CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about the result of reviewing of related literature covering definition of teaching, technique of teaching, media of teaching, teacher's activities to teach english, a professional teacher, characteristic a good teacher, definition of motivation, kinds of motivation, function of motivation, and interractive classroom.

A. Definition of Teaching

Teaching is also an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown, (2000:7) teaching is ―showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.‖ Karo-karo (1975:10) states that teaching is the process of transferring the material of someone to another, in order that they absorb, master, then develop the material including skills, knowledge or sciences.

Brumfit (1979: 5) defines teaching as an activity that is performed directly or in directly, by human beings on human beings. Cambridge International Dictionary of English in Harmer (2002,56) said that teaching means to give (someone) knowledge or to instruct or to train (someone). Our understanding is how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique.

Moreover, Cambridge International Dictionary of English in Harmer (2002: 56) mention that teaching means to give (someone) knowledge or to instructor train (someone). In addition, the Longman Dictionary Contemporary English suggests that learning is a means to _show somebody how to do something' or _ change somebody's idea'.

B. Technique of Teaching

In of educational context, technique was a way for teachers to implement the method that selected by the teacher (Majid, 2013:24). A teacher should be mastered two basic techniques, they were what have to teach and how to teach. In the application, the basic technique were applied as mentioned below:

1. A teacher should be good in asking technique. It consists of basic questions or further questions.

2. A teacher should be had a good technique to provide reinforcement of the material.

3. A teacher should be mastered a small group teaching techniques in order to carry out personal approach to students.

4. A teacher should be mastereda good technique in explain the material. A teacher should be able to reflect the information that appropriate with the daily life. At least, an explanation should be relevant to the learning objectives and the material must be suitable with the student's ability.

5. In addition, a teacher should be mastered a good technique in opening and closing the lesson.

6. A teacher should be able to guide small group discussions.

C. Media of Teaching

Teaching media was a tool to help the process of teaching and learning. According to Gerlach and Ely (in Sanjaya, 2007:161), a medium conceived is any person, material or event that establish condition which enable the learner to acquire knowledge, skill, and attitude. Moreover, according to Rossi and Breidle (in Sanjaya, 2007:161), teaching media were the tools and materials used to achieve the learning objective. The tools were radio, television, newspapers books, and others.

This might be concluded from the above opinion that teaching the media was something which could deliver messages, stimulate thoughts , feelings, and students would like to create self-learning and the students also were effective in the learning process.

1. The purpose of teaching media

Teaching media absolutely needed in teaching and learning process. Through teaching media, the abstract theory might be more concrete. The purposes of teaching media (Sanjaya, 2007:168) were:

a. Catch an object or certain events

b. Manipulate the conditions, certain events, and objects

c. Increase the students' motivation

2. The types of teaching media

Based on the nature, teaching media were classified into several types (Sanjaya,2007:170), they were:

a. Audio media was the media that consist of sound elements

b. Visual media was a medium that consist of visible elements only. The media those were included in this medium such as photograph, painting, drawing

c. Audio-visual was a medium that consists of two elements they were sound and image, which could be seen and heard. This type of media was quite better and more interesting compared with the tho previous media, because the media were consisted of two elements. The media that were included in this medium was film and video recording

D. Teacher Activities to Teach English

Effective teaching learning is a teaching learning activities that invite students' interest. Interest is a adhere characteristics to some one, interest has crucial influence to studying (Usman 2005:27). To create the students interest, teacher should take the appropriate strategies include method, media and stimulate students' motivations.

1. Project Method

Project method is a method that gives opportunities to students to use living activities. Students can use the daily activities in their practices. Project method discusses the material related with students' experiences.

2. Task and Recitation

In this method, students are asked to read more using interesting topic and find other similar books as comparison, but they are related with the lesson. While in recitation, students are given variation tasks and priorities of learning goals, then present the task in the form of report.

3. Discussion

Discussion is a technical in teaching learning that it can be practiced by teacher in school. Applying this model, the process of interaction occurs and students share their own experiences. According to Hasibuan (2010:23), students are active in participating of learning because with discussion activities : (a) Students will give response, (b) Students have opportunity to share their abilities, (c) Students develop their motivation, (d) Students have critical study and thingking, (e) Functioning students abilities.

