

## THE NEED OF MOTIVATION IN LEARNING ENGLISH

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### **Abstrak**

*Motivasi merupakan faktor yang sangat penting dalam proses pembelajaran bahasa Inggris, karena bagi sebagian siswa bahasa Inggris merupakan pelajaran yang tidak penting dan juga menakutkan sehingga mereka tidak memiliki keinginan atau kesadaran untuk belajar bahasa Inggris. Pada dasarnya bahasa Inggris merupakan pelajaran yang sangat bermanfaat bagi setiap individu khususnya peserta didik. Oleh karena itu sangat diperlukan motivasi agar siswa tersebut menyadari bahwa setiap mereka memiliki potensi untuk memiliki kemampuan bahkan menguasai bahasa Inggris.*

**Kata Kunci:** *Needs, Motivation, Self Actualization, English Language*

### **INTRODUCTION**

Why do we have to learn English? This question often asked by some students. For some students English is not important and it is one of horrible subjects for them. On the other hand English is one of subject that must be learned by the students from the kinderkarten until university level. Actually English not only as a subject but English is also really important and very useful for every bodies. English is the widest spoken language in the world, there are so many non native speakers than the native speakers in the world. It is so hard to guess how many people speak English to some extents. English has become necessity in so many activities and professions. By mastering English, people can go around the world and communicate by using English.

In fact, it is not easy to convince some people or some students to realize that English is very useful and important to be learned. To convince others to learn English, motivation is needed. Motivation plays an important role in foreign language learning. Learning motivation is to promote, guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. Meanwhile, as an organizer in teaching, teacher should pay more attention to communicative learning that can stimulate students to learn effectively.

## **DISCUSSION**

Learners' motivation of learning a language is considered as a crucial factor influencing the achievement and proficiency of learning. If a student is given motivation, student can learn a language better and can last the learning enthusiasm longer. Without motivation nobody can achieve the long-term goal of learning a language. High achievement-motivation is one of factors that cause successful learning may cause high motivation as well. Foreign language teachers want to stimulate students' learning motivation very much. How do we promote students' motivation in learning English? So we should have a general understanding of learning motivation in order to understand students to learn behaviors comprehensively.

For students, firstly, the outlook on life and values are relatively immature. Second, the students have strong self-esteem, and sometimes they have a little reverse psychology to the family and school education so that motivation education has enormous obstacles. Third, the different students have the different experience and personalities so that the methods of motivation education should be different. Then the motivation education for the students is doomed to need a great work.

For teachers, the primary reason is that some teachers do not pay sufficient attention to ideology. Another reason can be that teachers have some misunderstandings. They think that the primary school when everyone has been so motivated to learned for life should be the phase for students to

cultivate motivation, while sometimes the students have been fixed and then it is in vain to cultivate motivation for them.

The students have the initial psychological basis to carry out their ideals to the end and obtain the corresponding ability to reserve. It is the key and transitional period from the unconscious motivation to self-motivation. If the students can grasp this period well, they will be excellent and successful. Instead, they will go into the opposite way. The instability of the junior students' learning is the reflection of the amount of motivation. That is why we must seize the opportunity to guide students in forming a clear and sustained motivation. Motivation is the internal cause and the external cause functions owing to the internal cause, so the teachers' guidance should be natural, but strongly imposed on students.

## **What is Motivation?**

*Dörnyei and Schmidt* (2002) discuss how important motivation is for second language acquisition. Questions that are raised are: What kinds of different motivation are there and how do these different types of motivation occur? What can the teacher do to have motivated students? *Mcgroarty* (2002) writes that motivation for second language learning is created from people. She suggests that motivation also can come from the different surroundings and the environment of schools and the places where the teaching takes place. She also says that it can be good for the motivation of learning a second language to have different kinds of groups that work together. She suggests that it is important that learners see the things they learn as meaningful, that they have some level of choices and that it is something that they need to work for to master.

