THE ROLE OF MOTIVATION IN THE PROCESS OF TEACHING AND LEARNING FOREIGN LANGUAGE

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Annotation: Due to the learner's logical and psychological separation from the target culture, which is one of the most significant drivers of second/foreign language learning, motivation is crucial while learning a foreign language. One of them is the inner need that propels someone to take action in order to accomplish a goal and succeed is referred to as motivation. Motivation can be categorized into different types: integrative and instrumental, internal and external, global, situational and task-related.This article especially pays attention to the most important role of motivation in the process of teaching and learning foreign language.

Keywords: motivation,language teaching, language learning ,language teaching

There is no question that motivation is crucial for success in the majority of learning areas since achievement requires a desire to do something. It doesn't always take part in any activities or exert the effort required to finish tasks or reach specific objectives. Success or failure when learning foreign languageis determined by it frequently has motivational connotations. Foreign Language (FL) students need to be motivated to learn, and FL teachers need to pique their students' interest in learning and keep it there**.** This paper aims to analyze theoretical perspectives on motivation, including its definition, types, and factors that influence language learners' incentive to learn. To have a better understanding of English language learning within the framework of Indonesian educational programs, it is also crucial to understand the distinctions between language learning and language acquisition, as well as between foreign and second languages. Motivation is believed to play an important role in the success of any activity. It is important to achieve the intended result. Correlation analysis results showed that students who were motivated to learn languages and had

good attitudes toward language learning performed better on module tests and were more actively involved in learning English as a second language. Teachers and language assistants subjectively rated students' learning habits, and the ratings were always inconsistent. However, since the teacher's assessment was not typically used for grading purposes, it would be interesting and helpful to hear how she assessed the student's engagement in her English classes and in her one-on-one interviews. No statistically significant associations were found between student motivation and attitudes and other performance measures such as final grades and final grades. The lack of relevance may be due to students having acquired "exam skills" by the time they complete the exam. As predicted by Gardner , other external factors may have played a role in determining students' ultimate learning outcomes. Students, teachers, material developers, and researchers all agree that motivation is essential to learning a second or foreign language. The concept of motivation seems complicated because it requires quite a few disciplines to rationally understand its aspects. Dornyei believes that the complexity of the concept of motivation lies in the effort to explain individual behavioral behaviors that cannot be explained by a one-size-fits-all approach. According to Dornyie , the problem is not the lack of theory to explain motivation, but the abundance of theories and models. Fortunately, a great deal of research is currently being conducted on the role of motivation in language learning. This article provides the broadest possible overview of this research, focusing on the most recent research and highlighting different aspects of motivation. Motivation is seen as a factor that influences the success of any activity. It plays an important role in achieving desired goals. Correlation analysis showed that students with positive motivations and attitudes towards language learning performed better on module tests and were more actively involved in learning English as a second language. . Student learning behavior was subjectively assessed by teachers and language assistants, so the ratings were not always the same. However, it was interesting and informative to hear how teachers rated students' participation in English classes and one-on-one interviews, as student assessments are not normally used for scoring. No statistically significant associations were found between student motivation and attitudes and

other performance measures such as final grades and final grades. The lack of relevance may be due to students having acquired "exam skills" by the time they complete the exam. As predicted by Gardner , other external factors may have played a role in determining students' ultimate learning outcomes. Students, teachers, material developers, and researchers all agree that motivation is essential to learning a second or foreign language. The concept of motivation seems complicated because it requires quite a few disciplines to rationally understand its aspects. Dornyei believes that the complexity of the concept of motivation lies in the effort to explain individual behavioral behaviors that cannot be explained by a one-size-fits-all approach. According to Dornyie, the problem is not the lack of theory to explain motivation, but the abundance of theories and models. Fortunately, there is currently a great deal of research on the role of motivation in language learning. provides the widest possible overview of Gardner defines motivation as "the combination of effort and desire to achieve language learning goals and a positive attitude towards language learning". Motivation, he believes, lies in the question, "Why do living things behave the way they do?" According to Yeok-Hwa , motivation determines the degree of learner's active participation and attitude towards learning. According to Dornyie , motivation consists of her three levels:There is a pre-behavioral phase in which motivation needs to be generated, a behavioral phase in which motivation needs to be maintained and protected, and a post-behavioral phase in which students assess the activities they are motivated to do. Williams and Burden also argue that motivation arises from a combination of various internal and external influences. Motivation doesn't seem to have a specific definition. Different people define motivation from different perspectives, and this may be because there are different language learning environments, but most importantly, motivation is the key to language learning. There are two types of motivations to consider when talking about learning a second or foreign language. They are the motivation for language learning and the motivation for learning in the classroom. Language learning motivation refers to the motivation to learn or acquire a second language. According to Gardner , it is considered in the social education model of second language acquisition. Based on

Clement , it is considered in the social context model. Based on Clement and Noels, it is explained by the self-determination model. This is a common form of motivation relevant in the context of second language learning. This is a common characteristic of individuals that applies to any learning opportunity.Relatively stable, but can change under certain conditions. Motivation for classroom learning, which Gardner describes in his social education model of second language learning, is also considered an integral part of general motivation. Refers to motivation in classroom situations or specific situations. It is influenced by various factors related to language teaching. Thus, teachers, course content, materials, and facilities influence an individual's motivation to learn. Gardner believes that both educational and cultural backgrounds play important roles in shaping motivation. The use of these methods and techniques can be effective when a student's interest in learning a foreign language is waning, stimulating their cognitive interest and awakening them spiritually. Close to the spirit of knowledge, the spirit of communication and teamwork, all children need to express themselves through creativity, imagination, play and competition.

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