4. Question Answer

This teaching method is a method used by teacher in teaching activity in the form of question that should be answered. The answers or questions can come from both teacher and students. When it comes from teacher, usually question as a test, but when it comes from students it is a real question.

As a teacher, we have to set a goal of teaching, we can organize methods or techniques to develop a course plan in ideas so the students can achieve the course goals. In this case, the teacher will make choices about what he or she will have students do to learn the course content and practice it to reach the goals. The teacher has to consider about the teaching strategy then apply it in the classroom

based on the appropriateness of the teaching activity.

E. A professional Teacher

Teacher is a person who provides education for pupils (children) and students (adult). According to (Kunandar 2009:54) teacher is a professional educator who has the main role to teach, guide, direct, train, asses and evaluate the students in their early childhood of formal education elementary and in the high school.

The teacher is one of the human components of the teaching process which is trying to engage in the forming of potential human sources of development. Teacher's carriers of positive or negative behavior towards students are carriers. So, the teacher should play the role and place himself state as a professional activity. Teacher, similar to period development. This means that teacher has the responsibility for taking the learners to maturity. Not only as a teacher, and as a teacher who transfers their knowledge but also as an instructor who transfers their knowledge a benefit transfer.

A teacher as a counselor who provides feedback And guides learners in the teaching-learning process. A teacher who doesn't only teach They must also be able to be a catalyst, a motivator, and a catalyst in the classroom. A lesson plan may be used by teachers to facilitate learning for students, providing a course of study called the internship. Throughout the success of learning students, the teacher has a major impact. It means that in education, teachers should be able to make positive progress.

Benson (2002:171-172) states that there are three teacher roles. The first is facilitator, it means that teacher is seen as providing support for learning. The second is counsellor; where the emphasis is placed on one to one interaction. The third is resource, in which the teacher is seen as a source of knowledge and expertise.

John Biggs argues that good teaching focuses on what students are doing (Biggs 2012 [1999]). The focus should not be on what the lecturer or tutor is saying or doing, or how much they know; it should not even be on what students are hearing. Rather, the focus of good teaching must be on what students are doing with the knowledge, skills, and competencies they are acquiring, because learning doesn't occur through just listening; action is also required.While, according to Harmer (2007:25), there are five important roles of teacher such as controller, prompters, assessors, resource and tutor. Here are the simple definitions of each role:

1. Controller

    As controller, the teacher usually stands at the front of the class dictates everything that happens. There will be little chance for learners to take much responsibility for their own learning, in other words for them to have agency.

2. Prompters

    As this roles, the teacher has to encourage the students, push them to achieve more and feed in a bit of information or language to help them.

3. Assessors

As an assessors, the teacher must be able to know the students English ability and give them grade based on their performance in the class.

4. Resource

The teacher has to to give information about what they are learning in the class well.

5. Tutor

As a language tutor, the teacher needs to respond to what the learners are doing and advises them or what to do next.

Based on the study of Ansari (2013), he define Effective Teachers are themselves at a life-long learning process. They are able to diagnose the situations and use their professional knowledge appropriately to enhance students learning and to improve their personality in order to make a better society.

Then, the foundation upon which teachers base their ability to adapt to changes and successfully navigate the complexities of the classroom comes largely from their abilities and experiences. These personal abilities and experiences can be classified as prerequisites to teaching—that is, competencies that are acquired and demonstrated before the teacher ever walks through the schoolhouse door. Prerequisites of effective teaching are often considered concerning novice teachers, but in fact, they reflect the accumulated competencies and experiences that any teacher brings to the classroom.

F. Characteristic a Good Teacher

       James *et. al.* (2004: 30-31) also explain about six key indicators that associated with the quality of teacher as a person that cannot only modeled but should build the awareness first and followed by modeling and feedback. It is the first step in developing process. The indicators are caring, fairness and respect, attitude toward the teaching profession, social interactions with students, promotion of enthusiasm and motivation for learning, and reflective practice.

