
MOTIVATIONAL LEXICON IN ANTHONY ROBBINS' UNLIMITED POWER

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Abstract: In the language learning process, motivation, one of psychological factors, has a great role in endorsing students to be a successful learner. Based on the issues, the choice of words that can influence the students to do the best is practically required by the teachers. So that, teacher as a motivator has a power to influence the students to take action for achieving their excellent learning, using what Anthony Robbins suggest on his book; Unlimited Power. The writer formulated the aims of this study as follow; (1) to identify the motivational lexicons in Unlimited Power from the psychological perspective, and (2) to describe how motivational lexicons in Unlimited Power take apart in the pedagogical field. This research used qualitative research to find out the data. The data analysis technique that researcher used is content analysis since they were texts in Unlimited Power. Researcher found three motivational lexicons used by Anthony Robbins in his book Unlimited Power; think, challenge, and remember. Think used as a tool to lead his readers to come to their memory, re-identify some main points, and consider about the certain thing. Challenge used to pump readers' emotion, gave a test, and invited them to take action. Remember used as a tool to bring back a piece of information he provided before and try to keep it in readers' mind. Anthony's motivational lexicons in Unlimited Power also can use in the pedagogical field. Teacher can use them in the teaching-learning process as it determines the effectiveness of rewards for what students do and apparently influential factor for learning process.

Keywords-Motivational Lexicon, Psychological Perspective, and Pedagogical Implication

INTRODUCTION

Motivational lexicon becomes important part in human life. In many ways, it guides human to take their directions in life. It gives clues about the most important at any one moment, as well as in the broader direction of their lives are taking. It is also able to become stronger in order to face and solve problem. In this case, motivators take a part and come to human's state. They have art to convey their motivational lexicon in order to get their aim. For some reasons, many motivators have special lexicon to increase the spirit and motivation of their audience in certain channel TV program, such as, super by Mario Teguh, luarbiasa by Andrie Wongso, and so on. Indeed, it is very short and simple term but it has great effect to audience.

Klause and Gunter as quoted by Panther and Radden (2011:24) maintain that in analyzing motivation as a non-arbitrary relation between the conceptual structure of a word and the functional properties of that word. In this specific case, the content of a lexical item is a source of a motivational process, functional properties of a word constitute a target of motivation, and a reference point is a language and also operates in other cognitive domains. It offers a viable middle ground to extreme positions that are clearly untenable. Properly, characterized in terms of systems of elements serving particular semantic function, the auxiliary is seen as being efficient and highly motivated. It reflects the function served and the meaning of elements employed

Motivation will be different in intensity and direction. However, indeed both are difficult to separate, usually. Motivational intensity to involve in the certain activity mostly may depend on intensity and direction of motivation in order to involve in the alternative activity. It is not only become important in making students involve in academic activity, but also determine the number that will be learnt by student from their activity or information which faces on them (Slavan, 2009:99-100).

As people grow, language comes to serve other functions as well. Most young people develop jargon that is more meaningful, those of the same age than the older or younger individuals. Such specialized language serves to bind human more closely with their peers while at the same time excluding those who are not their peers. Language becomes a badge of sorts. A means of identifying whether a person is within a social group. Similar processes are at work in gender and social class differences in language use.

The diversity of how people use language is daunting for psychologists who wish to study language. An important consideration is that although language is intrinsically a social phenomenon, psychology is principally the study of individuals. The psychology of

language deals with the mental process that is involved in language use (Carroll, 1999, p. 4).

Psychology is an academic discipline or an area of learning that has developed a way of thinking that tests ideas. Because it is a science, psychology requires apply critical thinking to test ideas. Critical thinking does not mean judging other people's behavior and feelings. It means examining ideas and information very thoroughly and carefully by expressing them in very specific questions and thoroughly testing these questions to see whether they are accurate (Langhan and Train, 2007:3-4).

In psychology, the organism is considered as a dynamic, lawful system. In striving for an understanding of the laws of this system, psychology uses the methods of all science. The individual is observed as any other phenomenon is observed, and only conclusions which may be scientifically verified are accepted. The facts of any science are thus accumulated.

