

Generating Learners' Learning Motivation: Accesses To Achieve Better Learning Outcomes

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Abstract—Mengapa siswa malas belajar ? Mengapa mereka tidak terlibat aktif dalam kegiatan belajar ? Padahal, mereka telah memahami bahwa belajar adalah sebuah orientasi tujuan yang didukung oleh motivasi. Dalam belajar, siswa kadang-kadang mengalami kendala, kebosanan, ketidakpuasan, kemalasan dan ketidakbahagiaan. Untuk membantu siswa yang mengalami masalah belajar, penulis memaparkan dua puluh satu cara untuk memotivasi, dan membangkitkan partisipasi siswa dalam kegiatan belajar sebagai berikut. Guru harus memberikan kepada siswa a sense of control, specify learning objectives, create a threat-free environment, change the atmosphere, offer a variety of experiences, use positive competition, offer prizes, give them responsibility, allow achiever to work together, give praise when earned, encourage self-reflection, become excited, know the students, interest, helped the students find intrinsic motivation, manage student learners harness anxiety, make high but achievable goals, provide feedback and offer opportunity to improve, track progress, make things fun and provide them an opportunity for success. Dengan termotivasinya siswa dalam proses belajar, hasil yang akan diraih berdampak positif kepada prestasi belajar mereka.

Keywords—learning, motivation, intrinsic motivation, extrinsic motivation, learning styles

I. INTRODUCTION

Why are learners sluggish to learn either at home or at school? Or we commonly hear from a teacher that most of the students are lazy and overlook to learn. This simple question cannot be directly answered for instance; they are indolent to learn because they always spend their time to watch, eager to play with their friends for hours after school, or dislike to learn certain subjects and many more. These are not the answers. The answers are the causes the learners lazy to actively get involved in that teaching-learning process. As it is known that that learning is an activity which is carried out by the students to gain knowledge and experience. To gain these, the learners must be ready and prepared to learn. Before, teaching, the teacher must be sure, confident and convinced that the learners feel contented to learn or being engaged in the learning activities. Therefore, learning in the classroom should not be overlooked as an ordinary activity. Teachers should be able to firstly identify

as well as solve the learner's laziness. Learning laziness in the classroom is the beginning of learners' failure to gain knowledge and experience. This failure will affect their future if learners' learning laziness is constantly maintained (Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner, 2009, 2011). The teacher's role to generate the learners to learn and to participate during the teaching and learning process is very important and

Before identifying the causes of the learners' laziness in learning, the writer wants to define it. Laziness (also commonly called indolence), according to Leonard, Carmichael (1954), is a disinclination to activity or exertion despite having the ability to do so. It is often used as a pejorative; related terms for a person seen to be lazy include couch potato, slacker, and bludger. Or laziness is the quality of being unwilling to work or use energy; idleness.

From these definitions of laziness, we can assume that the learners are lazy to learn or to actively participate in the learning activities

because they are unwilling to work or to do. If this is definition, the following are the possible causes of learners' laziness. The first is the learners get a lot of school assignments. In a day, learners are fed 6-7 different subjects assigned or tested. Doing homework and memorizing word for word are very tiring and boring. Second is the system of teaching is unattractive or they do not like the lessons or the teacher. Let us try to note that some learners who know, like or understand only the particular subject. If this is correct, then this may be related to the teacher's poor teaching strategies and methods, they do not like the lessons or the teacher. Third is the learners are not academically oriented. Not all learners have high academic ability. What do I mean by "academic" here is a serious subject that dominates the curriculum such as English, Mathematics, Science, Indonesian, Civics, etc. there are some of them who like to learn and or to be a photo model, painter, choreographer, football players, photographers, and so on. This probably makes them tend to not to focus on seriously learning, for example.

