





FACTOR CONTRIBUTING TO THE LEARNERS SUCCESS IN LANGUAGE LEARNING

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- ▶ Many learners of English attend English classes with many different motivation and purposes. Some come to the class because their school curriculum prescribes them to take it, disregarding whether they like it or not. Some come to the class due to their immediate needs to pursue their careers in specific fields of jobs. And some other come to the class because their present jobs demand them to have a good command of English in order that they are able to get a better chance for advancement in their professional lives.

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- ▶ Regardless of different motivations and purposes, many learners of English often find themselves unhappy with language classes they have attended. After several weeks in a language class, for example they quit and drop it. Basically, they do so because they feel unsatisfied with their learning achievement. They commonly complain that even though they have learnt English for ages, they still feel hard and competent to use it communication purposes.

Language Acquisition And Language Learning

Acquisition : Is the process by which children unconsciously acquire their native language. The term of language acquisition refers to the capability development in one language naturally in communicative situation.

Learning : Is a conscious knowledge of a foreign language, knowing the rules, being a ware of them, and being to talk about them.

The Theories Of Language Learning

01 Behaviorist View

According to this view that foreign language learning is seen as a process of imitation and reinforcement, Skinner as one of the tenets of behaviorist approach said that learning is new habit formation process by giving reinforcement with stimulus – response system.

02 Cognitive View

The cognitive view in language learning becomes the alternative to the behaviorist approach. According to this view that learning is rule formation process. Chomsky is one of the tenets of cognitive approach said that a child from he was born, he has “innate capacity”, the ability to understand and to create new utterances.

I. INTRODUCING THE IMPORTANCE OF LEARNING ENGLISH

TEACHER SHOULD INTRODUCE TO LEARNERS THAT ENGLISH HAS PLAYED AN IMPORTANT SUBJECT AND A COMPULSARY SUBJECT. ENGLISH IS ALSO LEARNED AS A PART OF ACADEMIC REQUIREMENTS AT SCHOOL SYSTEM OR IN PREPARATION FOR TRAVEL OR STUDY IN ENGLISH SPEAKING COUNTRY. BECAUSE ENGLISH IS CALLED AS INTERNATIONAL LANGUAGE. ENGLISH BECOMES THE LANGUAGE OF POP CULTURE, TOURISM, MARKETS, INTERNET, TRADE AND ALSO AS A TOOL FOR COMMUNICATION AND INTERACTION IN INTERNATIONAL CONFERENCE.

2. INTRODUCING THE GOAL OF LEARNING ENGLISH

INDONESIAN MINISTRY OF NATIONAL EDUCATION REFLECTS THAT THE GOAL OF LEARNING ENGLISH IN INDONESIA IS TO DEVELOP COMMUNICATIVE COMPETENCE AND TO ENABLE THE LEARNERS BE ABLE TO COMMUNICATE IN ENGLISH ORALLY AND IN WRITING. COMMUNICATING IS MEANT TO UNDERSTAND AND TO EXPRESS INFORMATION, THOUGHTS, FEELINGS AND DEVELOP SCIENCE, TECHNOLOGY AND CULTURE. THE ABILITY TO COMMUNICATE OR TO PRODUCE SPOKEN TEXT OR WRITTEN TEXT TO BE REALIZED IN FOUR SKILLS OF LANGUAGE I.E., LISTENING, SPEAKING, READING, AND WRITING, THE FOUR SKILLS OF LANGUAGE ARE USED TO CREATE A DISCOURSE IN PUBLIC LIFE. THEREFORE, THE TEACHING METHOD OF ENGLISH TO BE DIRECTED TO THE DEVELOPMENT OF FOUR SKILLS OF LANGUAGE FOR GRADUATES BE ABLE TO COMMUNICATE IN ENGLISH AT CERTAIN LEVEL OF LITERACY.

3. PROVIDING SPEECH COMMUNITY AND DEVELOPING OF PRACTICING ENGLISH


IN HELPING LEARNERS SUCCESS IN LEARNING ENGLISH, IT NEEDED TO PROVIDE SPEECH COMMUNITY APPROACH. SPEECH COMMUNITY IS WIDELY USED BY SOCIOLINGUIST REFERS TO A COMMUNITY BASED ON LANGUAGE. SPEECH COMMUNITY IS A GROUP OF PEOPLE WHO INTERACT ONLY WITH ONE LANGUAGE. IT IS MEANT THAT ALL OF PEOPLE WHO USE A GIVEN LANGUAGE OR THE SAME DIALECT. TEACHERS IN TEACHING ENGLISH ONLY USE ENGLISH AS A TARGET LANGUAGE. IN SPEECH COMMUNITY APPROACH, A TEACHER SHOULD ENCOURAGE THE LAERNERS TO ASK QUESTIONS, GIVE FEEDBACK, MAKE COMMUNICATION AND INTERACTION WITH OTHER LEARNERS ONLY WITH ENGLISH AS A TARGET LANGUAGE.