Science aims to describe as many facts as possible by the smallest possible number of principles. Currently, psychology lacks a neat set of integrated principles, partly because the organism and the environment are constantly changing, partly because psychology as a science is relatively young and has not had time to evolve such principles. A steadily increasing number of researchers have felt challenged to find answers in this science. Many subdivisions have developed, each of which seeks to emphasize a particular area of psychology. Educational psychology is one of these subdivisions (Skinner, 1958, p. 6-7).

Motivators have great power in their lexicon. For instance, Anthony Robbins, a great and phenomenal motivator ever in this world who has proven to millions through his books and seminars. He focuses on the power of humans' thought, feeling, and physiology, then trains them using Neuro Linguistic Program (NLP) in order to help them achieve their excellence life. Anthony Robbins always provides his strategies and motivations in his seminars and books. One of his phenomenal books is *Unlimited Power*.

Unlimited Power is a revolutionary fitness book for the mind. It shows reader step by step in how to perform at the peak while gaining emotional and financial freedom, attaining leadership and self-confidence, and winning the cooperation of others. It also gives the knowledge and the courage to remake the readers' self and world.

It is a great book which shows reader that they are able to have better life even now in a worst life and feel so weak. It also shows its reader how to achieve the extraordinary quality of life which is desired and deserved, and how to master the personal and professional life.

From the explanation above, researcher is interested in learning motivational lexicon in Anthony Robbins' *Unlimited Power* from the psychological perspective. The researcher believes that this research will give big influence in the pedagogical field not only to promote the analysis of motivational lexicons from the psychological perspective comprehensively, but also to ensure the teacher about the important role of motivational lexicons in teaching-learning activities in order to get the aim of education. The aims of this study are (1) to identify the motivational lexicons in *Unlimited Power* from the psychological perspective, (2) to describe how motivational lexicons in *Unlimited Power* take apart in the pedagogical field.

Motivational Lexicon

Motivation usually defined as the initiation and direction of behavior, and the study of it is, in effect, the study of the causes of behavior. The study of that term is the keystone of psychology. Every response is motivated, the more complex the response or response since, the more complicated and extensive are the underlying motivational patterns (Moskowitz and Orgel, 1969:76-77).

The term motivation is general. It refers to states within the organism, to behavior, and to the goals toward which behavior is directed. In other words, motivation has three aspects: (1) a motivating state within the organism, (2) behavior aroused and directed by this state, and (3) a goal toward which the behavior is directed. When the goal is achieved, the state that caused the behavior subsides, thus ending a cycle until the state again in some way (Morgan and Richard King, 1971:187). To interpret motivation is hazardous, considering: (1) the potential effects of motivation, and (2) the various approaches available for the study of motivation. In the first instance, motivational forces are responsible for the selection of and participation in a particular activity over other possible alternatives at any moment.

Motivation affects both learning and performance. When people are unmotivated, they do not practice or will not practice well, resulting in little if any learning. But then, again, the degree of arousal (motivation) present in an individual prior to and during the performance of a task will influence its execution and outcome (Singer, 1975:391).

Motivation stems from an internal or external source. When the origin of a drive is from within a person-that is to say, something is done for its own sake-it is intrinsically motivated. Performance in a skill or participation in a sport is for personal reasons, namely joy, satisfaction, or skill development. Intrinsic motivation implies self-actualization and

ego involvement. An extrinsically motivated in a class is done, not so much to acquire knowledge, as to attain a high grade (Singer, 1975:403).

Most people believe that lexical abilities diminish (in particular, people have trouble remembering the names of things and of other people), that comprehension is impaired with age, and that discourse in the elderly tends to run on. In fact, these stereotypes are too simplistic to explain the diversity of language behaviors associated with advanced age.

From recent research learns that there are language changes that result both from direct changes in language areas of the brain and from strategies to compensate for memory or attention deficits associated with aging. Related on that case, psychologists and psycholinguistics have studied lexical items because they are quite discrete and easy to specify, unlike syntax, semantics, discourse, and pragmatics. Early studies of word associations suggested that older subjects had a more varied range of associations that did younger subjects.

