**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter, the writer describes about (1) definition of motivation, types of motivation, principles of motivation, theories of motivation, possible technique in arousing motivation for students, (2) definition of learning, theories of learning, learning English as foreign language, (3) motivation in learning, motivation in learning English as a foreign language and improving motivation for learning English.

1. **MOTIVATION**
2. **Definition of Motivation**

The word “ motivation” is derived from a verb “ motivate ” means encourage or to get some one will to do something. The word motivation is also close-related with the word motive. According to Thomas M. Risk “We may define motivation in a pedagogical sense, as the conscious effort on the part of the teacher to establish in students, motives leading to sustained activity toward the learning goals.” While according to Mc Donald “Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction.”

Different way, motivation is probably the most often used catch all term for explaining the success or failure or virtually any complex task. It’s easy to figure that success in a task is due simply to the fact that someone is motivated.

H Douglas Brown abates that motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action,[[1]](#footnote-2) and Hilgard and Russel states that the evidence seem rather clear too, that motivation is not something applied a part from the learning situation but is on intrinsic part of it,[[2]](#footnote-3) it means that motivation and human’s behavior or activity performed by a person without motivation encouraging it. Generating motivation within a person, the needs or internal forces and external stimulus play important rules, for example someone who has not eaten anything for ten hours, will feel hungry; the hunger indicate that the body lacked energy, we call this condition as the need or internal force, and it will encourage the person to find food.

In rather that different way, Mc Donald as acquitted by Oemar Hamalik about definition of motivation can be explained further as follow :

1. Motivation is started by an energy change within the person. The change is result or certain change in the neuropsychological system of the person. For example after we do an exercise for an hour we will be dehydrate. This physical change will be then responded by our nervous system and it will result in a certain condition we call “ thirst ”
2. Motivation is characterized by affective arousal the beginning is constitutes a psychological strain and then become the state of emotion; that state of emotion will encourage a motivated behavior.

The process cannot be seen directly, but we can investigate it by observing the behavior performed by the person, we cannot see how the dehydration happens in our body or how our nervous system work to respond to it, so we can feel thirsty. But we can observe that when someone feel thirsty, he/she will try to find water.

1. Motivation is marked by responses function to reduce the psychological strain caused by the energy change within him/her self. Each response is a step toward the goal.

So, we can know how about characterized the motivation it self, beside that we know about transfer how about the motivation, how about characterized the motivation and how about the market by responses achieve the goal, so we know how about the motivation themselves to our selves.

1. **Types of Motivation**
2. **Intrinsic Motivation**

Muhibbin Syah, M.Ed defines that “ Motivasi intrinsik adalah hal dan keadaan yang berasal dari dalam diri siswa itu sendiri yang dapat mendorongnya melakukan tindakan belajar.”[[3]](#footnote-4) Intrinsic motivation is something or coming from internal student it self and can do learning or in other word intrinsic motivation is internal spirit to do something for its own sake ( an end in it self ). Beside that, intrinsic motivation can defines as interest feeling some material and needed to material it self. Ngalim Purwanto states that” Disebut motivasi intrinsik jika yang mendorong untuk bertindak ialah nilai-nilai yang terkandung di dalam objeknya itu sendiri.”[[4]](#footnote-5) Can defines intrinsic motivation if some force to do is a result in the object it self. Beside that, we can consider factors affecting intrinsic motivation under the things of physical condition, method, the teacher and success.[[5]](#footnote-6)

In intrinsic motivation have two kinds, it has been suggested that there are two main types of such motivations, integrative motivation and instrumental motivations.

1. Integrative Motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of that society.[[6]](#footnote-7) For this kinds of student’s motivation need to be attracted by the culture of the target language community, and in the strong of integrative motivation, they wish to integrate themselves into that culture.[[7]](#footnote-8)
2. Instrumental Motivation. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals; furthering a career, reading technical material, translation and so fort.[[8]](#footnote-9) This term describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or statues. The language is in instrumental in their attainment of such a goal.

In the relation to this study, the writer then concludes that second language learning is an emotional activity involving countless affective variables or to assert that learning a second language involves taking on a new identify.

