

## Pesantren Students' Ideal Selves and Motivation to Learn English as A Foreign Language

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### Abstract

Anecdotal evidence suggests that some students from pesantren (Islamic boarding school) show negative view on English. They seem to study English because it is an obligation and to meet the passing grade. This paper aims to find out how motivated students are to learn English, and to reveal whether their ideal selves affect their motivation in learning English. Using a theoretical framework proposed by (Dörnyei and Ushioda, 2009), and by adopting a questionnaire from previous research by (Farid & Lamb, 2020), this study seeks to find how pesantren school students' motivation to learn English is connected to their ideal selves. Data from the questionnaire that was administered to 103 participants were analyzed using Spearman Correlation in SPSS. The results show that there is a good correlation between motivation and ideal selves. This finding is also supported by students' responses to open-ended questions that were designed to reveal participants' plans after graduating. This research also revealed that pesantren students' motivation is quite low, and their ideal selves affect their motivation in learning English.

**Keywords:** *Pesantren Students, Ideal Selves, Motivation*

## **A. Introduction**

Motivation is probably one of the most important factors influencing L2 learning outcomes (Renandya, 2020a). (Dörnyei, 2005) states that most L2 learners gain knowledge of the working language when they are sufficiently motivated. That means that the success or failure of second language learners depends on their continued “passion, determination, and perseverance” (p. 5) through a long period of language learning process. Ultimately, motivation is an individual’s responsibility to the willingness to learn L2. Lifrieri (2005), as cited in Altamimi et al. (2009), points out that “[w]hen asked about factors that influence an individual's level of success in an activity - llanguage learning for example - most people would mention motivation among them". This indicates that motivation is not the only factor contributing to language achievement, but an important factor in language learning. Likewise, Dörnyei (1994) argues that motivation is “one of the determinants of success in a second or foreign language” (p. 273). From the perspective of Dörnyei (2001), it is clear that motivation is an important factor in language learning and influences student performance in learning a second or foreign language.

In Indonesia, the level of student learning motivation is quite low. Students who have achievements can also experience demotivation when they found the learning subjects are difficult. One of the subject that are considered difficult is English which requires them to understand this foreign language. Sometimes, students who are good at other subjects will find it difficult when learning English. With the low level of motivation of outstanding student, it makes students who are in the group of students who are underachieving have insecurity by thinking that those who are smart feel demotivated and so they are. This makes it difficult to motivate students.

In the context of students in Islamic institution or pesantren, motivation in learning English seems rather complicated. Pesantren education is a system for academic and personal growth that has been referred to as education to teach practical skills and provide social support. (Nurhayati, 2019 cited by Assa’idi) Here students will learn how to recite and memorizing the Qur'an, study various Kitab, and various Islamic knowledge in religion. From this, it made two different emphasizes in the learning process: religious knowledge and general knowledge. Farid and Lambs (2020) stated that theoretically, some students who aspire to study more about religious subjects may assume that they do not like to learn English because when they want to study further about Islamic knowledge, which would require more Arabic language knowledge than English. Based on anecdotal evidence that I found when I prayed on the mosque in a pesantren in my hometown, some students from pesantren (Islamic boarding school) view that English is not important since they assume that they will no need English. They added that if it were not for the obligation, and completing the passing grades, they would have chosen not to study English because they considered it too difficult.

Based on this rationale, I am going to investigate the pesantren students’ motivation in learning English as a foreign language. In this study, the objectives to be achieved is to find out how motivated students are to learn English, and to reveal whether their ideal selves have correlation with their motivation in learning English.

## **B. Literature Review**

### **1. Review of Literature Study**

#### **1.1 The Importance of Motivation in Learning EFL**

Motivation is an important part in learning EFL outcomes. (Dörnyei, 2005) argued that the acquisition of motivation is more successful in language learning. (Dörnyei, 2005) further states that motivation provides the main impetus for initiating L2 learning and then becomes the “driving force to “maintain a long and often tedious learning process. Motivation relates to the question of why people choose to do or not do something, how much effort they will put into doing the activity, and how long they will participate in the activity (Dörnyei, 2001). Students who are motivated can better utilize their cognitive resources to learn more effectively and efficiently. Students will be actively proceeding the lesson in a way that allows them to develop deeper and more powerful types of learning (Renandya, 2020b). They will not only be sitting passively waiting for the teacher deliver the knowledge, but also try to follow learning process by joining a discussion or more. In places where the target language is often considered unimportant for students' daily communication needs, it is often difficult to convince students that they need to learn English. Students argue that learning English is hard and not interesting. From this viewpoint, motivation has an important part in the continuity in learning English as a foreign language.