Indeed, the different styles were related not to different strategies in response but to the greater difficulty of the task. It is also interesting to note that there appeared to be no distinction among different word classes; essentially the same patterns of lexical access were found for verbs, common nouns, and proper nouns.

Thus, it would appear that the inner lexicon itself does not change structure with advanced age, except that more items are acquired over the life span; but access for production may change. The ability to access the lexicon for comprehension probably does not change. It is possible, however, that the ability to learn new words decreases in advanced age.

Psychological Perspective

Psychology is a science that studies human nature or the ways people think, act, and feel. It allows people to find out why they think, act, and feel in the ways they do. In this field, psychologists ask question, develop theories and do research, so they can understand human nature and improve people's lives. Because it is a science, it requires apply critical thinking to test our ideas.

Critical thinking does not mean judging other people's behavior and feelings. It means examining ideas and information very thoroughly and carefully by expressing them in very specific questions and thoroughly testing these questions to see whether they are accurate. Indeed, developing certain attitudes to be critical thinkers is needed. Firstly, people need to be skeptical about the ideas which is read or hear that describe or explain

human nature. Secondly, need to keep personal values and opinions separate from the ideas that put forward when they write or talk about psychology.

Science aims to describe as many facts as possible by the smallest possible number of principles. Currently, psychology lacks a neat set of integrated principles, partly because the organism and the environment are constantly changing, partly because as a science it is relatively young and has not had time to evolve such principles. Psychology studies some aspects as follow:

1. Behavior

Psychology used to be called the study of mind; today it is usually called the study of behavior. If, however, it is the mind that determines the complex behavior of higher animals, both definitions are approximately correct. In modern psychology, mind is considered to be brain activity or some part of it and is studied by objective methods. Mental events are known theoretically, being inferred from behavior, which includes speaking and writing. In such a framework, the study of animals has a natural part, both for its own sake and for the light it casts on human behavior.

Psychologists try to understand behavior scientifically and search for its causes. They also apply psychological principles to the assessment and treatment of a great variety of human problems. Working in many different subfields, with people and other species as their subjects, psychologists today study mental processes as well as behavior. Behavior is broadly defined to include dreams, thoughts, emotions, language, and psychological states. Psychological psychologists attempt to relate behavior to the way in which the organism is put together. Their basic assumption is that behavior is intimately related to structure and that, by understanding the structure of the organism, they may better understand the whys and the how's of behavior. Among the many factors that influence behavior are the structural characteristics of each individual. This structure is intimately related to how the individual responds to its environment, both external and internal (Audrey and Richard, 1986, p. 27).

Relationships between physical and psychological characteristics are relevant to causal analyses of behavior to theories of trait organization, and to practical problems of assessing people. Correlation between physical and psychological traits may indicate physique influences behavior or behavior influences physique, or that both depend upon a third factor. To measure behavior, psychologists obtain people's self-reports and reports from others who know the participants, directly observe behavior, use unobtrusive measures, analyze archival data, administer psychological tests, and measure psychological responses. Because the field of behavior study is so

enormous, and the possibilities of subdivision so many, numbers of groupings, sub groupings, and regroupings have been tried since the beginnings of scientific psychology. This recent growth of interest in motivation has come about in several ways.

Theories and research in perceptual and learning process have led to the need for more information about underlying differences in responses-likelihoods not attributable apparently to sensory process or to habits. Studies of personality organization, predictive efficiency of psychometrics, group dynamics, and clinical and abnormal behavior have again and again produced a need for concepts dealing with intervening processes presumably of a motivational character.

2. Motive

By a *motive*, something that incites the organism to action or that sustains and gives direction to action, once the organism has been aroused. A large part of the experimental work on motivation is concerned with easily identified motives such as hunger, thirst, sex and pain, and most of this work is concerned with the manifestations of these motives when they are aroused.