1. Role of Caring

       The impact of teachers on student learning is increased when students are taught by well-prepared professionals who combine their knowledge of the content and instruction with a deep sense of caring about their students. Effective teachers are not only caring (Johnson, 1997; Thomas & Montgomery, 1998), but also culturally competent and attuned to their students_ interests and needs both in and out of school (Cruickshank & Haefele, 2001).

       Teachers who show that they care about students enhance the learning process and serve as role models to students (Collinson et al., 1999). Caring is expressed in many ways, including the following:

a) Listening

b) Expressing feelings

c) Knowing students on a personal level,

d) Demonstrating patience, honesty, trust, humility, hope, and courage

e) Accommodating students_ needs

f) Using a considerate tone of voice and manner

g) Paying attention to each student

h) Showing receptive body language, and

i) Valuing students_ input in problem solving (Collinson et al.; Deiro, 2003; Ford & Trotman, 2001; Thomas & Montgomery, 1998).

Caring teachers create relationships where respect and learning are fostered so students feel safe taking risks that are associated with learning (Collinson et al., 1999). Caring is an important attribute of effective teachers, and students must be able to hear, see, and feel that caring in their daily contact with teachers.

2. Fairness and Respect

Fairness and respect are two attributes that require ongoing effort to maintain. Situations constantly arise with students, colleagues, and others that test a teacher_s commitment to these ideals. Often, fairness and respect are embodied in class rules, thus demonstrating the importance of these concepts.

Every action taken by a teacher in the classroom, especially involving discipline can be perceived as fair or unfair. Perception is very powerful in determining fairness and respect, as each individual has his or her own internal definition of what constitutes such values. Respect is a cornerstone of a classroom_s foundation. Effective teachers demonstrate respect in a variety of ways, from their treatment of students to how they work with students_ families.

Equitable treatment of students, regardless of race, gender, and other

differences, is vital (Peart & Campbell, 1999). Respectful teachers know their students by name early in the school year, value individual talents and abilities, are aware of students_ moods, and respond to changes they observe (Burden & Byrd, 1994). Effective teachers also recognize that families are partners in students_ education.

In fact, effective teachers have been found to correspond more frequently with parents (Taylor, Pearson, Clark, & Walpole, 1999) using a variety of means, including telephone calls, notes, letters, home visits, e- mails, and school events (Collinson et al., 1999; Swap, 1993). By involving the students and their families, effective teachers are respecting the children_s first teachers, their families, and engaging them as partners in the students_ ongoing journey through school.

3. Attitude toward the teaching profession

Teaching is a demanding profession, and yet effective teachers exude a sense of pride and accomplishment in their work. All teachers contribute to the profession through their words and actions. Those teachers and administrators who model high expectations for themselves tend to get the same from their students (Cawelti, 1999). Educators are constantly observed, not only in school, but also in the community, and what they say about the profession influences those who hear it. How teachers act affects people_s impressions of teachers even more. Teachers_ attitudes about the profession most directly affect the school climate.

Some teachers are collegial in their demeanor, while others are disengaged (Woolfolk-Hoy & Hoy, 2003). Teachers who are collegial serve their school

through participation on committees, acting as mentors, supervising student teachers, supporting other teachers, and assuming leadership roles.

When teachers interact with one another, they build a sense of community through the interactions. Effective teachers are realistic about the demands of their teaching assignments, but are dedicated to making a difference in the lives of students.

4. Social interactions with students

Social interactions between teachers and students play a significant role in cultivating a positive learning environment, both within the classroom and in the school as a whole. These interactions are a natural outgrowth of caring by the teacher and are based on a genuine interest in students and a concern for their welfare (Ford & Trotman, 2001; Noddings, 1992; Peart & Campbell, 1999).

Positive social interactions are fostered through meaningful dialogue, common areas of interest, and shared experiences that can take place during class, at lunch, or during extracurricular activities. Strong teacher-student relationships also reduce discipline problems (Wolk, 2002). The personal connection that they make with students assists in creating a trusting and respectful relationship that becomes a building block for pushing students to new heights.

