

**MOTIVATIONAL LEXICON IN ANTHONY ROBBINS'
UNLIMITED POWER FOR PEDAGOGICAL FIELD:
PSYCHOLOGICAL PERSPECTIVE**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education



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ABSTRACT

Title : **Motivational Lexicon in Anthony Robbins' *Unlimited Power* for Pedagogical Field: Psychological Perspective**
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Motivators have great power in their lexicon and beable to influence people to take action for achieving their excellent life. It is like Anthony Robbins with his book; *Unlimited Power*. In conducting the research, researcher formulated two problems; (1) how are motivational lexicons in *Unlimited Power* analyzed from the psychological perspective, and (2) how can motivational lexicons in *Unlimited Power* which are analyzed from psychological perspective take apart in the pedagogical field. This research used qualitativesdescriptive and documentation as data collection technique. The data analysis technique that researcher used was content analysis since they were texts in *Unlimited Power*. In conducting this research, researcher used some tables to categorize chapter, page, data, and analysis, then analyzed by using psychological perspective and bringing the analysis into pedagogical field. The main tool for this research is psychological dictionary by Arthur S. Reber& Emily S. Reber. After investigating the data, researcher found several findings. Researcher found three motivational lexicons used by Anthony Robbins in his book *Unlimited Power*; *think*, *challenge*, and *remember*. *Think* used as a tool to lead his readers to come to their memory, re-identify some main points, and consider about the certain thing. *Challenge* used to pump readers' emotion, gave a test, and invited them to take action. *Remember* used as a tool to bring back a piece of information he provided before and try to keep it in readers' mind. Anthony's motivational lexicons in *Unlimited Power* also can use in the pedagogical field. Teacher can use them in the teaching-learning process as it determines the influential factor for learning process. Finally, researcher suggests that the further research about motivational lexicon can be conducted in the different perspective and bring to other field. Then, enhancing knowledge and enriching references to make it more comprehensive.

ACKNOWLEDGMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Thank onto Allah SWT for every blessing, kindness, and inspiration in lending me to accomplish this final project. My beloved prophet, Mohammad Saw who has inspired me to do and be better.

I realize that I cannot complete this final project without help from others. Many people had helped me during writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr.H. Raharjo, M.Ed., St. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. H. Muslih, M.A as the Head of English Department Education and Teacher Training Faculty UINWalisongoSemarang.
3. NadiyahMakmun, M.Pd. as the first advisor who had guided and advised me patiently during the arrangement of my thesis.
4. H. Ahmad Muthohar, M.Ag. as the second advisor who had given me some amazing perspective in order to help me for doing this thesis.
5. Anthony Robbins, the writer of *Unlimited Power*. Thank you so much for any great inspiration, motivation, and tool.
6. All lecturers and classmates in English Department of Education and Teacher Training Faculty for valuable knowledge, advice, and support during the years of my study, thank you.
7. My beloved family in Jepara, Muhammad Hamimand SuratinNi'mah as my parents, SalamatulUmmah and Amiruddin

Al Faizias my sibling. Thank you so much for any pray, motivation, and love.

8. Dr. Mohammad Nasih, M.Si. and dr. Oki RahmaPrihandani,Sp.A., Mr. Hakim Junaidi, M.H. and Mrs. Muti'ah, S.H.I., Dr. AhwanFanani, and Dr. DaniMuhtada,Thank you for being my parents, trainer, and motivator along studying in Semarang.
9. All disciples and mahasantri at Monash InstitutealsoBinaInsani Boarding House. You all are my best ideology family ever.
10. Islamic Association of Student University (HMI). Thank you for anything best.
11. My best friend: Tambun, uncle Manan, and sistNisa. Thank you so much for any support, motivation, idea, and friend zone.
12. All of my smart and diligent students in Genius School Institute.
13. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis. Thank you so much, may Allah bless you all.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, 13 November 2015
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CHAPTER I

INTRODUCTION

A. Background of The Study

Motivational lexicon becomes important part in human life. In many ways, it guides human to take their directions in life. They give clues about the most important at any one moment, as well as in the broader direction of their lives are taking. It is also able to become stronger in order to face and solve problem. In this case, motivators take a part and come to human's state. They have art to convey their motivational lexicon in order to get their aim. For some reasons, many motivators have special lexicon to increase the spirit and motivation of their audience, such as, *super* by Mario Teguh, *luar biasa* by Andrie Wongso, and so on. Indeed, it is very short and simple term but it has great effect to audience.

Klause and Gunter analyze motivation as a non-arbitrary relation between the conceptual structure of a word and the functional properties of that word. In this specific case, the content of a lexical item is a source of a motivational process, functional properties of a word constitute a target of motivation, and a reference point is a language and also operates in other cognitive domains. It offers a viable middle ground to extreme positions that are clearly untenable. Properly, characterized in terms of systems of elements serving particular semantic function, the auxiliary is

seen as being efficient and highly motivated. It reflects the function served and the meaning of elements employed.¹

Motivation will be different in intensity and direction. However, indeed both are difficult to separate, usually. Motivational intensity to involve in the certain activity mostly may depend on intensity and direction of motivation in order to involve in the alternative activity. It is not only become important in making students involve in academic activity, but also determine the number that will be learnt by student from their activity or information which faces on them.²

As people grow, language comes to serve other functions as well. Most young people develop jargon that is more meaningful, those of the same age than the older or younger individuals. Such specialized language serves to bind human more closely with their peers while at the same time excluding those who are not their peers. Language becomes a badge of sorts. A means of identifying whether a person is within a social group. Similar processes are at work in gender and social class differences in language use.

The diversity of how people use language is daunting for psychologists who wish to study language. An important consideration is that although language is intrinsically a social

¹Klause-Uwe Panther and Gunter Radden, *Motivation in Grammar and the Lexicon*, (USA: John Benjamins Publishing Company, 2011), p. 24.

²Robert E. Slavan, *Educational Psychology: Theory and Practice 9th edition*, (New Jersey: Pearson Education Inc., 2009), p. 99-100.

phenomenon, psychology is principally the study of individuals. The psychology of language deals with the mental process that is involved in language use.³

Psychology is an academic discipline or an area of learning that has developed a way of thinking that tests ideas. Because it is a science, psychology requires apply critical thinking to test ideas. Critical thinking does not mean judging other people's behavior and feelings. It means examining ideas and information very thoroughly and carefully by expressing them in very specific questions and thoroughly testing these questions to see whether they are accurate.⁴

In psychology, the organism is considered as a dynamic, lawful system. In striving for an understanding of the laws of this system, psychology uses the methods of all science. The individual is observed as any other phenomenon is observed, and only conclusions which may be scientifically verified are accepted. The facts of any science are thus accumulated.

Science aims to describe as many facts as possible by the smallest possible number of principles. Currently, psychology lacks a neat set of integrated principles, partly because the organism and the environment are constantly changing, partly

³David W. Carroll, *Psychology of Language*, (USA: Brooks/Cole Publishing Company, 1999), p. 4.

⁴David Langan and Belinda Train, *Fresh Perspectives: Introduction to Psychology*, (South Africa: Pearson Education South Africa, 2007), p. 3-4.

because psychology as a science is relatively young and has not had time to evolve such principles. A steadily increasing number of researchers have felt challenged to find answers in this science. Many subdivisions have developed, each of which seeks to emphasize a particular area of psychology. Educational psychology is one of these subdivisions.⁵

Motivators have great power in their lexicon. For instance, Anthony Robbins, a great and phenomenal motivator ever in this world who has proven to millions through his books and seminars. He focuses on the power of humans' thought, feeling, and physiology, then trains them using Neuro Linguistic Program (NLP) in order to help them achieve their excellence life. Anthony Robbins always provides his strategies and motivations in his seminars and books. One of his phenomenal books is *Unlimited Power*.

Unlimited Power is a revolutionary fitness book for the mind. It shows reader step by step in how to perform at the peak while gaining emotional and financial freedom, attaining leadership and self-confidence, and winning the cooperation of others. It also gives the knowledge and the courage to remake the readers' self and world.

It is a great book which shows reader that they are able to have better life even now in a worst life and feel so weak. It also

⁵Charles E. Skinner, *Essentials of Educational Psychology*, (USA: Prentice-Hall, Inc., 1958), p. 6-7.

shows its reader how to achieve the extraordinary quality of life which is desired and deserved, and how to master the personal and professional life.

From the explanation above, researcher interested to study on motivational lexicon in Anthony Robbins' *Unlimited Power* from the psychological perspective. The researcher believes that this research will give big influence in the pedagogical field not only to promote the analysis of motivational lexicons from the psychological perspective comprehensively, but also ensure the teacher about the important role of motivational lexicons in teaching-learning activities in order to get the aim of education.