There are some factors that affect students' motivation. (Dörnyei, 2005) states that:

“L2 Self-Motivation System, which is the formation of a broad L2 motivation, consisting of three dimensions:

*Ideal L2 self*, referring to the L2-specific facet of one's ideal self: if we want to be an L2 speaker, the ideal L2 self is the one that is strong in motivating to learn L2, to reduce the differences that exist in the individual self.

1. *Ought-to L2 self*, refers to the equipment one believes one must possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes.

2. *L2 Learning Experiences*, which concerns specific situation related to environmental and immediate learning experience.”

Dörnyei's Ideal L2 self concept is related to students' future dream, the factor that affect L2 learner motivation in learning English. Ideal selves come from self-representation in the past and they include self-representations in future. They are different and can be separated from the current or now self, but closely related to them. A possible future self, for example, is not just any imagined role or state of being. A future self, for example having big image for their future. Instead they represent

individually specific and significant hopes, fears, and fantasies. (Markus & Nurius, 1986) Ideal selves have a crucial role in learning English. What they want in the future will affect their behavior, whether they want to learn English or not. Some students aspire that learning English will not have any effect on their dreams. While other students aspire that learning English have big impact on their future.

Based on Tajfel's theory of social identity (1974) cited by (Lamb, 2011) proposes a theory that an individual's motivation to learn a particular L2 will be influenced by, for example, their own ethnic identity, how strongly they identify with L2 community, and the perceived ethnolinguistic vitality of the L2 speaker group. (Renandya, 2020b) stated that "those who have years of teaching experience will confidently say that student motivation is at the center of any kind of learning and plays a very important role in language learning". Teachers know who are motivated and who are not so motivated, and associate the former to greater success in language learning. (Hadfield, 2013) They believe that motivated students achieve more success because they tend to work harder, and are more enthusiastic and goal-oriented. Students who motivated will try to actively join a group discussion in a classroom and proceed the learning well. They will not give up easily and put much effort to gather their goals. Students will consider that learning English is enjoyable and fun. Otherwise, students who unmotivated will give up easily and didn't put much efforts. (Renandya, 2020a) He also states that students find that learning English are difficult and boring.

## **1.2 Ideal Selves**

Ideal selves can be interpreted as self-representations in future. (Markus & Nurius, 1986) The ideal or expected self may include the 'successful self, and the creative self, while the feared self may be self, depressed self, and incompetent self. (Dörnyei & Ushioda, 2009) (Markus & Nurius, 1986) stated that an individual is free to create possibilities self, but the collection of possible self comes from categories made prominent by certain sociocultural individuals and historical context and from the model, images, and symbols provided by the media (Markus & Nurius, 1986) by individual's direct social experience. (Dörnyei & Ushioda, 2009) propose that most of the motivation to learn L2 comes from one's view of possibility of themselves in the future, especially where there is a difference between current state and 'Ideal L2 Self'. (Dörnyei, 2005) argues that the power of imagination is important in initiating and sustaining self-directed (autonomous) learning. Otherwise, 'Ought-to L2 Self' represents a future identity that one feels one should have, but because of that reflects the motives of others rather than their own, is less likely to promote autonomy learning and can instead encourage focus to avoid failure.

### **1.3 Pesantren Students**

The word *pesantren* comes from the word *santri*, which with the prefix 'pe' in front and the suffix 'an' means the residence of the students. While the word *santri* which comes from *shas-tri* means religious teacher, person who is an expert in understanding the holy book, expert in religious knowledge. (Arifin, 2012) In Indonesia there are 2 types of pesantren, they are pesantren salaf or traditional and pesantren khalaf or modern. In pesantren khalaf or modern there are two types of education, Islamic education which is informal and formal education just like any other regular school. In a few pesantren schools, general education may be co-educational following example of government school. (Lukens-Bull, 2010) During school hours, students learn regular subject that normally students learn. Students usually learn about science subject, social subject, language subject, and Islamic subject. There are some Islamic subjects that usually taught such as, Fikih, Aqidah Akhlak, Sejarah Kebudayaan Islam, Al-Qur'an Hadith, and so on. Meanwhile, in language subject usually students learn Indonesian, Arabic, and English.