1. **Extrinsic Motivation**

Douglas Brown states that motivation behavior on the other hand are carried out in anticipation of a reward from the outside and beyond the self. Typical extrinsic rewards are money, prizes, grades or even certain types of positive feedback.[[9]](#footnote-10)

1. Physical Condition

It is clearly the case that physical conditions have a great effect on learning and can after a student’s motivation either positively or negatively classrooms that are badly lit and over corded can be excessively motivating, but unfortunately many of them exist in school.

1. Method

The method by which students are thought must have some effect on their motivation. If they find it deadly boring they probably become motivated, whereas if they have confidence in the method they will find in motivating. But perhaps this is the most difficult area of all to be certain of it is also true that different students are more or less sympathetic to any particular method depending upon their expectation. Teacher can easily recall students who felts that there was not enough conversation or depending the student’s taste at the time.[[10]](#footnote-11) However, if the students lose confidence in the method is largely in the hands of the most important factor affecting intrinsic motivation.

1. The Teacher

Whatever the students like, the teacher or not, may not be very significant, he said, thought, is that two teachers using the same method can have vastly different result. In the first place the teacher personality matters a lot, but beyond that it is clear that the teacher need to do everything possible to create a good report with their students and acting upon their hopes and aspiration. Most of all the condition it depends on paying more attention to the students than to the teacher.

1. Success

Success or lack it plays a vital part in the motivational drive of students.It will be the teacher’s job to set goals and task at which he/she could realistically expect the students to be able to achieve. To give students very high challenge activities, where this is not appropriate may have a negative effect on motivation. It will also be the case that low challenge activities are equally de motivating. If the students can achieve all the task with no difficulty at all they may lose. The motivation that they have something when faced with the right level of challenge.

1. **Principles of Motivation**

Based on the states of Dr. Oemar Hamalik in his book “ Psikologi Belajar dan Mengajar ” give suggestion of 17 principles of motivation. These principles were arranged based on a through research in order to encourage students to learn in the schools in democratic situation and to establish self motivations in them. The principles are as stated below :

1. Reward is more effective than punishment. Punishment is nature stopping a kind of behavior, while reward appreciates what the learner has done. Therefore, reward has higher value for student’s motivation in learning.
2. The students have different psychological needs that have to be satisfied. Student which can fulfill their need lesser help in motivation and discipline.
3. Intrinsic motivation more effective than extrinsic motivation, because the satisfaction the learner gets suits the amount he expect.
4. Toward appropriate responses or behaviors, reinforcement is necessary. It is a learning activity has achieved the objective, it is necessary to review it few minutes later, hence the result will more reinforced. The reinforcement is needed on each level of learning.
5. Motivation easily spread from a person to the others. A teacher with enthusiasm will produce some enthusiastic students and the other side students will eventually motivate too.
6. Clear understanding toward the purpose of learning will invite motivation. If a person has a realized the goal, he/she intends to achieve his/her behavior toward to goal will be strongly forced.
7. Task assigned by the students themselves will arouse greater motivation than if the task is assigned by the teacher. If the student are followed to find out the problem by themselves too, they will develop self motivation and self-discipline better.
8. External reward sometimes are needed and even effective enough to stimulate the formation of intrinsic motivation. Because of encouragement given by another person; as an example : the student will make a greater effort to get a height grade.
9. The variety of technique and method of teaching is effective to maintain the student’s interest. The variety of teaching technique and method will create a challenging, fun learning situation as paying with different play things.
10. The use of interest the students has economical in nature. The special interest in playing basketball; will be easily transferred into the subject of study or certain matters in the subject of the study.
11. Activities which will be able to a track the interest of the students of less competence may will be not interesting for the students of high competence. That is because of the capability differences among the students. Because of this fact, the efforts made by the teacher to generate to student’s motivation must be carry out by considering the different conditions among the students.
12. Greater anxiety will result in learning difficulties. The anxiety will disturb the student’s learning activity, because it can shift the student’s attention toward other things so that this learning becomes ineffective.
13. Weak anxiety and frustration can help learning, even can make it better. The low level of emotion can cause a more energetic and better behavior.
14. If the task is too difficult, it will cause the frustration changes fast into demoralization. In this case the student will perform uncommon behaviors as the manifestation of the frustration in themselves.
15. Each student has different level. There are students consider their failures challenges, while the other students which always succeed in the learning can be afraid of being failed.
16. The pressures coming from the groups of the students is usually more effective than the pressure given by adult, and place the peer relationship in height esteem. They will be wiling to do what their peer group do and so in return. That’s why if the teacher wants to have his students learn. He has to direct first the interest of the group on to values of learning, then the student individually will learn well.
17. Motivation is close related with the student’s activity. By applying certain techniques and methods, the student’s learning motivation can be directed to creative behavior. The learning motivation will result in creative behavior when there are obstacles or barriers in learning. Incidental tests, school regulation and others can be used to stimulate the student’s creative behavior. [[11]](#footnote-12)
18. **Theories of Motivation**
19. **Maslow’s Theory**

