

## MOTIVATION AS THE KEY TO SUCCESS IN THE PROCESS OF SECOND LANGUAGE ACQUISITION

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**Abstract** :Gaining knowledge and experience when learning a new language will get our own satisfaction. Being based on motivation and the desire to be better is a very good start in the process of learning a new language. Starting with an understanding of motivation to the theory that makes motivation the key to success in learning L2. This lesson is expected to be a provision for success and understanding of L2 to be applied based on the objectives of each person who learns it.

**Keywords** :Learning, Motivation, Language, Theory

### I INTRODUCTION

Second Language Acquisition (SLA) is the process which a person learns language skills outside their native language. In other words, a person will learn a foreign language that is different from the native language or the language of daily use. This is related with what Chaer (2010: p.215) in Restamo (2015) stated that a foreign language is a language that is not native to the inhabitants of a country, but its presence is required with a certain status. So from this comes a term known as language acquisition.

This language acquisition process is a phenomenon that occurs in society, which is caused by the importance of each individual learning a foreign language other than his native language. According to Ellis (1985) cited in Restamo (2015) states that the acquisition of a second language occurs in two different settings, namely naturalistic (naturalistic SLA) and in a classroom environment (classroom SLA). Naturalistic acquisition is acquisition that occurs naturally and unconsciously as occurs in first language acquisition, while acquisition in the classroom environment takes place formally in the classroom and formality is marked by the presence of teachers, learners, curriculum, syllabus, materials and objectives and evaluation.

With regard to this second language acquisition process, inevitably we will face some of the factors that can influence the language acquisition process. According to Brown (1987), there are factors that fall into the cognitive domain and some are included in the affective

domain. Factors in the cognitive realm are factors related to the way humans learn and other variations in language learning, while factors in the affective domain are factors related to personal factors of learners (personal factors) and sociocultural factors (sociocultural factors). Along with Brown, Ellis (1985) also distinguish the factors that affect second language learning become personal factors (personal factor) and general factors (general factor). One of the factors included in the personal factor is motivation, which is one of the parameters of success in this second language acquisition process

## II. MOTIVATION

It cannot be denied that everything that already done by each individual in every action is based on a desire or motivation. Motivation has been defined in a number of different definitions. However, the substance is not much different. The term motivation, according to Sumantri (2001: 53) cited in Rasto (2016), is usually used to show an understanding that involves three main components :

- (1) Empowering human behavior (energizing);
- (2) Giving directions on human behavior (directing);
- (3) How the behavior is maintained (sustaining).

Meanwhile, according to Vroom in Gibson (1991: p.185) cited in Rasto (2016), defines motivation as a process that determines the choice between several alternatives to voluntary activities. Some behaviors are seen as activities that people can control voluntarily, and are therefore motivated. Another opinion comes from Chung & Megginson in Gomes (2001: p.177) also cited in Rasto (2016), explains that motivation is defined as goal-directed behavior. It concerns the level of effort one exerts in pursuing a goal... it is closely related to employee satisfaction and job performance.

From the various explanations above, Gibson in Winardi (2002: p.4) cited in Rasto (2016), explains that if we study various kinds of views and opinions about motivation, we can get some conclusion :

- (1) The theorists present slightly different interpretations of motivation and they emphasize different factors,
- (2) Motivation is related to behavior and performance,
- (3) Motivation includes direction towards goals, and
- (4) In the case of considering the motivation, needs to consider fisiologikal, psychological, and environmental as important factor.

Therefore, motivation is a factor that is felt to play a big role in the process of acquiring a second language for a person. Motivation has traditionally been characterised as an individual difference (ID) variable that is implicated in learning success, alongside other ID variables such as aptitude, personality, anxiety or cognitive style (Ellis, 2008: p.643-723). Motivation

actually determines what we can do or enhances our ability to do. There are different variables influencing and affecting Second Language Acquisition. Among these factors, motivation has received more attention in language learning than any other single factor in individual differences (Ellis, 2008).

However, Gardner (1985) says that motivation for language learning can include both goal orientation and the combination of effort that creates desire to achieve the goal of learning the language. On the other hand, Gardner's statement is slightly different from the view of Dornyei (1994), who suggests a motivation model of viewing motivation as an intricate process with three levels: the language level, the learner level, and the learning situation level.

### Types Of Motivation

The research on motivation makes researchers aware that they need to divide or classify motivation according to the goals of each individual. Brown (1994) has classified the motivation into three types:

- (1). **Global motivation:** comprises a general orientation to the aim of learning a new language.
- (2). **Situational motivation:** the favorable influences generating from the learning conditions, and it varies in accordance with the situation in which learning takes place.
- (3). **Task motivation:** the desire to do particular learning tasks, for example, the students will gradually increase their interest in L2 learning if the teacher designs related tasks to lead them to successful performances.