Most *classifications* of motives deal, however, with motivational dispositions. That is, the classification seeks to provide a catalogue of the motives that will be found in an activated state when the circumstances of arousal become appropriate. It turns out that such classification is highly arbitrary, a fact that becomes clear when the difference of various attempts to classify human motives are identified well. Thomas (1923) reduced human motives to four “wishes”: for security, for recognition, for response from one’s fellows, and for new experience. Others have preferred much longer lists. The following considerations help to account for the differences in lists that various writers propose:

- a. The expression of human motives differs from culture to culture and from person to person within a culture. This difference arises because many motives are learned as a result of specific experiences and in any case are expressed through learned behavior
- b. Similar motives may be manifested through unlike behavior. A motive to assert antagonism to another person may be expressed either by an attack upon him or by withdrawal from his presence
- c. Unlike motives may be expressed through similar behavior. Thus two people may take up oil painting, one to please a parent, the other to annoy a parent
- d. Motives often appear in disguised form. Boys have been known to steal because of sexual conflicts. Here the motive for stealing was not a “motive to acquire” but a disguised sexual drive

- e. Any single act of behavior may express several motives.

These five considerations mean that people cannot arrive at a definite list of motives simply by classifying the activities in which men engage. This discussion focuses on relatively simple motives, such as temperature regulation, hunger, and sex. These are often called *biological motives*, in contrast to more complex motives such as the need for friendship and love, often subsumed under the category *social motives*.

Some of these motives, such as *hunger*, serve to maintain the internal environment. Others, such as threats, are triggered by factors in the external environment and serve the goal of self-preservation. All of these motives are very different, as are the goals toward which they steer the organism.

Despite these differences, the motives have much in common. They all potentiate behavior and organize what we do, what we see, and what we feel. Indeed, some investigators believe that our motives all share one basic physiological process: the search for an optimal level of general stimulation or arousal. Motives ready the organism to engage in a particular behavior; they potentiate certain perceptions and behaviors rather than others, impelling the organism toward or away from some goal. The biological motive that has been studied most extensively is *hunger*. Many of the signals for feeding and satiety come from the internal environment.

According to *drive-reduction theory*, all built-in motives act to reduce stimulation and arousal. Today, most authors discount that generality, and instead note that organisms often seek stimulation, such as the taste for sweets, sexual foreplay, and the satisfaction of curiosity (Henry and Daniel, 2004:119-121).

3. Consciousness

In psychology, consciousness is often defined as moment-to-moment awareness of people itself and environment. Among its characteristics, consciousness is:

- a. Subjective and private: other people cannot directly know what reality is, nor can people enter directly into their experience
- b. Dynamic (ever changing): drifting in and out of various states throughout each day. Moreover, though the stimuli of which people are aware constantly change, typically experience consciousness as a continuously flowing stream of mental activity, rather than as disjointed perceptions and thoughts

- c. Self-reflective and central to our sense of self: the mind is aware of its own consciousness. Thus no matter what people awareness is focused on, they can reflect on the fact that they are the one who is conscious of it

Finally, it is intimately connected with the process of selective attention. William James noted that the mind is every stage a theatre of simultaneous possibilities. If the mind is theatre of mental activity, then it reflects whatever is illuminated at the moment and selective attention is the spotlight or mechanism behind it.

Consciousness is subjective, dynamic, self-reflective, and central to sense of identity. Scientists use self-report, behavioral, and physiological measures to define states of it operationally. Freud believed that the mind has conscious, preconscious, and unconscious levels. He viewed the unconscious as a reservoir of unacceptable desires and repressed experiences. Cognitive psychologists view the unconscious mind as an information-processing system and distinguish between controlled and automatic processing.

Research on visual agnosia, blind sight, and priming reveals that information processed unconsciously can influence people's responses. Emotional and motivational processes also can operate unconsciously and influence behavior. Consciousness enhances ability to adapt to our environment. It makes information available to brain regions involved in planning and decision making. It also helps us cope with novel situations and override impulsive and autopilot behaviors.