B. Question of The Research

This study is aimed to answer following questions:

1. How are motivational lexicons in *Unlimited Power* analyzed from the psychological perspective?
2. How can motivational lexicons in *Unlimited Power* which are analyzed from the psychological perspective take apart in the pedagogical field?

C. The Objectives of The Research

Based on the problem above, the aims of this study are as follow:

1. To explain the analysis of motivational lexicons in *Unlimited Power* from the psychological perspective

2. To explain how motivational lexicons in *Unlimited Power* take apart in the pedagogical field

D. Pedagogical Significances

This research is important for some reasons to know the significance of the research. It can contribute some benefits as follows:

1. For English Teacher

Researcher hopes that this study will convince them about the important role of motivation in their teaching-learning activity. In addition, it will help them to create new creative technique in making their student motivated and interested to study English.

2. For the reader

The result of this research informs them about the important role of motivation to make their life better by new perspective and steps into. Then, adding new information about motivational lexicons in *Unlimited Power* which are analyzed by psychological perspective and its role in the pedagogical field

3. For the researcher

This study can be as a reference to other researchers who will do research with the same subject.

E. Previous Research

“Personal and Environmental Motivational Factors that Influence Reading Achievement in 3rd Grade Students in Slovenia” by CirilaPeklaj and Sonja Pečjak from University of Ljubljana, Faculty of Arts, Department of Psychology, Slovenia, in their International Journal accepted in May 1, 2008 wrote that reading motivation was an important factor that influenced students’ reading achievement. It was the result of interaction between factors in students themselves and in their environment. The purpose of the study was twofold: first, to determine motivational variables that best predict reading achievement and second, to find environmental factors that would make a difference in students’ reading motivation.⁶

The results showed statistically significant differences in the motivational factors in regard to teachers’ environmental factors. Students in classes where teachers more frequently used direct teaching of different reading techniques and strategies achieved higher results in self-efficacy in oral reading than students of teachers who taught reading less frequently.

Second previous research came from Georgios D. Sideridis, Angeliki Mouzaki, Pamagiotis Simos, and Athanassios

⁶CirilaPeklaj and Sonja Pečjak from University of Ljubljana, *Personal and Environmental Motivational Factors that Influence Reading Achievement in 3rd Grade Students in Slovenia*, International Journal published byFaculty of Arts, Department of Psychology, Slovenia, in May 1, 2008.

Protopapas in March 29, 2006 entitled *Classification of Students with Reading Comprehension Difficulties: The Role of Motivation, Affect, and Psychology*. The purpose of the study was twofold: (a) to assess the discriminatory validity of cognitive, motivational, affective, and psychopathological variables for identification of students with reading difficulties, and (b) to profile students with and without reading comprehension difficulties across those variable.⁷

Results pointed to the existence of three distinct sub groups of students. Cluster 1 and 3 included similar proportions of students with reading comprehension difficulties (about 50%). Both of those clusters involved students who were low in achievement, but differing on motivation. Cluster 1 consisted of students who were low in motivation, which is why it was termed the helpless cluster. This group, mainly students with reading comprehension difficulties had statistically significantly higher values on depression, anxiety, and negative effect than to the null model. Conversely, cluster 3 was composed typical students who were high achieves and held below-average levels on motivation variable with the exception of competitiveness, for which they held valves well below average.

⁷Georgios D. Sideridis, Angeliki Mouzaki, Pamagiotis Simos, and Athanassios Protopapas, *Classification of Students with Reading Comprehension Difficulties: The Role of Motivation, Affect, and Psychology*, international journal published in March 29, 2006.

Both researches show that motivation has important role for students' reading comprehension. However, both do not elaborate the lexicon as the fundamental aspect which actually will be able to give wide and deep analysis of the way motivation conveyed into.

F. Method of The Research

1. Research Design

Qualitative research means a kind of research that is not found the statistic procedure or counting form such as biography, history and attitude on human beings. Besides it is also about role of organization, social movement, and interrelationship.⁸ Nunan stated that qualitative data is data which are recorded in non- numerical form.⁹ It means that in qualitative research there is no numerical data procedure that found in resource of the research. Qualitative method can be used to reveal and comprehend something behind hidden phenomena which doesn't be known any more. This can also be used to gather the information about something that only known by a few people.¹⁰

⁸Anselm Struss and Juliet Corbin, *Dasar- Dasar Penelitian Kualitatif*, (Yogyakarta: Pustaka Pelajar, 2009), p. 4.

⁹ David Nunan, *Reseach Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 231.

¹⁰Anselm Struss and Juliet Corbin, *Dasar- Dasar Penelitian Kualitatif*, p. 5.

From the definition above, the researcher used qualitative descriptive research. This study described the motivational lexicons in *Unlimited Power* from psychological perspective by choosing library research as research approach. Library research was used to obtain and collect the materials that needed by the writer either it had been published or not.

2. Source of Data

The source of data was a written data from *Unlimited Power* written by Anthony Robbins. The researcher focused on motivational lexicons which were taken from that book.

3. Research Instrument

In qualitative research, the human investigator is the primary instrument for the gathering and analyzing data.¹¹ This research therefore, used human instruments in conducting the research. The researcher is the main instrument, because there is no other research instrument that is possible to use in collecting and analyzing the data.

The researcher studied the motivational lexicons in *Unlimited Power* written by Anthony Robbins from psychological perspective. The researcher identified the data and analyzed its deep meaning from the psychological perspective by considering its part in the pedagogical field.

¹¹Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 15.

4. Data Collection Technique

According to Arikunto, there are five methods in collecting data, namely questionnaire, interview, observation, test, documentation.¹² Methods of data collection are interactive or non-interactive depending on whether or not the researcher interacts with the subjects being studied. Observation, interview or questionnaire, and documentation are commonly used methods.¹³ In this research, the researcher used documentation. The documentation technique was employed as the data. The documentation included the following steps:

a. Reading

On this step, researcher read *Unlimited Power* written by Anthony Robbins.

b. Selecting

Then, researcher began to select motivational lexicons of Anthony Robbins used in *Unlimited Power*.

c. Identifying

After selecting his motivational lexicons in *Unlimited Power*, the researcher identified its deep meaning by using psychological perspective and analyzed its role in the pedagogical field

¹²Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 203.

¹³William Wiersma, *Research Methods in Education*, (USA: Needam Heights, 1995), p. 215.

d. Note-taking

Researcher wrote down the result and gave brief perspective in order to become comprehensive

5. Data Analysis Technique

The data analysis technique that researcher used was content analysis. One of the most commonly used data analysis techniques of qualitative research is content analysis. According to Kaplan, cited by Westbrook, content analysis can be defined as “a research technique for making replicable and valid inferences from data to their context”. Weber characterized it as “a research method that uses a set of procedures to make valid inferences from text.”¹⁴ It means that content analysis is a method used to analyze certain research subject and make a brief conclusion of the research based on the written data. According to Nyoman, content analysis method is used to research writing style of someone. This research is done on paragraph, sentence, and words, etc. so that the content of message can be known well. This method can also be used in analyzing letters such as Kartini’s letter.¹⁵

The whole process of content analysis can follow eleven steps; define the research questions to be addressed by

¹⁴Lynn Westbrook, *Qualitative Research Methods*, www.deepblue.lib.umich.edu, on Sunday, December 7, 2014.

¹⁵Nyoman Kutha Ratna, *Teori, Metode, dan Teknik Penelitian Sastra*, (Yogyakarta: Pustaka Pelajar, 2012), p. 49.

the contents analysis, define the population from which units of text are to be sampled, define the sample to be included, define the context of the generation of the document, define the units of analysis, decide the codes to be used in the analysis, construct the categories for analysis, conduct the coding and categorizing of the data, conduct the data analysis, summarizing, and make speculative inference.¹⁶

In analyzing the data, researcher took only some steps of content analysis as follows:

a. Classifying

In this step, researcher classified motivational lexicons which were used by Anthony Robbins in *Unlimited Power*.

b. Analyzing

After classifying, researcher analyzed them by using psychological perspective

c. Interpreting

Each data which had been analyzed by psychological perspective then guided to be interpreted in the pedagogical field

d. Inferring

At last, researcher made conclusion based on the result of the research.

