

## THE ROLE OF MOTIVATION IN TEFL: A SUPPORTIVE FACTOR IN LANGUAGE LEARNING ACHIEVEMENT

**Fitria Damayanti**  
fitriadamayanti80@gmail.com

**Abstract:** Motivation is an important factor in success language learning. The effect of motivation influences a great deal toward the process of teaching and learning. A teaching is successful if the teacher is able to produce motivated students in doing so the students will be more interested in the lesson and it will facilitate them in understanding the lesson. Many experts and research has been done to find out the effect of motivation and how it facilitates both teachers and student in teaching learning process. The most significant research on motivation is conducted by Gardner and Lambert and then on continuous issues have emerged and looked upon. There are several types of motivation like intrinsic, extrinsic, integrative and instrumental.

**Keywords:** *motivation, success language learning, intrinsic, extrinsic, integrative and instrumental*

This paper aims to highlight and review some of language experts' view of the importance of motivation in teaching and learning English as a Foreign Language. It is best for teachers and students to recognize the influential role of motivation in success language learning. For teachers, by knowing so, will facilitate their teaching and for students, will help them to overcome difficulties in learning. From Krashen's basic concepts of the acquisition of language, there are three kinds of affective filter variables that relate to success in second language and learning, which one of them is high motivation beside high self-esteem and low anxiety (Krashen & Terrell, 1983). In the teaching principles based

on the affective domain- refers to the emotional state of human behaviour- motivational factors determine the learning language achievement (Krashen & Terrell, 1983). Thomson states (as cited in Skinner, 1974, p. 450),

There is very little school learning without mental activity on the part of the learner. The most effective learning takes place when there is a maximum activity. Maximum mental activity is best attained through strong motivation. Motivation is the superhighway to learning

According to Longman Advanced American Dictionary (2007), motivation is eagerness and

willingness to do something the reason why you want to do something. Yelon and Weinstein points out that a motive is what causes a person to act in a certain way (as cited in Burhan, 2006, p. 12). Also stated in Burhan, Miller's concept of drive which is an aroused state of organism, one that goals the individual into action his interpretation of learning and motivation.

From the explanation above, the writer would like to find out all aspects related to motivation and also share with teachers and students of EFL. There are two types of motivation :

1. Intrinsic motivation – influenced by the physical condition of the classroom, method, applied, materials, and teachers personality as well as teaching techniques.
2. Extrinsic motivation – consists of instrumental and integrative motivation,

Intrinsic motivation refers to learning language that is used to reach another goal. Extrinsic motivation refers to learning language to survive in the community where that particular language is used.

Let us take a close look at instrumental motivation and integrative motivation. In Freeman (1999), Gardner and Lambert define :

1. Integrative motivation as a learner's motivation in speaking the language and wanting to integrate with the society of the target language.
2. Instrumental motivation as a learner's motivation in furthering a career, improving social status or meeting an educational requirement.

Norris – Holt in her research of motivation in language learning achievement, explains the role of integrative and instrumental motivation. She mentions that integrative motivation has been strongly considered as the most significant out of all types of motivation. This is supported by several like Taylor, Meynard and Rheault 1977, Ellis 1997 and Gardner and Lambert. On the other hand , Lukmani (1997) supports greatly that an instrumental orientation is the important one viewing facts in India that female learners of L2 undergo this phenomenon. Brown (2000) believe that both integrative and instrumental motivation are both important, he gave examples of international students studying in the U.S where they learn English as academic purpose and at the same time they blend with the natives.

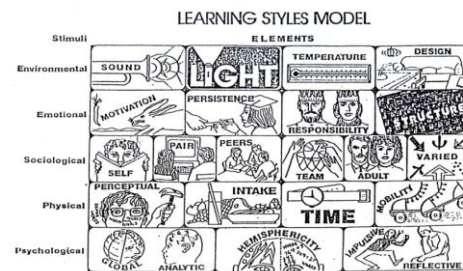
Despite of various views, motivation is the key to success language learning. It is advisable for to teachers to recognize the types of motivation in order to assist students in learning English as a foreign language. In Burhan (2006), we may find contrasting views of behaviourists and humanists. The humanists believe that there is only one kind of motivation – the personal, internal motivation that every person has at all times, in all places, and when engaged in any activity (Purkey, 1970:12). Also in Burhan, behaviourists claim that motivation is controlled by the environment. Nevertheless, either emphasizes the importance of success in language learning.