Besides, fourth is the facilities excessively provided. The learners are given a few gadgets (HP, iPod, PS, etc.) and advanced toys. By providing many facilities, the learners tend to forget his/her responsibility as learners to learn. This is a classical problem. The parents tend to spoil their sons/daughters with advanced technology or other knick-knack. Fifth is too tired to attend private courses, spend much time to hang out with his/her classmates or friends after school hours, they sell in the market or they have to work late at night to help their parents' work. Sixth is introverted learner. It is difficult to identify the cause of lazy learner if s/he is introverted. If this happens, try to find some information from other teachers and his/her close friends.

In this condition, some learners tend to not to consider their learning achievement as well as improve their learning motivation in attaining better learning outcomes. Such behavior will cause the decline of motivation to learn. The decline or weakening of the learners' learning motivation will make them interested in doing some negative activities such as brawl or promiscuity. According to J.W. Raymond and Judith (2004: 22) stated that learners at the age of 5 to 19 are literally interested in learning, gain knowledge,

involve in art and know new things (positive motivation), but they can also be attracted to work out some negative things such as smoking, taking drugs and liquor, promiscuity, and brawl. Learner's motivation will not disappear but it will grow and develop in a variety of ways that can guide them to be better, succeed in achieving learning outcomes or even fail. To prevent the negative impacts on the learner's learning achievement, the parents and teacher's concern is to observe and study the learners' condition every time. Both teacher and learners' parents must encourage and motivate them to enthusiastically learn and engage in the learning activities. To motivate the slacker learners, therefore, this paper explains some better ways to generate the learners' learning motivation. By generating their own learning motivation, the learners are helped to achieve better learning outcomes.

II. DISCUSSION

2.1. What is Learning

According to Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner (2009, 2011: 264) states that learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behavior, skills, values or preferences. Learning also involves synthesizing different types of information. The ability to learn is possessed by humans, animals and some mechanics. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

Human learning may occur as part of education, personal development, schooling, or training. *Learning is a goal oriented which supported by motivation.* The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur because of habituation or classical conditioning, seen in many animal species, or because of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an

aversive event cannot be avoided nor escaped is called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development (Sandman, Wadhwa, Hetrick, Porto & Peeke, 1997: 68, 1031–1040).

In the process of learning, there are three important factors which have on effects on the learners ' learning achievement. Three factors proposed by Benjamin Bloom (1956) as follows.

1. Cognitivedomain (*intellectual capability, i.e., knowledge, or 'think'*) which functions to recall, calculate, discuss, analyze, problem solve, etc.
2. Psychomotor domain (*feelings, emotions and behaviour, i.e., attitude, or 'feel'*) which functions to dance, swim, ski, dive, drive a car, ride a bike, etc.
3. Affectivedomain (*manual and physical skills, i.e., skills, or 'do'*) which functions to like something or someone, love, appreciate, fear, hate, worship, etc.

These domains are not mutually exclusive. For example, in learning to play chess, the person will have to learn the rules of the game (cognitive domain); but he also has to learn how to set up the chess pieces on the chessboard and also how to properly hold and move a chess piece (psychomotor). Furthermore, later in the game the person may even learn to love the game itself, value its applications in life, and appreciate its history (affective domain).

2.2. What is Motivation

The best teachers, lecturers, lessons, books, and materials in the world will not get learners excited about learning and willing to work hard if they are not motivated. They will extremely fail. As stated by Karaoglu, Sevtap (2014: 1-3) Motivation plays a significant role in the process of learning. Teachers cannot effectively teach the subject if they do not understand the relationship between motivation and its effect on the learned subject. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for

weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

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 learners ' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify learners ' learning goals and needs and to develop proper motivational strategies. Learners 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. Motivation fluctuates, and it is challenging to keep language learners ' motivation at a high level all the time by creating a friendly atmosphere in the classroom, encouraging learners to personalize the classroom environment, creating situations in which learners will feel a sense of accomplishment, encouraging learners to set their own short-term goals, providing pair and group activities to develop learners ' confidence, and connecting language learning to learners ' interests outside of class (Karaoglu, Sevtap: 2014: 1-3).