¹⁶Louis Cohen, et, al., *Research Method in Education*, (USA: Routledge, 2007), p. 475.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Motivational Lexicon

Motivation usually defined as the *initiation* and *direction* of behavior, and the study of it is, in effect, the study of the *causes* of behavior. The study of that term is the keystone of psychology. Every response is motivated, the more complex the response or response sequence, the more complicated and extensive are the underlying motivational patterns.¹

The term motivation is general. It refers to states within the organism, to behavior, and to the goals toward which behavior is directed. In other words, motivation has three aspects: (1) a motivating state within the organism, (2) behavior aroused and directed by this state, and (3) a goal toward which the behavior is directed. When the goal is achieved, the state that caused the behavior subsides, thus ending a cycle until the state again in some way.² To interpret motivation is hazardous, considering: (1) the potential effects of motivation, and (2) the various approaches available for the study of motivation. In the first instance,

¹ Merle J. Moskowitz and Arthur R. Orgel, *General Psychology: A Core Text in Human Behavior*, (USA: Houghton Mifflin Company, 1969), p. 76-77

² Clifford T. Morgan and Richard King, *Introduction to Psychology: Fourth Edition International Student Edition*, (Japan: McGraw Hill, Inc., 1971), p. 187

motivational forces are responsible for the selection of and participation in a particular activity over other possible alternatives at any moment.

They influence the decision to preserve and practice at it for an extended period of time, perhaps even under demanding conditions. As such, they enhance learning potential. They even impact on the quality of and effort in performance. In other words, more and better practice, leading to improved learning and excellence in actual performance, is a by-product of the effects of motivational factors. In summary, motivation is responsible for:

1. Selection of and preference for an activity
2. Persistence at the activity (duration of training)
3. Intensity and vigor of performance
4. Adequacy of performance relative to standards

It can be seen that motivation played a part in a person's history and subsequently influences any particular performance with regard to any tasks.³ There are at least four variables that will affect or goal-directed behavior. A person's behavioral tendency toward and in activities will be determined, according to David Birch and Joseph Veroff (1966) by:

1. Availability: situational and historical factors, ability to become familiarized with the situation
2. Expectancy: past association and immediate perceptions

³ Robert N. Singer, *Motor Learning and Human Performance: An Application to Motor Skills and Movement Behaviors Third Edition*, (USA: Macmillan Publishing Co. Inc., 1975), p. 389

3. Incentives: extrinsic consequences of actions (positive or negative, degree and magnitude)
4. Motives: intrinsic cause of action (strength depends on experience with a general class of incentives representing a particular consequence)

The type, quality, and orientation of action will depend on (1) the characteristics of the person and (2) the characteristics of the immediate situation. Motives and incentives are terms often used interchangeably and, in fact, they have much in common. An incentive is an object or condition that satisfies a motive and removes it, but a person can be motivated without an incentive. Also, incentives may be present but appeal to no particular motive. Incentives can be used effectively to guide the learner to specified goals. Because they are distinguished and interpreted differently, depending on age, sex, socioeconomic class, abilities, and the like, care is necessary if they are to be of benefit.⁴

As complex organism evolved, the process of motivation also became more complex. The major changes that occurred were: (1) behavior itself became less stereotyped and more variable and flexible; (2) the control provided by external stimulation became less specific and less automatic; (3) the influence of temporary or short-term physiological conditions became both more complex and more important; and (4) the

⁴ Robert N. Singer, *Motor Learning and Human Performance: An Application to Motor Skills and Movement Behaviors Third Edition*, p. 390

unique experience of the organism assumed a larger role in the determination of behavior.⁵

The kind of behavior that results, or the kind of stimulation to which the organism is responding, also varies with changes in motivation. Thus, people speak to a person as being strongly (or weakly) motivated, meaning that he or she is active (or lethargic); or adequate to say that speak of special motivations such as hunger, sex, and so on. These special of it are intermittent, they vary in strength, and more than one motivation may be present at the same time.⁶

Motivation will be different in intensity and direction. However, indeed both are difficult to separate, usually. Its intensity to involve in the certain activity mostly may depend on intensity and direction of it in order to involve in the alternative activity.⁷

The reasons why people engage in particular behaviors can only be inferred; motivation cannot be directly measured. In the theory of behavior, motivation is consequence from empowering. However, the value of reinforce depends on the

⁵ Merle J. Moskowitz and Arthur R. Orgel, *General Psychology: A Core Text in Human Behavior*, p. 76-77

⁶ D.O. Hebb and D.C. Donderi, *Textbook of Psychology Fourth Edition*, (London: Lawrence Erlbaum Associates Inc., 1987), p. 205-206

⁷ Robert E. Slavan. *Educational Psychology: Theory and Practice, 9th ed.*, (New Jersey: Pearson Education Inc., 2009), p. 99-100

factor's number and motivational power which may differ each other.

Motivation affects both learning and performance. When people are unmotivated, they do not practice or will not practice well, resulting in little if any learning. But then, again, the degree of arousal (motivation) present in an individual prior to and during the performance of a task will influence its execution and outcome.⁸ Motivation stems from an internal or external source. When the origin of a drive is from within a person-that is to say, something is done for its own sake-it is intrinsically motivated. Performance in a skill or participation in a sport is for personal reasons, namely joy, satisfaction, or skill development. Intrinsic motivation implies self-actualization and ego involvement. An extrinsically motivated in a class is done, not so much to acquire knowledge, as to attain a high grade.⁹

The identification of various personal, societal, and activity considerations with regard to motivation is helpful in designing appropriate instructional and training strategies to increase the probabilities of optimizing each person's motivation and performance. The motivational properties of any activity and situation can be influenced through subtle or direct training

⁸ Robert N. Singer, *Motor Learning and Human Performance: An Application to Motor Skills and Movement Behaviors Third Edition*, p. 391

⁹ Robert N. Singer, *Motor Learning and Human Performance: An Application to Motor Skills and Movement Behaviors Third Edition*, p. 403

techniques. The following list of considerations is by no means exhaustive:

1. Rewards, praise, and reinforce. The use and effectiveness of these techniques have been addressed to some extent so far
2. Punishment and threat. The use of these techniques can encourage motivation due to fear (not a very desirable educational approach)
3. The availability and provision of knowledge of results, with consideration for specify, frequency, and type, with regard to performance
4. The establishment of personal goals and expectations. Level of aspiration or performance expectancy is related to achievement. Many people can and do establish realistic and high performance goals; others do not. Because goal level will reflect past success and failures in similar situations-and are, in turn, interpreted according to absolute or relative standards-it is quite necessary for individuals to view their performances within a realistic framework of personal development, potential, and the nature of each experience. By ensuring one's rational interpretation of each performance, there is less chance of poor performance in a future situation resulting from loss of motivation because (a) overconfidence and unrealistically positive interpretation of past performances; or (b) under-confidence and an unrealistically negative appraisal of past performances.

5. The development and presentation of instructor objectives. Students should be aware of the instructor's specific expectations
6. Competition against and cooperation with others
7. Instructor enthusiasm, leadership style, and the compatibility between teacher and student as to communication style and belief in the teacher
8. Training programs and practice procedures. It should be interesting and meaningful to the students. If these activities are interpreted by the student as relevant to the achievement of his or her goals, motivation will be increased and practice sustained in an enthusiastic manner. Perhaps, it might be a good idea for the teacher to explain to the learner the rationale behind certain training procedures, especially if it appears that some resistance might be exhibit. In an era where authority figures are being questioned more and more, and youth are encouraged to think, analyze, and question, a "do-as-I-say" attitude in learning situations does not work as universally as was the case years ago.¹⁰

¹⁰ Robert N. Singer, *Motor Learning and Human Performance: An Application to Motor Skills and Movement Behaviors Third Edition*, p.406-407

Motivational states serve to energize or activate behavior, and to direct the behavior toward specific classes of goal objects. Some important points of learned motives are:¹¹

1. Aggression may arise directly as a result of rewarding aggressive behavior or indirectly as the result of modeling the aggressive behavior of others.
2. Anxiety is regarded as fear reaction to unknown or unidentified stimuli
3. The achievement motive, with its emphasis on developing or demonstrating high ability and avoiding the demonstration of low ability, is particularly strong in American society.
4. Affiliation motives are acquired by individuals during the course of their interaction of their social environment.

Learning may be defined as any relatively permanent change in behavior which occurs as a result of experience or practice. There are a great many phenomena of learning. All have technical names, and the conditions under which they occur are in many cases rather complicated. The student can easily become lost in a profusion of terms if he has no framework in which to put them. Many of the phenomena, however, involve the same or similar factors combined in slightly different ways. Some factors of learning are:

¹¹ Audrey Haber and Richard P. Runyon, *Fundamental of Psychology: Fourth Edition*, (New York: Newberry Award Records, Inc., 1986), p.270

1. Arousal and motivation

The most fundamental condition for learning to take place is that the organism be in a reasonably high state of arousal. Although it has been claimed that some learning can take place during sleep, such learning is so minimal as to be debatable. Certainly for learning to proceed efficiently, a subject must be wide awake and alert to the environment.

