

BIBLIOGRAPHY

- Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, 9(3), 86. <https://doi.org/10.5296/ije.v9i3.11483>
- Ahmad, S. (2005). Strategi Belajar Mengajar. Jakarta: Ciputat Press.
- Alsayed, M. (2003). Factors that contribute to success in learning english as a foreign language. *Damascus Uuniversity Journal*, 19 (1+2), 21-44.
- Arifin, Z. (2009). Evaluasi Pembelajaran. Bandung: Remaja Rosdakarya, 35-37.
- Azarnoosh, M. (2014). When learning English is compulsory at school. *International Journal of Applied Linguistics and English Literature*, 3(6), 102-112.
- Badan Standar Nasional Pendidikan. (2006). Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Dasar dan Menengah [Guidelines for school based curriculum design for primary and middle schooling]. Jakarta: Author.
- Brown, H.D. (2001). Teaching by principles an integrative approach to language pedagogy. New York: Longman.
- Creswell, J.W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition. Pearson Education, Inc.
- Damian J. Rivers (2012) Modelling the perceived value of compulsory English language education in undergraduate non-language majors of Japanese nationality, *Journal of Multilingual and Multicultural Development*, 33:3, 251-267.
- Dardjowidjojo, S. (2000). English teaching in Indonesia. *EA journal*, 18(1), 22-30.
- Departemen Pendidikan Nasional [Ministry of National Education]. (2003a). Kurikulum 2004 standar kompetensi mata pelajaran bahasa Inggris sekolah menengah pertama dan madrasah tsanawiyah [The 2004 ELT competency based curriculum for junior high schools]. Jakarta: Author.
- Departemen Pendidikan Nasional [Ministry of National Education]. (2003b). Kurikulum 2004 standar kompetensi mata pelajaran bahasa Inggris sekolah menengah atas dan madrasah aliyah [The 2004 ELT competency based curriculum for senior high schools]. Jakarta: Author

- Djamarah, S. B. (2008). *Strategi belajar Mengajar*. Bandung: Rineka Cipta.
- Dornyei, Z. (2000). Motivation. In M. Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 425–432). New York: Routledge.
- Farr, M., & Song, J. (2011). Language ideologies and policies: Multilingualism and education. *Language and Linguistics Compass*, 5(9), 650-665.
- Gagne, R. M. (1998). *The condition of Learning*, New York: Holt, Rinehart and Winston.
- Heriyanto, H. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif. *Anuva*, 2(3), 317. <https://doi.org/10.14710/anuva.2.3.317-324>
- Hu, G. (2007a). The juggernaut of Chinese – English bilingual education. In A. W. Feng (Ed.), *Bilingual education in China: Practices, policies and concepts* (pp. 94–126). Clevedon, UK: Multilingual Matters.
- Hu, G., Li, L., & Lei, J. (2014). English-medium instruction at a Chinese university: Rhetoric and reality. *Language Policy*, 13 , 21–40.
- Hu, Y. (2007b). China’s foreign language policy on primary English education: What’s behind it? *Language Policy*, 6 (3&4), 359–376.
- Islam, A.M.S. (2015). *Faktor Demotivasi dalam Pembelajaran Bahasa Arab di Madrasah*. Jakarta: Unpublished Thesis.
- Iswahyuni. (2017). *Pengaruh Motivasi Belajar terhadap Prestasi Belajar IPS Siswa SMPN 4 Sungguminasa Kabupaten Gowa*. Gowa: Unpublished Thesis.
- Khan, S., & VanWynsberghe, R. (2008). Cultivating the under-mined: Cross-case analysis as knowledge mobilization. *Forum Qualitative Sozialforschung*, 9(1). <https://doi.org/10.17169/fqs-9.1.334>
- King, J. (2002). Preparing EFL Learners for Oral Presentations Preparing EFL Learners for Oral Presentations. *Dong Hwa Journal of Humanistic Studies*, 4, 401-418.
- Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35, 537–560.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post method*. Routledge.