5. Promotion of enthusiasm and motivation for learning

Teachers fulfill multiple roles in their classrooms. They provide support to students in a variety of ways that result in increased student achievement and confidence (NWREL, 2001). Effective teachers are most like coaches in that it is their responsibility to see that students are successful in learning (Corbett, Wilson,

& Williams, 2002; Ford & Trotman, 2001). Effective educators use their own enthusiasm for the subject as a tool to reach and motivate students. They are enthusiastic about the content they are teaching and they convey this feeling to their students through the activities they select, the energy they project, and their competence in the subject area. Effective teachers recognize that motivation is critical to fostering and enhancing learning in students (NWREL, 2001).

Their goal is not simply to present the material, but to see students succeed in acquiring new knowledge. In order to do this, effective teachers use a variety of strategies such as student goal setting choice in assignments, cooperative learning, self-paced instruction, and self assessment (Fisher, 2003)

6. Reflective practice

Reflection is the supervisor_ that encourages teachers to continue what worked and correct what isn_t working| (Harris, 2003, p. 39). It is an internal monitoring system that teachers use to process the multitude of external stimuli they experience on a daily basis. Reflection is about learning from experience. Many educators are introduced to reflection during their preserve teaching program, but reflection is not limited to novices in the profession. Teachers must know themselves and their goals to reflect upon their progress toward meeting them. Reflection can also be used to create an alignment between what teachers believe and how they behave (Corcoran & Leahy, 2003). Reflection may be driven by questions, research, and new experiences, observations made on lesson

plans, journals, and discussion with colleagues. Reflection is a very personal and introspective analysis of their professional lives, and is an essential practice for good teachers.

G. Definition of Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb movere (to move). It means that motivation is something that gets someone moving and keeps someone working. In defining motivation, some psychologists have their own opinion.

According to Dorney (2001:2), motivation is related to one of the most basic aspects of the human mind and it has a very important role in determining success or failure in every learning situation.

Mc. Donald (1982:19), ‑Motivation is a energy change within the person characterized by affective arousal and anticipatory goal reactions‖. This formulation contains three elements which are interelated as follows:

1. Motivation is started from the existence of the energy change in person
2. Motivation is characterized by feeling
3. Motivation is characterized by the reactions to achive the goal

Harmer (1983:3) said that motivation is some kind of internal drive which pushes someone to do or think in order achieve something. In a addition, James (1981:148) said that internal drive means a tendency within an organism toward a

goal is based on the changes in the organism process. It can be shown that there is a motivation inside of the person. which function to encourage him or her to conduct an activity to achieve her or his purpose.

Spratt (2005:38) defined that motivation is the thought and feelings we have which make us to do something continue to want to do it and turn our wishes into action i.e motivation influences: why people decide to do something, how long they want to do it for, and how hard they are prepared to work to achieve it.

Motivation is not only applied in everyday life but in education world aswell. Greenberg (1996) says that motivation is the process of generating, directing and stabilizing behavior toward a goal. The word motivation is derived from motive that means anything that encourages person to act to do something (Purwanto, 2011:60).

Motivation is one of the important factors in supporting and determining the effort to learn that raises the spirit and focus attention to something to achieve certain goals. Motivation can also strengthen and lead the behavior of the learners. A student who has a high learning motivation will demonstrate high spirits, interests, and perseverance in learning.

According to Uno (2011: 5) Motivation is a force that encourages a person to do something to achieve goals, this power is stimulated by the existence of various needs such as desire to be fulfilled, behavior, purpose, and feedback. Sardiman (2007: 75) also defines motivation as a series of attempts to provide certain conditions, so that a person wants and wants to do something, and if he does not like it, it will seek to nullify or circumvent the dislike.

In the world of education, especially on teaching and learning, which affects the affective characteristics of learners one of them is the motivation to learn. Often teachers who are confronted with learners whose achievements are not in accordance with the expected teacher but cognitive is quite good, then the teacher assumes that the learners are less motivation to learn.

