What Should A Teacher Know About Motivation to learn English As A Foreign Language

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ABSTRACT

Learning English as a language which is used by the majority people of the world socially, culturally, economically and politically has many advantages .At the same time, the student whose a language which is different in the linguistics rules and cultural or social norms often face some difficulties to be proficient in learning to using the English. This fact happens because the language is not used in the community where the students conduct their daily activities. Being aware of some obstacles of the students, building the student's motivation is one of the ways that can eliminate the problems faced by the students. The desire or the interest of the students in acquiring the knowledge of English plays important roles to elevate the student's achievement. There are two important aspects related with the building of motivation to learn English. The first deals with the motivation to gaining the knowledge of English in the context of social-educational.(classroom-learning context). The second relates to pre-actional, actional and post-actional motivation. The later aspect of motivation asserts that the individual perception of the task, atmosphere, the course content, materials, facilities, personal characteristic of students the roles of the teacher influence the individual's classroom learning motivation.

Key words : Teacher, motivation, to learn, English

A. Introduction

Having a good Undesrtanding of the subject of Interest in the domain of learning a language which is not the students' daily language is, indeed, very meaningful to support the teaching and the learning achievement. Many types of motivation have been researched and talked either by the previous and existing researchers and the linguists. This article describes as well as reviewing many ways in what way the teacher stimulates their students' theoritically and briefly.Dornyei (2001: 116) writes that the effectiveness of teaching is more or less influenced by the skills of the teacher to encourage or push the learners. The next sections of this paper will discuss some types of strategies that can prompt the students' score in learning English, the language that they think socially, linguistically different in its uses from their mother tongue and first language.

B.Power in the classroom

There should be an initial step to build the enthusiasm of the student for learning the language which is the same as the language they use in conducting their personal and business activities. Creating a mutual relationship between the teacher and the students is recommended since it is seen as the strength in the room where the students

get the lesson. The teacher should be capable to play the role as the motivator, stimulator, generator, and facilitator. The good performance of the role of the teacher results with the awareness of different roles of the students. Take an example, delivering the homework, assigning to perform a group discussion, providing feedback and assessing the student's works is the rights of the teachers. On the contrary, the students are obligated to obey and do what the teacher instruct. The harmony which has been established through the good relationship becomes the capital of both teacher and the students to found the spirit in having the knowledge of the language being learnt . The motivation is divided into three kinds a) *coercive*, b) *reward-based*, c) *referent*. These three types of motivation become the right of some individuals or institutions handing over to the workers or employee. The received encouragement may be in the case or punishment (a) or reward (b)

As a long as the teacher can build the solidity by providing the praise for the learners who have done the good jobs and penalty for those are in the wrong behaves, it is clearly believed that there will be the close links and interest between the individuals or the institutions. In short, it can be said that the paradigm of the three mentioned energy will provoke

the one who takes the interest of getting the idea of a means of communication being studied.

C. The stages of Building the Students' Interest to be proficient in the Language that they do not Use in Daily lives (English)

Talking about how to raise the willingness of the students to learn speaking, reading, listening and writing refers to the techniques to build the groups for the teaching and learning purposes. There are some steps to encourage the students to have the understanding and the English skills. The techniques applied by the teacher to involve the students 'participation as a long the process of teaching learning can be described as follow. The first stage starts with the students' anxiety. They are quite aware that they become the members of the group in the classroom. They adjust the classroom academic atmosphere and need a teacher for a help. They try to fix the behavior which their friends or school community can accept them. The second process is usually marked by the presence of the different opinion of sub-groups and the teacher. Both the teacher and the students share their disagreement and argue each other. The third level comes to the point where the students are capable to assemble the classroom togetherness. They have an ability to play

the role as the student. At the final step, the interpersonal activities happen. Everystudent is responsible with the task has been assigned. Theoritically as it has been claimed in the design a framework for motivational tactics, if the four mentioned procedures put into practiced , the teaching and learning activities will run as planned and the learning and teaching goals will be achieved (Daniels, 1994).