## **2. Previous Study**

There are some studies that related with this research. The first study is written by (Lamb, 2011) found that Indonesian adolescents have possibility indicated the presence of self-composition in their English learning motivation and related to long-term independent language learning. On his research, he describes the way individual language learners talk about their futures at different points in time, and relate that to their apparent investment in English over the period using approach such as Ideal L2 self. (Lamb, 2011) found that after his research before in 2009 students have more motivation because of Lamb's arrival to Indonesia as a foreigner. He also added that adolescent students increase their willingness because they find their goals. Meanwhile, for those who turned down such a rare opportunity might be even stronger evidence of deficiency of such an identity. Although one of them is still not brave enough to try sitting in front of the class, at least he feels that his vocabulary knowledge and grammar was increase.

The second study is written by (Farid & Lamb, 2020) find that some students from Islamic boarding schools in Indonesia have negative thoughts toward English. Based on their anecdotal evidence, at the Indonesian Salafi Islamic Boarding Schools, for example, curriculum dedicated to religious subjects at the expense of secular subjects such as mathematics and science, but students are still expected to study English twice a week. They find that students come late to an English lesson without feel guilty. They assumed that that these actions may have arisen at least in part from their commitment to their religion.

The differences from the two previous study above are the first study from (Lamb, 2011) he pointed out that Indonesian adolescents have possibility in increasing motivation. It depends on how the teacher deliver the subject to students. On the second study by (Farid & Lamb, 2020) showed that some of Islamic Boarding School students feels more have commitment in religious knowledge. As we can see from one of them was coming late in an English lesson without any feels of regret.

### **C. Research Method**

In this study, I adopted a quantitative approach. This method was chosen to get accurate results and can measure the correlation between two or more variables. Quantitative research involves collecting data so that information can be measured and subjected to statistical analysis to support or disprove “alternative knowledge claims” (Creswell, 2003). The type of quantitative research used is a type of survey quantitative research, involving a group of participants from one pesantren and different grade. The survey conducted by administering a questionnaire to the participants.

#### **1. Participants / Population and Sample**

The participants are senior high school students aged 15-18 year-old which from 1<sup>st</sup> and 2<sup>nd</sup> grade in Pesantren X that has requirements who lived in pesantren school both male and female in religion major. These participants chosen because they have possibility in deciding where or what they want to be.

The questionnaire was administered to 100 students aged 15-18 years old from a pesantren school. Technique used for sampling is purposive sampling which requires several criteria so that the research objectives are achieved. The basis of the selection of the research site is school with major of religion that have possibility with the goals of the study.

#### **2. Instruments**

In this research, I employed a survey questionnaire to investigate learning English motivation among Islamic institution students. The questionnaire used were adapted from previous study by (Lamb, 2012), (Islam et al., 2013) and (Farid & Lamb, 2020). The participants given a questionnaire in Bahasa Indonesia which contains closed item question (see Appendix 4) that need scale from 1 up to 4 or strongly disagree, disagree, agree, strongly agree. This is the modification likert scale form usually 5 points to 4 points that used to avoid multi interpretable and central tendency effect. (Hadi, 1991) There was an open-ended question to found out participants’ after graduating from high school. The motivational scale consists of:

1. Ideal L2 self, students’ language used in the future.
2. Ought-to L2 self, students background in learning English.
3. L2 learning experience, students’ learning experience at school.
4. Intended learning effort, students’ effort in learning English.
5. Attitude toward English, students’ attitude toward English.

### **3. Data Analysis**

The result of questionnaire inputted into Microsoft Excel first, to make it easier while copy the data to SPSS and used it to count the average each variable of each participants. After that the data in Microsoft Excel inputted into SPSS for Windows to measure the internal consistency of all scales. (Larson-Hall, 2010) suggested that the acceptable alpha value set to determine internal consistency reliability is 0.70-0.80. But (Pallant, 2010) as cited by (Islam et al., 2013) stated that the acceptable alpha value set to determine internal consistency reliability 0.60. The scores obtained from the questionnaire were analyzed use descriptive statistic to find out the minimum and maximum score, mean, and standard deviation from the data. The next step to look for the correlation between the variables used Spearman-Rank Correlation. To get a better result, I did a multiple regression analysis.

