THE ROLE OF MOTIVATION IN LEARNING ENGLISH FOR INDONESIAN STUDENTS

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Abstract- This paper aims to encourage the students that the first thing that they should have to learn English better is motivation. Nowadays, many students have problem with their spirit to learn better. Most of them said that they want to change, to experience, to improve their skills and knowledge, but they have done nothing to actualize their desires. Each student must know their goals and motivation to learn English. A goal is what an individual is striving to accomplish (Locke & Latham, 1990). Motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Students are more likely to work toward goals that are clear, specific, reasonable, moderately challanging and attainable within a relatively short period of time. It is more accurate to say that students are primarily instrinsically and primarily extrinsically motivated to learn. There are three basic questions of motivation. First, what causes a person to initiate some action? Second, what is the level of involvement in the chosen activity? Third, what causes a person to persist or give up? Each student presents a different motivational problem. Motivated learners are willing to work hard to achieve their goal and they do not easily give up until they achieve that goal. This is true whether we talk about motivation in general education or in language learning contexts. At the end of this research it could be concluded that motivated learners are more enthusiastic, goal-oriented, committed, persistent and confident in their learning.

Keywords- Motivation, students, goal-oriented, learning English.

I. INTRODUCTION

Indonesia, it is a huge country in Southeast Asia which comprises of various ethnics, linguistics and religious diversities. Indonesian people has numerous traditional language. It indicates that for most Indonesian people, traditional language becomes the first language (mother tongue) before they acquire Bahasa Indonesia. Language acquisition is a process that takes place inside human's brain when they were children as they gained their frist language or mother tongue. Language acquisition usually distinguished from language learning. Language learning relates to the processes which happen when someone was a child was learning second language (L2), after she/he gained his/her first language. Thus, language acquisition relates to the first language, while language learning relates to the second language (L2). Teaching English in Indonesia becomes huge challenge for English teacher because English is considered as foreign language rather than second language. In Indonesia itself, English is one of the compulsory subjects.

One of the purposes of teaching English is to develop the ability in communicating with others. Learning English is so important because nowadays many Indonesian students have interest to go abroad whether to join events or just for holiday. It is important too for the students to learn English better, they need motivation in order to increase their spirit to learn language skills especially in English. Motivation can be defined as the selection, persistence, intensity, and direction of behavior (Elliot & Covington, 2001). The concept of motivation has been subject to myths that can lead to inappropriate educational practices. For example: Failure is a good motivator. Experience may be a valuable teacher and we all can learn something from our mistakes, if we listen to feedback. But chronic failure often leads to more of the same, unless a better way is substituted. A small success is a more poten motivator for students. In practicals terms, motivation is simply the willingness of a person to expend a certain amount of effort to achieve a particular goal under a particular set of circumtances. The design of this paper is theoretical analysis in form of qualitative research.

II. WHAT IS MOTIVATION?

In simple terms, motivation deals with the questions of why people choose to do an activity over another, how much energy and effort they will be putting in to do the activity and how long they will continue to do the activity (Dörnyei, 2001, 2012). When students choose to participate enthusiastically in a language lesson and are willing to extend sufficient efforts even when the activity is challenging, they are said to be motivated to learn and are likely to take in more and remember more from the lesson.

Motivation can be divided into intrinsic and extrinsic motivation (Deci & Ryan, 1985). Instrinsic motivation is characterized as the natural, inherent drive to seek out challanges and new possibilities, which are associated with cognitive and social development. Intstrinsic motivation includes the desire of students themselves to learn, without the need for external inducements. Extrinsic motivation comes from external sources. Deci & Ryan (1985) developed the Organismic Integration Theory (OIT),

to explain the different ways in which extrinsically motivated behaviour is regulated. One of the four defined external regulations are the regulation through identification. Extrinsic motivation includes those rewards and inducements external to students. Motivation has been a central construct in both education and psychological research for the past sixty years and plays a significant role in several theories of human development and learning (Weiner, 1990a).