Lembaga Bahasa LIA Palembang Affiliate, rewarded as number one national English course

2007 by the Department of Education and Culture, values motivation importantly. In the five teaching strategies of LIA<sup>1</sup>, motivating students must firstly be carried out even the first strategy of LIA's teaching is called "Motivating Strategy". Teachers motivate students in various ways for example by showing pictures, relating the topic with students' daily life, listening to songs; so that students will be interested in learning the topic of the day unconsciously in their lessons. This strategy is strongly based on Stephen Krashen's Affective Filter Hypothesis (Ellis, 1985).

The affective filter consists of three important factors which are motivation, self-confidence and anxiety. If the affective filter is high – less motivation, less confidence, high anxiety, the teaching learning process will be disturbed and so teachers must lower the affective filter through various activities that arouse students' interest in learning. If the affective filter is low – high motivation, high confidence, low anxiety, the teaching learning process will be more successful and so the students will learn better and are able to grasp the target language easily. The teacher trainers of LB – LIA main branch, urge the teachers of LIA throughout Indonesia, not to continue to the second strategy if the teachers are not able yet to produce interest students in learning. This shows how important motivating students is for the teachers and also important for the students to facilitate them in learning.

Dr. Rita Dunn and Dr. Kenneth Dunn design of learning style model below facilitates students in learning. Motivation is one factor that students must consider.



(LIA, Lembaga Bahasa, 1999)

Factors that affect motivation may derive from family, friends and immediate surroundings. Family support, which can be moral or financial, is essential in accomplishing goals in education. It can be in a form of facilities like free meals, laundry, telephone or even transportation. This kind of support is important to some students, it aids the students' goal in education. Support from friends and people living nearby can come in the form of encouragement, praise and sometimes also rewards and through studying together, providing private libraries, or setting up a free kitchen during the study sessions for examinations.

Thanasoulas (2002) states in his TEFL article that there are 15 techniques that teachers are advisable to hold on to in bringing motivation to class :

- Power in the classroom
- Group processes and motivation
- A framework for motivational strategies
- Creating the basic motivational conditions
- Appropriate teacher behaviour and good teacher-student rapport
- A pleasant and supportive classroom atmosphere
- A cohesive learner group characterize by appropriate group norms
- Generating student motivation

- Increasing the learners' "goal – orientedness"
- Making the curriculum relevant for the learners
- Creating realistic learner beliefs
- Maintaining and protecting motivation
- Creating learner autonomy
- Encouraging positive self-evaluation
- Increasing learner satisfaction and the question of rewards and grades.  
(For further explanation open <http://www.englishclub.com/tefl-articles/motivation-motivating-efl.htm>)

Found in a website, there are six effective strategies that teacher can rely on. The first is to encourage students to personalize the classroom environment according to their taste. Secondly, create situations in which students feel a sense of accomplishment. Thirdly, encourage students to set their own short-term goals. Fourthly, provide pair and group activities to develop students' confidence. Next, develop a friendly climate in which all students will feel recognized and valued. The last, connect language learning to interest outside of class.

## CONCLUSION

From the issues above we may conclude that motivation is an important role in success language learning as encountered in Burhan (2002) by Falk's statement (1978, p.365) :

The basic approaches language instruction are the grammar – translation method, the direct method, the audio-lingual approach, and the cognitive approach. All suffer from

inadequacies due to a failure to observe either the nature of language or non-linguistic factors that affect language learning. The learning situation, the amount of exposure to the language, and the type of motivation possessed by the learner are all crucial factors in the success of foreign language learning. Indeed, given the right combination of such factors, it is possible that foreign language learning may be accomplished naturally, without instruction, much as native language is acquired.

Also, in Hutchinson and Waters (1989:48) stating motivation is also a part of English for Specific Purpose,

The relationship between the cognitive and emotional aspects of learning is, therefore, one vital importance to success or otherwise of a language learning experience. This brings us to a matter which has been one of the most important development of ESP-motivation.

Students who are likely to respond better to more challenging assignments, sticker grading, corrective feedback, new or unusual problems and who try again after failing are highly motivated students. While students who are likely to respond better to less challenging assignments, ample reinforcement for success, small steps in learning, more lenient grading, and avoidance of public recognition of mistakes (Woolfolk & Nicoloch, 1980, p.325). Huffman (1993, p. 325) states,

Students with high achievement motivation tend to prefer moderately difficult task. They avoid task that are too easy

because they offer little challenge or satisfactions. They also avoid extremely difficult task because the probability of success is too low.

It can be concluded that motivation possess a positive effect in the teaching learning process and it will facilitate both teachers and students. Students with high motivation will do better and learn faster, also they are able to overcome the difficulties found in learning. Teachers recognizing the knowledge of motivation and the techniques in motivating students will help them facilitate the students in the teaching learning processing.

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## About the Author:

Fitria Damayanti, M.Pd is the lecturer at the Musi Charitas Chatolic University