### **D. Findings**

#### **1. Reliability Test**

The internal consistency reliability of items on a Likert scale is something that cannot be ignored because each researcher needs to collect accurate and objective data in conducting research. ((Pallant, 2010), as cited in (Islam et al., 2013)), suggests that the acceptable alpha value set to determine internal consistency reliability is 0.60.

No	Scales	Number of Item	Cronbach's Alpha Value
1.	Ideal L2 self	5	0.78
2.	Ought-to L2 self	5	0.67
3.	L2 learning experience	4	0.70
4.	Intended learning effort	6	0.64
5.	Attitude toward English	5	0.66

*Table 1. Reliability Test of Motivational Scales for English Motivation*

Table 1 above contains the results of internal consistency reliability test of motivational scales used in this research. In the table, it is shown that the results of the internal consistency reliability exceed the standard limits set by Pallant above, with the result of each variable above 0.6. This means that the questionnaire consists of scales that are reliable to be used to collect data from the participants in this study. Moreover, the scales adopted had been in use in (Lamb, 2012) and (Farid & Lamb, 2020) studies,

which indicates that those researchers were successful in conducting their studies using the scales.

## 2. Descriptive Statistics and Responses to Open-items

Descriptive statistics are used to measure students' level of motivation in learning English. The results of descriptive data analysis are presented in Table 2 below.

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev.
Ideal L2 Self	103	1.6	4.0	2.91	.56
Ought to L2 Self	103	1.2	4.0	2.56	.50
L2 Learning Experience	103	1.3	3.5	2.70	.55
Intended Learning Effort	103	1.3	3.7	2.59	.43
Attitude towards English	103	1.4	3.8	2.78	.50
Valid N (listwise)	103				

Table 2. Descriptive Statistics Analysis

Table 2 describes the results, which contain the minimum, maximum, mean, and standard deviation of the five variables. The motivation of pesantren students can be seen from variable Intended Learning Effort that indicates students' willingness in learning English. Based on the result in the table, it shows that the mean score of 2.59 with a standard deviation 0.43. It means that students' level of motivation was quite low, which is below 3. This finding is also supported results from the open-ended questions answered by students.

In Attitude Toward English some students show negative attitude. Responding to the question "what motivates you to learn English", some students showed a negative attitude towards English. There were many students think that English is difficult, and they feel lazy learning it. Some of them responded, for example:

“I dislike this subject and just sleep over the study time.” Joko (pseudonym)

Meanwhile there were a student that used a reason go to bathroom but they go to cafeteria instead to a bathroom. From this case it showed with the percentage 54%.

Even though the mean score of the participants is quite low, if we look closer at the data, it can be seen that some students had very high score in the Intended Learning Effort, which suggests that they have high motivation. This finding is cross-validated by the results from the open questions, for example:

“I motivated in learning English, because it’s interesting when we read an English dialogue.” Rangga (pseudonym)

Regarding the result for the Ought-to L2 Self, the result was also low which is below 3. Some students think they learn English because they are forced to learn it because of the demands of the school. This factor accounts for 27%.

For the result of Ideal L2 Self, the result was also low. Some students think that English didn’t affect their future. This finding also supported with the open-ended question answer from the students. Responding to “what do you want to do after graduating from this school?” some students showed that they want go to work or going into college.

Even though some students show quite low result, there also some students who think that English is useful for them. There are some students think that they want to be a person who competent in English and imagine themselves joining university selection test in English. This finding supported by open-ended question which answered by students. Some students give positive response such as:

“I want to go abroad for college life, and see many people from other country.” Hanung (pseudonym)

From this, the percentage was 13%

Regarding to the result of L2 Learning Experience, it shows that the result is quite low. Some students think that they don’t like the atmosphere of English learning at school and made them feel bored. Even so, there are also some students who think that their teacher makes English lessons interesting. From this case, some students like to study *Journal of Research in Foreign Language Teaching*, Volume 3 (2), 2022

English because of some background. Such as, they feel jealous with their siblings who fluently in English. This reason got 6% of students' response.

### 3. Spearman Correlation

Spearman used to measure the correlation. In measure the correlation of pesantren students' motivation and ideal selves, it can be seen from Intended Learning Effort correlation score with Ideal L2 self. The table 3 below showed the result of Spearman correlation analysis using SPSS.

