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THE INFLUENCE OF INTEGRATIVE MOTIVATION IN LEARNING MALAY LANGUAGE VOCABULARY AMONG FOREIGN SPEAKERS AT UNITEN

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ABSTRACT

Ellis (1994) divides motivation into four types, namely instrumental motivation, integrative motivation, resultative motivation and intrinsic motivation. This study discusses the effects of integrative motivation on foreign speakers while studying Malay Language vocabulary. The main objective of the study was to identify the influence of integrative motivation on male and female students while studying Malay Language vocabulary in Universiti Tenaga Nasional (UNITEN). This study was conducted in order to seek the answer to the question of whether there was a significant difference in the influence of integrative motivation between male and female students. A questionnaire containing 10 items in the form of self-reporting statements concerning integrative motivation was used as an instrument of the study. The data from the questionnaires administered were analysed using SPSS software version 23 for descriptive data and inferences such as mean scores and percentages, and the results of the ANOVA test was analysed too. The results showed that there was a significant difference in the influence of integrative motivation between male and female students while studying Malay Language vocabulary, where the significant value was less than 0.05 ($p < 0.05$). The findings showed that the majority of the male students were influenced by integrative motivation while studying Malay Language vocabulary in UNITEN compared to the female students.

Keywords: Malay language vocabulary, integrative motivation, motivation, gender

1.0 INTRODUCTION

According to Gardner (1982), there are three elements that make up students' motivation to learn a second language, namely effort, desire and affect. These three elements can be defined as various factors that encourage them to learn the second language. Ellis (1994) divided motivation into four types, namely instrumental motivation, integrative motivation,



resultative motivation and intrinsic motivation. Gardner (1972) proposes that integrative motivation can be characterized by the positive attitude of the student towards the target language group and the desire to integrate into the target language community. In the context of this study, the effects of integrative motivation on the foreign speakers during the learning of the Malay vocabulary are discussed in this paper. In this study the researchers were keen to investigate whether there was a significant difference between male and female foreign students in studying the Malay language vocabulary. The focus of this research is the analysis of the influence of one type of motivation, integrative motivation in learning Malay language vocabulary among foreign speakers at UNITEN.

1.1 Problem Statement

Teoh (2005) who conducted a study on motivation that was related to student achievement in learning Malay language vocabulary, found that integrative motivation did not show a high correlation with learning the vocabulary compared to instrumental motivation, and also the relationship between motivation and student achievement was weak. The findings of the study of Jerie and Zamri (2011) on the motivation of Iban students to learn Malay as their second language discovered that the instrumental motivation of the Iban students was higher than the level of their integrative motivation. The results of the study showed that the learners were not influenced by integrative motivation in learning Malay as their second language but instrumental one. These results show that instrumental motivation seems to be a contributing towards how Malay language learners perform in learning this language. However, it is still unclear about the role of integrative motivation in influencing learners in learning Malay and if there is any distinction of the motivation between male and female learners. According to Fa'izah, Zamri and Mohamed Amin, (2009) one of the major causes of foreign students' weaknesses in learning Malay as a foreign language is that they have no effective language learning strategies that can help them perform excellently in Malay subjects. The information related to the influence of motivation on second language learning strategy is very important. Thus, this study attempted to identify whether there is a significant difference in the influence of integrative motivation between male and female students in learning Malay Language vocabulary at UNITEN.

1.2 Objective of the Study

The objective of the present study had guided the study towards a certain direction. In summary, this study intended to achieve the following objective:

- 1) To identify whether there is any significant difference in the influence of integrative motivation between male and female students in studying Malay Language vocabulary at UNITEN.

1.3 Research Question of the Study

This research was conducted to answer the following question:

- 1) Is there any significant difference in the influence of integrative motivation between male and female students in studying Malay language vocabulary at UNITEN?



1.4 Significance of the Study

According to Luisa and Mestre (2014), in the context of the classroom, the perceptions, beliefs, attitudes, and metacognitive knowledge of the students enrolling in learning situations have been recognized as important contributing factors in the learning process. Information related to the motivation of students to learn a second language is very important to obtain, so that the planning of learning strategies to be executed can be carried out properly. The difference in motivational influence between male and female students is also important for educators to know. Therefore, the results of this study could be another source of reference in the comprehension of the teaching and learning process of Malay as a foreign language, particularly in relation to integrative motivation and foreign learners.