- Kumaravadivelu, B. (2012). *Language teacher education for a global society*. New York: Routledge.
- Kunzman, R. (2003). From teacher to student: The value of teacher education for experienced teachers. *Journal of Teacher Education*, 54(3), 241-253.
- Kutay Uzun (2017). Compulsory English courses in higher education: A source of angst or thrill?. *The Journal of Language Teaching and Learning* 7.2 1-20.
- Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post-Soeharto Indonesia. *International journal of bilingual education and bilingualism*, 11(2), 189-205.
- Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post-Soeharto Indonesia. *International journal of bilingual education and bilingualism*, 11(2), 192.
- Libakova, N.M., & Sertakova, E.A. (2015). The Method of Expert Interview as an Effective Research Procedure of Studying the Indigenous Peoples of the North. *Journal of Siberian Federal University. Humanities & Social Sciences*, 1(8), 114-129.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language teaching*, 40(3), 243-249.
- Lodhi, M. A., Sahar, A. H., Qayyum, N., Iqbal, S., & Shareef, H. (2019). Relationship of School Environment and English Language Learning at Government School. *Public Administration Research*, 8 (1), 1-13.
- Maduwu, B. (2016). Pentingnya pembelajaran Bahasa Inggris di sekolah. *Warta Dharmawangsa*, (50).
- Mari, M., Pathan, H., & Shahriar, A. (2011). Willingness to communicate in L2: A perception of Pakistani university students. *ELF Annual Research Journal*, 13, 65–82.
- N.H. Tuan and T.N. Mai. "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. "Asian Journal of Educational Research: vol. 3, pp. 8-23, 2015.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Publishing Co, 1-23.
- Nunan, D. (2013). *Learner-centered English language education: The selected works of David Nunan*. Routledge.

- Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V. J. Cook (Ed.), *Portraits of the L2 user* (pp. 275–302). Clevedon, England: Multilingual Matters.
- Pease-Alvarez, L., & Thompson, A. (2014). Teachers working together to resist and remake educational policy in contexts of standardization. *Language Policy, 13*, 165-181.
- Pease-Alvarez, L., & Thompson, A. (2014). Teachers working together to resist and remake educational policy in contexts of standardization. *Language Policy, 13*, 168.
- Purwanto, N. (2010). *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*. Bandung: Remaja Rosdakarya.
- R. Kirkpatrick (2016). English Language Education Policy in Asia, *Language Policy 11*, http://dx.doi.org/DOI 10.1007/978-3-319-22464-0_1
- Rahman, M. M. (2019). *Semi-Structured Interview : A Critical Analysis*. July, 4–6.
- Richards, J. C. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Fourth Edition. Edinburgh Gate: Pearson.
- Richards, J. C. (2002). *Dictionary of Language Teaching and Applied Linguistics*/Richards JC, Schmidt R., Kendricks H., Kim Y. *Harlow: Pearson Education Ltd*.
- Rivers, D. J. (2012). Modelling the perceived value of compulsory English language education in undergraduate non-language majors of Japanese nationality. *Journal of Multilingual and Multicultural development, 33*(3), 251-267.
- Robbins, D. (2007) Vygotsky's and Leontiev's Non-classical Psychology Related to Second Language Acquisition. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia.
- Routledge Encyclopedia of Language Teaching and Learning. (2000). London: Routledge
- Sagala, Syaiful (2003). *Konsep Dan Makna Pembelajaran*, Bandung: Alfabeta.
- Schiffman, H., & Ricento, T. (2006). Language policy and linguistic culture. *An introduction to language policy: Theory and method, 111*, 125.

- Scovel, T. (2001). *Learning new languages*. Boston: Heinle & Heinle.
- Sheen, Y. (2010). Differential effects of oral and written corrective feedback in the ESL classroom. *Studies in second language acquisition*, 32(2), 203-234.
- Shinta, Q. (2012). Peran Motivasi Pada Pembelajaran Bahasa Inggris. *Jurnal Teknologi Informasi dan Komunikasi*, Vol 3(1), 49-53.
- Siegel, J. (2003). Social context. In C. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 178–223). Oxford: Blackwell.
- Stern, H. H. (2003). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Sudjana, N. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta: Bandung.
- Susanto, Ahmad. 2016. *Teori Belajar dan Pembelajaran*. Jakarta: Prenada MediaGroup.
- Taheri, H., Sadighi, F., Bagheri, M. S., & Bavali, M. (2019). EFL Learners' L2 Achievement and Its Relationship with Cognitive Intelligence, Emotional Intelligence, Learning Styles, and Language Learning Strategies. *Cogent Education*, 6 (1), 1-21.
- Tollefson, J. W. (2002). *Language policies in education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Tollefson, J. W. (2015). Language education policy in late modernity: Insights from situated approaches—commentary. *Language Policy*, 14(2), 183-189.
- Uno, H. B. (2016). *Teori Motivasi & Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.
- Widodo, H. P. (2016). Language policy in practice: Reframing the English language curriculum in the Indonesian secondary education sector. *English language education policy in Asia*, 127-151.

Zacharias, N. T. (2013). Navigating through the English-medium-of-instruction policy: Voices from the field. *Current Issues in Language Planning*, 14 (1), 93–108.

Zayed, J. & Al-Gamdi, H. (2019). The Relationships among Affective Factors in Learning EFL: A Study of the Saudi Setting. *English Language Teaching*, 12 (9), 105-121.