Gardener in Feng and Chen (2009: 1-5) defines motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language. He argues that motivation refers to the directed effort individual learners make to learn the language, the effects of learners ' orientation are mediated by their motivation that is, whereas, orientation and second language learning are indirectly related; motivation and achievement are directly related. The effort and desire to attain the better learning outcomes are the process that makes the language learners able to move from one spot to another to generate his or her learning spirit. By moving, she can respond to the challenge of mastering difficult and boring subjects or learning materials (Ken Bain, 2004: 40-41). Then, Gardner and Lambert (1972) define

motivation as a desire to achieve a goal, combined with the energy to work towards that goal. Learners who are motivated have a desire to undertake their study and complete the requirements of their course.

However, Ellis(1994:523-525)and Feng and Chen (2009: 1-5) claimthatstrengthofmotivationerves asapowerofpredictorofsecondlanguage achievement,butmayitselfbetheresultof previouslearningexperience.Heoffersfourhypothes estocharacterize a non-theoreticalviewofmotivation.First,motivationderiv esfrom aninherentinterestinthelearningtaskthelearneris askedtoperform.Second,learners whodowellwillpersevere;thosewhodonotdowellwil lbediscouragedandtry less hard.Third,thelearner bringstothelearningsituationacertainquantity ofmotivationasa given.Fourth, externalinfluencesandincentiveswillaffectthstreng thofthelearner'smotivation.Itislikelythattherelation shipbetweenmotivation and achievement is an interactive one.

2.3. Ways of Improving Learners ' Learning Motivation

Motivation, both intrinsic and extrinsic, is a key factor in the success of learners at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their learners . Of course that is much easier said than done, as all learners are motivated differently and it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel.

Even the most well-intentioned and educated teachers sometimes lack the skills to keep learners on track, so whether you're a new teacher or an experienced one, try using these methods to motivate your learners and to encourage them to live up to their true potential. The followings are the most important ways or access to improve the learners ' learning motivation (Teachthoughtstaff, 12/11/2012).

1. *Give learners a sense of control*
While guidance from a teacher is important to keeping kids on task and motivated,

allowing learners to have some choice and control over what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing learners to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more.

2. *Define the Objectives of Learning*
It can be very frustrating for learners to complete an assignment or even to behave in class if there aren't clearly defined objectives. Learners want and need to know what is expected of them in order to stay motivated to work. At the beginning of the year, lay out clear objectives, rules, and expectations of learners so that there is no confusion and learners have goals to work towards.
3. *Create a Threat-free Environment*
While learners do need to understand that there are consequences to their actions, far more motivating for learners than threats are positive reinforcements. When teachers create a safe, supportive environment for learners , affirming their belief in a student's abilities rather than laying out the consequences of not doing things, learners are much more likely to get and stay motivated to do their work. At the end of the day, learners will fulfill the expectations that the adults around them communicate, so focus on *can, not cannot*.
4. *Change your Scenery*
A classroom is a great place for learning, but sitting at a desk day in and day out can make school start to seem a bit dull for some learners . To renew interest in the subject matter or just in learning in general, give your learners a chance to get out of the classroom. Take field trips, bring in speakers, or even just head to the library for some research. The brain loves novelty/innovation and a new setting can be just what some learners need to stay motivated to learn.
5. *Offer varied Experiences*
Not all learners will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in

groups. In order to keep all learners motivated, mix up your lessons so that learners with different preferences will each get time focused on the things they like best. Doing so will help learners stay engaged and pay attention.

6. *Use the positive competition*

Competition in the classroom is not always a bad thing, and in some cases can motivate learners to try harder and work to excel. Work to foster a friendly spirit of competition in the classroom, perhaps through group games related to the material or other opportunities for learners to show off their knowledge.

7. *Offer reward*

Everyone likes getting rewards, and offering the learners the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make learners work harder and really aim to achieve. Consider the personalities and needs of the learners to determine appropriate rewards for the class.

8. *Give learners responsibility*

Assigning learners classroom jobs is a great way to build a community and to give learners a sense of motivation. Most learners will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other learners, are meeting expectations. It can also be useful to allow learners to take turns leading activities or helping so that each feels important and valued.

