language learners, especially at the first day of the English class. Why is at the first day?,because teachers or lecturers always ask questions to EFL learners like these; why do people study English?, or why do you study English? And spontaneously the EFL learners answer it by saying; because English is international language, or because they want to go abroad or to get the good job, but none of them says like other said in the year of 1900s because the wanted to know more of William Shakespeare. After listening the EFL learners answers, the EFL teachers/lectures usually give the EFL learners feedback by giving the other questions as follows are: Do you ever use English internationally?, Do all people who speak English ever go abroad? or Do all people who speak English get the good job? From this dichotomy, the researcher is interested in analysing the students motivations to study English as EFL on Double-Degree program of Foreign Language Academy (ABA YW-UMI Makassar).

Currently, many English learners go to study English at the English short or long courses, like a two week course of London Village (LV Makassar), English upgrading of Letters faculty of Moslem University of Indonesia (UMI) Makassar, or they go to English community at Kediri in east Java. These EFL learners need English in onder to have basic English conversation before going sailing, or before getting the better job. All of these have close relationship with instrumental motivation. Harmer (1991) said that by mastering the target language community (TLC) it will be an instrumental in getting them the better job, better position or better status.

On the other hand, learners of English find some different ways in order to achieve the goals, the goals are; by having the good English communication of TLC., either they take short courses or take University Degree. The Foreign Language Academy (ABA YW-UMI Makassar) is one of the Academies where they go to study English, and the oldest Foreign Language Academy in town (Makassar) that was founded in 1970. It was said that in 1970s until 1980s 80% of English Tour Guides graduated from this Academy. And there is only 30% of the Tour Guides left today graduated from this academy, due to other graduates from IKIP now is UNM of German Department, and Hasanuddin University of French Department. At the end of 1980s UMI had opened a new faculty namely Letters Faculty where many of them changed their mind to study at this faculty, not to academy. The number of students were getting less and less since the year of 2000s.

The number of motivated students were getting more and more after opening the new program namely Double-Degree program at Foreign Language Academy of Moslem University of Indonesia (UMI-Wakaf Foundation) in 2009. The latest registerred students is about 700 and the active ones is about 400 or is about 57,14 % and there are about 72 students or is about18 % students had accomplished their study till 2014. (Borang Akreditasi diploma III/ABA YW-UMI 2013) This Academy only has one study program, that is English study program.

The Education Double-Degree is applied at this Academy, the education Double-Degree depending on subject area, and allows students to earn two under graduate degrees at the same University or different University. The addition is the second degree adds two extra-terms to their schedules.

Double-degree program makes it possible to earn two bachelors’ degrees from two undergraduate Schools, Academy, College, or University simultaneously. For example; if we are concentrating in Economic Management, we might also want a degree in a Language, or Art and Sciences.

Double-Degree Brochures on line (2014/2015) wrote that, Double-Degree is not just about career goals, but also for works of highly motivated students who want to pursue a serious interest in a second field. Say we have good mastery in Management Economics, and we had another degree from language (English), achieving the goal is hardly ever avoided, even, we will have a Double-Earn of salary as weel.

Since 2009, students of Moslem University of Indonesia (UMI) makassar, have had the possibilities to study at Double-Degree program. The may study at Economic faculty, Pharmacy, Public Health, Enginering, Industrial Technology, Religion or in Law faculty while spending the rest of their time on Saturdays and Sundays to study at a Foreign Language Academy (ABA YW-UMI Makassar). Study focused is English language. In three recent years, they came in numbers to study at this Academy that was founded in 1970, Rector of UMI always says that students of ABA (Akademi Bahasa Asing) of Wakaf UMI foundation,are the first pillar or have become the first suppoter in going and supporting the World Class University in 2018.