In other hand, W.S Winkel (2004: 526) the motivation to learn is the overall driving force within the students that leads to learning. The same opinion was expressed by Muhibbin Syah (2003: 158) which asserted that the motivation to learn is the overall driving force that is in the students that leads to learning activities and ensure the continuity of learning activities, so that the desired goal by the subject of learning can be achieved.

Further, ―Motivation is some kind of internal drive which pushes someone to do things in order to achieve something‖ (Harmer, 2001:51). The word "motivation is derived from a verb" motivate "by adding suffix "ion" to "motivate" means to encourage or to get someone will to do something. The word "motivation" is also close-related with the word "motive". It may define motivation in a pedagogical sense, as the conscious effort on the part of the teacher to establish in student, motives leading to sustained activity toward the learning goals (Rohani, 1991:10). Elliott (2001:2) states that motivation is a theoretical construct used to explain behavior. It represents the reasons for people‗s actions, desires, and needs.

Dimyati and Mudjiono (1999:80) suggests that in the motivation there are three main components, namely:

1. Needs, happens when individuals feel there is an imbalance between what he has and what he expected

2. Encouragement, is the mental strength to perform activities in order to meet expectations

3. The purpose, is to be achieved by an individual. The purpose is to direct behavior in this case learning behavior

It can conclude that motivation can be appear from inside of people by the external factors. Their motivation also growing by themself.

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

According to Brown (2000:72) ‒Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit‖.

1. A Behavioristic Definition

A behaviorist would define motivation as ‒the anticipation of reinforcement‖. Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior.

In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist

2. Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward.

Brown (2007:170) stated that ‑Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner‖.

Based on the explanation above, it can conclude that motivation is effort by people to do something and reach the goal, and it can motivate by inside or outside factors.

H. Kinds of Motivation

There are two kinds of motivation, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensive). Both of these have an important part to play in the classroom, and both at least partially accessible to teacher influence.

1. Intrinsic Motivation

Intrinsic motivation involves the internal motivation to do something for its own sake. Hamalik (1995:112) stated that intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself. It means that motivated inside of people because of their needs is called intrinsic motivation.

According to Sardiman (1990:88) intrinsic motivation comes from within and operates without any external stimulus. It infers that intrinsic motivation

derived from inside of the individual rather than from outside.
Intrinsic motivation includes interest, need, desire, and goal.

a) Interest

The student who study effectively and they have a high interest, they will be success, as Stone and Neilson (1987:165) said that on personal positive interest, will increase the change for success. Their interest is the important point for learning process.

b) Need

Brown (1993:169) the need concept or motivation in some ways belongs to all three schools or thought: the fulfillment of need is rewarding, requires choices, and in many cases must be interpreted in a social context. Ausabel, in Brown, identified six needs under girding the construct of motivation, they are:

1) The need for ecploration, for seeing the other side of mountain for probing the unknowing

2) The need for manipulation, for operating to use skinner terms on the environment, and causing change

3) The need for activity, for movement and exercise, both psychic and mental

4) The need for simulated by the environment, by other people or by ideas, thought, and feeling

5) The need for knowledge, the need for process and internalize the result of exploration to resolve contradictions, to quest for solution to problems and for self consisting system of knowledge

6) Finally, the need for ego enhancement, for the self to be known and to be accepted of by others.

c) Desire

The students will be motivated to learn if they have desire to learn, but if they don't have, they will be lazy to learn. As Harmer (1983:51) said thus person might be motivated by enjoyment of the learning process itself or by a desire to make them selves feel better.

d) Goal

Almost all people have aims or goals in their life. Even in all their daily activities. Goal can lead someone to do or to avoid something related to goal itself. Harmer (1983:53) said that motivation is closely bound up with a person's desire to achieve goals. In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

2. Extrinsic Motivation

Extrinsic motivated behavior, are carried out in anticipantion or a reward from outside and beyond the self. Penny (1996:277) stated that extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task. It means that extrinsic motivation it can be appear from any outside factors.

Extrinsic motivation is important in teaching and learning process to

improve or to support the students in learning English. There are some factors that can increase the extrinsic motivation in teaching and learning as follows:

a) Teacher

Penny (1996:276) emphasized that it is an important part of the teacher's job to motivate learners. In more recent learner centered approaches to language teaching, however the teacher's function is seen mainly as a provider of materials and conditions forlearning, while the learner takes responsibility for his or her own motivation and performance.