Brain-imaging studies of healthy and brain-damaged people have discovered separate neural circuits for conscious versus unconscious information processing. Many theorists propose that the mind consist of separate but interacting information-processing modules. Global-workplace models propose that consciousness arises from the unified, coordinated activity of multiple modules located in different brain areas.

In psychology, the organism is considered as a dynamic, lawful system. In striving for an understanding of the laws of this system, psychology uses the methods of all science. The individual is observed as any other phenomenon is observed, and only conclusions which may be scientifically verified are accepted. The facts of any science are thus accumulated.

Psychology has much to offer in the determination of when subjects should be begun and the order in which their content should be presented. Mursell has given us a concise statement of the exact way in which psychology should serve in this area.

He said that psychology can give us insight into the problems of the order of learning. It is always possible to learn any subject in a great many different orders. One can start foreign language with the grammar, or with direct conversation, or in other ways as well. One can start science with the logical foundations of a special science, or with the wide range of information characteristic of general science. Now, it is very probable that there is no such thing in any field as a perfect or ideal order of topics and content. So what people may gain from psychology is not so much an endorsement of one particular sequence, as contrasted with all others, as insight into the fact that difficulties are created, and also removed, for the learner by certain orders and sequences of learning (Mursell, 1939:17-18).

Anthony Robbins

Tony Robbins is an American motivational speaker, personal finance instructor, and self-help author (March 15, 2015). He became well known from his infomercials and self-help books: *Unlimited Power*, *Unleash the Power Within*, and *Awaken the Giant Within*. In 2007, he was named in Forbes magazine's "Celebrity 100" list. *Forbes* estimated that Robbins earned approximately US\$30 million in that year. These are some ultimate points that *Unlimited Power* teaches to its readers; (1) the first part of this book teaches how to take charge and run brain and body more effectively than ever before. Then, working with factors that affect the way to communicate with reader's self, (2) In the second section, studying how to discover what you really want out of life and how you can communicate more effectively with others as well as how to be able to anticipate the kinds of behaviors that different kinds of people will consistently create, (3) the third section looks from a larger, more global perspective at how you behave what motivates and can contribute on a broader extra-personal level. It is about taking the skills that have taught in this book and becoming a leader.

METHOD

This study described the motivational lexicons in *Unlimited Power* from psychological perspective by choosing library research as research approach. Library research was used to obtain and collect the materials that needed by the writer either it had been published or not. The source of data was a written data from *Unlimited Power* written by Anthony Robbins. The researcher focused on motivational lexicons which were taken from that book.

In qualitative research, the human investigator is the primary instrument for the gathering and analyzing data (Sugiyono, 2008:15). This research therefore, used human instruments in conducting the research. The researcher is the main instrument, because

there is no other research instrument that is possible to use in collecting and analyzing the data.

The researcher studied the motivational lexicons in *Unlimited Power* written by Anthony Robbins from psychological perspective. The researcher identified the data and analyzed its deep meaning from the psychological perspective by considering its part in the pedagogical field.

According to Arikunto, there are five methods in collecting data, namely questionnaire, interview, observation, test, documentation (2010:203). Methods of data collection are interactive or non-interactive depending on whether or not the researcher interact with the subjects being studied. Observation, interview or questionnaire, and documentation are commonly used methods (Wiersma, 1995:215). In this research, the researcher used documentation. The documentation technique was employed as the data. The documentation included the following steps:

a. Reading

On this step, researcher read *Unlimited Power* written by Anthony Robbins.

b. Selecting

Then, researcher began to select motivational lexicons of Anthony Robbins used in *Unlimited Power*.

c. Identifying

After selecting his motivational lexicons in *Unlimited Power*, the researcher identified its deep meaning by using psychological perspective and analyzed its role in the pedagogical field

d. Note- taking

Researcher wrote down the result and gave brief perspective in order to become comprehensive.

