CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter related to literature which consist of previous study, theoritical review that explain about motivation, the importance of motivation in second language learning, factor that effect motivation in second language learning, motivation to learn English, motivational strategy and introduction of Dayakese.

A. Previous Study

The following were the studies relating to the writing of this thesis :

1. The journal entitles '' The Role Of Motivation In Learning English For Pakistani Language Learner'' by Abdur Rehman. Research paper aims to explore the role of motivation in learning English language for pakistani learners. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The study was quantitative in nature. A questionnaire was designed on likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females. Finally on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for pakistani learners.[1]

---

[1] Abdur Rehman , T*he Role Of Motivation In Learning English For Pakistani Language Learner*, A Journal Vol 4, No 1, 2014, P.1.

To make second language learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal. Teacher need to plan and create interesting lesson in which students, become fully attentive. The use of interesting text along with activities can help to increase the motivation level of students. It is suggested that Pakistani teachers should acquire strategies that help students to learn English to benefit them in their future career.

2. The other researh about motivation in learning English as second language entitles " A Survey Study Of Motivation In English Second Language Learning of First Year Undergraduate Students At Sirindhron International Institute of Technology (SIIT) Thammasat University" by Ratawale Wimolmas. The objective of the study to determine the motivational level of the first year undergraduate students at SIIT, Thammasat University and to determine if they are more integratively or instrumentally motivated English language learning. The participant The participants of the study were 30 first year undergraduate students from Sirindhorn International Institute of Technology (SIIT), Thammasat University, who were studying in the second semester, academic year 2012.

The result presents the comparison between instrumental and integrative motivation. It reveals that the mean score of instrumental motivation (4.35) is higher than the mean score of integrative motivation (3.94). However, the overall mean scores of both types of motivation of 4.16 is considered as a high degree of motivation. For this particular students their high motivation in both instrumental and integrative aspects and even with a slight dominance in instrumental motivation. [2]

English learning motivation is one of the most important learning factors, that need to determine the actual motivational situations of any students group is worthwhile. This is for the benefit of their language-learning effectiveness and proficiency. Motivation in English language learning of the students can be a great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere. Students with adequate motivation will become efficient language learners with ultimate language proficiency.

3. A study entitle " The Effect of Learning Motivation on Students Productive Competencies in Vocational High School West Sumatra" by Ramli Bakar. This study aimed to reveal the achievement level of (1) learning motivation of vocational high school students, (2) the

---

[2] Ratawale Wimolmas, "*A Survey Study Of Motivation In English Second Language Learning Of First Year Undergraduate Students At Sirindhron International Institute Of Technology (SIIT) Thammasat University*".

productive competencies of vocational high school students, and (3) the effect of learning motivation on productive competencies of West Sumatra vocational high school students. The study used is the descriptive quantitative method. The number of population was 2929 students. The sample, consisting of 160 students, was taken by using the multistage random sampling technique. The data, collected using a questionnaire and documentation, were analyzed using the descriptive and inferential analyses.

The study found that: (1) the learning motivation of vocational high school students was in good category, (2) productive competencies of students were in the good category, (3) there was a positive and significant influence of the learning motivation on the productive competencies of West Sumatra vocational high school students by11,5 %, and (4) This means that the new policy of vocational education should be taken by local government to learning process in improving the productive competencies of vocational students in West Sumatera region.[3]

Motivation can be considered as the overall driving force, both internal and external encouragement to students who are learning. To hold a change behaviour. Motivation as one of internal factors can only be activated by the students themselves, the stimulus can be started from the outside that usually originates from the teacher or the environment,

---

[3]Ramli Bakar, " *The Effect of Learning Motivation on Students Productive competencies in vocational high school west sumatra*" international journal of asian social science, 4(6): 722-732, 2014, P. 722

both inside and outside of school. Therefore, teachers, staff, parents and the community need to encourage, foster students' motivation in learning either through attitudes, the performance itself, give a good learning environment, as well as methods and strategies through good teaching, so that students are motivated to learn more which in turn can love what they learned.

