

**THE IMPORTANCE OF MOTIVATION IN LEARNING ENGLISH AS A
FOREIGN LANGUAGE.****CASE STUDY: ISLAMIC HIGH SCHOOL ITTIFAQIAH INDRALAYA****Erik Pebrikarlepi¹, Febrian Zainiyatul Firdaus²**¹IAI Al Quran Al Ittifaqiah Indralaya²MAN Insan Cendikia OKI¹erikpebrikarlepi@gmail.com²elyukian2@gmail.com**Abstract**

Motivation is one of the key factors of success and also failure in learning language and it plays a significant role in the process of learning a language. However most of students are lack of motivation and lose their willingness in learning a foreign language. Language teachers cannot effectively teach a language if learners do not have good motivation. That is why teacher should pay more attention to communicative learning that can stimulate students' motivation. This paper tries to discuss the EFL learners' motivation in learning a foreign language that includes its definitions from different views, types, and the importance of motivation in learning English as foreign language. Finally it concludes that motivation has an influential and crucial role in all aspects of language learning.

Keywords: Motivation, Language Teachers, EFL Learners**INTRODUCTION**

Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results. Actually there are a number of factors that influence language learning such as: attitude, teacher, talent (aptitude), intelligence, personality, environment, awareness, practice and self confidence. However, what is often singled out as the most significant factor in the overall process for language acquisition is a learner's motivation and desire to learn a particular language. Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of foreign language learning. Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it (Gardner, 1985, p. 50). Studying motivation is important to many EFL researchers because it is believed that without ample motivation, even learners with the most notable abilities cannot achieve long-term goals. In other words, appropriate curricula and good instruction might not be enough to guarantee success.

It is clear that motivation is a process. It is not an aim, like a product. On the contrary, it is a tool that helps us to reach our aim. First, we feel an interest and set a goal and decide to take an action accordingly. Then, we try to maintain our interest and struggle to realize our purpose. This process plays a big role especially in language learning since it makes language learning more meaningful.

Motivation is what gets you going, keeps you going and determines where you are trying to go". As it is obvious, motivation provides students with a direction to follow. It is a concept revealing the reasons why people act and think as they do (Weiner, 1992) and (Wlodkowski, 1999). These aspects of motivation are supported by Brophy's approach to motivation (Brophy, 1998, p. 3), "Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behaviour, especially goal-directed behaviour.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

According to Sutikno (2007, p. 23) achievement motivation has significant contribution of learning achievement around 64%. It means that motivation has big effects for the learners in achieving their learning success. However, lack of motivation still constitutes a serious problem both for teachers and students in language classrooms. What is important is to determine the causes of inadequate motivation and know how to handle with students lacking motivation. Timmins (1999) suggests finding out the reasons of lack of motivation in students by using psychology in the classroom. Thus, it is of great importance for teachers to take affective factors into account. When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed. Moreover, teachers' negative attitude towards students and non-supportive classroom environments damage students' willingness towards lesson. Shortage of positive reinforcements, approval and appreciation of students by teachers influences motivation to learn negatively.

Language learners can achieve success by setting their own goal and by directing their studies toward their own expectations. Students can help themselves achieve their goals by determining their own language needs and by defining why they want to learn the language. Having goals and expectations leads to increased motivation, which in turn leads to a higher level of language competence. We as teachers should encourage students to

have specific short-term goals such as communicating with English speakers or reading books and English. No matter what these goals are, we should help students set and pursue them.

All in all, language learning requires time and effort. Most of the students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher's harsh and discouraging attitude and psychologically insecure classroom atmospheres. However, it is not impossible to make students more willing to learn. By making lessons more appealing through different activities, building supportive environments, and reinforcing students positively, teachers can foster students' interest and take sound steps on the path to increasing motivation.

METHOD

This study used a qualitative approach with a descriptive research type. It is carried out by taking the steps of gathering information or collecting classification data, followed by data analysis, interpretation, making conclusions, and writing reports. This is done with the main objective of creating an overview of classroom management and interventions provided by teachers motivate the students in the class. In this study, the researcher acted as the main instrument, namely as an executor, an observer, and at the same time as a data collector. This research was conducted in Islamic Senior High School In Indralaya Ogan Ilir . While the research location is at MA Al Ittifaqiah. This study was carried out between September 13, 2021 and 10 October, 2021. The type of data used by the author in this study is primary data obtained directly by observing and recording events or events through observation, interviews, and documentation, and secondary data, namely data obtained from journals, reference books, and the internet.