The data analysis technique that researcher used was content analysis. One of the most commonly used data analysis techniques of qualitative research is content analysis. According to Kaplan, cited by Westbrook, content analysis can be defined as “a research technique for making replicable and valid inferences from data to their context”. Weber characterized it as “a research method that uses a set of procedures to make valid inferences from text.” (Westbrook, December 7, 2014) It means that content analysis is a method used to analyze certain research subject and make a brief conclusion of the research based on the written data. According to Nyoman, content analysis method is used to research writing style of someone. This research is done on paragraph, sentence, and words, etc. so that the content of message can be known well. This method can also be used in analyzing letters such as Kartini’s letter (Ratna, 2012:49).

The whole process of content analysis can follow eleven steps; define the research questions to be addressed by the contents analysis, define the population from which units of text are to be sampled, define the sample to be included, define the context of the generation of the document, define the units of analysis, decide the codes to be used in the analysis, construct the categories for analysis, conduct the coding and categorizing of the data, conduct the data analysis, summarizing, and make speculative inference (Cohen, 2007:475).

In analyzing the data, researcher took only some steps of content analysis as follows:

a. Classifying

In this step, researcher classified motivational lexicons which were used by Anthony Robbins in *Unlimited Power*.

b. Analyzing

After classifying, researcher analyzed them by using psychological perspective

c. Interpreting

Each data which had been analyzed by psychological perspective then guided to be interpreted in the pedagogical field

d. Inferring

At last, researcher made conclusion based on the result of the research.

FINDINGS AND DISCUSSIONS

Psychological Perspective

Researcher found three motivational lexicons used by Anthony Robbins in his book, *Unlimited Power*; *think*, *challenge*, and *remember*. Anthony used those in his sentences by giving different meaning depends on context and case. Each of them is unique as become the important term in the whole of sentence even paragraph.

Think used as a tool to lead his readers to come to their memory, re-identify some main points, and consider about the certain thing. The next Anthony's motivational lexicon was *challenge*. It had big role to pump readers' emotion, gave a test, and invited them to take action. *Remember* as the last motivational lexicon used as a tool to bring back a piece of information he provided before and try to keep it in readers' mind. Sometimes, it also used to give a notice that something was important to know, do or avoid, and share to others.

Anthony's motivational lexicons are simple, but he is able to bring it well. His sentence likes a magic that can touch, attack, and courage his readers' emotion and feeling, then take action.

Think

Arthur S. Reber and Emily S. Reber in Kamus Psikologi defines *think* as follow:

- a. *Think* accommodates symbolic processes. So the issue is not being used for a behavior that is driven by the simple thought process, such as mice learned the maze of pathways simple.
- b. *Think* is *treated* as a process of tacit or implicit that cannot be observed directly. The existence of this thought process is concluded from the recognition of individuals who are thinking about something and observe the actions of behaviors that indicate the thinking process is underway. For instance, searching for ways to solve a complex problem.
- c. *Think involves* manipulation generally adapted elements of different, such as the components of the muscle (Watson), the words and the language component (Whorf), ideas (Locke), images (Titchener), propositions (Anderson), operations and concepts (Piaget), scripts (Schank), and so on. Note that some of these hypothetical entities rather elemental nature while others are quite holistic, but this is not a problem: all of them are serious proposals and all of them have at least some evidence to support the use of these components in the process of thinking.

Challenge

Arthur S. Reber and Emily S. Reber on Psychology Dictionary defines *challenge* by come to the psychopharmacology: providing therapeutic dose of medication to overcome its effect. For example, the term “scopolamine-challenged subject” refers to the observation of effects that arise in individuals who consume a dose of moderate scopolamine to high

Remember

Arthur S. Reber and Emily S. Reber on Psychological dictionary defines *remember* as calling back, reassemble, pull back, reshape, or reproduce the memories of experiences, events, stimulus, and others which are unprecedented.

- a. He leads them to come back to the last memory, feel it, and involve. That is one of Anthony ways to elicit someone’s strategy (*calling back*).
 - *Remember* that time when you felt totally loved.
 - *Remember* how it feels to be totally loved.
- b. For many times, in the term of giving information, he always put it by giving emphasize as one of his strategy to motivate his readers (stimulus).
 - *Remember*, there are strategies for everything-for buying and for selling, for being motivated and for being in love, for attracting people and for being creative.