4. The thesis entitles "Motivation in Learning English of First Year Students at Study Program of English Faculty of Cultural Studies Universitas Brawijaya " by Fauziah Alfiana. Research motivation in learning English of first year students at study program of English faculty of cultural studies, universitas Brawijaya. Study program of English, department of languages and literature, faculty of cultural studies, universitas Brawijaya. Study is aimed at investigating the types of motivation in learning English, and the degree of motivation in learning English, and finding out the correlation between motivation of the first year students at study program of English faculty of cultural studies universitas brawijaya and their achievement. This study used descriptive quantitative approach. The participants of this study were 70 students of the first year students at study program of English, faculty of cultural studies, universitas brawijaya. The data were collected using language learning orientations scale – intrinsic motivation, extrinsic motivation, a motivation subscales (LLOS-IEA) completed by the students and their grade point average of the first year.

The result shows that extrinsic motivation and intrinsic motivation are preferred by the first year students at study program of English, faculty of cultural studies, universitas brawijaya in which extrinsic motivation is more preferred motivation by the first year students (53%) than the intrinsic one (47%). It means that most of the first year students are extrinsically motivated to learn English since they are supported by their family, a peer group, or a society. In addition, there is a significant correlation between intrinsic motivation and students' achievement. [4]

The first year students at study program of English, faculty of cultural studies, universitas brawijaya are more extrinsically motivated in learning English although intrinsic motivation is correlated to the students' achievement in their study. Therefore, it is suggested that the students' motivation, especially intrinsic motivation in learning English be increased in order to achieve better result in their study.

From those previous study, there are similar and different from the previous ones, there are :

1. The previous study investigate about students motivation in learning English.

2. The previous study using quantitative or descriptive quantative analysis.

3. The location and sample

---

[4] Alfiana Fauziah, *Motivation in Learning English of First Year Students at Study Program of English Faculty of Cultural Studies Universitas Brawijaya*, Universitas Brawijaya: Brawijaya, 2013, P.2

4. Focus on Dayakese student motivation in learning English.

5. Describe the Dayakese student motivation in learning English

B. Theoritical Review

1. Motivation

Harmer stated that the meaning of motivation as the internal drive that pushes somebody to do something. Our goal is worth doing and attractive for us, then try to reach that goal, this is called the action driven by motivation.[5] Brewer and Burgess in Tengku and Spideh states Motivation is a basic and essential part of learning.[6] Motivation has been defined as an internal state that activates, guides, and maintains behaviour. [7] Motivation is an action of someone who have a goal for somethink to do. Learning makes gain new knowledge, and skills motivation pushes or encourage to go through the learning process. Motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on a person's desire.

---

[5] Harmer, J., *The Practice of English language teaching*, London: Longman,1991, P.3

[6] Tengku, S. T. M., Sepideh, M. J., PhD Student, "*Motivation, Its TyPes, and Its ImPacts in Language Learning*" International Journal of Business and Social Science, Vol 3, No 24, 2012. P.223

[7] David Palmer, *A Motivational View of Constructivistinformed Teaching* : University of Newcastle Australia, International Journal of Science Education Vol. 27, No. 15, 16 December 2005, P. 157

Uses the word goal to categorize the motivation in second language learning into two types : [8]

a. *Short-term goal* means when students wish to succeed in doing something in the near future. for example, students who want to pass their examination or to get good grade or high scores.

b. *Long-term goal* refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

2. Types of motivation

The motivation clasified into two main categories as the following :

a. Intergartive and Instrumental Motivation.

Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language.it is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community, but sometimes it involves emotion or affective factors a great deal.

---

[8] Harmer, J., *The Practice of English language teaching*, London: Longman,1991, P.3

Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school.

b. Extrinsic and Intrinsic Motivation

Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity.[9] such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation.[10] As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because they is promised rewards or because he wants the rewards , they will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

---

[9] Arnold, J., *Affect in language learning*, Cambridge: Cambridge University Press,2000, P. 14

[10] Harmer, J.,*The Practice of English language teaching*, London: Longman,1991, P.4

Intrinsic motivation refers to learning itself having its own reward.[11] Intrinsic motivation is generally considered to be more effective in promoting learning and achievement. It means the learners are willingly and voluntarily not compulsorily try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes.

There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will.[12] Mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

Furthermore Sukmadinata in Ramli states motivation is influenced by intrinsic and extrinsic. The intrinsic factors, among others are students' atitude, interests, intelligence; and extrinsic factor are factors beyond the students, such as environmental factors, among others, family, school, or community environment.

