

TEACHING AND LEARNING MOTIVATION IN ENGLISH MASTERY FOR EARLY SEMESTER STUDENT OF ENGLISH DEPARTMENT

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Abstract

Student can be said master the English if they can master four skills of language, there are speaking skill, writing skill, listening skill, and reading skill. Those skills are will be impossible to achieve if the student do not have motivation, both internal and external. The aims of this research is to explain and describe what kinds of motivations that students required to support their expectable achievement related to four skills of language. This research uses qualitative approach, with field research scheme, because the data and instruments are implemented in real condition. The research instruments consist of observation, interview, script interview, and study document. The interview conducted to 10 English lecturers to find out the students' problems and lecturers' suggestion regarding to students' motivation to support teaching and learning process in English department. The result of this research shows that Early semester students are having trouble in adapting English at their university, because of some problems, such as; unconfident in performing English as their instruction language in the classroom, because of their vocabulary limit, difficult in understanding lecturer's English explanation, and difficult to interact among others in using English. Therefore, they need motivation, both internal and external.

Keywords: *Early semester students, English mastery, student's motivation*

INTRODUCTION

The aims of Learning process is to get information in improving students' knowledge. Learning process define as long life education, because since the human are born until death they need to learn. One of the educational function is planning in improving student's potency and ability (Arjulayana & Srikandi, 2015). language as a tool to communicate and to express ideas with others people, so to improve English knowledge, the language ability verbally as well non-verbally are needed. In this globalization era, English is very important in this globalization era, both productive skill and perceptive skill. Learning language is a continuous process in Indonesia, start from elementary level until higher level (University students).

Students in early semester who is just joining in the English department commonly felt hard in doing adaptation with English learning model. That case is affected by they didn't ready yet in English because of their new graduate from senior high school, who are from various schools, enter to English department environment, that

obligate them to adapt in English as their introduction language in every courses. That is why they need support to build their interest and passion in mastering English.

The focus research is gain the solution in fulfill early student's needs in English literature and education of Muhammadiyah University Tangerang and higher education of foreign language Pertiwi Tangerang in mastering English skills, when they entered higher education level be based on the English as the introduction language. This research will answer the research question based on the problems statement, such as what are the early semester student motivation in mastering English skills, what is the most fundamental aspect for early semester student to master English in English department. To answer those question researchers, use qualitative approach, because qualitative approach enables to conduct depth studies about in broad array of topics (Yin, 2011).

LITERATURE REVIEW

1. Teaching and Learning Process

In Indonesia, English became a foreign language because most of the society did not use English their daily language. Beside of that reason, Indonesian student have to be able to master English, mostly for student in English education program. This case happened because the goal of English Education program alumnus should be able to implement, practice and teach for student.

One of the important limits of education is that teachers cannot only convey knowledge to students, but students must actively build knowledge in their own minds. That is, they find and change information, examine new information against the old, and revise the rules when they are no longer valid. As stated by Von Glasersfeld (1995) that learning is not a stimulus-response phenomenon, but a process that requires self-regulation and the development of conceptual structures through reflection and abstraction.

There are several concepts related to teaching and learning processes. The following will be discussed first about the concept of teaching process. First, teaching as intellectual work. One must find a way to bridge between one subject and one student to be an effective teacher. The teacher needs to carefully consider their choices, make decisions about which methods and content best suits their instructional goals and their students' needs for a particular teaching unit. The emphasis on the intellectual aspect of teaching is not intended to override the moral aspects of teaching, so the mind cannot be separated from the heart. The combination of intellectual and moral aspects of teaching only adds to the complexity. Teacher must be able to reflect on the view that teaching is a complex work in the case of evaluation, so the evaluation process is no longer limited to the teacher's observation in the act of teaching. Teachers are now also expected to be able to articulate their learning goals such as why they teach as they do, and to justify choices. This much tighter evaluation approach is intended to make teachers responsible who can make all professionals in their actions. Second, teaching as varied work. Part of learning