4. CREATING A POSITIVE CLASSROOM CLIMATE

CREATING A POSITIVE CLASSROOM CLIMATE CAN BE DONE BY TEACHER, FOR EXAMPLE: BY STIMULATING ANERGIZING. BY ESTABLISHING RAPPORT , BALANCING PRAISE, AND CRITICISME,AND THE LAST IS GENERATING ENERGY. IN CREATING A POSITIVE CLIMATE, TEACHER SHOULD HAVE BE SENSE OF HUMOR IN ORDER TO THE LEARNERS ARE NOT BORED WITH LONG TIME THEY LEARN. TEACHER IS TO PROVIDE THE KINDS OF WARM, EMBRACING CLIMATE THAT ENCOURAGES STUDENTS TO SPEAK, HOWEVER HALTING OF BROKEN THEIR ATTEMPTS MAY BE.

5. TEACHER – LEARNER RELATIONSHIP

THE RELATIONSHIP BETWEEN TEACHER-LEARNER IN THE TEACHING-LEARNING PROCESS SHOULD NOT BE SEEN AS A POWER STRUGGLE RATHER AS A MUTUALLY RECOGNIZED NEED OF EACH OTHER FOR THE JOIN REALIZATION OF THEIR COMMON GOAL. BOTH PARTIES SHOULD BE A WARE THAT THEY NEED EACH OTHER IN GAINING THE GOAL. THE LEARNERS WILL NOT SUCCEED WITHOUT THE SKILLS AND INFORMATION SHARED BY THE TEACHER, WHEREAS THE TEACHER WILL NEVER SUCCEED IN TEACHING WITHOUT PRESENCE OF THEIR LEARNERS IN THEIR CLASSROOM.

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- ▶ 6. Teaching and Learning English Refers to Habit Formation Process.
 - ▶ Learning English through doing good habits is very important to be given to the learners. Doing good habits, for the first time, may be learners will reject it. But, if teacher always asks for them to do good habits, little by little, they want to do it because of doing good habits that has been their new habits. In the end, learners can do it without pressuring from the teacher. For example: when learners are requested to speak English, for the first time, they will reject it. But if teacher always asks for learners and gives opportunity for them to speak English, in the end, learners will do it easily, because speaking English has been their new habits.

7. AVOIDING THE SENSE OF ANXIETY

BEFORE LEARNING ENGLISH, THE SENSE OF LEARNERS ANXIETY SHOULD BE AVOIDED, BECAUSE THE SENSE OF ANXIETY MAKES A LEARNER IS LAZY AND ANXIOUS TO LEARN ENGLISH. ANXIETY CAN BE ASSOCIATED WITH “THREATS” TO SELF EFFICACY AND APPRAISALS OF SITUATIONSS AS THREATENING. IN THIS SITUATUION, TEACHER SHOULD BE ABLE TO MAKE ENERGIZING FOR BREAKING ICE.

8. HELPING THE LEARNERS HAVE GOOD IMAGE IN LEARNING ENGLISH

WHEN THE LEARNERS HAVE GOOD IMAGE IN LEARNING ENGLISH AND PUT ON THE RELAXING, THE AFFECTIVE FILTER IS OPENED AND POSITIVE, SO, THE COMPREHENSIBLE INPUT CAN “GET IN”. IT MEANS THAT LEARNERS WHO HAVE GOOD IMAGE, OPENED AND POSITIVE ATTITUDE IN ENGLISH LEARNING, THEY WILL BE ABLE TO COMMUNICATE WITH THEIR TRUST, EASY AND THEY WILL BE MORE SUCCESSFUL IN LEARNING ENGLISH.

9. HELPING THE LEARNERS HAVE HIGH MOTIVATION AND SELF CONFIDENCE

LEARNERS MOTIVATION AND SELF CONFIDENCE SHOULD BE BUILT BY TEACHER BEFORE LEARNING ENGLISH. MOTIVATION IS SOMETHING THAT DRIVES SOMEONE TO DO ACTIVITIES. MOTIVATION HAS RELATION WITH WHAT ENERGIZES HUMAN BEHAVIOR. TEACHER ALSO SHOULD MAKE CONDUSIVE CLASS. IF THE CLASS IS CONDUSIVE AND LEARNERS FEEL HAPPY, THEY WILL BE EASY TO BE MOTIVATED TO LEARN. THE LEARNERS WHO HAVE HIGH MOTIVATION AND SELF CONFIDENCE, THEY WILL BE MORE SUCCESSFUL THAN WHO HAVE LOW MOTIVATION AND LOW SELF CONFIDENCE IN LEARNING ENGLISH.

- ▶ 10. Creating English Learning as Enjoyable and Knowledge Satisfying Experience
- ▶ In learning English, teacher should be able help learners to know how is the way of learning, how is the way of analyzing and how is the way of self learning. Teacher also should be able to allow the learners study through playing, asking, discussion and doing something that will be useful for learners and motivate them for becoming English learning as an enjoyable learning. Because learner wants to learn if learner sees learning as an enjoyable and knowledge satisfying experience.

THANK YOU