Undergraduate Double-Degree programs are more common in some countries than others, and generally found in countries whose higher-education systems follow the British model. Master Double-Degree are more widespread. Also interest in Double-Degree programs between member nations has spread in European Union, as the gaining of qualifications from more than one countries is seen as advantage in the European labor market. Commonly the Double-Degree program in Europe reduce the amount time required to be spent at each. Like Double-Degrees Engineering and Business program such as Business and Computing. They often take 4-5 years to complete, instead of 7-8 years to complete separate years. Their graduate Double-Degree are M.B.A combined with M.A. and others.It is said that Double-Degree programs also enable students to complete the two degrees in a shorter period than it would take to complete both degrees separately.

At ABA YW-UMI Makassar Double-Degree, the degree they will get after accomplishing their studies is A.M.D (ahli madya bahasa Inggris), so they can combine between S.E., S.T., S.H., S.K.M., S.P.D.I., S.Kom. with A.Md. by having two degrees, this will facilitate them to have the better opportunities to pursue their future career.

**Research Methodology**

Descriptive qualitative research design has been applied to find out the research questions of this research. This research is collection analysis and interpretation of comprehensive narrative and visual (nonnumeric) data in order to gain insight into a phenomenon of interest. Due to the data that are collected should contribute to the understanding of the phenomenon studied, (Gay, Mills. E.G and Airasian P 2006;413). This research would find out the non-numeric data and to describe it. The researcher would describe about: (1) what types of students’ motivations in learning English as EFL on Double-Degree program at foreign language academy ( ABA YW- UMI Makassar), (2) how the motivation emerge in the classroom during the teaching and learning processes, (3) what students’ perceptions of Double-Degree program at foreign language academy and the impact on their achievement.

The researcher applies the purposive sampling technique in getting the data, the sample the data source with special consideration. The considerations are; these people are considered to know more about what we hope from this research, and it will be easier by the researcher to get the data (Sugiyono; 2001:301). Based on the purposive sampling technique, so the researcher’s subjects are 4 (four) students from seven different majors like; Law, Economy, Public Health, Pharmacy, Religion, Engineering, and computer Science, and alumni. But in this research subject the researcher will have 4 (four) students from 3 (three) main majors students study, they are: Law Faculty, Economic Faculty, Public Health Faculty, Religion Faculty, and one alumni. The subjects are 3 males and 1 female.

The research location is at Foreign Language Academy (Akademi Bahasa Asing/ABA YW-UMI). This Academy is located on Jalan Urip Sumoharjo km. 05 telephone (0411) 5040407 (the second campus of Moslem University of Indonesia). The teaching and learning processes take place on the fourth floor of Letters Faculty building on Saturdays and Sundays from 8:00 a .m – 15:00 p.m.

This research applies descriptive qualitative design, though, the instruments of the research are; (1) the researcher is the main instrument of the research and applies the semi-structured interview, (2) taking the research notes by using the observation sheets, and (3) a recorder and a camera to record and to take picture during the interview.

The procedures of the researcher in collecting data, the research uses classroom observation, he attends the classroom. He participates in the situation observed. He observes the students teaching and learning process of the Double-Degree classroom program to write the information of the observation.

The researcher applies semi-structured interview, the interview is conducted after the teaching and learning activities. The researcher asks about what types of motivation the students have in learning English as EFL on Double-Degree program of Foreign Language Academy (ABA YW-UMI Makassar), how the motivation emerges in the classroom during the teaching and learning processes on Double-Degree program, and their perceptions of Double-Degree program on Double-Degree program and the impact on their achievement.

Qualitative data analysis is a way by the researcher to summarize the collected data in dependable and in accurate manner. As Miles and Huberman (1984) the most serious and central difficulty in the use of qualitative data is that methods of data analysis are not well-formulated. (Nasution,1988) when starting an on going process, in fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigate process rather than after process.

The researcher applies semi-structured interview, but Gay. L.R, G.E Mills, and P. Airasian (2006:469) on the way to proceed with the analysis iterative or repeating steps; reading/memoing, describing what is going on in the setting, and classifying research data. The process focuses on (1**) reading/memoing**, the researcher will read and write memos about field notes and transcription; (2) **describing** it, involves developing through and comprehensive description of the participants’ setting, and the phenomenon studied in order to convey the complicity of the research. The descriptions are based on data collected by interviewing and field notes ; (3) **classifying** the data and will break down into smaller units and putting the pertinent units together in a more general analytic form. At least the data will classify or coding and categorizing into pieces of data and grouping them into themes. Then, the researcher presents and interprets descriptively.