D.The Basic Concept To Run The Techniques To Promp The Interest Of The Students In Acquiring The Knowledge Of English

An ability of the instructor to motivate students to work at English is strongly required. It has been known, nowdays, there have been more than one approaches to speed the enthusiasm of the English learners practiced by some teachers. One way is inquiring the practical understanding of English subject, namely gaining the knowledge with joys and fun. This idea comes from Good and Brophy (1994: 212) .This strategy is believed can raise the student's attention. Another one is distributing rewards and punishments. This way has been considred as the motivational strategy used by the teachers in the teaching-learning process. Anyhow, they are not the only instruments in motivating the

students. Dornyei (2001: 119) argues that the motivational strategies could be in various ways. What should be done to design the a framework of motivational strategies is they must be orderly arranged with different themes.. The taxonomy of motivational strategies model offered by Dornyei and Otto that is based on the process-oriented model is an alternative to apply. The things should be executed as model follow

1. Creating the basic conditions that can rise up the motivation. The teacher sets up the learning scene which can attract the learners of English in the classroom.
2. Generating the motivation of students. There should be some actions before the stages of teaching (pre, while and post teaching).
3. Maintaining, preserving and protecting motivation as long as teaching learning process going on.
    Stimulate the positive the students' self-evaluation. The phases done soon after the teaching learning activities have been already completed.

E.Designing the basic motivational conditions

The conditions or factors which must be generated to support the success and effectiveness of Motivational strategies relate with:

1. The good behaviour of the teacher
2. The comfortable, pleasant and conducive classroom atmosphere;
3. A learner group that is sticking together to the collective norms

F. Good Teacher Behaviour and Good Teacher-Student Relationship

In the context of classroom , the teacher's words and behaviours have a impact on the students' motivation. In other words, teacher's behaviour is a powerful 'motivational tool' (Dornyei, 2001: 120). Believing in this paradigm, it can be said that the students'engagement, participation and attraction in completing tasks is determined by the goodness or badness of the teacher-student relationship. Hence according to Alison (1993), a relationship between the students and the teachers can be established by mutual trust and respect. They can talk each other personally. This mutual trust could result with enthusiasm. To some extend, the enthusiastic teachers can elevate the students' sense of commitment and interest in, the subject matter they are learning either verbally or non-verballyy. The two- way communication between the students and the teachers which run well can increase the motivation because the learner feel safe in the classroom activities . This situation provides students with opportunities to express their opinions freely without feeling worring that what they have done sound ridiculous. Reviewing this perspective, the task of the teacher is organizing and managing the classroom to produce an effective learning environment in the sense that every student feel relaxed and natural (Good and Brophy, 1994: 215).

G. The Indicators of the glueyness of Learner Group

Every member of group has a strong commintent to keep the cohesion of group. This togetherness, in the next phase can bring about the motivation to learn. There are several causes that can promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, intergroup competition, common threat, and active presence of the leader (Ehrman and Dornyei, 1998: 142). Besides, the the norms mandated by the teacher is also necessary to discuss in order to become a group norm and accepted by the class member.

H. Generating student motivation

It is common thing that a human has eagerness to investigate the world. This also happen to all learners. They have always a curiosity to explore the world by acquiring the knowledge. They

do some exploration as the tools to gain the learning experiences. These goals can be achieved by several requested aspects as such   school attendance, relevant curriculum, content. Some questions are addressed to the teacher. Firstly, the arrangement of the curriculum should be relevant with the goal-oriented. Secondly, the teacher constructs the students' involvement in learning activity. Thirdly, bring the students'belief in the success of language learning.

I. How to advance   The Learners' 'Goal-Orienteers'

The lack of information about the goals and the curriculum to the students is a common cause why the students get less participation in the classroom activities.the absence of the learner understanding of the goals can be avoided if the students are permitted to formulate the group goals.   .

J. The Curriculum Response to The Learners'needs

The curriculum that is designed based on the analysis of the students' needs can   drive the students do any tasks assigned to them and participate in all classroom learning activities. They have been encouraged to get involved more with the curriculum that accommodate their concern

(Chambers999: 37). Hence, it is important for the teachers to find out the students'goals and the topics they want to learn, and try to incorporate them into the curriculum.