2.0 LITERATURE REVIEW

2.1 Malay Language Learning in Malaysia

Article 157 (The Report of the Cabinet Committee on the Implementation of Education Policy in Malaysia) proclaims that; “Malay language education aims at bringing together people of various races in the country. In accordance with this objective, Malay language was decided to be a compulsory subject in schools...”. The program incorporated in the Malaysian education system, “Memartabatkan Bahasa Malaysia dan Memperkukuh Bahasa Inggeris” (MBMMBI) or in English as it is translated, “To Uphold Bahasa Malaysia and to Strengthen English Language”, was introduced to replace PPSMI (“Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris”) program and one of its aims is to uphold Malay language by using it as the medium of instruction in Science and Mathematics at national and secondary schools as well as by improving the teaching and learning of Malay. The Education Act 1996 offers flexibility to private higher education institutions to use English as the medium of instruction. Nevertheless, as prescribed by the Ministry of Higher Education, it is compulsory for all students at tertiary level in Malaysia to take general subjects (MPUs). One of the subjects in the MPU components is the official language of Malaysia which is Malay language.

2.2 Categories of Motivation and its Functions in Language Learning

VanPatten and Benati (2010) claim that “motivation” refers to the amount or level and the type of “desire to learn.” This definition of motivation as “desire to learn” is argued to be a fundamental sign that illustrates a learner’s success or failure in learning a language (VanPatten & Benati, 2010). Gardner and Lambert (1972) who can be considered as the pioneers in the subject of motivation, categorized motivation into two types namely, integrative and instrumental motivation. Integrative motivation refers to motivation for being able to identify with or integrate into second language (L2) culture and to be involved in social interchange, while instrumental motivation refers to learning an L2 for purposeful utilizations of the language such as for improving one’s career or academic achievement or reading technical materials. Brown (2000) has the idea that motivation is of two classifications: 1) intrinsic motivation (internal factors that are the results of one’s psychological or mental influence like their own self-perceived needs), and 2) extrinsic



motivation (external factors that are contributed by other people such as to get a reward from someone). Motivation is commonly perceived as one of the factors that determine the success or failure of a learner when learning a foreign language and in mastering the language, motivation plays a vital role (Dörnyei, 2001). Similarly, Scovel (2001) believes that motivation is reason for students' performance or for lack of it.

2.3 The Influence of Gender on Second Language Learning

To define the terms, "sex" and "gender", Thomas, Wareing, Singh, Peccei, Thornborrow and Jones (2004) in differentiating between "sex" and "gender" claim that, "'Sex' refers to biological category, which is usually fixed before birth. 'Gender' refers to social category, which is associated with certain behavior" (p. 76). Goddard and Patterson (2000) believe that gender is concerned with the expected characteristics for males and females with respect to socialization. In terms of psychological perspective, gender similarities and differences are considered conditional that in some aspects, males and females are the same, while in some other situations, they are different to each other (Macoby, 1990). Some scholars believe that there are essential psychological attributes that distinguish men and women (Lueptow, Garovich-Szabo, & Lueptow, 2001; Prentice & Carranza, 2004; Chatard, Guimond, & Selimbegovic, 2007). As for the field of language learning, Cook (2001) proposes gender differences as an element that regulates the learning strategies employed by learners. With regard to the perception towards learning a foreign language, it is possible that each individual has his or her own idea about this type of learning which could be attributed to his or her own gender. As claimed by Sekuler and Blake (2002), "Perception can be thought of as each individual's personal theory of reality, the knowledge gathering process that defines our view of the world" (p. 12), and thus perhaps, gender could contribute to the differences in how male and female learners of a foreign language perceive their own learning of that language.

3.0 METHODOLOGY

3.1 Research Design

As for the design of the research, the present study employed a descriptive and quantitative design by conducting a questionnaire survey containing 10 items in the form of self-reporting statements directed towards the influence of integrative motivation in learning Malay Language vocabulary among foreign speakers at UNITEN. ANOVA test was conducted to answer the research question of whether there was any significant difference between male and female students in terms of the influence of integrative motivation in learning that language.