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students, create a good learning climate, give an appropriate material, vary the method, and important one is the teachers characteristics, such as personal teaching efficiency, modeling and enthisiasm, caring and positive expectation.

b) Parents

Richards (1994:162) stated about parents as follow parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation.

c) Environment

In environment should be considered as an important factor that influences students motivation in learning, for instance, school environment, classroom

environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment itself. Good environment will probably motivate the students better than bad environment.

From the statements above, the writes conclude that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both instrinsic motivation and extrinsic motivation are important in teaching and learning process. So, in this case, the teachers as the motivator have to make the students are motivated internally and externally. One that the teacher can do to motivate the students is by preparing interesting method.

I. Function of Motivation

Motivation has a lot of functions in learning. For example, all students study hard in facing examination. They are being motivated to get the best score in the examination.

In the process of learning it is necessary to motivation. Motivation is an essential condition of learning. Learning outcomes will be optimal, if there is motivation. The more appropriate given the motivation, the more successful will also be teaching it. So motivation will always determine the intensity of the effort of learning for students. It should be emphasized, that the motivation coincides with a purpose.

Motivation to learn is considered important in the teaching and learning

process in terms of function and value or benefits. This suggests that the motivation to learn and encourage behavior affect and change the behavior of students.

According to Oemar Hamalik (2001: 161) function of motivation in learning are as follows:

1. Encourage the emergence of a behavior or an action

Students who initially have no desire to learn. Then driven by students' curiosity about the various sciences. With this curiosity students are encouraged to learn.

2. Motivation serves as a guide

Motivation directs the deeds of achievement of desired goals. Motivation will lead students to the actions that support the achievement of student goals while the actions that are less supportive will be set aside.

3. Motivation serves as a driver

Motivation is like a machine in a car. If the engine is good then the car will go fast. If the students' learning motivation is great then the results obtained will be good and maximal learning.

In other hand, Sadirman (2010:85) there are three functions of motivation as follows:

1. Support people to do something

In other words, the motivation has function as the activator in each activity

2. Determine the line action

It means that the motivation gives the line or suitable guidance to the goal.

3. Select the action

In this term, the motivation has function to determine the appropriate action to reach the goal. For example: the students that facing examination and he/she can be pass. Of course, he/she will do study hard and will not spent the time to play, because it is not appropriate with the objectives.

Sardiman (2007:44) also presents three functions of motivation, are:

1. Encourage the emergence of behavior or actions. Without motivation there would not have an act. The motivation in this case is the motor of each activity to be undertaken.

2. Motivation function as the referrer. This means that direct motivation to achieve the desired change. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of the goal.

3. Motivation function as a driver. This means moving the person's behavior. In addition, the motivation to learn to function as business drivers and achievements.

According to A. Tabrani (1992:72) there are four types of motivation, namely:

1. Competition

It is divided into two, they are: achievement competition and competition to other people. In achievement competition, the students must know the result that is achieved and then attempt to increase the result. Meanwhile in competition to other people, the students learn and compare the result achieved with other students.

2. Clear goal

   Motivation encourages the students to achieve the goal. If the goal is clear and useful for the students, the students will attempt to achieve that goal.

3. Close the goal

   If the students see that the goal is far, they will be lazy to achieve and increase the goal. On the contrary, the students will be motivated to reach the goal if it is close to the students.

4. Interest

   Interest influences a process of achievement to a motivation. If someone is not interested in something, she/he will not do any activity. But if someone has interest in learning she/he will learn enthusiastically. Someone' interest to learn something can be seen from her/his desire to study.

   The students who have interest in learning English will feel enjoy and give full attention when they follow the lesson. By knowing this, the teacher needs to attempt to raise students' interest based on students' behaviour and achievement. The students have put interest to the lesson indicated by their behaviour. For example: if they give full attention, enjoy and feel happy in the class, and they will achieve good achievement.