RESULT AND DISCUSSIONS

In Indonesian context, especially in one of the Private Islamic High School in Ogan Ilir regency namely MA Al Ittifaqiah Indralaya, English is considered as an important foreign language that is taught to junior and senior high school students as a compulsory subject. As a compulsory subject at schools, students have to learn English even though they do not have willingness to learn the language. This situation may contribute to the students' low motivation because the students may feel that they are forced to learn. As a result, they learn English without having strong commitment. The other reason could be related to the availability of the teaching learning facilities. For instance, when the students want to improve their listening in English but there is no facility to support the learning, the students may feel unmotivated. Other possible reason could be the lack of qualified English teachers and English materials. In this context, the students may get bored with the ways that the English teachers teach them or they get bored with the monotonous materials that the teachers provide for the students. One of the consequences for not having qualified teachers and adequate materials is that students can

extrinsically unmotivated. In addition, students may also feel unmotivated to learn English since they cannot see the importance of English outside the classroom. Once they leave the classroom, they are not exposed to the use of English. Facing this situation, students may think that learning English is something that is not worth doing, and this can lead to the students' low motivation.

In relation to the situation where English is learnt as a compulsory subject in a foreign language context, many students are motivated to learn English because of external factors. The findings of a research on orientations as a part of motivation, show that many students from Asian countries such as Indonesia, Thailand, have instrumental orientations in which "students see the importance of learning English for job-related purposes" (Bradford, 2008, p.312). The findings of the research imply that students in the countries where English is learnt as a foreign language tend to be extrinsically motivated.

Loewen and Reinders (2011, p. 119) define motivation as "a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity". This broad definition provides a strong foundation for the overall concept of this area of study. In addition, Parsons, Hinson and Brown (2001, p. 28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through learning process.

Here are the kinds of motivation which are relevant to this study.

Intrinsic motivation

Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. The basic meaning of this motivation is to learn comes from within or one's self or the source of motivation is from within the person him/herself for the activity itself. Lightbown and Spada (1999, p. 56-57) mention that teachers do not have many effect on students' intrinsic motivation since the students are different backgrounds and the only way to motivate students is by making the classroom a supportive environment. In this case the teachers are demanded to be more creative and innovative to convey the lesson in the classroom so that the learners will be more interested in learning as well.

Extrinsic motivation

Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result (Pintrich, 2003p. 667). The source of motivation is from outside of an individual. It can be in a form of reward, punishments and other incentives. You are motivated to learn a language because someone else is either going to reward you or penalize you for it. Where as intrinsic motivation tends to correlate with long-term success, extrinsic is linked to more short term gains.

Integrative Motivation

Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.

Instrumental Motivation

Instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

Both integrative and instrumental motivations are mutually inclusive. Most situations in learning language involve a mixture of each type of motivation. In fact, it difficult to attribute learning language success to certain integrative or instrumental causes. However, the importance of integrative and instrumental motivation depends on situations or contexts, whether learning language functions more as a foreign language or as a second language Gardner, R and Lambert, W. (1972).

The importance of motivation in foreign language learning motivation has an important role in success and failure in learning a foreign language. Teachers and parents role is important for motivating students. Motivating students is difficult task. It is time consuming. A lot of effort is required for motivating students. But without motivation learning is not possible. Spolsky (1990, p. 157) states that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivation are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

CONCLUSION

Language learning is not an easy process, and it requires time and effort. However, it is not just a cognitive process. It leads us to bringing some affective factors to this process. Affective factors, which are related with the state of our emotions, play a big role in language learning, and they can even determine the level of success in learning because of the fact that when we develop positive feelings during the language learning process, the possibility of achievement will directly increase. One of these affective factors is motivation in language learning.

Motivation provides students with a purpose and direction to follow. For this

reason, it has a great significance in learning. However, in the case of insufficient motivation, some problems begin to appear. Students do not take most out of their learning. Language does not seem meaningful and purposeful. Without will and desire to learn, it is difficult to achieve effective and fruitful learning, which provides us with the opportunity to benefit from our learning. As Huitt (2001) suggests, displaying the importance and necessity of language will help improve their motivation to learn even in the case of inadequate intrinsic motivation. Hence, teachers should get more aware of importance of motivation in language learning and with simple changes they can promote their students' motivation.

As it is obvious, when students develop positive attitudes towards themselves and lesson, they get more eager to learn and take sound steps on the road to learning in real sense. Although the teacher who was observed and interviewed is really good at building positive environment, more attention should be paid to make students understand the importance and necessity of language learning. As McDonough (2007) suggests, teachers should not forget that students' needs, points of view, personalities, individual differences and teacher's treatment to them are also determinants of success and failure. Students complained about boring and colourless lessons. They need action, fun and communication in the lesson. They can be given more responsibility during the process, which increases their sense of success.

Furthermore, though the teacher is very effective, the learners are lack enough material. As a consequence, that classroom should be provided with colourful and different materials and visual aids which attract their attention and increase their will to learn. Considering all these points and results of the study, it is likely to pave the way for prevention of lack of motivation and help students show both academic and emotional improvement. In short, the motivation has an influential and crucial role in all aspects of language learning.

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