[11] *Ibid*, P.14

[12] Lightbown, P.M., & SPada, N., *How languages are learned*, Oxford: Oxford University, 1999, P.56-57

Extrinsic and instrumental motivation are similar, while both of intrinsic and integrative motivation are different.[13] Extrinsic and instrumental motivations are similar but not exactly alike. Extrinsic focuses on the fact that the reason is outside of a person, while instrumental is about the purpose of her/his learning. Intrinsic and integrative motivations are also different because intrinsic motivation has to do with what makes someone feel good while integrative motivation is about membership in a language community. The point worthy of mention is that during the lengthy process of learning, motivation does not remain constant. It becomes associated with mental processes and internal, external influences that the learner is exposed to. In other words, time is considered an important aspect in the nature of learner's motivation.

C. **Motivational Theories**

Shirkey In Leila Firooz states Motivation can be defined as a need or desire that energizes and directs behaviour.[14] The study of motivation has been influenced by various psychological theories. Each of these theories state different sources of motivational needs, and each have certain drawbacks. Some of these theories that have developed over the years.

---

[13] Leila, A., Firooz,S., "*The ImPortance Of Motivation In Second Language Acquisition*" International Journal On Studies In English Language And Literature (IJSELL), Vol 3, No 2, 2015.P. 128

[14] Leila, A., Firooz,S., "*The ImPortance Of Motivation In Second Language Acquisition*" International Journal On Studies In English Language And Literature (IJSELL), Vol 3, No 2, 2015.P. 128

1. Behavioral Views

Behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watsons' mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself," as opposed to a student who is intrinsically motivated and undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes".[15]

B.F. Skinner's operant conditioning theory proposes that the voluntary responses of people are strengthened when reinforced by rewards and weakened when they are ignored or punished. Related to students, Skinner developed programmed instruction, in which students were given positive reinforcement for correct responses, motivating the student to proceed with desired consequences. The behavioral approach is limited, however, in that it stresses external motivating factors (praise, good grades, rewards, etc.), which may lead to certain drawbacks. For example, students motivated in such a manner may be less likely to learn if no tangible reward is given. In

---

[15] *Ibid*, P. 128

certain instances, extrinsic rewards actually decrease intrinsic motivation factors that may have been present.

Following Skinner's lead, many behavioral learning theorists devised techniques of behavior modification on the assumption that students are motivated to complete a task by being promised a reward of some kind. Many times the reward takes the form of praise or a grade. Sometimes it is a token that can be traded in for some desired object; and at other times the reward may be the privilege of engaging in a self-selected activity.

2. Cognitive Views

Cognitive views on motivation propose that behavior is influenced by the environment and self-perception. Compared to the behavioral view of external stimulus/response, cognitive views tend to be more internal and information processing based. Based on Jean Piaget's in Leila Firooz ststes equilibration, assimilation, accommodation, and schema formation, cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them.[16] When imbalance occurs, schema are modified to regain desired balance and organization. In terms of motivation, students may become motivated to learn in order to achieve desired equilibrium, and obtain a feeling of mastery over their

---

[16] *Ibid*, P. 128

environment. Cognitive dissonance theory, developed by Leon Festinger, and based on Piaget's views on disequilibrium, states that people will act in such a way as to resolve discrepancies between different beliefs or actions. Cognitive views have certain limitations. These include difficulty in achieving the lack of balance (or disequilibrium) needed to motivate students to modify schema, and the difficulty in measuring the need for achievement in individuals. Cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. The direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes account for success and failure, and one's beliefs about the nature of cognitive ability.

3. Humanistic Views

Leila and Firooz states humanistic views of motivation can be attributed to Abraham Maslow. Maslow described 1970 a hierarchy of needs that drove motivations. Maslow was a very influential person in regards to the study of motivation, and his writings have led to many subsequent studies and attempts to develop grand theories of motivation. First, at the lowest level of Maslow's hierarchy, are physiological needs (need to satisfy hunger and thirst), second are safety needs (need for safety, security, organization and predictability), third comes

belongingness and love needs, fourth comes esteem needs (self-esteem, achievement, competence, recognition, respect), and fifth, at the highest level, are self-actualization needs (living up to one's fullest potential). To adhere to Maslow's hierarchy of needs, it becomes the teachers' duty to ensure that all lower hierarchical needs are met before achievement, competence, and fulfilling potential are accomplished. This is one of the drawbacks of Maslow's theory that arises in practical application, due in part to limited resources including money and time.[17]