Abraham Maslow (1943), one of the founding father of humanist approaches to management, wrote an influential paper that out five fundamental human needs and their hierarchical nature. He are quoted and thought so widely; and until now many people perceive this model as the definitive set of needs and don’t look further.

The Hierarchical effect :

A key aspect of the model is the hierarchical of the needs. The lower needs in the hierarchy; the more fundamental they are and the more a person will tend to abandon the higher needs in order to pay attention to sufficiently meeting the lower needs; for example : when we are sick, we care little for what other think about us. Humanistic approaches is use to motivation of students. These approaches were develop as a reaction to behaviorism. The take into account important affective characteristic of people how they feel about themselves; for example : internal rewards such as pride in their own accomplishment, in the classroom, humanism (which makes no reference for against religion) emphasizes the human side of learning and teachers personal choices, needs and growth. One of the most influential theories reflecting approach to motivation is Maslow’s need theory.

Maslow’s humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by unfulfilled needs. If people have psychological, safety, love and esteem needs, if these needs are met; then people become motivated to satisfy their needs for knowledge, understanding, esthetics and self actualization.

The five needs :

1. Psychological needs are to do with maintenance of the human body if we are unwell, then little else matters until we recover.
2. Safety needs are about putting of over heads and keeping us from harm, if we are rich, strong and powerful or have good friends, we can make ourselves safe.
3. Belonging needs introduce our tribal nature; if we are help fill and kind to others, they will want us as friends.
4. Esteem needs are for a higher position within a group.
5. Self actualization needs are to become what we are capable of becoming, which would our greatest achievement.

Maslow first published “ Motivation and Personality “ which introduced this theory about how people satisfy various people needs in the context of their work. He postulated based on his observation as a humanistic psychologist, that there is a general pattern of needs recognition and satisfaction that people follow in generally the same sequence. He also theories that a person could not recognized needs were substantially or completely satisfied; a concept called “ prepotency. ”

1. **Herzberg’s Theory**

He states that Herzberg constructed of two dimensional paradigm of factors affecting people attitudes about work. He conducted that such factors as company policy, supervision, interpersonal relation, working conditions and salary are hygiene factors rather than motivators. Satisfiers describes a person’s relationship with what he/she does many related to the task being performed the job. He is noted for among other things his ideas on job enrichment, enlargement and rotation. However, his idea on motivation in the hygiene motivation theory particularly useful to our understanding of what motivates people.

Herzberg’s motivation theory is pone of the content theories of motivation, these attempts to explain the factors that motivate individuals thought identifying and satisfying their individuals needs. This theory motivation is known as two factors. It is based on upon the deceptively simple idea that motivation among various behavior theories long generally and embraced by American business are those of Frederick Herzberg and Abraham Maslow.

According of two theory of motivation above, I think teachers at all have three experience levels are satisfied with their personal achievement of esteem (a middle level need according to Maslow) than with their achievement of self actualization. It can be concluded, this first self actualization is a proponent need for esteem. Two reasons seem to account for actualized performance is also the basis for reputation the esteem of others.[[12]](#footnote-13)

1. **Possible Technique in Arousing Motivation for Students**
2. Scoring

Generally each student needs to know the result of his book work that is a grade given by a teacher. The students who get good grades will be motivated to learn harder, while the students who get fewer grades would be frustrated or even be motivated to improve learning themselves.

1. Work in pairs where the student work together in learning

Each member of the group become responsible for prestige of the group. It can be strong motivation in learning.

1. Competition

Both work in pairs and individual competition give social motives to the students, but individual competition tends to cause negative effect, such as breaking the friendship, fight, conflict or intrigues among the groups.