2. Association

The term association as used here means some connection in time and place between two events. The connection usually first exists in the physical world. Hence the physical events of light and heat are often connected, or associated, with one another. Lightning and thunder usually occur in close sequence, so the light and sound may be connected. These connections in the physical world provide opportunities for an organism to form associations from experiencing two events simultaneously or in close succession.¹²

A learning style is the way in which a person sees or perceives things best and the process or uses what has been seen. Each person's individual learning style is as unique as a signature. When a person has something difficult to learn, that student learns faster and enjoys learning more if his or her

¹² Clifford T. Morgan and Richard King, *Introduction to Psychology: Fourth Edition International Student Edition*, (Japan: McGraw Hill, Inc., 1971), p. 63-66

unique learning style is affirmed by the way the teacher teaches.

The term learning style speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way which the student absorbs, processes, comprehends and retains information. In other words, everyone is different. One of the most accepted understanding of learning styles is that students learning styles fall into three categories: visual, auditory, and kinesthetic learners. These learning styles are found within educational theorist.

a. Kinesthetic learners want to be free

Physical work stimulates kinesthetic students, so they learn most easily with physical action. When engaged in learning, they energetically explore, build, and manipulate things. Kinesthetic learners readily become involved in games.

b. Auditory learners want to discuss.

These students learn best through talking and listening. When they are engaged in learning, auditory students animated voices to discuss class activities with others.

c. Visual learners want to consider

These learners like to observe, examine, and review. They want to take their time when making

decisions and they do not like to be rushed into action. When engaged in learning, they are quite but intense for long periods of time.

Motivation becomes something highlighting and most manifest in the words with the deep meaning. Words are the head of every human being who speaks a language. The meaning of it is part of linguistic knowledge and is therefore a part of the grammar. The mental storehouse of information about words and morphemes is lexicon.¹³

Lexicon defines as the component of the grammar containing speaker's knowledge about morphemes and words; a speaker's mental dictionary.¹⁴ It represents the knowledge that speakers have about the vocabulary of their language. This knowledge includes the syntactic category of words and what elements may occur together, expressed as selection restriction.¹⁵

One aspect of human syntactic competence is the understanding of the similarities and differences in the behavior of the words in language. Though all human languages have numerous words, each of it in a given language is not entirely different in its behavior from all the other words in that language.

¹³ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, (USA: Heinle, 2003), p. 174

¹⁴ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, p. 586

¹⁵ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, p. 164

Instead, a large number of it often exhibit the same properties, which suggests that a language's enormous inventory of it can be grouped into a relatively small number of word classes based on their morphological and syntactic properties. This discussion called by lexical categories, because lexicon is the list of all the words in a language. A lexical category is a class of words all of which share morphological and syntactic properties and may appear in the same morphological and syntactic frames. In this case, noun is a lexical category whose members all share the morphological property of having a plural form. Linguist gave brief definition about lexical category as a unique set of morphological frames and syntactic frames, and so the morphological and syntactic frames of a given word can be used as diagnostic tests for deciding which lexical category that word belongs to. That is, the morphological and syntactic frames of a word act as clues to the lexical category of that word.¹⁶

Most people believe that lexical abilities diminish (in particular, people have trouble remembering the names of things and of other people), that comprehension is impaired with age, and that discourse in the elderly tends to run on. In fact, these stereotypes are too simplistic to explain the diversity of language behaviors associated with advanced age.

¹⁶ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, p. 171-172

From recent research learns that there are language changes that result both from direct changes in language areas of the brain and from strategies to compensate for memory or attention deficits associated with aging. Related on that case, psychologists and psycholinguistics have studied lexical items because they are quite discrete and easy to specify, unlike syntax, semantics, discourse, and pragmatics. Early studies of word associations suggested that older subjects had a more varied range of associations that did younger subjects.

Indeed, the different styles were related not to different strategies in response but to the greater difficulty of the task. It is also interesting to note that there appeared to be no distinction among different word classes; essentially the same patterns of lexical access were found for verbs, common nouns, and proper nouns.

Thus, it would appear that the inner lexicon itself does not change structure with advanced age, except that more items are acquired over the life span; but access for production may change. The ability to access the lexicon for comprehension probably does not change. It is possible, however, that the ability to learn new words decreases in advanced age.¹⁷

At last, motivational lexicon becomes important part of human life. It is also able to help people become stronger to face

¹⁷ Jean Barko Gleason, *The Development of Language*, (Ohio: Merrill Publishing Company, 1989), p.284-286

and solve problem, as motivators do with their special lexicon, such as *super* by Mario Teguh and *luar biasa* by Andrie Wongso. Both are always success to pump their audiences with their motivational lexicon.

B. Psychological Perspective

Psychology is a science that studies human nature or the ways people think, act, and feel. It allows people to find out why they think, act, and feel in the ways they do. In this field, psychologists ask question, develop theories and do research, so they can understand human nature and improve people's lives. Because it is a science, it requires apply critical thinking to test our ideas.

Critical thinking does not mean judging other people's behavior and feelings. It means examining ideas and information very thoroughly and carefully by expressing them in very specific questions and thoroughly testing these questions to see whether they are accurate. Indeed, developing certain attitudes to be critical thinkers is needed. Firstly, people need to be skeptical about the ideas which is read or hear that describe or explain human nature. Secondly, need to keep personal values and opinions separate from the ideas that put forward when they write or talk about psychology.¹⁸

¹⁸ David Langan and Belinda Train, *Fresh Perspectives: Introduction to Psychology*, (South Africa: Pearson Education South Africa, 2007), p. 3-4

Science aims to describe as many facts as possible by the smallest possible number of principles. Currently, psychology lacks a neat set of integrated principles, partly because the organism and the environment are constantly changing, partly because as a science it is relatively young and has not had time to evolve such principles. A steadily increasing number of researchers have felt challenged to find answers in this science. Many subdivisions have developed, each of which seeks to emphasize a particular area of psychology.¹⁹ Psychology studies some aspects as follow:

1. Behavior

Psychology used to be called the study of mind; today it is usually called the study of behavior. If, however, it is the mind that determines the complex behavior of higher animals, both definitions are approximately correct. In modern psychology, mind is considered to be brain activity or some part of it and is studied by objective methods. Mental events are known theoretically, being inferred from behavior, which includes speaking and writing. In such a framework, the study of animals has a natural part, both for its own sake and for the light it casts on human behavior.

Psychologists try to understand behavior scientifically and search for its causes. They also apply psychological

¹⁹Charles E. Skinner, *Essentials of Educational Psychology*, (USA: Prentice-Hall, Inc., 1958), p. 6-7

principles to the assessment and treatment of a great variety of human problems. Working in many different subfields, with people and other species as their subjects, psychologists today study mental processes as well as behavior. Behavior is broadly defined to include dreams, thoughts, emotions, language, and psychological states.²⁰ Psychological psychologists attempt to relate behavior to the way in which the organism is put together. Their basic assumption is that behavior is intimately related to structure and that, by understanding the structure of the organism, they may better understand the whys and the how's of behavior. Among the many factors that influence behavior are the structural characteristics of each individual. This structure is intimately related to how the individual responds to its environment, both external and internal.²¹

Relationships between physical and psychological characteristics are relevant to causal analyses of behavior to theories of trait organization, and to practical problems of assessing people. Correlation between physical and psychological traits may indicate physique influences behavior or behavior influences physique, or that both depend

²⁰ Walter Mischel & Harriet Nerlove Mischel, *Essentials of Psychology, Second Edition*, (USA: Random House, Inc. 1980),p. 22-23

²¹ Audrey Haber and Richard P. Runyon, *Fundamentals of Psychology, Fourth Edition*, (New York: Random House, 1986), p. 27

upon a third factor.²² To measure behavior, psychologists obtain people's self-reports and reports from others who know the participants, directly observe behavior, use unobtrusive measures, analyze archival data, administer psychological tests, and measure psychological responses.²³ Because the field of behavior study is so enormous, and the possibilities of subdivision so many, numbers of groupings, subgroupings, and regroupings have been tried since the beginnings of scientific psychology. This recent growth of interest in motivation has come about in several ways.

Theories and research in perceptual and learning process have led to the need for more information about underlying differences in responses-likelihoods not attributable apparently to sensory process or to habits. Studies of personality organization, predictive efficiency of psychometrics, group dynamics, and clinical and abnormal behavior have again and again produced a need for concepts dealing with intervening processes presumably of a motivational character.

2. Motive

By a *motive*, something that incites the organism to action or that sustains and gives direction to action, once the

²² Anne Anastasi, *Differential Psychology*, (USA: Macmillan Company, 1958), p. 154

²³ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior, Third Edition*, (New York: McGraw Hill, 2007), p. 35

organism has been aroused. A large part of the experimental work on motivation is concerned with easily identified motives such as hunger, thirst, sex and pain, and most of this work is concerned with the manifestations of these motives when they are aroused.