4. Self-Determination Theory

Self-determination theory, developed by Edward Deci and Richard Ryan cited in Leila and Firooz, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.[18]

5. Social Cognitive Theory

Social Cognitive Theory (SCT), proposed by Albert Bandura in Leila and Firooz arising out of previous notions espoused in Social

[17] *Ibid*, P. 129
[18] *Ibid*, P. 129

Learning Theory, which has been in existence for some time. SCT emphasizes social origins of behavior, and proposes that cognitive factors play a central role. SCT also takes the stance that learning can occur from observation of people and the world around us, as well as from reading books and other materials.[19]

D. The importance of motivation in second language learning

Motivation has an important role in success and failure in learning a second language. Lightbown and Spada states that motivation in second language learning is quite complicate to study which can be explained in terms of two factors learner's communicative needs and their attitudes towards the second language community.[20] Spolsky states that motivated students are likely to learn more and quickly than students who are less motivated.[21] In addition, define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something.[22] In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who

---

[19] *Ibid*, P. 129

[20] Lightbown, P.M., & SPada, N.*How languages are learned*,Oxford: Oxford University. 1999, P.56

[21] SPolsky, B.,*Conditions for second language learning*, Hong Kong:Oxford University Press, 1990, P.157

[22] Parsons, R., Hinson, S., Brown, D.*Educational Psychology Practitioner – researcher models of teaching*, University of Virginia: Wadsworth Thomson Learning,2001, P.28

are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

Baron and Doon in Ramli explain the students who have the high motivation is indicated by some characters, such as, initiative, diligent and active in learning, not easy to statisfy funtual and diciplined, always trying to learn with the best result. [23] the student have high motivation it can be seen their activity in teaching learning process, student motivation toward English langugage learning can to a certain degree, influence their learning result. It is worth how students become successful or failed in learning English because it might effect their motivation and the way they learn the language.

Al-Otaibi in Abdur states explore that motivated learners can learn foreign language more effectively and can bear high expenses and make sacrifices in order to achive their goal in learning second language.[24] Patel and Praveen states some important motivation in English learning process, there are : [25]

a. Motivation makes learning and teaching effective

b. Motivation creates teaching atmosphere in classroom

c. Motivation makes the students active and creative because they desire to do something new

---

[23] Ramli Bakar, " *the effect of learning motivation on students Productive comPetencies in vocational high school west sumatra*" international journal of asian social science, 4(6): 722-732, 2014, P. 724

[24] Abdur Rehman , T*he Role Of Motivation In Learning English For Pakistani Language Learner*, A Journal Vol 4, No 1, 2014, P.256

[25] M. F. Patel and Praveen M Jain, *English Language Teaching.* P.41-42

d. It creates interest for self studiest in students. So that the atmosphere of motivated distribution could be created.

e. It makes students to identify themselves, motivated students can move the limitation by using their power and ambition

f. It inspires student to become active and regular in their work and start their work

g. It inpires students to prove their goal and objective.

E. Factors that affect motivation in second language learning

According to harmer four factors that can be dangerous to the learners' motivation, there are following : [26]

a. *Physical condition* which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.

b. *Method of teaching* which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "*if the students loses confidence in the method, they will become demotivated*".

---

[26] Harmer, J.*The Practice of English language teaching*, London: Longman, 2001, P. 4-5

c. *The teachers* as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.

d. *Success* refers to the appropriate level of challenge designed by the teachers.if the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

F. Motivation to learn English

Motivation to learn is paramount to student success. The sourcess of motivation however are complex. Internal and external factor that imfluence the motivation to learn, especially to learn English. Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist to the task. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process. [27]As we know that the generally problems faced by teacher is that the students are not interested in learning English. As a teacher we should have a good rule of teaching

---

[27] Bakar, Ramli. *The Effect Of Learning Motivation On Student's Productive ComPetencies In Vocational High School, West Sumatra:* International Journal of Asian Social Science, 4(6): 722-732, 2014, P. 723

process in the classroom. It is important that we should know the knowledge of the students' motivation to learn English because will allow the teacher to plan learning activities.