3.2 Participants/Respondents

75 international students of UNITEN made up of 49 males and 26 females, aged between 19-21 years old had willingly participated in the present research. The respondents were students of Engineering and Computer Science programs who were completing their bachelor degree at the university during the period of the implementation of the data collection of this



research. Their demographic details such as their years of study, academic programs and ages were not the variables investigated in the present study except their gender, but were still collected for their profile records.

3.3 Instrument

The questionnaire developed and used in this research consisted of 10 items of self-reporting statements. Each item was measured mainly in percentages and frequencies in terms of the respondents' responses to the items (their degree of agreement or disagreement with the statements). The instrument that was used for the collection of the data was a modified questionnaire adapted by Zamri et al. (2010). To what extent the respondents agreed or disagreed with the 10 statements in the questionnaire was represented by the 5-point Likert scale: Strongly disagree= 1; Disagree= 2; Undecided= 3; Agree= 4; and, Strongly agree= 5.

3.4 Data Collection

The questionnaire administered to the respondents was completed within the duration of one hour and a half with the presence of the researchers. The presence of the researchers was required when the respondents were answering the questionnaire for the availability of a quick response and explanation regarding the items in the instrument should the respondents needed this. A briefing concerning answering the items in the questionnaire was conducted with the respondents prior to the data collection to ensure the respondents were clear about the study and that they were prepared for the questionnaire administration.

3.5 Data Analysis

The data obtained was computed into the Statistical Package for Social Sciences (SPSS) version 23 for analysis. Numerical data such as frequencies and percentages, mean scores and standard deviation scores were generated from this software for statistical analysis of the findings of the present study and for translating as meaningful data.

4.0 FINDINGS AND ANALYSES

4.1 Reliability Statistics of the Main Study

Table 1: Reliability Test Results

N= 75

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.795	0.831	10



The alpha coefficient for the 10 items generated was 0.831, and this suggested that the items had relatively great internal consistency. Nunnally (1978) proposes that 0.7 and above is an acceptable reliability coefficient value.

4.2 The Mean Scores, Standard Deviation Scores and Percentages of the Items of the Main Study

Table 2: The Statistics of the Items Regarding Integrative Motivation

N= 75

ITEM	Sex	N	Mean	Std. Dev	SD		D		U		A		SA	
					f	%	f	%	f	%	f	%	f	%
S1. I'm interested to learn Malay language vocabulary.	male	49	4.24	.723	0	0	1	2.0	5	10.2	24	49.0	19	38.8
	female	26	4.31	.736	0	0	1	3.8	1	3.8	13	50.0	11	42.3
S2. The knowledge of Malay vocabulary helps me communicate with the Malays.	male	49	4.04	.676	0	0	0	0	10	20.4	27	55.1	12	24.5
	female	26	4.04	.871	1	3.8	0	0	3	11.5	15	57.7	7	26.9
S3. I learn the Malay language vocabulary in order to learn Malay culture.	male	49	4.71	.500	0	0	0	0	1	2.0	12	24.5	36	73.5
	female	26	4.08	.891	1	3.8	0	0	3	11.5	14	53.8	8	30.8
S4. I am interested in the Malay community.	male	49	4.51	.681	0	0	1	2.0	2	4.1	17	34.7	29	59.2
	female	26	2.54	.905	2	7.7	13	50.0	6	23.1	5	19.2	0	0
S5. I like to attend the Malay language classes.	male	49	4.20	.676	0	0	0	0	7	14.3	25	51.0	17	34.7
	female	26	2.69	.884	1	3.8	12	46.2	7	26.9	6	23.1	0	0
S6. I am interested in learning the Malay language vocabulary because the ways the teachers teach the classes are interesting.	male	49	4.43	.677	0	0	0	0	5	10.2	18	36.7	26	53.1
	female	26	2.35	.797	2	7.7	16	61.5	5	19.2	3	11.5	0	0
S7. My Malay language vocabulary competence is sufficient for me to pass the exams.	male	49	3.31	1.211	2	4.1	15	30.6	7	14.3	16	32.7	9	18.4
	female	26	4.35	.562	0	0	0	0	1	3.8	15	57.7	10	38.5
S8. The vocabulary teaching strategies used by the teachers in the classroom are attractive to me.	male	49	4.22	.621	0	0	0	0	5	10.2	28	57.1	16	32.7
	female	26	2.35	.797	2	7.7	16	61.5	5	19.2	3	11.5	0	0
S9. I am confident that my Malay language vocabulary is good that I can speak Malay in my Malay language classes.	male	49	3.22	1.195	2	4.1	15	30.6	11	22.4	12	24.5	9	18.4
	female	26	4.31	.618	0	0	0	0	2	7.7	14	53.8	10	38.5
S10. I am interested in learning Malay language vocabulary at a higher level after completing the basic course.	male	49	3.29	1.118	2	4.1	12	24.5	12	24.5	16	32.7	7	14.3
	female	26	4.35	.562	0	0	0	0	1	3.8	15	57.7	10	38.5