9. *Allow learners to work together*

While not all learners will jump at the chance to work in groups, many will find it fun to try to solve problems, do experiments, and work on projects with other learners. The social interaction can get them excited about things in the classroom and learners can motivate one another to reach a goal. Teachers need to ensure that groups are balanced and fair, however, so that some learners are not doing more work than others.

10. *Give praise when earned*

There is no other form of motivation that works quite as well as encouragement. Even

as adults we crave recognition and praise, and learners at any age are no exception. Teachers can give learners a bounty of motivation by rewarding success publicly, giving praise for a job well done, and sharing exemplary work.

11. *Encourage self-reflection*

Most learners want to succeed; they just need help figuring out what they need to do in order to get there. One way to motivate your learners is to get them to take a hard look at themselves and determine their own strengths and weaknesses. Learners are often much more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals.

12. *Be excited (not stiff, awkward, or ungraceful)*

One of the best ways to get your learners motivated is to share your enthusiasm. When you are excited about teaching, they will be much more excited about learning. It is that simple.

13. *Know your learners*

Getting to know your learners is about more than just memorizing their names. Learners need to know that their teacher has a genuine interest in them and cares about them and their success. When learners feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals.

14. *Harness/Relate learners' interest*

Knowing your learners also has some other benefits, namely that it allows you to relate classroom material to things that learners are interested in or have experienced. Teachers can use these interests to make things more interesting and relatable to learners, keeping learners motivated for longer.

15. *Help learners find intrinsic motivation*

It can be great to help learners get motivated, but at the end of the day, they need to be able to generate their own motivation. Helping learners find their own personal reasons for doing class work and

working hard, whether because they find material interesting, want to go to college, or just love to learn, is one of the most powerful gifts you can give them.

16. *Manage learners' anxiety*

Some learners find the prospect of not doing well so anxiety inducing that it becomes a self-fulfilling prophecy. For these learners, teachers may find that they are most motivated by learning that struggling with a subject is not the end of the world. Offer support no matter what the result is and ensure that learners do not feel so overwhelmed by expectations that they just give up.

17. *Make goals high but attainable*

If you are not pushing your learners to do more than the bare minimum, most will not seek to push themselves on their own. Learners like to be challenged and will work to achieve high expectations so long as they believe those goals to be within their reach, so do not be afraid of pushing learners to get more out of them.

18. *Give feedback and offer chances to improve*

Learners who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In these situations, it is critical that teachers help learners to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where learners want to be can also help them to stay motivated to work hard.

19. *Track progress*

It can be hard for learners to see just how far they have come, especially with subjects that are difficult for them. Tracking can come in handy in the classroom, not only for teachers but also for learners. Teachers can use this as a way to motivate learners, allowing them to see visually just how much they are learning and improving as the year goes on.

20. *Make things fun*

Not all class work needs to be a game or a good time, but learners who see school as a place where they can have fun will be more motivated to pay attention and do the work that is required of them than those who regard it as a chore. Adding fun activities

into your school day can help learners who struggle to stay engaged and make the classroom a much more friendly place for all learners.

21. *Provide opportunity for success*

Learners, even the best ones, can become frustrated and demotivated when they feel like they are struggling or not getting the recognition that other learners are. Make sure that all learners get a chance to play to their strengths and feel included and valued. It can make a world of difference in their motivation.

2.4. How Motivation Effecton on Learners' Learning Outcome

In his personal excerpt on how motivation influence learners' learning and behavior, Ormrod, J.E, (2014) asserted that Motivation is something that energizes, directs, and sustains behavior; it gets learners moving, points them in a particular direction, and keeps them going. Motivation, then, reflects learners' *personal investment* and in cognitive, emotional, and behavioral *engagement* in school activities (Ormrod, J.E, 2014).