Teacher have important role to make the students interesting to learn English, how to make teaching learning proccess more interesting. They enjoy it and also how to motivate the students to learn English. Gavid Reid states the princinciple of motivation as applied to instructional design, they are :[28]

1. Motivation by task

Some learners, if they have experienced repeted failur, will become totally de-motivated and will not want to engage in learning new material in any way at all.[29] for many, the sight or indeed the thought of certain types of task can be sufficient to the motivate them there is there for an onus on thesches to develop achiable task. This in turn can be the first major barrier that has to be overcome in order to maintain motivation. Some learners, if they have experienced repeated failure, will become totally de-motivated and will not want to engange in learning new material in any way at all. It is important that children can experience success before they become de-motivated. It is for that reason that great care mustbe taken when developing task to ensure that these are motivating and importantly that a learner believes a task is

---

[28] Gavid Reid, *Motivating Learners In The Classroom: Ideas And Strategies*, London: Paul ChaPman Publishing. 2007, P. 14-18
[29] *Ibid*, P. 15

achieveable. It is necessarry that a task is broken down into small steps and that every step represent and achivable and rewarding outcome for a learner.

2. Motivation by reward

Although reward are useful they should be seen as a short-term strategy.[30] although reward are useful they should be seen as a short-term strategy a step reaward self-motivation. Reward are normally only success in the short term and can help childreen who need a boost, particularly if they are finding a task challengging. Reward must be also being achievable and learners must value reward. Ideally, it is best if any reward is negotiated with a learner.

3. Social motivation-the influence of peer groups

Social interaction can be beneficial as it can help develop important social skills.[31] Such as turn taking and sharing and listening to other people's opinions. The process of helping and working with others can itself be motivating. Group dynamics can be possitive or negative and it is important to ensure thet the composition of a group is benefical to all. A motivated group will be able to pull the resources of all the members of the group together and this can be a strong motivating force.

---

[30] *Ibid*, P.15
[31] *Ibid*, P.15

4. Motivation by feedback

Every learners need feedback to ensure he or she on the correct path, but feedback is often used an means of grading or correcting. Using feedback in this way teachers run the risk of de-motivating the learners. It is important that feeedback is seen as different from corecting work. Feedback should be continous and formative and should not necessarily come at the end of a task. Moreover, feddback should be possitive manner.

5. Motivation by achievement

Achievement is not necessarily reaching the goal set by the teacher. Achievement depends on the learner and their readiness for the task. If a person does not achieve the task will need to be revised until they can achieve it.[32]it can be quite illuminating talking to a group of hight achievers. Some successful learners are not aware of their own success. They may measure or perceive succes in a different way to others. Achievement is not necessarily reaching the goal set by the teacher. Achievement depends on the learner and their readynesss for the task. If a persondoes not achieve then the task will not achieve then the task will nedd to be revised until they can achive it. That is why the steps used in breaking down task are important.

---

[32] *Ibid*, P.16

6. The motivating environtment

The learning and classroom environtment has an important role to play in effective learning, so what are the key components of the learning environment. These are all the factors that influence the learning experience. This can deper in different culture and in different classroom. Educators need to focus on many factors to promote authentic student engagement that includes student individuality, academic tasks, the school and classroom environment and the external environment that may influence the student and school. To increase the level of student engagement requires focused teacher effort and each of the above mentioned elements should be considered and addressed.[33]

The invirontment has the potential to have a considerable inpact on learning, but environtmental preferences are very individual and depent a great deal on a individual's learning style. Whilst it is important to help and individual find the best learning environment for him/her, it is unrealistic to be able to accommodate every environtmental preference in a classroom. The important aspect is that as many of the invironmental factors as possible should be considered.[34]

---

[33]Saeed Sitwat, Zyngier David, *How Motivation Influences Student Engagement: A Qualitative Case Study*, A Journal of Education and Learning, Vol. 1, No. 2, 2012, P. 262

[34] Gavid Reid, *Motivating Learners In The Classroom: Ideas And Strategies*, London: Paul ChaPman Publishing. 2007, P. 28

a. The classroom lighting

Lihting in the classroom is important as there is now considerable evidence that learners can be sensitive to different ranges adn types of lighting. There is a geral agreement that flourescent lighting is not the most effective for the majority of learners. It is a good idea therefore to ensure that there are small table lamps in the classroom in quiet corners.

b. Windows

Natural lighting is the best for most children but at the same time too much can be distracting and ideally there should be a combination between natural and artifacial light. For the same detailed task and for some learners, particularry those with attention difficulties, too much natural light can be distracting.

c. Colour

Colour can have a profound effect on learners and can influence not only the learning experience but also people's moods and attitudes. The general view is that pastel colour are sooting and calming. Bold colours like bright red can be dramatic and depending on the learners and the task bold as well as tranquil colours can be used.