On the other hand people that are driven by *an inner motivation* do things because they think that what they do is interesting, entertaining or challenging *Deci & Ryan* (1985). Those who are driven by inner motivation do things for their own self satisfaction. For these people learning is about learning something new and not about gaining some kind of reward *Covington* (2000). People that are driven by *an outer motivation* are motivated by having a grade, recognition or other rewards. An outer motivation can be there because the individual wants to avoid some negative consequence.

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The researchers of motivation, *Ames & Archer* (1988) mention the importance of that learning is taking place for the person's own sake, that there is an inner motivation. The inner motivation is important to reach the best effect upon the learning of different situations. The researchers say that those who have inner motivation often uses more advanced ways of studying than those who have a motivation that comes from outer rewards such as grades.

For some experts in their book explain that motivation is some kind of internal drive which pushes someone to do something in order to achieve something, on the other hand *Brown* defines motivation as anticipation of reinforcement which is powerful concept for the class room.

*Brown* (2001) classified motivation based on cognitive definition into three categories that are :

1. Drive theory : motivation comes from basic innate drive, so it has been exist since we are born.
2. Hierarchy : motivation is something that comes from individual needs.
3. Self control theory : motivation is something that appear if there is opportunity to make some one to make own choices about what to pursue and what not to pursue (self control).

Based on these categories it can conclude that motivation is one influential factors in learning that drives the students to struggle to reach their goals in learning process and it becomes stimulus in learning process. When the teacher promise to give some reward for the student if they get 8 to 9 for their English subject it will motivate the students to study hard in order to get the reward from the teacher and it will be the stimulus for students in learning process.

## **Categories of Motivation**

Based on some explanation of researchers above it can be seen that there are two kinds of motivation that is needed by the students to learn English that are Inner and Outer motivation where each of motivations influenced by some aspects such as environment and student's self. Motivation divided become two categories based on how it comes from. *The*

*Inner or Intrinsic motivation* rises from individual inside and *The Outer or Extrinsic motivation* comes from outside of individual.

## **The Inner or Intrinsic Motivation**

VanLier (1996) in *Chunmei Long1, Zhu Ming1 & Liping Chen1 journal* (2013) defines intrinsic motivation in terms of drive theories: certain basic psychological needs which are innate in the human being. It is important to note that it is intrinsic motivation that is engendered by the learning process itself. Those views are encouraging to language teachers, owing to the fact that some students bring no intrinsic motivation to the classroom. As the language “teachers, our task is to maximize the stimulation of students” intrinsic motivation.

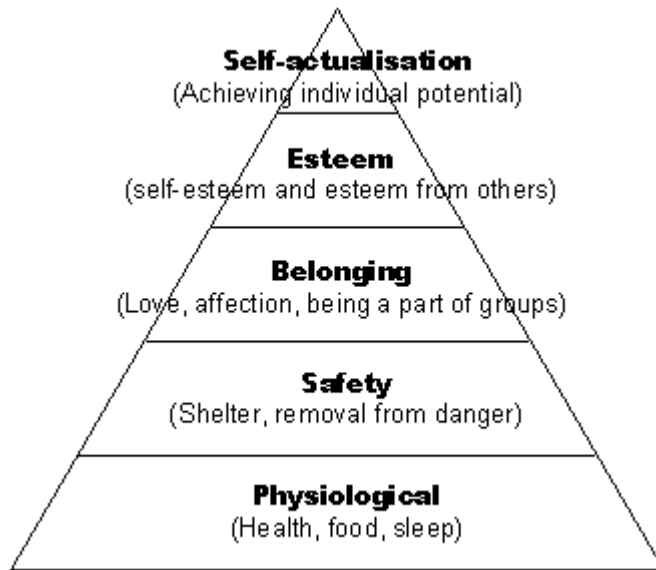
Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment (Marsh,1996). Each of factors has their role in every individual in order to improve their internal motivation.