Essentially most learners are motivated to carry out some positive factors in their learning attainment. Some or few learners are eager to improve their knowledge by learning and discussing the materials more learners and then attend course works to add their understanding to the subject matter. Engaging more actively in the class participation is the one of some other efforts to earn good and high marks. Then, some other learners are likely interested in the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office. Another learner may be focused on athletics, excelling in physical education classes, playing or watching sports most afternoons and weekends, and faithfully following a physical fitness regimen. Yet another learner- perhaps because of an undetected learning disability, a shy temperament, or a seemingly uncoordinated body- may be motivated to *avoid* academics, social situations, or athletic activities (Ormrod, J.E, 2014).

Every student who comes to school every day strong interest in achieving something. However, motivation is not necessarily something that learner comes *to* school; it can also arise from

environmental conditions *at* school. When talking about how the environment can enhance a learner's motivation to learn particular things or behave in particular ways, it is about situated motivation (Ormrod, J.E., 2014). The following are how motivation influence learners' learning and behavior. Here are the several effects of motivation on learners' learning and behavior.

1. *Motivation directs behavior toward particular goals.*

Social cognitive theorists propose that individuals set goals for themselves and direct their behavior accordingly. Motivation determines the specific goals toward which learners strive (Ormrod, J.E. 2014). Thus, it affects the choices learners make, for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends.

2. *Motivation leads to increased effort and energy.* Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals (Ormrod, J.E. 2014). It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically.

3. *Motivation increases initiation of and persistence in activities.* Learners are more likely to begin a task they actually *want* to do. They are also more likely to continue working at it until they have completed it, even if they are occasionally interrupted or frustrated in the process (Ormrod, J.E. 2014). In general, then, motivation increases learners' time on task, an important factor affecting their learning and achievement (Ormrod, J.E. 2014).

4. *Motivation affects cognitive processes.* Motivation affects what learners pay attention to and how effectively they process it (Ormrod, J.E. 2014). For instance, motivated learners often make a concerted effort to truly understand classroom material—to learn it meaningfully—and consider how they might use it in their own lives.

5. *Motivation determines which consequences are reinforcing and punishing.* The more

learners are motivated to achieve academic success, the more they will be proud of an A and upset by a low grade. The more learners want to be accepted and respected by peers, the more they will value membership in the “in” group and be distressed by the ridicule of classmates. To a teenage boy uninterested in athletics, making or not making the school football team is no big deal, but to a teen whose life revolves around football, making or not making the team may be a consequence of monumental importance.

6. *Motivation often enhances performance.* Because of the other effects just identified—goal-directed behavior, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences—motivation often leads to improved performance. As you might guess, then, learners who are most motivated to learn and excel in classroom activities tend to be our highest achievers (Ormrod, J.E. 2014). Conversely, learners who have little interest in academic achievement are at high risk for dropping out before they graduate from high school (Ormrod, J.E. 2014).

Not all forms of motivation have exactly the same effects on human learning and performance. Learners who are *extrinsically* motivated may want the good grades, money, or recognition that particular activities and accomplishments bring. Essentially, they are motivated to perform a task as a means to an end, not as an end in itself. Learners are most likely to show the beneficial effects of motivation when they are *intrinsically* motivated to engage in classroom activities. Intrinsically motivated learners tackle assigned tasks willingly and are eager to learn classroom material, more likely to process information in effective ways (e.g., by engaging in meaningful learning), and more likely to achieve at high levels (Ormrod, J.E. 2014).

In contrast, Learners who are *intrinsically* motivated may engage in an activity because it gives them pleasure, helps them develop a skill they think is important, or seems to be the ethically and morally right thing to do. Some learners with high levels of intrinsic motivation

become so focused on and absorbed in an activity that they lose track of time and completely ignore other tasks—a phenomenon known as flow (Ormrod, J.E. 2014). Extrinsically motivated learners may have to be enticed or prodded, may process information only superficially, and are often interested in performing only easy tasks and meeting minimal classroom requirements (Ormrod, J.E. 2014).