Table 2 shows that the majority of the male students were influenced by integrative motivation in learning the Malay language vocabulary in UNITEN compared to the female students. The items in the questionnaire represent the specific integrative motivations in learning Malay vocabulary. The percentages for item S3, item S4, item S5, item S6 and item



S8 indicate there were more male students who chose to agree and strongly agree with the percentages of 98% (24.5%+73.5%), 93.9% (34.7%+59.2%), 85.7% (51%+34.7%), 89.8% (36.7%+53.1%) and 89.8% (57.1%+32.7%) respectively compared to the female students. Most of the male and female respondents agreed with item S1 (“I’m interested to learn Malay language vocabulary.”) as indicated by their percentages, 49% and 50% respectively. As for item S2 (“The knowledge of Malay vocabulary helps me communicate with the Malays.”), again both male and female respondents in majority assigned “agree” to this item and their percentages are 55.1% (M= 4.04, SD=.676 and 57.7% (M= 4.04, SD= .871).

However, there were more female students who assigned “disagree” to item S4, S5, S6 and S8 compared to the male students and the percentages for these items were 50% (M= 2.54, SD= .905), 46.2% (M= 2.54, SD= .905), 61.5% (M= 2.35, SD= .797) and 61.5% (M= 2.35, SD= .797) respectively. In contrast, there were more male learners who disagreed with item S9 (“I am confident that my Malay language vocabulary is good that I can speak Malay in my Malay language classes.”) and item S10 (“I am interested in learning Malay language vocabulary at a higher level after completing the basic course.”) as 15 male respondents (30.6%) assigned “disagree” to item S9 and 12 male respondents (24.5%) who selected “disagree” for item S10 compared to female respondents (0%).

4.3 The ANOVA Test Results of the Study

Table 3: ANOVA Test Results for Item 3 to Item 10

N= 75

ANOVA Results								
S3	Between Groups	(Combined)		6.901	1	6.901	15.818	.000
		Linear Term	Unweighted	6.901	1	6.901	15.818	.000
			Weighted	6.901	1	6.901	15.818	.000
	Within Groups		31.846	73	.436			
	Total		38.747	74				
S4	Between Groups	(Combined)		66.040	1	66.040	112.885	.000
		Linear Term	Unweighted	66.040	1	66.040	112.885	.000
			Weighted	66.040	1	66.040	112.885	.000
	Within Groups		42.706	73	.585			
	Total		108.747	74				
S5	Between Groups	(Combined)		38.822	1	38.822	68.294	.000
		Linear Term	Unweighted	38.822	1	38.822	68.294	.000
			Weighted	38.822	1	38.822	68.294	.000
	Within Groups		41.498	73	.568			
	Total		80.320	74				
S6	Between Groups	(Combined)		73.662	1	73.662	141.940	.000
		Linear Term	Unweighted	73.662	1	73.662	141.940	.000
			Weighted	73.662	1	73.662	141.940	.000
	Within Groups		37.885	73	.519			
	Total		111.547	74				



S7	Between Groups	(Combined)		18.374	1	18.374	17.132	.000
		Linear Term	Unweighted	18.374	1	18.374	17.132	.000
			Weighted	18.374	1	18.374	17.132	.000
	Within Groups			78.293	73	1.073		
	Total			96.667	74			
S8	Between Groups	(Combined)		59.931	1	59.931	127.124	.000
		Linear Term	Unweighted	59.931	1	59.931	127.124	.000
			Weighted	59.931	1	59.931	127.124	.000
	Within Groups			34.415	73	.471		
	Total			94.347	74			
S9	Between Groups	(Combined)		19.931	1	19.931	18.637	.000
		Linear Term	Unweighted	19.931	1	19.931	18.637	.000
			Weighted	19.931	1	19.931	18.637	.000
	Within Groups			78.069	73	1.069		
	Total			98.000	74			
S10	Between Groups	(Combined)		19.102	1	19.102	20.541	.000
		Linear Term	Unweighted	19.102	1	19.102	20.541	.000
			Weighted	19.102	1	19.102	20.541	.000
	Within Groups			67.885	73	.930		
	Total			86.987	74			