Scales	1	2	3	4	5
1 Ideal L2 Self	1.00	.			
2 Ought-to L2	.48**	1.00			
3 L2 Learning Experience	.22*	.46**	1.00		
4 Intended Learning Effort	.57**	.54**	.31**	1.00	
5 Attitude Toward English	.85**	.62**	.46**	.64**	1.00

Table 3. Spearman Correlation Test

Table 3 above shows that there is good correlation between the Intended Learning Effort with the Ideal L2 self, which was 0.57. This implies that as students have stronger Ideal L2 Self, their motivation to learn English is also high.

### E. Discussion

This study aims to find how motivated are pesantren students in learning English and investigate the correlation between their motivation and ideal selves. In this research, there are five factors used to measure student motivation. The first was the ideal l2 self which shows what they want to become. The second ought to L2 self refers to the equipment one believes one must possess. The third is l2 learning experience, which means situations and experiences in the classroom that can affect learning motivation. The fourth intended learning effort was related to what kind of effort was done in learning English. The last one was the attitude towards English, namely how students' attitudes toward learning English.

Based on the results from the questionnaire presented in section 4.1. in this thesis, there are several major findings that need to be discussed to obtain a full interpretation of the findings.

### **1. Pesantren School X Students' Low Motivation to Learn English**

The first research question in this research seeks to find the level of pesantren students' motivation. As we can see from the result, students' level of motivation was quite low. It can be seen from the Intended Learning Effort mean score, which is the variable used to measure motivation level. In pesantren school, religious subject taught more than general subject. Because of many religious subject, students become more familiar with religious subject rather than general subject. This case can affect their views on general subjects, especially English, are not that important as religious subjects.

Those, also can be seen from the other supported variable such as Attitude Toward English and Ought-to L2 Self mean score that had quite low score. Attitude toward English can be support the opinion of low motivation. We can see how students deal with English from the result in Table 2 and open-ended question. Some of them give negative response toward English, such as sleep, go to cafeteria, etc. At the part of Ought-to L2 self we can see from the Table 2 that it has low score and feel that they are forced to study English because of demands of the school. In previous study by (Farid & Lamb, 2020) it is showed that the students felt not very interested in learning English but when it changed to Arabic they became more enthusiastic to learn it.

Although there are many students who have low motivation, it does not close the fact that there are still some students who have high motivation in learning English.

### **2. Correlation of Ideal Selves and Motivation to Learn English**

The second research question in this research was aimed to investigate whether there is any connection between pesantren students' motivation with Ideal Selves or not. As shown in the result of Spearman Correlation test, there is a fairly large value of correlation (see Table 3) 0.57. It means that there is good correlation between pesantren students' motivation with their Ideal Selves. That means, students future identity affected their motivation in learning English. As showed in the Table 2, Ideal L2 Self which measure their Ideal Self, the highest score was 4, which means that some of them had high Ideal Self.

From the questionnaire and open-ended items, there are some students who think that learn English is not important since they are not going to college after graduating from the school. Furthermore, there are few students argued that English is no need in their work life. Besides, there are also some positive response such as, even though they go

to college for Islamic Education Department, they still need to learn English because of the selection test in university. This statement can support that pesantren students' ideal self are affect their motivation.

It also revealed from the open-ended question that students are motivated in learning English had various future plan. Such as they want to study abroad, they want to go holiday overseas, and because of globalization era. Moreover, in the open-ended question had a plan that they want to be a good translator. From this reason, it makes students think that learning English is interesting and important to their future. Some of students assumed that they need learn English more from other source. This response can be seen from their answer in the questionnaire.

In (Al-Hoorie, 2018) as cited by (Farid & Lamb, 2020), relatively high scores were obtained for the L2 Ideal Self at three pesantren shows that participants have a strong future in English Self. With this supported study, we can say that Ideal Selves has correlation with students' motivation in learning English.

## **F. Conclusion**

Based on the result of data analysis, it can be concluded that pesantren students' motivation in learning English as a foreign language are in a relatively low level. It revealed from the result of intended learning effort point is quite low. This means that pesantren students are unwilling to learn English. The Spearman-Rank correlation showed that there was a correlation between pesantren students' motivation with ideal selves in learning English as a foreign language. This means that how much students' motivation in learning English had a correlation with their aspirations in the future.

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