involves involving lectures, exercises, and exercises, because students must learn some basic knowledge to the point where it can be easily taken, so as to inform interpretation and debate. However, students also need to spend time learning through various alternatives such as forming small and large groups, talking to each other, announcing their personal knowledge and beliefs, building and testing their knowledge with peers and teachers. To help them do this, teachers must have a variety of instructional strategies and need to know when and how to use them effectively. Third, teaching as shared work. carried out jointly by teachers and students. The teacher is fully responsible for designing and managing the overall approach to instruction used in their classrooms. However, the method they choose should provide an opportunity for students to make a contribution to a class conversation that will be effective in stimulating thought and understanding on the part of other students. The last, teacher as inquiry. Teachers need to gather information through formative assessment of the nature of the knowledge that is available to their students to teaching instruction and about how that knowledge can change during the lesson. When teachers identify appropriate approaches to instruction, they should provide an opportunity to try it out in their own classrooms and assess the impact of alternative teaching strategies on the understanding of their students who develop the content. Thus, they need to act as experts, explore the thoughts that underlie students' contributions in the classroom both verbally and in writing and can also be through interviews about their thoughts and logic (Wilson and Peterson (2006)).

There are also some concepts of learning according to Wilson and Peterson (2016). First, learning as active engagement. The most important change in the theory of learning over the last 20 years is the change in the conception of learning as passive absorption of information into the conception of learning as an active engagement. The previous learning theory sees it as a passive process, in which Teachers are expected to do most of the conversation, and the students have been directed to listen. New learning theory sees it as an active and constructive process. Individuals try to understand the information that comes in by interpreting it into their initial knowledge, by questioning its meaning, and by exploring its use. Such activities play an important role in enabling them to convert incoming information into usable knowledge. Students bring their own ideas or preconceptions to the learning process. Second, learning as social, in traditional learning, classrooms have been arranged mostly as a place to study individual activities. Students are expected to learn primarily from listening to teachers and working on their own rather than engaging in meaningful interactions with teachers and their classmates about the content being taught. Recent research calls attention to the importance of more social interaction, such as conversation, discussion, collective work, and debate, to influence classroom learning. Such interaction provides an opportunity for students to learn through observing the performance of others, receiving feedback about their own performance, listening to alternative perspectives, and engaging in the exchange of ideas. Third, Learners differences as resources. Contemporary learning theory helps

us to understand that all students, regardless of their social and cultural background, come to school with an active mind and curiosity. By using these theories, researchers have documented how the teachers having an understanding that the student was taken to the instruction as a resource to improve learning in the classroom. The last, Knowing what, how, and why. the fourth and final concept in the theory of learning involves assumptions about the nature of the student's knowledge should be expected to get in school to function effectively as a thinker and problem solver.

In short, teachers can no longer just focus on teaching facts and procedures for a discipline. They also need to help their students understand the main ideas and concepts and develop competencies in using the investigation process and its arguments.

2. English Mastery

2.1 Reading Skill Mastery

The main definition of reading is a process to get information through the text, which is the process is quite difference with other skills; listening, writing, and speaking. In reading skill, student need a motivation and desire to read, either in the classroom or outside. The purpose of Reading skill is not only to find out the information through the text, but also to find out the ideas and knowledge delivered by the writer (Patel and Jain, 2008)

In learning reading, the lecturer should understand some steps to stimulate their student in learning reading. There are three steps in reading process. First step, introduction; student encouraged to be able knowing the topic's discussion in paragraph. Second step, arrangement; students are required to comprehend text structure and sentence meaning based on the relation among sentences in the texts. Third steps, meaning; this is the highest step among others, because students are require to comprehend the text fully, they have to comprehend the words, sentences, and the meaning (Patel and Jain, 2008).

Students should have motivation in learning reading because to drill their reading competency. They should practice their ability in every occasion. In fact, students also need motivation because with motivation, they will be able to think that reading is their need, therefore they will practice continuously.

