

## ACKNOWLEDGING STUDENTS' LOW MOTIVATION ON THEIR LOW LEVEL OF ACHIEVEMENT IS NOT FAIR

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The fact that students' motivation in learning process plays a significant role on the students' achievement is widely accepted by teachers and education. They believe that when they call students' achievement is most times influenced by students' motivation. Ball-Farmer (2007) says that motivation will be crucial learning. Lack of motivation, for instance, may be getting the biggest obstacle facing teachers, counselors, school administrators and parents. However, Ball (2007) has stated that some students' demands failure as the consequence of motivation in the performance of all learned responses, that is, a demotivation will not come when it is suggested. In other words, low motivation in students' learning process means low level of their achievement. However, teacher is affected, as it is commonly found, often say that the low level of their students' achievement is caused by the students' demotivation. It is simply meaning that low motivation, which refers to the students' position in learning learning process, causes their low level of achievement to be low. This point of writing will try to elaborate more reasons as follow:

1. The low level of students' achievement which is caused by their low motivation refers mostly to the teachers' failure to know the students' motivation. That researcher agree to classify the students' motivation into two categories: intrinsic motivation and extrinsic motivation. The former category refers to the students' internal state, such as desire to achieve their behavior and give it direction (Chengapanan & Kiripapanan, 1992). While the latter refers to the students' motivation which is caused by other factors, such as the regulations for activities reward or the fear of students' punishment especially from the teachers. Study, as the perspective of teaching and learning process, is studied should be internally and externally motivated. However, when intrinsic motivation is low or