K. Building the Learner Beliefs

It is absolutely rational that learners' expection in learning is that having scientific other wise they do not want to face disappointment. Therefore, it is important to help learners get rid of their difficulties and get an attainment in learning English as foreign language. The learners need to enhance an understanding of the nature of second language learning, and should recognize the fact that the mastery of English can take various ways and strategies. For the learners the success of learning English can not be separated from the methods and techniques applied .

L.How to Preserve   and Protect Motivation

Avoiding the students' feeling of getting bored and tired is a must. The teacher is able to make the students do the tasks with fun and joys. This is one way which keeps away the students 'demotivation. Therefore, there should be motivational strategies to keep the student's eagerness to study English going on. Two steps are taken: a)

intensifying the degree of the students' belief and the learners' self-confidence; and b) fabricating the students, autonomy.

Teaching learning activities invoves face-to face interaction. In the area of English teaching and learning, it is significant to inhabit the student's interest and to assure the learners' self-confidence. There are five approaches that can help to raise the learners' self confidence (Dornyei, 2001: 130):

a. Teacher makes sure that every student who is studying English has opportunities to reach his or her competence, using the language as a means of communication

b. The prior knowledge and experiences of acquiring the students' first language more or less impact to the English acquisition.

c. Ensure that all assigned tasks give some benefits to the learners.

d. The need of encouragement to build the students' desire to learn English

e. Teachers can reduce classroom anxiety by making the learning context less stressful

In relation with the approaches as mention in the previous parts of this paper many educationists and former researchers (Benson, 2000; Little, 1991; Wenden, 1991) put the theories that having the autonomous learners is

beneficial to learning. This assumption is in the line with the idea stating the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning' (Rogers, 1961: 276). Benson (2000, found in Dornyei, 2001: 131). There are five kinds of approaches to produce the autonomy of learners:

a. Resource-based approaches, learning materials are accessible and under the level of the students 'competence

b. Technology-based approaches, the use of Information and Technologies (IT) in teaching and learning make the learners autonomous.

c. Learner-based approaches are proposed to change the positive behaviours and psychology of the learners

d. Classroom-based approaches become the ways to build the relationship between the learners and the teacher conducive

e. Curriculum-based approaches. Lessons, academic contents and evaluation are open-critic, the students participate to control.

M. Encouraging positive self-evaluation

Research has proved that the learners can accomplish and get satisfaction with the given task if the

teacher's approach is appropriate to the way the learner study. By employing the appropriate strategies, the learners have their abilities to evaluate themselves. Dornyei (2001: 134) proposes three areas of such strategies:

a. Promoting the students' effort first, then get the students 'ability better
b. Providing motivational comments or assessment as a basis of improvement
c. Granting the learner satisfaction and the question with the rewards and the grades.

The feeling of satisfaction is a supporting factor in reinforcing achievement behaviour, which renders satisfaction a major component of motivation. Motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards. Offering the award or the bonus though is not included in the educational system of grading is still possible motivational strategy. for judging overall success and failure in school of the students. In other words, grades focus on performance outcomes, rather than on the process of learning itself. Consequently, 'many students are grade driven, not to say, "grade grubbing," and this

preoccupation begins surprisingly early in life' (Covington, 1999: 127).

N. Conclusion

In general, motivation is theoretically defined as the 'neglected heart' of the understanding of how the teacher designs instruction (Keller, 1983, quoted in Dornyei, 2001: 116). It is believed that by sticking to the language materials being delivered and trying to run their students obedient to the classroom norm, they will manage to create a classroom environment that will be conducive to learning. Besides, the effort to know and accept the students' personalities done by the teacher as well as the member of classroom is also possible key to generate the motivation. It is claimed that learning a foreign language is different to learning other subjects. Sticking to this argument, various factors that can affect the success of language teaching should be taken account. It is because the language marks the identity of someone and is used to make other people. Learning the language of others means being learner of their social and cultural life

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