2.2 Listening Skill

Listening skill process will be easy if students have lots of vocabularies, since listening is one of receptive skill in leaning language. In contrast, this skill will be difficult if vocabulary mastery is still low. To encourage students master lots of vocabularies, practicing and drilling are needed in their daily activities, such as listening the music, practicing their English, listening news in television channel, watching English movie. The impact of those activities can encourage them to open dictionary regularly. This way, will be easy

if students have motivation because motivation is able to foster students' interest and able to practice. (Woolfolk, 2004). Before starting to practice speaking skill or learn speaking, it is better to students to learn listening skill in the beginning, in order to improve their vocabulary mastery and their pronunciation. Learning language process is a contextual pronunciation, therefore learning listening skill should be begun before learning speaking skill (Patel and Jain, 2008).

2.3 Writing Skill

In writing activity, students are required to have lots of vocabularies mostly ib spelling, because as important part in language learning. Writing skill consist of some aspects: vocabulary mastery, sentence structure and spelling knowledge (Patel and Jain, 2008). In fact, writing skill will become very difficult for students if they unproductive and did not have good vocabularies, therefore this skill will become the most difficult and boring. Some people did not interest to write though this skill can summarize the ideas and language skills, as the writing skills make function in line with language transaction (Brown and Yule, 1999).

Students can learn writing skill with happiness and easy if student have motivation. If the have motivation, their ideas will be appeared easily, moreover adding by good vocabulary mastery, writing become easy for the students. In this part, motivation is not only important part to stimulate student enjoying this skill but also encourage students to be able expressing their ideas through the text.

2.4 Speaking Skill

The last skill for Foreign language learning is speaking skill. this the last skill must be learnt because speaking involve receptive skill and productive skill. Receptive skill involve mechanism skill for students, such as sound recognize, structure recognize and vocabulary building. As stated by Nunan (2003) speaking assumed as the hard skill because it has different with writing, reading, and listening, speaking happened in the real world and can be responded directly and spontaneously by the listener.

3. Motivation

Motivation is not only identically with student achievement in language learning (Eragamreddy, 2015), but also motivation can encourage student to achieve their learning and teaching process. Motivation is the most fundamental part which close relation with learning achievement in English learning (Gardner and Lambert, 1972). In addition, as stated by Elliot and Covington (2001), motivation is the reasons for people in their needs, action and reason. So, it can be said that Motivation is person's direction toward behavior, or cause to do that behavior. Another definition of motivation is the learners' orientation related to the purpose of second language

learning. (Crookes and Schmidt (1991))

The combination of the effort and the desire to get learning goals is also the aims of motivation. Gardner (1985) said that language learners always have a motivation which is the combination of effort and desire to gain the goal of learning process. It means that, they have motivation to learn a second language so they try to learn the language because of a desire to do. However, Effort alone is not a motivation. To be a motivation, they should to spent effort to gain goals in learning process. Motivation gives learners a goal and direction to follow. Therefore, it has a key role in language learning. Due to lack of sufficient motivation, some difficulties may happen to learners. Without desire to learn, it is very difficult for learners to gain effective learning. It can be stated that teachers should be aware of the significance of motivation in learners' learning the language and through some changes they can help learners improve motivation.

Types of Motivation

Motivation can be divided into many of categorized. There are instrumental and integrative motivation to identified most situations in language learning, as a mixture of any types of motivation. Dörnyei (1998) stated that it is impossible to see the success of language learning with certain integrative or instrumental causes because the significance of integrative and instrumental motivation depends on the context of the learning language functions.

There are to terms of motivation based on Dörnyei (1998), such as intrinsic and extrinsic motivation. The first term, refers to the motivation happened in an activity because of the enjoyable to do it, while the second term which is Extrinsic motivation refers to the actions that are performed to get some goals like get a present or stopping a punishment. While Brown (2000) also investigates the relationship between these two kinds of motivation in language learning. Extrinsic motivation can change to be an integrative motivation if someone else wants these second language learner to know integrative purpose of them; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the second language learner to learn second language.

Brown (2000) also stated that in learning language, intrinsic motivation can be turned out to be integrative motivation if the second language learner wants to integrate with the second language culture. In another case, intrinsic motivation can also turn out to be instrumental motivation if the second language learner wishes to gain aims using second language. It can be concluded that learners with the same integrative motivation indicate big differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is relevant to integrative and instrumental motivation related to second language learner.