Most *classifications* of motives deal, however, with motivational dispositions. That is, the classification seeks to provide a catalogue of the motives that will be found in an activated state when the circumstances of arousal become appropriate. It turns out that such classification is highly arbitrary, a fact that becomes clear when the difference of various attempts to classify human motives are identified well. Thomas (1923) reduced human motives to four “wishes”: for security, for recognition, for response from one’s fellows, and for new experience. Maslow (1954) listed the basic “needs” (i.e., motivational dispositions) as physiological needs, safety needs, belongingness and love needs, esteem needs, and the need for self-actualization. Others have preferred much longer lists. Murray (1938) listed 12 “viscerogenic” (i.e., psychological) and 28 “psychogenic” needs. The following considerations help to account for the differences in lists that various writers propose:²⁴

²⁴ Ernest R. Hilgard, *Introduction to Psychology 3rd edition*, (USA: Harcourt, Brace & World, Inc., 1962), p. 124-127

- a. The expression of human motives differs from culture to culture and from person to person within a culture. This difference arises because many motives are learned as a result of specific experiences and in any case are expressed through learned behavior
- b. Similar motives may be manifested through unlike behavior. A motive to assert antagonism to another person may be expressed either by an attack upon him or by withdrawal from his presence
- c. Unlike motives may be expressed through similar behavior. Thus two people may take up oil painting, one to please a parent, the other to annoy a parent
- d. Motives often appear in disguised form. Boys have been known to steal because of sexual conflicts. Here the motive for stealing was not a “motive to acquire” but a disguised sexual drive
- e. Any single act of behavior may express several motives.

These five considerations mean that people cannot arrive at a definite list of motives simply by classifying the activities in which men engage. Instead, they must infer basic motives underlying these activities.²⁵ This discussion focuses on relatively simple motives, such as temperature regulation, hunger, and sex. These are often called *biological motives*, in

²⁵ Ernest R. Hilgard, *Introduction to Psychology 3rd edition*, p. 124-

contrast to more complex motives such as the need for friendship and love, often subsumed under the category *social motives*.

Some of these motives, such as *hunger*, serve to maintain the internal environment. Others, such as threats, are triggered by factors in the external environment and serve the goal of self-preservation. All of these motives are very different, as are the goals toward which they steer the organism.

Despite these differences, the motives have much in common. They all potentiate behavior and organize what we do, what we see, and what we feel. Indeed, some investigators believe that our motives all share one basic physiological process: the search for an optimal level of general stimulation or arousal. Motives ready the organism to engage in a particular behavior; they potentiate certain perceptions and behaviors rather than others, impelling the organism toward or away from some goal. The biological motive that has been studied most extensively is *hunger*. Many of the signals for feeding and satiety come from the internal environment.

According to *drive-reduction theory*, all built-in motives act to reduce stimulation and arousal. Today, most authors discount that generality, and instead note that

organisms often seek stimulation, such as the taste for sweets, sexual foreplay, and the satisfaction of curiosity.²⁶

3. Consciousness

In psychology, consciousness is often defined as moment-to-moment awareness of people itself and environment. Among its characteristics, consciousness is:

- a. Subjective and private: other people cannot directly know what reality is, nor can people enter directly into their experience
- b. Dynamic (ever changing): drifting in and out of various states throughout each day. Moreover, though the stimuli of which people are aware constantly change, typically experience consciousness as a continuously flowing stream of mental activity, rather than as disjointed perceptions and thoughts
- c. Self-reflective and central to our sense of self: the mind is aware of its own consciousness. Thus no matter what people awareness is focused on, they can reflect on the fact that they are the one who is conscious of it

Finally, it is intimately connected with the process of selective attention. William James noted that the mind is every stage a theatre of simultaneous possibilities. If the mind is theatre of mental activity, then it reflects whatever is

²⁶ Henry Gleitman, Alan J. Fridlund, and Daniel Reisberg, *Psychology Sixth Edition*, (W.W. Norton & Company, Inc., 2004), p. 119-121

illuminated at the moment and selective attention is the spotlight or mechanism behind it.²⁷

Consciousness is subjective, dynamic, self-reflective, and central to sense of identity. Scientists use self-report, behavioral, and physiological measures to define states of it operationally. Freud believed that the mind has conscious, preconscious, and unconscious levels. He viewed the unconscious as a reservoir of unacceptable desires and repressed experiences. Cognitive psychologists view the unconscious mind as an information-processing system and distinguish between controlled and automatic processing.

Research on visual agnosia, blind sight, and priming reveals that information processed unconsciously can influence people's responses. Emotional and motivational processes also can operate unconsciously and influence behavior. Consciousness enhances ability to adapt to our environment. It makes information available to brain regions involved in planning and decision making. It also helps us cope with novel situations and override impulsive and autopilot behaviors.

Brain-imaging studies of healthy and brain-damaged people have discovered separate neural circuits for conscious versus unconscious information processing. Many theorists

²⁷ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior, Third Edition*, p. 151

propose that the mind consist of separate but interacting information-processing modules. Global-workplace models propose that consciousness arises from the unified, coordinated activity of multiple modules located in different brain areas.²⁸

In psychology, the organism is considered as a dynamic, lawful system. In striving for an understanding of the laws of this system, psychology uses the methods of all science. The individual is observed as any other phenomenon is observed, and only conclusions which may be scientifically verified are accepted. The facts of any science are thus accumulated.

Psychology has much to offer in the determination of when subjects should be begun and the order in which their content should be presented. Mursell has given us a concise statement of the exact way in which psychology should serve in this area. He said that psychology can give us insight into the problems of the order of learning. It is always possible to learn any subject in a great many different orders. One can start foreign language with the grammar, or with direct conversation, or in other ways as well. One can start science with the logical foundations of a special science, or with the wide range of information characteristic of general science.

²⁸ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior, Third Edition*, p. 156-157

Now, it is very probable that there is no such thing in any field as a perfect or ideal order of topics and content. So what people may gain from psychology is not so much an endorsement of one particular sequence, as contrasted with all others, as insight into the fact that difficulties are created, and also removed, for the learner by certain orders and sequences of learning.²⁹

Psychology began to be a science only when it found ways of measuring such differences, attaching meaningful numbers to them, and then making useful prediction about them. The problems of measurement are much the same in all sciences, but psychologists and behavioral scientists are probably more concerned about the logic of measurement than most physical scientists. The reason is that many of things they want to measure are quite complex and cannot be measured on psychical scales. Not everything psychology is so difficult to measure as courage, but much of it is. Psychologists and behavioral scientists have therefore found it necessary to invent new methods of measurement and new ways of describing the results of measurement. The specific techniques developed for measuring things such as personality, intelligence, and attitudes.³⁰

²⁹Mursell, J. L. *The Psychology of Secondary-School Teaching, Rev.Ed.*, (New York: W.W. Norton & Co., 1939), p.17-18

³⁰ Clifford T. Morgan, *Introduction to Psychology Second Edition*, p. 402

Psychologists study people by using scientific methods. The goals of this scientific enterprise are to describe, predict, understand, and influence behavior and mental process:

a. Describe.

The information gathered through scientific research helps psychologists describe psychological phenomena more accurately and completely.

b. Predict

In some cases, psychologists are able to predict future behavior.

c. Understand

People understand behavior and mental process when they can explain why both happen. Because there is always more to learn, however, the current explanations are always tentative. In other words, it is not truths. They are theories that might be improved by future studies. Theories are tentative explanations of facts and relationships in sciences.

d. Influences

Finally, psychologists hope to go beyond description, understanding, and prediction to influence behavior in beneficial ways. It's not until having

identified ways to intentionally influence behavior that psychology completely fulfills its promise.³¹

Psychology covers a wide range of problems, not only those of dealing with people and understanding them, but also the problems of social groups, intelligence and abilities, working efficiently, learning and perceiving, and many others. For many years, psychological research was guided by different schools of thought: structuralism, behaviorism, Gestalt psychology, functionalism, and psychoanalysis. These schools, however, have tended to disappear and merge into one as more and more factual information has accumulated.³²

³¹ Benjamin B. Lahey, *Psychology, An Introduction, Ninth Edition*, (New York: McGraw-Hill Companies Inc., 2007), p. 5-6

³² Clifford T. Morgan, *Introduction to Psychology Second Edition*, p. 27

CHAPTER III
BIOGRAPHY OF ANTHONY ROBBINS AND HIS BOOK
UNLIMITED POWER

A. Biography of Anthony Robbins¹

Tony Robbins is an American motivational speaker, personal finance instructor, and self-help author. He became well known from his infomercials and self-help books: *Unlimited Power*, *Unleash the Power Within*, and *Awaken the Giant Within*. In 2007, he was named in Forbes magazine’s “cCelebrity 100” list. *Forbes* estimated that Robbins earned approximately US\$30 million in that year.