1. Reward

Giving reward to the students for what they have done successfully will make significant effect to their learning motivation. Reward makes fun and satisfactory.[[13]](#footnote-14)

The principles of motivation discussed above can be caused by teacher as the basic of consideration in creating effective learning and the following are some possible techniques suggested by Dr. Oemar Hamalik, to establish motivation among the students.

**B. LEARNING**

1. **Definition of Learning**

According Cronbach in educational psychology, learning is shown by a change in behavior as a result of experience,[[14]](#footnote-15) beside that Harold Spears in “ Principles of Teaching ” states that learning is to observe, to read, to imitate, to try something themselves, to listen and to follow direction.[[15]](#footnote-16) A human learns from the first experience. A person always learning for certain purposes.

There is many other different definition of learning made by psychologists or education scientist. According Lester D. Crows, Ph.D and Alice Crown, Ph.D said that learning is some behavior can know from the individual habit, science and other positive behavior.[[16]](#footnote-17) This behavior can know from the individual habit for to kind effective habit.

Prof. Dr. H. Chalijah Hasan define learning as follows : Learning is a change which is the result of training and experience. The change caused by development of maturity cannot be seen as a result of learning.

1. Learning is a change of behavior it could be a change toward a better one or the most or the worst one.
2. To be called learning the change must be permanent and constitutes the end of a relative long period of time. The length of the period of time cannot be determined exactly. It could be in days, weeks, months, or even years. The changer of behavior caused by motivation, fatigue, states of concentration of sensitivity cannot be including because the nature of such change is temporary.
3. To change cover psychological aspect and also physiological aspect such as capability in problem solving, skill, knowledge, habit and attitude.

Beside that, in principles of language learning and teaching a search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by a study, experience or instruction. More specialized definition might read as follows “ learning” is relatively permanent change in a behavioral tendency and is the result of reinforced practice.[[17]](#footnote-18)

1. Learning is acquisition or “ getting ”
2. Learning is retention of information or skill
3. Retention implies storage system, memory and cognitive organization
4. Learning involves some form of practice, perhaps reinforced practice
5. Learning is a change in behavior.[[18]](#footnote-19)

These concepts can also give way to a number of subfield within the discipline of psychology : acquisition processes, perception, memory (storage), system, recall, conscious, subconscious learning styles and strategies, theories of forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex the concept of language.

1. **Theories of Learning**

A learning theory is a systematic integrated outlook about the nature of the process whereby people relate to their environment in such away as to enhance their ability to use both themselves and their environments more effectively.[[19]](#footnote-20)

Psychologically, learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling needs of his life. The changes it self will be expressed in their whole aspects of behavior. One of successful characteristics in learning process is signaled by the change of individual behavior that has learnt.

The word “ changes ” means that someone who has experienced process of learning; he will experience change of behavior either cognitive aspect, psychomotor or affective. Further Huda in Imam Mashudi states:

Learning is a conscious process of rule internalization which result either from overt teaching or a self-study of linguistic rules. It profit from error correction and rule explanation. The process of learning depends on external factors and this may account for individual differences.[[20]](#footnote-21)

The term learning is used to refer to the conscious study of second language (knowing the rules, being aware of them and being able to talk about them). On the other hand, learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of knowledge.

Our behavior is profoundly influenced by our experiences. We have learnt to talk, to write, to read, to plan, to hope, to love, to deceive, perhaps to hate and soon. It’s broadest sense direct human being to socialize or interact in their environment. Because of our enormous capacity for learning human behavior can be extremely varied.

There are no final answer to questions concerning learning and no theory can be found to be absolutely superior to all others. Nevertheless, teacher can develop learning theories of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. Through this insight, they should more toward developing adequate theories of their own.

It’s clear that learning is a process that reveals some changes of behavior. The changes are obtained through an experience of training. The problem then is how to arrange the process in such away. So that it has learning value psychologist have their own. This is few theories of learning behavior psychologist :

1. **EL. Throndike : The Law of Effect**

Throndike concluded that learning is a process of forming connection between stimuli and respond, meanwhile problem solving can be achieved through, “ trial and error. ” The experiment was a hungry cat placed in puzzle box. Outside the box there was delicious meal. The cat then repeated tried to come out, unfortunately when it was successful. It was put again in the box before it could eat the meal. Finally the more often the cat succeeds in trying to come out; the less error it made.