The other dimension of motivation related intrinsic and extrinsic motivation is also stated by Edward and Deci (1975). Intrinsic motivation regard to the people who want to engage the tasks for their own sake, is not because they lead to an extrinsic reward. The source of intrinsic motivation is consequences like feelings of

competence and self- determination. While, Extrinsic motivation behaviors are done in anticipation of a punishment or reward from outside of the self.

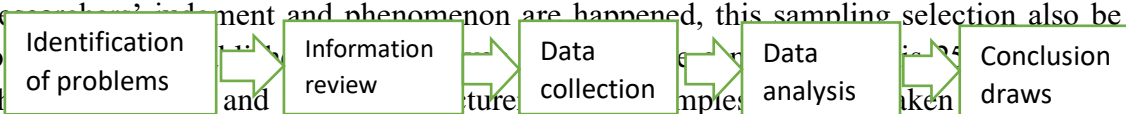
Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. According to them, “The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p. 55). It means intrinsic motivation is something related with learners’ self-desire or interest for learning. On the other hand, extrinsic motivation is totally opposite to it. Extrinsic motivation is more related with a goal or achievement.

Intrinsic and Extrinsic motivation influences or leads learner for learning a second language. These two variables motivate differently but they have a connection. Student’s intrinsic motivation can be hindered lack for boring or strict classroom atmosphere, social expectations or rewards can make them motivated again. Both the variables play important role for motivating the students, though they have different action to play.

METHODOLOGY

This research uses qualitative research, with systematic approach. According to Emzir (2017) there are five steps in designing qualitative approach research, it may be designing as a follow:

The population of this research is early semester students from Muhammadiyah University of Tangerang and early semester students of STBA Pertiwi, with the total population is about 150 students. Probability sampling is done in this research, because research instrument and phenomenon are happened, this sampling selection also be



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graph LR; A[Identification of problems] --> B[Information review]; B --> C[Data collection]; C --> D[Data analysis]; D --> E[Conclusion draws]
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phenomenon faced by the students in those universities.

This research use field research scheme, because the data and instruments are implemented in real condition (physically). The research instruments consist of observation, interview, script interview, and study document. The interview conducted to 10 English lecturers to find out the student’s problems and lecturers’ suggestion regarding to students’ need to support teaching and learning process in English department. Script interview is given to 25 students to find out their need, their suggestion, their problems regarding to their condition to follow teaching and learning process in English department which is uses English as the introduction language. The documents are taken from student’s task from some subject lessons. These documents are analyzed to see student’ weakness in their learning and teaching process. How they can understand their lecturers’ English explanation.

The procedure of this research also go along with the research design which is adopted from Eldem and Chisholm in Given (2008), they sated that research design may be divided into three steps, such as 1) diagnosing the problem, 2) planning action, 3) implementing and evaluating. To diagnose the problem, researchers conduct the survey in two universities located at Tangerang and karawaci. The early students of those universities are to be surveyed related with their ability in learning English. From the survey the problems show that the students in both universities have various ability in English to follow the English department processing of teaching and learning. Second step of this research procedure is planning the instrument and samples. Instruments in interview script with the students and direct interview to the English lecturer. Those interviews consisting of 25 numbers for students to find out students' awareness and their need in learning English to support their process of learning in English department, and 15 numbers of interview for lecturers to find out lecturers' understanding of their students' need in learning English to support their understanding of material learning which is delivered by English as the introduction language. Third steps is implementing and evaluating, the researchers implement the instruments and analyzing then display the data analysis in the form of words descriptively.

To ensure the research data, the researchers use validity data with triangulation scheme; conformity, The data collection is use field data, in this research the field data uses in some steps, observational notes, interviews, and script's interviews in physical place and also written word in document, Given (2008). The data collection involves in some steps and the last step is analyzing the data and paraphrasing it in words sentence.