1. Early Life

Robbins was born Anthony J. Mahavorick in North Hollywood, California, on February 29, 1960. He is the eldest of three children and his parents divorced when he was 7. His mother then had a series of husbands, including Jim Robbins, a former semiprofessional baseball player who legally adopted Anthony when he was 12.

His father could not provide for their family, so he left them. His mother started abusing alcohol and prescription drugs sometime after. While growing up, Robbins was raised in Azusa and Glendora, California, and attended Glendora

¹ https://en.m.wikipedia.org/wiki/Tony_Robbins, taken on March 15, 2015

High School. He was elected student body president in his senior year, and grew 10 inches in high school, a growth spurt later attributed to a pituitary tumor. He has said his home life was chaotic and abusive. When he was 17 years old, Robbins' mother chased him out of the house with knife, and he never returned. Robbins later worked as a janitor, and did not attend college.

2. Career²

Anthony Robbins began his career promoting seminars for Jim Rohn. Later, Robbins began his own work as a self-help coach. He taught Neuro Linguistic Programming (NLP) and Ericksonian Hypnosis after training with NLP co-founder John Grinder. In 1983, Robbins learned to fire-walk and began to incorporate it into his seminars. Robbins' use of board breaking, skydiving, and later fire-walking in his seminars is intended to help participants learn to push through their fears.

Robbins promoted his services as a peak performance coach through his books and TV infomercials. His first infomercial, *Personal Power*, was released in 1988 and produced by Guthy Renker. Early infomercials featured celebrities such as Pro Football Hall of Fame Quarterback Fran Tarkenton and actor Martin Sheen. By 1991, an

² https://en.m.wikipedia.org/wiki/Tony_Robbins, taken on March 15, 2015

estimated 100 million Americans in 200 media markets had viewed his infomercials.

In 1997, Robbins began the Leadership Academy Seminar. Robbins is a featured speaker on the seminar circuit sponsored by Learning Annex. He appeared as a featured speaker at the 2007 Technology, Entertainment and Design (TED) conference. As of August 2012, his talk was the sixth-most popular TED talk.

Robbins is involved with the Robbins Madanes Center for Strategic Intervention, which focuses on personal, family, and organizational psychology, and claims to help people find breakthrough strategies and solutions for overcoming the problems that confronted.

In 2014, Robbins along with a group investors including Magic Johnson, Mia Hamm, and Peter Guber, acquired rights to launch a Major League Soccer Franchise in Los Angeles, California. The soccer team is scheduled to begin competition in 2017.

3. Authorship³

Robbins has written three best-selling books: *Unlimited Power*, *Awaken the Giant Within*, and *Money: Master the Game*. *Unlimited Power* published in 1986 discusses the topics of health and energy, overcoming fears,

³ https://en.m.wikipedia.org/wiki/Tony_Robbins, taken on March 15, 2015

persuasive communication, and enhancing relationships. *Awaken the Giant Within* published in 1991, according to The New York Times, the book contains ways to take control of your emotional, physical and financial destiny. His third best-seller, *Money: Master the Game*, was published in 2014 and reached number one on the New York Times.

4. Philanthropy

In 1991, Robbins founded the Anthony Robbins Foundation, a charity dedicated to empowering individuals and organizations. According to the foundation, it has products and programs in more than 2,000 schools, 700 prisons, and 100,000 health and human service organizations. Independent charity watchdog Charity Navigator gives the Anthony Robbins Foundation a rating of four out of four stars.

One of his foundation's programs is the International Basket Brigade, in which groups of volunteers across the world assemble and deliver baskets of food and household items to about two million people each year.

In 2014, he partnered with Feeding America for the 100 Millions Meals Challenge, by donating the profits of his book, *Money: Master the Game*, along with an additional personal donation to feed 50 million needy people. He also invited the public to match his 50 million meals.

5. Personal Life

In 1984, Robbins and former girlfriend Liz Acosta had a son, Jairek Robbins, who is also a personal empowerment trainer. In 1985, he married Rebecca Becky Humphrey, a phlebotomist and acupuncturist, in October 2001. He resides in Palm Beach, Florida.⁴

B. Review of *Unlimited Power*

1. Introduction

Unlimited Power is written by Anthony Robbins in 1986 which is published by Simon & Schuster in New York and has 426 pages. Tony calls it the new science of personal achievement. It is a revolutionary fitness book for the mind. It shows reader step by step in how to perform at the peak while gaining emotional and financial freedom, attaining leadership and self-confidence, and winning the cooperation of others. It also gives the knowledge and courage to remake the readers' self and world. This book shows how to achieve the extraordinary quality of life which is desired and deserved, and how to master the personal and professional life.

In *Unlimited Power*, Tony presents skills that will be helpful for more successful living. He calls these skills *Optimum Performance Technologies*. They are principally based on Neuro Linguistic Programming (NLP), which was

⁴ https://en.m.wikipedia.org/wiki/Tony_Robbins, taken on March 15, 2015

developed by Richard Bandler and John Ginder. Through NLP analysis, people learn to understand how they and others tend to process information. They tend to be visual (sight), auditory (sound), or kinesthetic (feeling). By determining what senses the individual favors, they can communicate ideas more effectively by addressing that system.

Tony explores several different ways to accelerate personal development and change, including conquering phobias and emotional scars. These techniques are largely devoted to controlling state or emotional response to different situations. Some of the techniques include modeling (finding a role model to emulate), mental exercises to change associations, and anchoring (connecting a state to a physical action or other stimulus, something like Pavlov's dog salivating when hearing a bell.) He has used these techniques to help countless people improve their performance, including Olympic athletes, children in youth camps, adults at his seminars and workshops, and for accelerated military marksmanship training.

Anthony Robbins has proved to millions through his books, tapes, and seminars that by harnessing the power of the mind of people can do, have, achieve, and create anything people want for life. With *Unlimited Power*, he passionately and eloquently reveals the science of personal achievement and teaches how to find out what people really want, the

seven lies of success, how to reprogram people mind in minutes to eliminate fears and phobias, the secret of creating instant rapport with anyone people meet, how to duplicate the success of others, and the five keys to wealth and happiness.

2. Chapters

a. Section I: The Modeling of Human Excellence

1) Chapter I: The Commodity of Kings

Throughout history, the power to control our lives has taken many different and contradictory forms. In the earliest times, power was simply the result of physiology. He who was the strongest and the fastest had power to direct his own life as well as the lives of those around him. As civilization developed, power resulted from heritage. The king, surrounding himself with symbols of his realm, ruled with unmistakable authority. Others could derive power by their association with him. Then, in early days of the Industrial Age, capital was power. Those who had access to it dominated the industrial process. All those things still play a role. It is better to have physical strength than not to. However, today, one of the largest sources of power is derived from specialized knowledge.⁵

⁵ See *Unlimited Power* page 5-6

The exciting thing to note is that the key to power today is available. If you were not the king in medieval times, you might have had a great deal of difficulty becoming one. If you did not have capital at the beginning of the industrial revolution, the odds of your amassing it seemed very slim indeed. But today, any kid in blue jeans can create a corporation that can change the world. In the modern world, information is the commodity of kings. Those with access to certain forms of specialized knowledge can transform themselves and in many ways, the entire world.⁶

Knowledge is only potential power until it comes into the hands of someone who knows how to get himself to take effective action. In fact, the literal definition of the word “power” is “the ability to act”.⁷

People who have attained excellence follow a consistent path to success. Robbins calls it the Ultimate Success Formula:⁸

- a) To know your outcome, that is, to define precisely what you want.
- b) To take action-otherwise your desires will always be dreams. You must take the types of actions you

⁶ See *Unlimited Power* page 6

⁷ See *Unlimited Power* page 7

⁸ See *Unlimited Power* page 11-12

believe will create the greatest probability of producing the result that desire. The action people take do not always produce the result you desire.