From this experiment, he came into three major connectionist laws of learning, readiness, exercise and effect. Readiness operates to mental attitudes, when the learner is ready enough to do something, let him to do a certain the better the achievement will be, Further exercise law means the connection between stimulus and response become stronger when the student are successfully is doing something, they tend to feel satisfied and respect the way have done.[[21]](#footnote-22)

1. **Ivan Pavlov : Classical Conditioning**

His experiment was dog and it’s salivation, when the meat was placed near the dog mouth, salivation took place. He then called the food as “unconditioned stimulus” and salivation as “unconditioned response”. Then he took some arbitrary stimulus such as light, which was combined with the presentation of the food. Eventually, after he did it repeat be repeatedly and in the correct time relationship, the light evoke solicitation although it was not followed by the food. From this event, he gave named, “ conditioned respond ” or “ conditioned effect.”[[22]](#footnote-23)

1. **JB. Watson : Conditioning Reflect**

JB. Watson making Pavlov research as based for to his learning theory. Watson believes that learning is a process from conditioning reflect or response pass through a chance from stimulus to another. Watson makes a same principle for to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with foreign language, because they are have association with bad experience; for instance the teacher ordered to the students to translate in front of class and they have mistake and then the teacher was angry with them. Generalization afraid of them with another lesson.

The position ordinarily a conventional greeting would go as follows : “ bad morning, how are you ? ” of a watsonian behaviorist can be illustrated amusingly in a morning conversation.

1. **Gestalt : Field Theory**

The second major family of contemporary learning theories, Gestalt field psychology oriented in Germany during the early part of the twentieth century. The four leaders in, it’s development were Max Wertheimer, Wolfgang Kohler, Kurt Koffka and Kurt Lewin. Gestalt field psychologist consider learning phenomena to be closely related perception.

During the development of the Gestalt field family, it’s adherents have made two significant changes in their position concerning the presumed moral and action nature of human being. As a result of experimentation conducted by Gestalt field psychologist, behaviorist generally are coming to recognize that the earlier atomistic response idea, based it was on the principle of simple areas, does not explain human behavior or learning. Accordingly, such psychologists characteristically refer to “ total responses to pattern of stimulation.” However, since these, psychologists continue to think in term of mechanically relating stimulus and responses, they still are within the basic pattern of S-R conditioning theory.[[23]](#footnote-24)

Gestalt field theorist attack three weakness in the theory that learning is conditioning :

1. The attempt of behaviorists to explain complex interrelated organizations in term of simpler elements, that is to insist that learning consist of an accumulation of individual conditioned responses or operant, each relatively simple in it self, but eventuating in a complicated pattern of habits.
2. Their tendency to attitude learning to reduction of basic organic drives.
3. The behaviorists tendency to ignore the apparent purposive of much behavior.

Of the four the theorists mentioned above, the writer thinks that the most appropriate, comprehensive and applicable theory is Gestalt because this theory thinks the students as an active organism, but we can’t ignore the other theorist; it’s know that any theory hopefully some disadvantages of the other theory can be limited.

Consequently, the students are not only trained but are directly faced to the problem. They are asked to get a solution with the help from the teacher. Thus there will be not only to stress on training and repeating but also mastering and understanding involving the problem as well.[[24]](#footnote-25)

1. **Learning English as A Foreign Language**

Nowadays there are about a billion people in the world, today learning English as foreign language.[[25]](#footnote-26) A billion is a thousand million a phenomenally large number of people, it’s not in fact difficult to understand to importance of foreign language learning in today’s world. As the planet becomes smaller and the means for moving round it easier, so it has become more multicultural and multilingual. One reason may will be difficulty for speaker of western language coupled with the important practical consideration of now much time would be available in schools to put a side for language which are so difficult for these learners.

Countries where English is thought as the main foreign language may have recognized long and hard with one small corner of this problem whether British or American English should be the norm. The standard well rehearsed arguments for British; it’s the “ real thing ” the proper language, spoken by respected. English is an international language not at all use, because the British use it; and other English speaking countries now are in contention for good reasons.