RESULT AND DISCUSSION

1. Result

There will be elaborate in 2 phases on this research; firstly based on lecturer's interview and secondly based on students' interview

a. English Lecturers

Table V.1. Interview summary based on English lecturer's perception

NO	INTERVIEW	ANSWER
1	What is your education background?	UMT: 70% English education graduted, and STBA Pertiwi 80% linguistics and literature graduated
2	What subject did you tech?	UMT: most of subjects are bebased on English education, STBA Pertiwi most of them are linguistics and literature
3	How long have you been teaching English?	Over 3 years
4	Do you use English as your introduction language in the classroom?	UMT: English 60% and Bahasa Indonesia 40%, STBA Pertiwi 50% mix
5	How did your students English skill in your class?	For almost subject lesson they need to study drill seriously, except speaking, because speaking they have specific drilling.
6	What kind of appropriate motivation for English department's students?	Exploration motivation is given to the students, such as; watching a film, listening music, a group discussion etc.
7	How do you give motivation to early semester	Students need to practice, consistence, and

	students in your class room?	motivate their self
8	What kind of strategy did you implement to teach English for early semester students?	There are variative answer, such ac CLL, CTL, group discussion, live and learn
9	According to you beside of lecture's strategy and motivation, what ever can support early semester students to master English?	Environment and friends are intended to influence
10	What is the most important difficulty in teaching English for early semester students?	Variative skill of students , so it felt hard to find appropriate strategy, student's willingness and self esteem also can give the impact of those
11	Do you think student's high school background influenced student's English skill?	Yes, but not merely
12	Should lecturer implemented specific strategy in teaching and learning process to acquire students English skill?, give the example	Most of lecturers agreed, and the specific strategy such as giving some tasks, practice and create English club, suggested to create social media group for learning English

As the table represents above to make easier comprehend, the researcher analysed based on those summary.

Indonesian lecturers are acquired to graduate from magister as their minimum degree. No doubly, 100% minimum education of Indonesian lecturers are magister, but in this research researcher just focus on two universities lecturer. University of Muhammadiyah Tangerang with English teachers and training education program mostly the lecturers are English education degree, percentage in 70% and 30% from linguistics and literature degree. Higher educations of STBA Pertiwi as the literary program, 80 % of their lecturers are graduated from linguistic and literature and the rest from English education degree. This education background should be comprehended by the intuition in Indonesia to support their education out come.

Those two universities are different focuses. In university of muhammadiyah Tangerang with focus on the English education, most of the lecturers teach subject lesson regarding to English and education. It different with STBA Pertiwi which is focus on the literature, most of the lecturer teaches linguistic and literature lesson.

As a professional lecturer and experienced in teaching, almost of the lecturers in those universities have experience more than 3 years. This experience is very helpful to over come student's problem and finding the solution of their need to learn English as a foreign language. Lecturer who does not have any experience will threat their students surfacely, but when the lecturer has a good experience they will encourage and doing specifis approach to help their students. As Prosser, 2016;165, that education should be designed with a good teaching practice. Argue on this statement, how to get a good teaching? Absolutely, experience is the primary thing.

English as a foreign language in Indonesia might be difficult for students to comprehend English speaker, which is why in those universities lecturers still Indonesian language beyond of English in the process on teaching and learning. In University of Muhammadiyah Tangerang is use English in their class room, while in STBA Pertiwi there 50 % used between English and Indonesia.

Because of early semester students in those universities are varieties backgrounds of their high school, their skill in English also variety. Almost of students' English skill need to be fostered. Motivation is needed to gain goal of teaching English in Indonesia. The external motivation from lecturer is one of crucial aspect. In this section lecturer can give motivation in exploration something, which is liked by the students. For the example; watching a movie, listening music, create English group discussion, English presentation while teaching and learning process. In learning English, lecturer also can give give some tasks with drilling of English material, practice to speak English in the class room or outside, and consistency of learning and achieve the target properly.

Many strategies can be implemented to teach English, but in this section almost of lecturer prefer to give contextual and varieties. Such as CLL, live and learn CTL, and many others. Beside of strategy and motivation, environment is very crucial things to support early semester students in learning English. Environment can be from their family, friends, classmates or other. With good environment students will feel save and comfort to learn and practice their English. Students' willingness to practice is one of the obstacles for lecturer to teach English. Low of self esteem makes students hard to drill and practice their skills.