**Research Findings and Discussions**

1. **Students’ Motivation Types (*because and function motives*)**

Based on the observation and the interview that there is only one students has instrumental motivation and the others are integrative motivation. All of the researches in motivation have agreed that there were two types of motivation, integrative and instrumental motivations or in other words ‘because and function motives” Integrative motivation was characterized by a desire to learn more about the (second) language group, to meet more, and different people (emphasis original) and affiliate with and be accepted by the L2 group. On the other hand, instrumental motivation reflected a more utilitarian value, place on language study (such as anticipated usefulness in one’s career).

The researcher discussed from the four respondents, the respondent 1 only had the instrumental motivation. She learned the language (English) due to have the good career in future, the instrumental motivation describes that a situation which students believe that mastery of the target language will be instrumental in getting them a better job, better position, and better status. The language is an instrument in their attainment of such a goal (Harmer :1991).

Instrumental motivation to the purpose of language acquisition is more utilitarian, such as meeting the requirements school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status.

While the other three respondents learned the second language [English] because they wanted to study at the target language community, they wanted to know the culture in the English speaking people and to get knowledge in the English speaking people, and they would apply what they get there in their own country.

It is also theorized that integrative motivation typically underlies successful acquisition of a wide range of registers of a native pronunciation (Finegan : 1999) in Ely Christopher. Benson (1991) in Ely C. also suggests a more appropriate approach to the concept of integrative motivation in the EFL context would be in the idea that it represents the desire of the individual to become bilingual, while at the same time will be coming bicultural.

But Gardner and Lambert (1972) in social psychology of language, the integrative motive factor obtained in this study was defined by group and language related to attitudes and motivation which course by independent course. Gardner motivation theory has particularly well-developed area of integrative construct motive.

Also the correlative theory that can be followed and used is cognitive revolution that took place in psychological research onward. The theory on motivation that is currently relevant to the students’ motivation in LLM includes *the self- determination theory, the goals theory, and the attribution theory.*

The self-determination theory is the theory that is relevant to the types of motivation. This theory is one of the most influential theories in motivational psychology. (Dornyei : 2003). According to the theory, developed by Deci and his associates, *self-determining means to experience a sense of choice in initiating and regulating one’s own action, this is refers to as autonomy.* The theory distinguishes between two kinds of motivations: *intrinsic* and *extrinsic.* The first refers to an individual motivation to perform a particular activity because of *internal* rewards such as joy, pleasure and satisfaction on curiosity. Whereas the *extrinsic* motivation the individual expects an *extrinsic* reward such as good grades or praise from others. The self-determination offers a very interesting look at motivation by setting a different agenda for language teachers, rather than focusing on how people (teachers in the classroom) can motivate others, the focus should be on ‘how people can create the conditions within which others can motivate themselves. The most developmentally advanced form of extrinsic motivation is integrated regulation, which involves chosen behavior that is fault assimilated with the individual’s other values, needs and identity (e.g. people deciding to learn a language which is necessary for them to be able to pursue their hobbies or interest. Also *reinforcement* theory is a powerful concept for the classroom.

There is an interesting discovery that has been discovered in this research is about the genders. The masculine gender like the integrative one, while the feminine genders like the instrumental one.

Table 0.1 Students’ motivation types by genders

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| **Students’ motivation types by genders** | |
| Masculine gender | Feminine gender |
| Integrative motivation | Instrumental motivation |