1. **MOTIVATION IN LEARNING**
2. **Motivation in Learning**

Motivation plays a very important role in learning. In background of the study there are most psychologist think that some from of motivation may constitute the most important role factor in an effective learning. Some psychologists said that motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one particular action. Six desires or needs of human organism are commonly identified which under grid construct of motivation they are :

1. The need for exploration, for seeing “ the other side of mountain ” for probing the unknown.
2. The need for manipulation, for operating to use Skinner’s term on the environment band causing change.
3. The need for activity, for movement and exercise, both physical and mental.
4. The need for stimulation; they need to be stimulated by the environment, by other people or by ideas thought and feelings.
5. The need for knowledge, to the process and internalize the result of exploration, manipulation, activity and stimulation to resolve contradictions, to guest for solutions to problems and for self consistent system of knowledge.
6. The need for ego enhancement, for the self to be known and to be accepted and approved of by others.[[26]](#footnote-27)

Example abound to illustrate the six ford concept of motivation consider children who are “ motivated ” to learn and to read. They are motivated because certain needs are important to them, perhaps all six of needs mentioned above, particularly exploration, stimulation and knowledge. Children who are not motivated to read see no way in which reading meets the needs they have. The adult who learnt to do so well no doubt is motivated by a need for exploration and stimulation and also activity and even may be ego enhancement. The foreign language learner who is either intrinsically meeting needs in learning the language will be positively motivated to learn.

Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. For example if we determined to own a new compact disc player or CD player or a horse we may work over time in order to earn to necessary money. If we want to win a TV a general knowledge quiz, we may put in incredible hours of facts learning activity.[[27]](#footnote-28)

From the discussion above, we know that motivation is very important in learning and for language learners who are motivated perceive goals of various kinds. Motivation is very important in the learning process. If learner didn’t have motivation, so the teacher can’t expected if the students can get the goals.

1. **Motivation in Learning English as Foreign Language**

Becoming bilingual or even multilingual is a way of life, come person is affected as to reach beyond to confines the first language into a new language, a new culture, a new way of thinking, feeling and acting. Second language learning is not a set of easy step that can be programmed in a quick do it our self kit. I think the learning English as second language is a complex process. Then we know that what the most encompassing question way or the background we are learning English as foreign language.

Motivation in objective of the study in learning English as foreign language has to examine the relationship of a motivation. Extrinsic motivation and intrinsic motivation as explanatory variables; Grade Point Average (GPA) in English exam was selected as a measure of English learning achievement. Multiple regression analysis revealed that learning achievement score were predicted or by scores on the motivation subscale, interjected regulation subscale didn’t have a significant relationship with achievement.[[28]](#footnote-29)

1. **Improving Motivation for Learning English**

We share our techniques for improving your motivation learning English as foreign language, we used of them all the time when we were learning English and we still use of them when we need to boost our motivation in areas other than English. According some source in the internet, the researcher find out about improving motivation for learning English. [[29]](#footnote-30)

1. Imagine your self in the future

Imagine you can talk to native speaker just like you talk in your first language; imagine other people wanting to speak English as well as you do.

1. Remember that you are already good.

We already know some English (we are reading an article in English right now). That’s a big success we must program time the start using powerful methods of effective learning and then, time to gain impressive knowledge of English.

1. Use your English whenever you can.

This is very important. The more up we use English the more we will want to learn it. Because English is so popular, you can use it every where. If we see that a new English word let’s we understand in our favorite TV show or communicate with people, or beat a computer gane, we will want to learn more words; so we will learn English use it more, learn it more and use it more. If we also use effective learning methods, and then our English faster than you can imagine.

1. Find a friend who learning English.

If we can find a friend who is learning and is on a similar level of skill, we will be an excellent situation :

1. We will have someone to talk about English with these conversations will increase interest in English as explained in the previous section.
2. Learning English will be easier because we will be able to discuss problems with your friend.
3. We will study English more, because we will want to be better than our friend.

We should meet our friend regularly; ideally he/she should life near with ourselves. Or go to some school as ourselves. If we absolutely can’t find anybody willing to learn English together, we can try to find somebody by e-mail. This is a worse solutions : our conversation will probably be less frequent and it is difficult to compete with someone who we don’t know well.

1. Remember that learning English section.

We have said this many times, we know it is very hard to do thing, even if thing are good for us, we humans are lazy creature that is why not many people speak English well.

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