The implementation of specific strategy is needed to teach English as a foreign language in Indonesia, such as switch the old method to current and contextual one. Lecturer can ask their students to practice and solve the problem on the spot with English; students can be required to find some problems around them then try to solve it in English. So practice, giving many tasks, consistency, and environment's support are very helpful to improve students' English skill.

b. Students

Table V.2. Interview summary to students in two universities

NO	INTERVIEW	ANSWER
1	Do you like English?	Almost 100% students like English, therefore they joined English Department as their background.
2	Do you use English as your communication language in home with your family?	100% students from STBA and UMT answered they do not use English in communicated with their family in home.
3	What is your educational background in your Senior High School?	They are from different educational background, but in general they come from SMK, SMA, and aliyah, with different majors.
4	How is English taught by your teacher in your last school?	Most of the respondents answered the teaching of English in their previous school was boring, too much material, lack of practice, making it less enjoyable.
5	Do you think English and literature is important?	100% answered yes
6	What are your reason to join English and	Most answer for the future and support his career

	Literature Department?	someday
7	Do you feel comfortable in your new environment that uses English as the language for introduction?	Variative answered by students. 60 % feel very comfortable, 30% feel comfortable, and 10 % said not too much.
8	What is the biggest difficulty you face while on campus?	Most students answer there is no the biggest difficulty in campus.
9	What are the most common difficulties you experience when interacting with your lecturers and friends?	100% said vocabulary mastery
10	How does English language and literature teaching apply in your classroom?	Both STBA or UMT students answered 50 % very good, 30 % good, and 20% good enough
11	Do you know four skills in English?	100 % answered yes
12	What is your favourite English skills?	60 % students of STBA and UMT like Speaking skill, 30 % like reading, and 10% like writing and listening.
13.	What is the most difficult English skill?	100% students answered listening
14.	Do you think a special strategy is needed to master English skills?	100 % students need special strategy to master English.
15.	Is motivation in learning English language and literature important?	100% students answered The motivation is very important in lerning English Language and literature.
16.	What motivation do you think the most appropriate for students English language and literature?	They answered the appropriate motivation for students English language are related to Environment and lecturers support, and also students should practice a lot with lecturers or with native speakers.
17.	Do lecturers have to apply specific strategies in the teaching process related to the mastery of English skills?	100% students answered “yes” for this question
18.	What solutions do you expect to overcome the difficulties that you face as a new student in mastering the English language?	In this answer the respondents have different perspectives, most expect a good support from the environment, especially lecturers, consistent and consistent in the practice of English.

From the results of interviews with students majoring in English language and literature from UMT and STBA Pertiwi above, the researchers got the result that most of students who enrol into English majoring students like English. They come from different schools such as vocational school, high school, or Aliyah. However, none of them came from international schools, which incidentally use English as the language of instruction. English is taught in their former school, but only as one of the subjects in school, not specifically as subject. from interviews to students, researchers found that students' opinions about how English is taught in

school, that is monotonous, boring, too much material, lack of practice, making it less enjoyable. In addition, most of them never use English as a language of communication in their daily lives. It proved that they did not have good English language ability when they first sign a student majoring in English language and literature. They only have a strong desire because of their fondness in English. Related to their preference for English, interview results also show that almost all students consider English as important in social life. They believe, the mastery of English is the main capital to reach a better future, especially to get the career they want.

In addition to the positive things above, researchers also get negative results from interviews with the students, which is related to their barriers in learning English. These obstacles are very closely related to their mastery of the vocabulary. The lack of mastery of vocabulary by students can make them feel ashamed and nervous when they will communicate using the English language. The main reason is that English is not the native language of the students. Therefore, the students do not feel confident to perform in English. In addition, students also find difficulty when lecturers create a class atmosphere that is too strict, monotonous, and saturated. Therefore, motivation is needed to overcome the problem.