1. **How Motivation Emerged**

Some researchers have paid selective attention to different stages of the motivation process, with many focusing on the initial motivational of choosing and engaging in action. Persons make certain choices to engage in action, to expend effort and persist in action. The action I meant is the action that takes place in the classroom. The students’ motivation in learning the second language [English] on the double-degree program at Foreign Language Academy (ABA YW-UMI Makassar), from the research findings that the students’ motivation had emerged in the classroom during the second language (English) learning, the discussions from the findings are that all respondents/students’ motivation emerged when students take part or attend the classroom from the different faculties or majors. They became more motivated when they have the time to exchange ideas not only Languages, but also Economy, Computer, Public Health, Religion, Law, Engineering, Industrial Technology, and Pharmacy. As a matter of fact, they were motivated in the classroom due to their different majors/faculties. Goals theory are fundamental to the study of motivation but the definition of goals not spared any complexity, originally, the concept of goal has replaced that of need which was introduced by Maslow’s hierarchy of needs (Dornyey, 2001). Goals theories focus on the reasons or purposes that students perceive for achieving. There are four mechanisms by which goals affect individuals’ performance:

1. Goals serve a directive function as they direct attention and effort toward goal-relevant activities and away from irrelevant activities
2. Goals have an energizing function and they help individuals regulate their effort to the difficulty of the task.
3. Goals positively affect persistence.
4. Goals affect action indirectly by leading to the arousal, discovery, and/or use of task relevant knowledge and strategies.

There are two goal theories that had been particularly influential in the study of motivation: the *goal setting theory* and the *goal orientation theory.* The goal setting theory was mainly developed by Locke and Lutham (1990) within industrial organizational psychology with frequent references to workplace setting. The goal setting theory is built on three fundamental pillars. According to this theory, people must have goals in order to act since human action is caused by purpose and for action to take place, goals have to be set and pursued. The theory suggests that goals have two aspects: internal and external. All aspects of the work proved successfully in increasing language learners.

Dornyei Goals orientation theory in motivating in second and foreign language learning was specifically developed to explain students’ learning and performance in school setting. Currently it is probably the most active area of research on student motivation in classroom (Pintrich & Schunk, 1996) summarizes the theory highlights two constructing achievement goal constructs, or orientation, that students can adopt towards their academic work: they can follow a mastery orientation and pursue mastery goals with the focus on learning demonstrating ability, getting good grades, or outdoing other students. Thus, the mastery goal is the belief that effort will lead the success and the emphasis is on one’s own improvement and growth.

Look at the figure of how motivation emerged in the classroom. It stats from the different faculties / majors, they go to the double-degree and exchange ideas, and then came down to the motivation emerged.

Meeting New Friends/ Double-Degree

Exchanging Ideas/Classroom Activities

Figure 0.1 The cycle of how the motivation emerged

1. **Students’ Perceptions and Impact on Their Achievements**

In Indonesian dictionary (KBBI), the fourth edition (2008) perception is someone’s direct responses from one thing through his/her five senses, or someone’s process to know something from his/her five senses. Students’ perceptions are thought, beliefs and feelings about persons, situations and event. According to Schunk & Merce (1972) in Volet S. & Jarvelli S. (2001), many types of students’ perceptions operate in classroom, including self-perceptions, social perception and perception of tasks and environments. Self-perceptions for example, involve perceptions of one’s own abilities, self-concepts, goals, goals, competence, effort, interest, attitudes, values, and emotion. Social perceptions refer to peers’ abilities, self-concepts, goals, and so forth, as well as to perceptions of the various qualities of teachers and of the social processes of learning. The students’ perceptions of the researcher tried to investigate ere not only the double-degree program and the impact to their achievements, but also all the teaching and learning supporting or materials on double-degree program such as: days of studying, time, facilities, building used, their classmates, subjects taught, and the lectures. The researcher found that all of their perceptions were positive or high, they liked the days of studying (Saturday and Sunday), the time (8:00-15:00), facilities like AC, chairs, LCD, fan were good, the building used at the fourth floor was only the claim. The subjects taught they like very much like tourism, collocation, interpretation, business writing, speaking and others, in the classroom they like one in another because they came from different faculties or majors. The Double-Degree has the strong point because they will have two majors/skills or certificates, double-degree is one of the most popular university programs today in many world class universities in Europe, America, and Australia or in Asia like Singapore and Japan. The students’ perceptions are categorized as high (positive).