Learning and motivation are equally essential for performance: Learning enables us to acquire new knowledge and skills, and motivation provides the impetus for showing what we have learned. In general, more-motivated people achieve at higher level. When parents and teachers ask about motivation, they often want to know what causes one student to act highly motivated and another in the same class to be totally unmotivated.

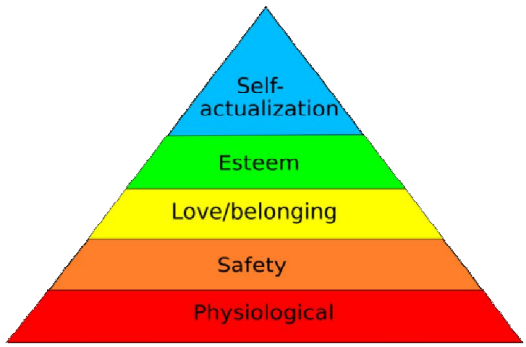
It is not always easy to identify the single most important source of students motivation (or lack of it). Often, students` levels of motivation are the results of a mixture of factors that are at play simultaneously at any given time. It is possible, for example, that in a speaking lesson students are motivated because the teacher is perceived to be warm and humorous and the materials used in the lesson are interesting and enjoyable. In addition, speaking skills may also be perceived to be of immediate relevance to students' lives outside the classroom.

III. THEORIES OF MOTIVATION

One way of coming to grips with the nature and meaning of motivation is to examine the several motivational theories. Motivational theories have their roots in the work of developmentalists like Piaget, Erikson, Maslow and Bruner and learning theorists like Bendura and Skinner. Motivation has always been tied to learning activities and often has been inferred from the outcomes of learning. Today, a cognitive emphasis with a focus on self-system dominates motivational theory and research.

For example, causal attributions, self-efficacy, learn helplessness, test anxiety, locus of control, competitive versus cooporative activities, and instrinsic versus extrinsic rewards are all used to explain human motivation (Schunk, 1990). If you grasp the meaning of these motivational theories and related key concept, you will be in a much better position to understand motivation, or its lack, in individual students. A good place to begin to understand students' motivation and objectives is to examine the needs hierarchy of Abraham Maslow.

There are five basic needs in Maslow's theory, with those needs at the base of the hierarchy assumed to be more basic relative to the needs.



1. Psychological needs. Such as hunger and sleep, are dominant and are the basis of motivation. Unless they are satisfied, everything else recedes.
2. Safety needs. These needs represent the importance of security, protection, stability, freedom from fear snd anxiety, and the need for structure and limits.
3. Love and belongingness needs. This category refers to our need for family and friends. Healthy, motivated people wish to avoid feelings of loneliness and isolation.
4. Esteem needs. These needs encompass the reactions of others to us as individuals and our opinion of ourselves. Teacher should be sure to provide opportunities for students to satisfy this need: Help students to achieve and receive deserved reinforcement.
5. Need for self-actualizaion. It refers to that tendency to feel restless unless we are being all that we can be. Encourage students to recognize their potential and guide them into the activities that will enable them to feel both competent and fulfilled.

IV. WHY IS MOTIVATION IMPORTANT IN LEARNING ENGLISH?

Will students learn even if they are poorly motivated? They will learn something, but will they learn what we want them to learn? Everything that we know about learning indicates that if motivation is faulty, learning will suffer: Attention is limited; behavior is not directed at objectives; discipline may become a problem; learning has gone awry. Motivation is an important psychological construct that affects learning and performance in at least four ways, as follows:

1. Motivation increases an individual's energy and activity level (Pintrich, Marx, & Boyle, 1993). It influences the xtent to which an individual is likely to engage in a certain activity intensively or half-heartedly.

2. Motivation directs an individual toward certain goals (Eccles & Wigfield, 1985). Motivation affects choices people make and the results they find rewarding.