Table of Motivational Lexicon in the Antony’s Book Unlimited Power

No	Lexicon	Number	Percentage
1	Think	44	38 %
2	Challenge	4	3 %
3	Remember	69	59 %
Total		117	100 %

Pedagogical Field

Researcher analyzes that Anthony's way to motivate his readers by using motivational lexicons also can use in the pedagogical field. The analysis of Pedagogical Field are motivational lexicon has powerful meaning to influence others to reset mind, state, and behavior then become resourceful to do the best for life. It is also important as a factor in the instigation of behavior and essential for people to learn. Motivational states also determine the effectiveness of rewards for what the people do, again as apparently influential factor for learning. It has something to do with what learned acts will be exhibited in a given situation, that is, what features of they are acquired repertory will be displayed or performed. It thus may contribute to the instigation, the reward and the display of behavior, and in all of these aspects it is intimately related to the learning process.

Motivation affects both learning and performance. When people are unmotivated, they do not practice or will not practice well, resulting in little if any learning. But then, again, the degree of arousal (motivation) present in an individual prior to and during the performance of a task will influence its execution and outcome (Singer & Robert, 1980, p. 391). Motivation becomes something highlighting and most manifest in the words with the deep meaning. Words are the head of every human being who speaks a language. The meaning of it is part of linguistic knowledge and is therefore a part of grammar. The mental storehouse of information about words and morphemes is lexicon (Fromkin, Victoria, Robert and Nina, 2003:174).

Incentive motivation has received a good deal of attention in recent years. Its importance in controlling learning and performance has long been described, but the weight of the evidence now suggests that its effect is on performance rather than on learning. Theoretical interpretations of incentive motivation have stressed the role of fractional anticipatory goal responses, and a number of investigations have been concerned with aspects of this mechanisms. Certain findings give it support; others do not (Cofer & Appley, 1967:466)

Although rewards for learning such as praise from the teacher (extrinsic motivation) are effective in motivating learning, increasing student interest in the material to be learned (intrinsic motivation) also is important aspect of effective teaching. In conclusion, educational programs that achieve the right balance between intrinsic and extrinsic motivation differ considerably in their effectiveness ((Benjamin, 2007:376).

In order to understand one's achievement motivation for success in college, people need to understand both what they want and why they want it. Both as goals and motives

for attaining them have consequences for their success in college and enjoyment of the process. The same is true for success in other areas of life (Benjamin, 2007:376).

CONCLUSIONS AND SUGGESTION

Motivational lexicon becomes important part in human life. In many ways, it guides human to take their directions in life. It gives clues about the most important at any one moment, as well as in the broader direction of their lives are taking. It is also able to become stronger in order to face and solve problem. In this case, motivators take a part and come to human's state. They have art to convey their motivational lexicon in order to get their aim. For some reasons, many motivators have special lexicon to increase the spirit and motivation of their audience, such as, *super* by Mario Teguh, *luar biasa* by Andrie Wongso, and so on. Indeed, it is very short and simple term but it has great effect to audience.

Researcher found that motivational lexicons (*think, challenge, and remember*) used by Anthony Robbins in *Unlimited Power* which were analyzed by psychological perspective can take apart in the pedagogical field with teacher as the subject. Anthony uses them to (a) describe his strategy, (b) lead readers to predict what will happen and get bravely, (c) make them understand about any information he provided before, (d) influence them to take action. Teacher can use those motivational lexicons in the teaching-learning process as it determines the effectiveness of rewards for what students do and apparently influential factor for learning. It also have something to do with what learned acts will be exhibited in a given situation, that is, what features of people are acquired repertory will be displayed or performed. It thus may contribute to the instigation, the reward and the display of behavior, and in all of these aspects it is intimately related to the learning process.

The researcher suggests that the further research about motivational lexicon can be conducted in the different perspective and bring to other field. Then, enhancing knowledge and enriching references to make it more comprehensive.

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