## **The Outer or Extrinsic Motivation**

Some explanations in *Chunmei Long1, Zhu Ming1 & Liping Chen1 journal* (2013) Extrinsic motivation can be used to marshal the productive forces of intrinsic motivation. “Extrinsic motivation is a standing invitation to students to adopt a surface approach.” (Biggs, 2002). The students focus on their performance and the value or the importance that they attach to the outcome. “Extrinsic motivation is characterized as the motivation to engage in an activity as a means to an end.” An extrinsically motivated student performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. Extrinsic motivation is stimulated not by the process itself but by what can be got from doing the action.

## The Need of Motivation in Learning English

### MASLOW'S HIERARCHY of NEEDS



### The five needs

- Physiological needs are to do with the maintenance of the human body. If we are unwell, then little else matters until we recover.
- Safety needs are about putting a roof over our heads and keeping us from harm. If we are rich, strong and powerful, or have good friends, we can make ourselves safe.
- Belonging needs introduce our tribal nature. If we are helpful and kind to others they will want us as friends.
- Esteem needs are for a higher position within a group. If people respect us, we have greater power.
- Self-actualization needs are to 'become what we are capable of becoming', which would our greatest achievement.

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in

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*Psychological Review*. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. Maslow used the terms "physiological", "safety", "belongingness" and "love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met with the exception of the most fundamental (physiological) need there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term "metamotivation" to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment. (Wikimedia Commons has media related to *Maslow's hierarchy of needs*.)

Based on the explanation before, actually in learning English each of students need motivation to improve their ability and their self confidence in learning English. In order to able or mastering English the students must be able to push themselves to learn English. When the students get motivation to learn English they will realize that each of them has potential in English and they will be able to use English in spoken or written. By having English ability the students will have a chance to show their self in any kind activities that need English ability.

Maslow's hierarchy of needs pyramid shows that Self-actualization is on the top position. The "Self-actualization" represents a concept derived from Humanistic psychological theory and specifically from the theory created by Abraham Maslow. Self-actualization, according to Maslow, represents growth of an individual toward fulfillment of the highest needs; those for meaning in life, in particular.

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"What a man can be, he must be." This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one able to become the most that one can be. Individuals may perceive or focus on this need very specifically. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them.

Self-actualization was divided into:

- a. Self-actualization, which is realizing one's own potential, as above.
- b. Transcendence, which is helping others to achieve their potential.
- c. Abraham Maslow's book *Motivation and Personality* started a philosophical revolution out of which grew humanistic psychology. This changed the view of human nature from a negative point of view – man is a conditioned or tension reducing organism- to a more positive view in which man is motivated to realize his full potential. This is reflected in his hierarchy of needs and in his theory of Self-actualization.
- d. The term was later used by Abraham Maslow in his article, *A Theory of Human Motivation*, Maslow explicitly defines self-actualization to be "the desire for self-fulfillment, namely the tendency for him [the individual] to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming." Maslow used the term self-actualization to describe a desire, not a driving force, that could lead to realizing one's capabilities. Maslow did not feel that self-actualization determined one's life; rather, he felt that it gave the individual a desire, or motivation to achieve budding ambitions. Maslow's usage of the term is now popular in modern psychology when discussing personality from the humanistic approach.

By having Self-actualization the students will realize that they have their own potential, one of them is in language ability. The students will

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realize when they get the motivation from their environment especially from the teacher and friends where they study. After the students realize their ability they can maximize their potential so the student not only able but they will hve a chance to mastering English.

## CONCLUSION

As a foreign language not all of the students have motivation in learning English, some of the students think that English is unused and they don't know what is the function, the goal or the benefit by beeing able in English. In fact English is very important and will give many benefits for students. So that's why the teacher especially English teacher should give motivation for the students. The Teacher has an important role to make the students realize that each of them has potential and one of their potential is in language ability. Based on some theories and some explanation before it can be seen that motivation is needed by the students especially the need of self-actualization. By having motivation in self-actualization the students will realize ababout their potential and they will have confidence to improve and maximize their potential so that they will be able or mastering English

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