3. Motivation promotes initiation of certain activities and persistance in those activities (Stipek, 1998). It increases the likelihood that people will begin

something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.

4. Motivation affects the learning strategies and cognitive processes an individual employs (Dweck & Elliot, 1983). It increases the likelihood that people will pay attention to something, study and practice it, and try to learn it in a meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

In learning a second language there is an assumption that people in whom there is a desire, urge, or objectives to be achieved in learning a second language tend to be more successful than those who learn without the dedication by an impulse , purpose or motivation. Lambert and Gardner (1972), Brown (1980), dan Ellis (1986), also supports the notion that learning the language would be more successful if the learners are self–motivated. In relation to second language learning, motivation has two functions, namely integrative function and instrumental function. Motivation as integrative function if the motivation encourages a person to learn a language because there is desire to communicate with the public speakers or become a member of the language community. While motivation as instrumental function is if the motivation encourages a person to has a desire to learn the second language because the purpose is useful or because the urge to acquire a job or social mobility on the upper layers of the society (Gardner & Lambert, 1972: 3). Since motivated students are obviously the most desireable to teach, it is well worth the time and effort for teachers (and future teachers or parents) to learn as much as possible about motivation.

V. THE USE OF REINFORCERS TO INCREASE MOTIVATION

According to Skinner, motivated behavior results from the consequences of similar previous behavior. If students obtain reinforcement for certain behavior, they tend to repeat it with vigor. If they don't, students tend to lose interest and their performance suffers. How can teachers improve control over their classroom and not abandon it? Skinner believes that the answer lies in the appropriate use of positive reinforcement. Students are immediately rewarded upon giving correct responses and are not punished for giving incorrect responses. These students become free and happy in the classroom and outside school because they have establish behavioral patterns that produce success, pleasant relations with others and a deserve sense of accomplishment. If you have been fortunate enough to have received such positive reinforcement, you can understand what Skinner means by self-motivation. Skinner stated that telling students they don't know something is not highly motivating. Rather, he suggested covering small amounts of materials that you can immediately and positively reinforce. Reinforcement method are probably best used with students who exhibit high anxiety about learning, poor motivation, or a history of academic failures. Age is not the best indicator of who will benefit from extrinsic reinforcement; rather, success in achieving the desired behaviors is the best indicator. The tips on facing with an unmotivated or low-motivated student:

1. Principle : Students do a task because it is fun, it brings them some external contingency, or it is seen as an important and useful thing to do.
2. Strategy : Find a way to make the task more interesting and enjoyable; this will increase the instrinsic motivation value of the task for students.
3. Strategy : Associate an extrinsic reward with task participation and completion; this will increase the extrinsic motivation value of the task for students.
4. Strategy : Explain carefully to students precisely why the task is important, meaningful and valuable to them; this should increase the identified value of the task and influence self-regulation by students.

CONCLUSION

The study of motivation is essentially a study of how and why people initiate action directed toward specific goals, how intensively they are involved in the activity, and how persistent they are in their attempts to reach these goals. Explanation of motivation include both personal and environmental factors as well as instrinsic and extrinsic sources of motivation. Many theories of motivation feature a prominent role for goals. Goals increase motivation if they are specific, moderately difficult, and able to be reached in the near future. Student motivation to learn is both a trait and a state. It involves taking academic wotk seriously, trying to get the most from it, and applying appropriate learning strategies in the process. Four conclusion of motivation should be clear:

1. Students differ in how they are motivated and what motivates them.
2. Differences in motivation can lead to important differences in learning
3. No single theory of motivation adequately informs educators how to motivate students
4. Over the course of development, students generally become more in control of and responsible for actions that influence their level of motivation for learning

Thus, expect young and older students who are struggling to learn to benefit it more from extrinsic reinforcers to facilitate their levels of motivation. Motivated learners are more enthusiastic, goal-oriented, committed, persistent and confident in their learning.

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