2. Discussion

The purpose of this study is to determine the motivation of new students in the mastery of English. Motivation is a major need and contains factors that affect students and learners. This study also investigates the "internal and external factors that must be possessed by learners. Researchers agree that motivation is a key factor for learning a foreign language. As stated by Gardner and Lambert, Motivation is the most fundamental part which has a close relation with learning achievement in English learning (1972). High motivation and ability help learners to get a foreign language easily. To know this, there are some questions in the questionnaire. After data analysis, researchers found some positive results from motivation.

From the analysis of the interview data showed that the atmosphere friendly classrooms and interactive determine the success of students to master the English language. The classroom atmosphere consisting of lecturers and also the material presented. Lecturers should always try to make students confident to speak. The material presented is also supposed to be made fun and effective way to learn English. Some students feel bored of the material, but the amount can not be calculated. Students become intrinsically and extrinsically motivated to learn English. Students' achievement in English gets better because they are motivated in many ways.

Most of the English language students interviewed were from the Muhammadiyah University of Tangerang and the Foreign Language School of Pertiwi liked English, especially for the "Speaking" Course because Speaking courses trained them to perform and interact with others. In this case, students get satisfaction in learning a foreign language that comes from their own desires and it helps them

learn better. This shows how "intrinsic motivation is able to influence learners" in cultivating a desire for learning. Many students take language learning as a challenge which is also a positive attitude toward language learning. This result is in line with Mahmoeed (2015) stated that intrinsic motivation refers to doing something because it is interesting or enjoyable.

Students from both campuses are also externally motivated. As stated by Mahmoeed (2015), extrinsic motivation refers to doing something because it has a separable outcome. Students want to improve their English skills because they want to get a better job and show their strengths by having English skills among people. Although this is derived from an external motivation of the learner, but it also affects them to learn the language better. The job market also stimulates students' motivation to learn English.

Teaching and learning process is always related with lecturer's role. Though lecturer as the motivator, facilitator, or advisor. In higher education, students is not fully wait the information from the lecturer, but they need to find and elaborate their knowledge and doing best effort to motivate their self, beside of lecture's motivation. As motivator lecturer can motivate their students in different strategy, such as giving fun model of teaching learning, using multimedia tool to teach in the classroom, practice their English regularly. Lecturer motivation is very important part for students, because motivation can support students' achievement in learning and teaching process, Eragamreddy (2015). As facilitator, lecturer should understand that those students are multi talents, so, the lecturer can facilitate students to create English club in fostering students confident regarding to their English skills. Beside of creating English club students also can be suggested to compile some English poem to make them interested in finding new vocabulary and as their challenging to understand the English song.

In the previous research done by Sadegi at.al (2013), knowing learners needs as the umbrella for them to achieve their goal, and one of the most fundamental things is motivation. Lecturer and student relationship is another important factor to motivate students. Lecturer can create interactive and friendly relationships with their students, so student's positive attitude can be bond. Students may have many personal or mental problems that can make them lose motivation to learn. They can share their problems with their lecturers, because it can help the lecturers to understand better about their students' psychology or condition. Lecturer should motivate students about taking on challenges and the way to achieve their goals. They can show students about the benefits or the positive side to learn the language. This can make learners more goal-oriented and motivated to learn. Lecturers can build an environment that is not threatening to learn. Students can feel free to share everything in that context. The most important factor is intrinsic motivation. Intrinsic motivation best relates to the process of learning a foreign language. Teachers should try to motivate their students intrinsically. Students need to enjoy and feel the learning process. Learning can be easier, if students make themselves intrinsically motivated.

CONCLUSION

Motivation divided into two aspects, external and internal motivation. Every students have these two aspects, which is the internal motivation gained by students from their self who have strong desire to achieve theirs goals, while the external motivation gained by students from their environments. The environment can be come from their lecturer, friends or family. In this step lecturer should understand about student's motivation, in line with students' need, lecturer is expected to be able to adopt appropriate strategy used in their class, especially to support the teaching and learning atmosphere effectively. As the result, students can learn enjoyable in learning English as a foreign language.

Teaching and learning process in English department especially for early semester students are an amazing obstacle for lecturers. In this semester need to adapt among students and lecturers. With many differentiations among them, start from their educational background in high school, language capability, English skills, motivation in learning, and many others made the process and learning colourful.

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