- c) To develop the sensory acuity to recognize the kinds of responses and results you are getting from your actions and to note as quickly as possible if they are taking you closer to your goals or farther away. You must know what you are getting from your actions, whether it become in a conversation or from your daily habits in life. If what you are getting is not what you want, you need to note what results your actions have produced so that you learn from every human experience.
- d) To develop the flexibility to change your behavior until you get what you want. If you look at successful people, you will find they followed these steps. They started with a target, because you cannot hit one if you do not have one. They took action, because just knowing is not enough. They had the ability to read others, to know what response they were getting. And they kept adapting, kept adjusting, and kept changing their behavior until they found what worked.⁹

⁹ See *Unlimited Power* page 12

There are seven fundamental character traits that they have all cultivated within themselves, seven characteristics that give them the fire to do whatever it takes to succeed. These are the seven basic triggering mechanism that can ensure success as well, those are: (a) passion, (b) belief, (c) strategy, (d) clarity of values, (e) energy, (f) bonding power, and (g) mastery of communication.¹⁰

2) Chapter II: The Difference That Makes The Difference

People who succeed do not have fewer problems than people who fail. The only people without problems are those in cemeteries. It is not what happens to us that separates failures from success. It is how we perceive it and what we do about what “happens” that makes the difference.¹¹

Modeling is the pathway to excellence. It means that if Robbins sees anyone in this world producing a result I desire, I can produce the same result if I am willing to pay the price of time and effort. If you want to achieve success, all you need to do is find a way to model those who have already succeeded. That is, find out what actions they took,

¹⁰ See *Unlimited Power* page 15-19

¹¹ See *Unlimited Power* page 25

specifically how they used their brain and body to produce the results you desire to duplicate.¹² To model excellence, you should become a detective, and investigator, someone who asks lots of questions and tracks down all the clues to what produces excellence.¹³

Bandler and Grinder found that there are three fundamental ingredients that must be duplicated in order to reproduce any form of human excellence. They are really the three forms of mental and physical actions that correspond most directly to the quality of results we produce. Picture them as three doors leading up to a spectacular banquet hall:¹⁴

- a) The first door represents a person's belief system.
- b) The second door that must be opened is a person's mental syntax.
- c) The third door is physiology.

The difference between those who succeed and those who fail is not what they have-it is what they choose to see and do with their resources and their experience of life. ¹⁵

¹² See *Unlimited Power* page 29

¹³ See *Unlimited Power* page 31

¹⁴ See *Unlimited Power* page 31-32

¹⁵ See *Unlimited Power* page 33

3) Chapter III: The Power of State

Understanding state is the key to understanding change and achieving excellence. Our behavior is the result of the state we are in. We always do the best we can with the resources available to us, but sometimes we find ourselves in unresourceful states.¹⁶ The difference between those who fail to achieve their goals in life and those who succeed is the difference between those who can consistently put themselves in a state supports them is in their achievements.¹⁷

There are two main components of state, (1) our internal representations and (2) the condition and use of physiology.¹⁸ What and how you picture things, as well as what and how you say things to yourself about the situation at hand, create the state you are in and thus the kinds of behaviors you produce.¹⁹

There is an important concept that is used in NLP, “The map is not the territory”. The meaning for individuals is that their internal interpretation is not a precise rendering of an event. It is just one

¹⁶ See *Unlimited Power* page 36

¹⁷ See *Unlimited Power* page 37

¹⁸ See *Unlimited Power* page 38

¹⁹ See *Unlimited Power* page 38

interpretation as filtered through specific personal beliefs, attitudes, values, and something called metaprograms.²⁰

The key to producing the results you desire, then, is to represent things to yourself in a way that puts you in such a resourceful state that you are empowered to take the types and qualities of actions that create your desired outcomes. Failure to do this will usually mean failure even to attempt that which you desire, or at best a feeble, halfhearted attempt that will produce like results.²¹

People who have achieved excellence are masters of tapping into the most resourceful parts of their brain. That's what separates them from the pack. The key thing to remember from this chapter is that your state has awesome power, and you can control it. You do not have to be at the mercy of whatever comes your way.²²

4) Chapter IV: The Birth of Excellence: Belief

In the most basic sense, a belief is any guiding principle, dictum, faith, or passion that can provide meaning and direction in life. Unlimited

²⁰ See *Unlimited Power* page 42

²¹ See *Unlimited Power* page 44

²² See *Unlimited Power* page 52

stimuli are available to us. Beliefs are the prearranged, organized filters to our perceptions of the world. Beliefs are like commanders of the brain. When we congruently believe something is true, it is like delivering a command to our brain as to how to represent what is occurring.²³

The birth of excellence begins with our awareness that our beliefs are a choice. We usually do not think of it that way, but belief can be a conscious choice. You can choose beliefs that limit you, or you can choose beliefs that support you. The trick is to choose the beliefs that are conducive to success and the results you want and to discard the ones that hold you back.²⁴

If we are going to try to model the beliefs that foster excellence, the first thing we need to find out is where those beliefs come from, (1) environment, (2) events, small or large, can help foster beliefs. (3) knowledge, (4) past results, (5) creating in your mind of the experience you desire in the future as if it were here now.²⁵

²³ See *Unlimited Power* page 54

²⁴ See *Unlimited Power* page 57

²⁵ See *Unlimited Power* page 58-61

An important thing to realize is that the potentials we tap, the results we get, are all part of a dynamic process that begins with belief.²⁶ Success feeds on success and generates more success, and each success creates more belief and momentum to succeed on an even higher scale.²⁷

5) Chapter V: The Seven Lies of Success

We do not know how the world really is. We do not know if the line is concave or convex. We also do not know, though, is if those work-if those support us, make our lives richer, if they make us better people, if they help us and help others.

The word “lie” does not mean “to be deceitful or dishonest” but, rather, is a useful way to remind us that no matter how much we believe in a concept, we should be open to other possibilities and continuous learning. To model excellence, we have to start with the belief systems of excellence.²⁸ These seven beliefs have empowered people to use more, do more, take greater action, and produce greater results.²⁹

²⁶ See *Unlimited Power* page 64

²⁷ See *Unlimited Power* page 66

²⁸ See *Unlimited Power* page 70

²⁹ See *Unlimited Power* page 70-80

- a) Everything happens for a reason and a purpose, and it serves us
- b) There is no such thing as failure. There are only results
- c) Whatever happens, take responsibility
- d) It is not necessary to understand everything to be able to use everything
- e) People are your greatest resource
- f) Work is play
- g) There is abiding success without commitment

Success leaves clues. Study those who succeed. Find out the key beliefs they hold that enhance their ability to take effective action consistently and produce outstanding results.³⁰

6) Chapter VI: Mastering Your Mind: How to Run Your Brain

Producing more effective results begins, I believe, with creating a new model for the process change. If you believe your problems store up inside you until they overflow, that is exactly what you will experience. Instead of all the pain building up like some lethal fluid, I see our neurological activity as more like a jukebox. So, we can choose to remember experiences or push buttons that play songs of

³⁰ See *Unlimited Power* page 81-82

happiness and joy, or we can push buttons that create pain.

We do not have to experience all that remembered pain to change our state. What we have to do is change the internal representation from a negative to a positive one that is automatically triggered and causes us to produce more effective results. We have to rev up the circuits to ecstasy and turn off the juice of the circuits to pain.³¹

There are two things we can change about our internal representations or how to represent something. If someone produces a result that we would like to model, we need to know more than the fact that he pictured something in his mind and said something to himself. They need sharper tools to really access what is going on in the mind. That is where submodalities come in.³²

All people have access to the three modalities or representational system-visual, auditory, and kinesthetic. But people rely to different degrees on different representational systems.³³

³¹ See *Unlimited Power* page 84-85

³² See *Unlimited Power* page 86-87

³³ See *Unlimited Power* page 90-91

Basically, you can live your life one of two ways. You can let your brain run you the way it has in the past. You can let it flash you any picture or sound or feeling, and you can respond automatically on cue, like a Pavlovian dog responding to a bell or choose to consciously run the brain. You can implant the cues that want, take bad experiences and images and sap them of their strength and power, represent them to yourself in a way that no longer overpowers you, a way that “cuts them down” to a size where you know you can effectively handle things.³⁴

Submodality changes are great and to keep them not from changing back through a process, Robbins calls as the swish pattern. It can be used to deal with some of the most persistent problems and bad habits people have. A swish pattern takes internal representations that normally produce states of unresourcefulness and causes them to automatically trigger new internal representations that put you in the resourceful states that desire.³⁵ When you find out, for example, what internal representations can make you feel like overeating, with the swish pattern, you can create a new internal representation of something else

³⁴ See *Unlimited Power* page 92-93

³⁵ See *Unlimited Power* page 99

that is more powerful and would cause you, if you saw or heard it, to push food away. If you link the two representations, whenever you think of overeating, the first representation will instantly trigger the second and put you in a state of not desiring food. The best part of the swish pattern is that once you implant it effectively, you do not have to think of it ever again. The process will happen automatically, without any conscious effort. Here is how the swish pattern works:

- a) Identify the behavior you want to change
- b) Create a different representation, a picture of yourself as you would be if you made the desired change and what that change would mean to you
- c) Swish the two pictures so that the unresourceful experience automatically triggers the resourceful experience³⁶

The key to this pattern is speed and repetition.³⁷ Another variation of the swish pattern is to imagine a slingshot in front of you.³⁸ Remember that your mind can defy the laws of the universe in