The understanding of the types of motivation based on the experts is inseparable from the many elements within humans, either intentionally or unintentionally involved in it. We can see the statement from Arden N. Frandsen in Saptono (2016: p.204) that he divides motivation into:

- a) **Physiological drive**, this term is used to refer to innate motivation (unlearned motives).
- b) **Affiliative need**, is the motivation that is learned (learned motives) with the term affiliative need.
- c) **Cognitive motives**, these motives refer to intrinsic symptoms, which involve individual satisfaction. Individual satisfaction resides in humans and usually takes the form of mental processes and products.
- d) **Self-expression**, self-appearance is a part of human behavior, the individual does not only know why and how something happens, but is also able to make an event. Creativity and imagination are needed, for someone who has a desire for self-actualization.
- e) **Self-enhancement**, through self-actualization and competency development will improve one's self-progress. Height and self-progress is one of the desires of every individual.

### III. MOTIVATION AS THE SUCCESS KEY IN L2

In the L2 learning process, not only takes skill and knowledge of the L2 itself, but a lot of factors that play an important role as a key to success in the process of L2, one of which is

the motivation. In this situation, it is necessary for someone who wants to be successful in the L2 process to start fixing and strengthening their motivation, in order to accelerate the L2 process they are doing. The researchers has going into areas that are new and are beginning to explore directions that can help us understand motivation as a primary source of individuals differences in L2 learning.

Dörnyei and Ottó (1998), who for the first time argued that L2 motivation was mostly portrayed as static in the extant research, whereas in reality we all know that motivational changes over time are to be expected. They also warned that the dual focus on antecedents and ‘whys’ of L2 motivation, on the one hand, and on L2 achievement as the only criterion to establish that motivation mattered, on the other, meant that there was almost a complete disregard among L2 researchers for explicating the consequences of high or low motivation on actual behaviour. Looking at motivation at a more individual level and more qualitatively, According to Ushioda (2001) cited from Ortega (2009: p. 184) captured how the nature of the motivation experienced by 14 undergraduates learning French in Dublin changed over the course of about 15 months. They went from more intrinsic kinds of motivation related to academic interest and sheer enjoyment, in the beginning of study, to a heightened awareness of the pragmatic rewards and usefulness to be accrued, towards the end. This explains that motivation can easily influence the process and the end result of someone who studies L2.

It is also the basis from Dörnyei (2005) who proposed a theory of L2 motivation system that we are familiar with the L2 Motivational Self System (L2MSS). The L2 Motivational Self System (L2MSS) which is based on a ‘self’ framework consisting of possible selves acting as future self-guidesself-guides, and is comprised of the ideal L2 self and ought-to L2 self, as well as aspects of instrumentality. According to his research, Dörnyei (2005) cited in Martinovic (2017) the L2MSS contains three major components, including the ideal L2 self, the ought-to L2 self, and L2 learning experience. The ideal L2 self is an image of oneself as a proficient L2 speaker. Motivation to learn an L2 will be the result of efforts to reduce the disparity between one’s actual and ideal self. Ought-to L2 self is comprised of beliefs a person has about what is expected of us and avoidance of negative outcomes.

The results of the study carried out by Dörnyei and his colleagues (Csizér&Dörnyei 2005; Dörnyei et al. 2006) cited in Martinovic (2017) showed that pragmatic motives played an important role in the motivation disposition of learners. Thus, instrumentality, which is based on motives related to the utilitarian value of language learning, is an significant component of English language learning motivation. The differences that we was expected to be found

regarding the motivational variables and intended effort was the factor relating to length of studying English. It is also showed no relationships between intended effort, ideal L2 self, ought-to L2 self, instrumentality-promotion, instrumentality-prevention and years of studying English. However, regarding to final English grade levels, the results indicated several relationships. Specifically, significant positive relationships were shown between the ideal L2 self, intended effort, instrumentality-promotion and final English high school grades. In other words, students with higher English grades had a stronger ideal L2 self, intended to apply more effort in learning English at university, and were more motivated to learn English for reasons related to job success. These results suggest higher motivation among students with higher achievement or proficiency levels. This fact is also what makes a person's motivation a big influence and being the key to success in learning L2.

#### IV. CONCLUSION

Learning L2 is a step for someone to gain new experience and knowledge regarding a language that is different from their native language. This L2 learning process will not run well if there is no or lack of motivation from the person himself. Therefore, research on the relationship between motivation and the L2 learning process was carried out by experts including Dörnyei (2005) who proposed a theory of L2 motivation system that we are familiar with the L2 Motivational Self System (L2MSS). From the results of his research, in general, we can conclude that motivation has a big role in success for someone in learning L2

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