Hishamuddin (2005) explains that ANOVA tests are carried out to analyse differences between two or more data sets of dependent variables. Table 3 shows that the significant value obtained for item S3 to item S10 is 0.000 which is lower than the actual level ($P < .05$). According to Hishamuddin (2005), if the significant value is less than 0.05 ($p < 0.05$), there is a significant difference and vice versa. This means that the results showed that there was a significant difference between male and female students in terms of their reactions or responses to all the eight items especially for their selections of response option, “agree”.

Table 4: ANOVA Test Results for Item 1 and Item 2

N= 75

ANOVA Results								
				Sum of Squares	df	Mean Square	F	Sig.
S1	Between Groups	(Combined)		.067	1	.067	.127	.723
		Linear Term	Unweighted	.067	1	.067	.127	.723
			Weighted	.067	1	.067	.127	.723
	Within Groups			38.600	73	.529		
	Total			38.667	74			
S2	Between	(Combined)		.000	1	.000	.000	.990



	Groups	Linear Term	Unweighted	.000	1	.000	.000	.990
			Weighted	.000	1	.000	.000	.990
Within Groups				40.880	73	.560		
Total				40.880	74			

Table 4 shows the ANOVA results for the questionnaire items, S1 and S2. Despite the significant difference obtained for eight items of the questionnaire, there were two items (item S1 and item S2) that did not reveal a significant difference between male and female students. The value of item S1 was 0.723, while the one for item S2 was 0.990. This means that for both of the items (S1 and S2), the different integrative motivations did not affect the male and female students differently. This means for item S1 and item S2, the values obtained indicate that there was no significant difference between male and female learners in terms of how they reacted to the items. The percentages of the students who chose to agree and strongly agree with the two items were almost identical. This shows that the male and female students in this study are motivated to learn Malay language vocabulary because of their interest in learning the Malay vocabulary per se and their anticipation of being able to communicate with the Malay with their knowledge of this language's vocabulary.

5.0 DISCUSSION AND CONCLUSION

Based on the data obtained, basically, there is a significant difference between male and female learners in terms of the influence of integrative motivation in learning the Malay language vocabulary and this is the answer to the research question posed. Overall, the foreign students (male and female) at UNITEN are influenced by integrative motivation in learning the Malay language vocabulary included in the syllabus of their Malay classes. This finding is in line with the results of Siti Saniah's and Sharala's (2012) study which also discovered that foreign students (male and female) who were learning Malay at the institutions of higher learning in Malaysia were influenced by integrative motivation. The significant values for the majority items (item S3 to item S10) in the questionnaire shows a significant difference between male and female students with respect to being influenced by integrative motivation in studying Malay language vocabulary.

Of all the 10 items, seven items received huge combined percentages for the response options, "agree" and "strongly agree" by the male respondents which obviously indicate that the male learners are more influenced by integrative motivation in learning Malay words especially when it comes to learning the Malay language vocabulary for the purpose of learning the Malay culture, being interested in the Malay community as well as in attending the Malay language classes, and attracted to the teaching techniques practiced in the classes. Clearly, the integrative motivation can be specifically claimed to be social and pedagogical. For socialization purposes, both groups of respondents seem to have the same perception on how they wish to communicate with the Malays with their competence in the Malay vocabulary.



In conclusion, the influence of integrative motivation among the foreign students in studying Malay vocabulary in UNITEN is high as represented by the percentages and the mean scores obtained. This data indicates that the foreign students are motivated to learn Malay language vocabulary because of their need to integrate into the Malay community. Besides, the role of the teachers in handling the Malay language classes has also influenced the students' interest and motivation in learning Malay words. As mentioned by Dörnyei (2001), without enough motivation, even the brightest learners are not possible to persist long enough to gain any really useful language. There, no matter what type the motivation is, it is vital to possess it for successful language learning.

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