In the early elementary grades, learners are often eager and excited to learn new things at school. But sometime between Grades 3 and 9, their intrinsic motivation to learn and master school subject matter declines. This decline is probably the result of several factors. As learners get older, they are increasingly reminded of the importance of good grades (extrinsic motivators) for promotion, graduation, and college admission, causing them to focus their efforts on earning high grade point averages. Furthermore, they become more cognitively able to set and strive for long-term goals, and they begin to evaluate school subjects in terms of their relevance to such goals, rather than in terms of any intrinsic appeal. In addition, learners may grow increasingly impatient with the overly structured, repetitive, and boring activities that they often encounter at school (Ormrod, J.E. 2014).

Extrinsic motivation is not necessarily a bad thing, however; often learners are simultaneously motivated by *both* intrinsic and extrinsic factors (Ormrod, J.E. 2014). For example, although Shannon enjoys her writing course, she also knows that a good grade will help her get a scholarship at State U. Furthermore, good grades and other external rewards for high achievement may confirm for Shannon that she is mastering school subject matter (Ormrod, J.E. 2014). And over the course of time, extrinsic motivation may gradually move inward.

In this explanation, extrinsic motivation—perhaps in the form of extrinsic reinforcers for academic achievement or productive behavior—may be the only thing that can get learners on the road to successful classroom learning and productive behavior. Yet intrinsic motivation is ultimately what will sustain learners over the long run. It will encourage them to make sense of and apply what they are studying and will increase the odds that they will continue to read and learn about writing, science, history, and other academic

subject matter long after they have left their formal education behind (Ormrod, J.E. 2014).

2.5. Effects of Motivation on Learning Styles

In the learning process, few learners who can master the learning material or subject matter during the learning activities take place. Therefore, there must motivation on their learning styles. By having this motivation on their learning styles, they are aided to improve, increase and develop their knowledge and learning experiences. The followings are the motivation on the learners' learning styles.

1. *Deep learners* respond well to the challenge of mastering a difficult and complex subject. These intrinsically motivated learners are often a joy to teach!
2. *Strategic learners* are motivated primarily by rewards. They react well to competition and the opportunity to best others. They often make good grades but will not engage deeply with a subject unless there is a clear reward for doing so. They are sometimes called “bulimic learners,” learning as much as they need to do well on a test or exam and then promptly forgetting the material once, the assessment is over. Handle strategic learners by avoiding appeals to competition. Appeal to their intrinsic interest in the subject at hand. Design your assignments (tests, papers, projects, etc.) so that deep engagement with the subject is necessary for success on the assignments. Do so by requiring learners to apply, synthesize, or evaluate material instead of merely comprehending or memorizing material.
3. *Surface learners* are often motivated by a desire to avoid failure. They typically avoid deep learning because they see it as inherently risky behavior. They will often do what it takes to pass an exam or course, but they will not choose to go beyond the minimum required for fear of failure. Handle surface learners by helping them gain confidence in their abilities to learn and perform. “Scaffold” course material and assignments by designing a series of activities or

assignments that build on each other over time in complexity and challenge. Encourage these learners often and help them reflect on what they have learned and what they have accomplished (Ken Bain, 2004).

III. CONCLUSION

All In the learning and teaching process, teacher teaches while learners learn. In their learning activities, the teacher facilitate the learners acquire new, modifying, reinforcing, and existing knowledge, behavior, skills, values or preferences. To achieve maximum learning results, the learners sometimes experience constraint, boredom, idleness, dissatisfaction and unhappiness. To solve the learners' learning obstacles, they require learning reinforcement in the form of *motivation*. Motivation plays a significant role in the process of learners' learning. Teachers cannot effectively teach the subject or learning materials if they do not understand the relationship between motivation and its effect on the learned subject. To generate the learners' learning motivation, the teacher must give learners a sense of control, define the objectives of learning, create a threat-free environment, change your scenery, offer varied experiences, use the positive competition, offer reward, give learners responsibility, allow learners to work together, give praise when earned, encourage self-reflection, be excited, know your learners, harness/relate learners' interest, help learners find intrinsic motivation, manage learners' anxiety, make goals high but attainable, give feedback and offer chances to improve, track progress, make things fun and provide opportunity for success. These ways will help the learners improve their learning as well as positively effect on their learning styles and learning outcomes or achievement.

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