The impact to their achievements is one of the strong and positive points as well, because what they have got on double-degree program like the double- achievements, like: Computer + English, Economy + English, Law + English, Public Health + English, Islamic Religion + English, Industrial Technology + English, Pharmacy + English, and technical + English, that is automatically they will get the double-achievements, double-pay, double-skills, and these will become the easy ways for them to study at the target language community, to know the culture of TLC, and to have better job, better career, status, and better position

The attribution theory of students’ motivation is largely influential in the 1980s (Dornyey, 2003), the uniqueness of the theory stems from its ability to link individuals’ achievements to past experiences through the establishment of causal attributions as the mediating link. The theory does not look at the experiences that people undergo but at how they are perceived by people themselves. In a broad brush, the theory hypothesizes that the reasons to which individuals attribute their past successes or failures shape to a great extent their motivational disposition (Dornyey, 2001). In a school context, learners tend to ascribe their failure or success (locus of causality) to a number of reasons: ability and effort, luck, task difficulty, mood, family background, and help or hindrance from others. In a classroom environment, the importance of the kind of attribution is of special significance, if for example, learners attribute their failure to a lack of ability (internal cause over which they have no control), then their motivation to learning the language is likely to decrease or even vanish completely. If, on the other hand, they believe that their failure is the result of their laziness or lack of effort (internal cause over which they have controlled), then they have good chances to increase their motivation if they double their effort.

Brown D. (1994), all of the mentioned theories is related to reinforcement theory that has a powerful concept for the classroom. Learners motivations to self-determination theory, goals theory, and attribution theory in order to receive externally administered reward: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately happiness. The main principle of attribution theory is that the causal attributions one makes of past successes and failure impact on their achievements in any opportunities are superior, easy, good, and pragmatic. Superior means coming from different faculties, easy is career application, continuing their studies are good in two disciplines, and pragmatic is going to the application of language use.

Debating (*superior*)

**Impact on Their Achievements**

Translator/InterpreterJob vacancy (*easy*)

(*pragmatic*)

Continuing their studies

(*good opportunity*)

Figure 0.1

Impact to their achievements in any opportunity

**Conclusions**

From the findings, this study has revealed conclusions as follows.

First, students of double-degree program are motivated to learn the second language (English) because they want to learn the target language community, to know the culture of the of the target language community and they would apply in their own country what they will get from the target community, so, the integrative motivation is the motivation of double-degree students of Foreign Language Academy (ABA-YW UMI Makassar). The instrumental motivation is coming from the different genders; most women study the language (English), because they want to have the good career, status and position. The two types of motivation, integrative and instrumental where the researcher calls them as ‘*because motive* and *in order to motive*.

The theories of motivation that is relevant to the types of motivation is Gardner and Lambert (1972) social psychology of language that integrative motive factor obtained was defined by group and language related attitudes and motivation which course from independent course. But the self-determination theory is also relevant to this type by seeing the LLM as a part of cognitive revolution that took place in psychological research onwardto experience a sense of choice in initiating and regulating one’s own action.

Second, the students’ motivation have emerged in the classroom in the teaching and learning processes when they took part in the classroom of the different Faculties or majors, they became more motivated when they tried to exchange ideas in the classroom, like exchanging ideas in English between the Economic Faculty and Law Faculty, between Public Health and Religion Faculty and others. The relevant theory of motivation to this research is the goals theory. This theory focuses on reasons or purposes that students perceive for achieving. Research based on the goals setting this theory reveals that there are particular relations in whom teachers negotiate and discuss with students in all aspects of the work proved successful in increasing language learners’ motivation at school or university.

Third, the positive (high) perceptions were the perceptions of the students of the double-degree program at Foreign Language Academy (ABA YW- UMI Makassar), their perceptions on the days of studying, the time, the lectures, the subjects, the classmates, the facility, the building used and the impact to their achievements. The attribution theory is largely influential in the 1980s. the uniqueness of this theory stems from its ability to link individuals achievement to pass experiences through the establishment of causal attribution. The theory is how people perceive by themselves. They seemed to be having high perception and positive achievements

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