d. Wall display

Wall display can be powerful and great effort should be taken to ensure they convey the right messeges to children, staff and visitors. Displays can be informative and they can convey a powerful message.

e. Type of desks and desk layout

They are many different types of desk and classroom layout. Some desk arrangements however are fixed. This is not ideal for most learners althought for children with attention difficulties it can minimise potential distrupsion. Ideally there should be some desk that are positioned to minimise distraction and others can facilitate interaction. Classroom design is an important element in developing effective learning from a whole school perspective.

f. Floor covering

The type of floor covering can be important as it can either minimise or maximise noise idealy floors should be soft enought to muffle this and also confortable enought for children if they wish to opt to sit on the floor whilst reading or when engganged in learning activities. This ca reduce the restrictions often imposed by desks. In fact some chldren find it very difficult to at a desk the floor can offer an alternative.

g. Locating of teacher's base

Ideally in classroom the teacher's base should not be obsivious, yet in reality in most classroom it occupies a central position. Some personal references can be seen here but if the classroom is designed to maximise learning then the teacher's base should be accessible but not necessarily occupying the central position in classroom.

h. Range of activities/quiet corners

A classroom could be design to ensure it is possible for children to engage in a range of different types of activities. This include goup work and quite corners. The classroom for younger children have usually cracked this one very well most are designed with different activities in mind, yet when learning becomes more formal further up the school all these point are overlooked.

i. Sound

Sound can be one of most distracting elements in learning. At the same time it has the potential to stimulate, invigorate and create. People ract differently to different sound in this need to be considered in a learning envirintment.

j. Music

It is worthwhilst allowing some children to use heandphones and monitor the output of their work when using backgroung music. It is also important to experiment with different kinds of music,

thereby ensuring that he right type of music is used for different activities.

The classroom environtment has a key role to play in faciliting effective learning. It is importsnt to acknowledge all aspect of the environtment and to attemp to provide a range of environtmental choices in relation to lighting, noise and seating arrangement. Although it is appreciated that often space is limited in a classroom, it is iportant nevertheless to be aware of how the environtment can impact on learners. It is also important to convey this to the learner so that at least he/she may be able to use this self-knowledge to create their opitim learning environment.

7. The motivated scholl

It is impotant that motivation is embedded within a school's ethos. Often a school's motto can have a deep and motivatin message, such as is shown in the example overleaft. It is also important that motivation is seen in all aspect of school and not only its achivments. One of the ways of achieving this is through collaboration between staff in school and parents.

G. Dayakese

Central kalimantan is a province of indonesia. It is one of five provinces in kalimantan, the indonesian part of borneo. Its provincial capital is palangka raya. Central kalimantan is populated by the dayaks, the indigenous in habit of borneo.

Qalyubi states that dayak or Dayakese means Darat (land), it word morphologies proccess form /*Dahat*/ or /*D↔Raq*/ which from Proto Austronesia language means land. [35]Dayakese is a generic term used to categorize a quite large group of indigenous peoples of the island of borneo. They are generally viewed as sharing a number of similarities in languages, living style of these groups traditionally lived in longhouse. They live in hill-dwelling ethnic subgroups, located principally in the interior of Borneo, each with its own dialect, customs, laws, territory and culture, although common distinguishing traits are readily identifiable.

Most dayaks are cristian or kaharingan, a form of native religios practice viewed by the indonesian goverment as hindu, although by western standards it would be regarded as a pagan religion because of its schamanic rituals. A smaller but increasing number of dayaks adhere to islam. The main classifications, there are dozens of ethnics and hundreds of sub-ethnics dwelling in the Borneo island. There are over 50 ethnic

---

[35] Imam Qalyubi, *Membongkar Belantara GelaP Sejarah di Tanah Pegustian dan Pangkalima Kalimantan*, Yogyakarta: Pustaka Ilalang, 2015. P.26

Dayakese groups with different languages.[36]they speak not only one language even they on the island of borneo. This cultural and linguistic diversity parallels the high biodiversity and related traditional knowledge of Borneo.

[36] *Dayak PeoPole, the free encycloPedia*. httP:// Dayak%20PeoPle%20 %20WikiPedia, %20the%20free %20encycloPedia.htm. Accessed on 6 May 2016, at 11:31