³⁶ See *Unlimited Power* page 99-100

³⁷ See *Unlimited Power* page 101

³⁸ See *Unlimited Power* page 102

one crucial way. It can go backward. Time cannot nor can events but your mind can.³⁹

A larger set of filters on human experience can govern or affect your ability to maintain new internal representations or even to make the changes in the first place. Those filters concern what we value most and what unconscious benefits which we may be receiving from present behavior.⁴⁰

7) **Chapter VII: The Syntax of Success**

If we produce the same actions, we will create the same similar results. However, there is another factor that affects the result; the syntax of action. The syntax, the way we order the actions can make a huge difference in kind of results we produce.⁴¹

Robbins uses the word “strategy” to describe all these factors, the kinds of internal representations, the necessary submodalities, and the required syntax that work together to create a particular result. We have a strategy for producing just about anything in life: the feeling of love, attraction, motivation, decision, and whatever. If we discover what our strategy for love is, for example, we can trigger that

³⁹ See *Unlimited Power* page 103

⁴⁰ See *Unlimited Power* page 111

⁴¹ See *Unlimited Power* page 112

state at will. If we discover what actions we take, and in what order, to make a decision, then if we are indecisive, we can become decisive in a matter of moments. We will know which keys to hit and how to produce the results we want in internal biocomputer.⁴²

In strategies, we can think of submodalities as being the amounts. They tell us specifically how much we need.⁴³ The building blocks of syntax are our sense. We deal with sensory input on two levels-internal and external. Syntax is the way we put together the blocks of what we experience externally and what we represent to ourselves internally.⁴⁴

We have strategies for everything, representational patterns that consistently produce specific outcomes. Few of us know how to use those strategies consciously, so we go in and out of various states, depending on what stimuli that hit us. All you need to do is figure out your strategy so you can produce your desired state on cue. And you need to be able to recognize other people's strategies so you can know exactly what they react to.⁴⁵

⁴² See *Unlimited Power* page 113

⁴³ See *Unlimited Power* page 114

⁴⁴ See *Unlimited Power* page 115

⁴⁵ See *Unlimited Power* page 116

What we need to find is the specific sequence, the specific syntax, that will produce a certain outcome, a certain state. If you can do that and you are willing to produce the action needed, you can create your world as you desire it.⁴⁶

8) Chapter VIII: How to Elicit Someone's Strategy

The key to eliciting strategies is knowing that people will tell you everything you need to know about their strategies. Remember, a strategy is simply a specific order of representations-visual, auditory, kinesthetic, olfactory, gustatory-that produces a specific result.

Before you can effectively elicit strategies, you must know what to look for, what the clues are that tell which part of a person's nervous system he is using at any moment. It is also important to recognize some of the common tendencies people develop and to use them to create greater rapport and results.⁴⁷

Everyone has elements of all three modes, but most people have one system that dominates. When you are learning about their strategies to understand how they make decisions, you also need to know their main representational system so you can present your

⁴⁶ See *Unlimited Power* page 117

⁴⁷ See *Unlimited Power* page 126

message in a way that gets through. Simply by being observant, by watching a person's eyes, you can immediately see which representational system he is using at a specific time: visual, auditory, or kinesthetic.⁴⁸

Other aspects of people's physiologies give us clues about their modes. So even with the most minimal communication, you can get clear, unmistakable cues about how a person's mind works and what sorts of messages they use and respond to. The simplest way to elicit strategies is simply to ask the right questions.⁴⁹

The key to effective elicitation of a person's strategy is putting him in a fully "associated" state. State is the hotline to strategy. It is the switch that opens the circuits to a person's unconscious.⁵⁰ Trying to elicit strategy when a person is not in a fully associated state is like trying to make toast when the toaster's not plugged in. It is like trying to start a car with no battery. You do not want an intellectual

⁴⁸ See *Unlimited Power* page 127

⁴⁹ See *Unlimited Power* page 131

⁵⁰ See *Unlimited Power* page 133

discussion; you want people to re-experience the state and thus the syntax that produced it.⁵¹

This chapter talks about the basic formula for eliciting anyone's strategy. To be able to use it effectively, you need to get more details about each step of the strategy and add the submodalities to the basic pattern.⁵²

The key is not to merely learn a few strategies and then use them. The most important thing is to constantly stay attuned to what people do well and then to find out how they do it, what their strategies are. That is what modeling is all about.⁵³

9) **Chapter IX: Physiology: The Avenue of Excellence**

Physiology is the most powerful tool we have for instantly changing states, for instantly producing dynamic results. If you adopt a vital, dynamic, excited physiology, you automatically adopt the same kind of state. The biggest leverage in any situation is physiology, because it works so fast and without fail. Physiology and internal representations are totally linked. If you change one, you instantly change the other. If you change your physiology, that is, posture,

⁵¹ See *Unlimited Power* page 133

⁵² See *Unlimited Power* page 139

⁵³ See *Unlimited Power* page 1147

breathing pattern, your muscle tension, tonality- you instantly change your internal representations and state.

When your physiology runs down, the positive energy of your state runs down. When your physiology brightens and intensifies, your state does the same thing. So physiology is the lever to emotional change. ⁵⁴In fact, you cannot have an emotion without a corresponding change in physiology and have a change in physiology without a corresponding change in state. There are two ways to change state, (1) by changing internal representations or (2) by changing physiology.⁵⁵

An important collar of physiology is congruency.⁵⁶ It is a power. People who consistently succeed are those who can commit all of their resources, mental and physical, to work together toward achieving a task. Developing congruity is a major key to personal power.

Congruent states are what we all want to move toward, and the biggest step you can take is to be sure that you are in a firm, decisive, and congruent

⁵⁴ See *Unlimited Power* page 150

⁵⁵ See *Unlimited Power* page 151

⁵⁶ See *Unlimited Power* page 159

physiology. If your words and body do not match up, you are not going to totally effective.

One way to develop congruency is to model the physiologies of people who are congruent. The essence of modeling is to discover which part of the brain an effective person uses in a given situation. If you want to be effective, you want to use brain in the same way. If you mirror someone's physiology exactly, you will tap the same part of your brain.⁵⁷

10) Chapter X: Energy: The Fuel of Excellence

This chapter talks some thoughts about energy and how to raise it to peak levels. The higher the energy level, the more efficient your body. The more efficient your body, the better feel and the more you will use talent to produce outstanding results.⁵⁸ There are six keys to a powerful, indomitable physiology, those are: (1) the power of breath, (2) the principle of eating water-rich foods, (3) the principle of effective food combining, (4) the law of controlled consumption, (5) the principle of effective fruit consumption, and (6) the protein myth.⁵⁹

⁵⁷ See *Unlimited Power* page 160

⁵⁸ See *Unlimited Power* page 167

⁵⁹ See *Unlimited Power* page 168-182

b. Section II: The Ultimate Success Formula

1) Chapter XI: Limitation Disengage: What Do You Want?

There are no limits to what you can do. Your key is power of modeling. Excellence can be duplicated. If other people can do something, all you need to do is model them with precision and you can do exactly the same thing.⁶⁰

The difference in people's abilities to fully tap their personal resources is directly affected by their goals.⁶¹ These are five rules in formulating outcomes:⁶²

- a) State your outcome in positive terms
- b) Be as specific as possible
- c) Have an evidence procedure
- d) Be in control
- e) Verify that your outcome is ecologically sound and desirable

Then, do these exercises:⁶³

- a) Start by making an inventory of certain dreams, the things which want to have, do, be, and share.

⁶⁰ See *Unlimited Power* page 198

⁶¹ See *Unlimited Power* page 200

⁶² See *Unlimited Power* page 202-203

⁶³ See *Unlimited Power* page 204-211

- b) Go over the list has made, estimating when expecting to reach those outcomes
- c) Pick out the four most important goals for this year
- d) Review them against the five rules for formulating outcomes
- e) Make a list of the important resources that already have at disposal
- f) Focus in on times used some of those resources most skillfully
- g) Describe the kind of person that would have to be to attain your goals
- h) In a few paragraph, write down what prevents you from having the things that desire right now
- i) Take the time now to take each of four goals and create the first draft of a step-by-step plan on how to achieve it
- j) So come up with some models
- k) Create the ideal diary
- l) Design the perfect environment⁶⁴

Doing the exercise in this chapter could be one of the most important steps you can take toward

⁶⁴ See *Unlimited Power* page 204-211

producing those unmistakable signals. You cannot reach the outcome if they do not know what it is.⁶⁵

The first step toward a goal is seeing what you have, giving thanks for it, and applying it to future achievements. We all have ways to make our lives better at any moment. Achieving your wildest dreams should begin today with the everyday steps that can put you on the right path. Shakespeare once wrote, “Action is eloquence.” Begin today with eloquent action that will lead to even more eloquent outcomes.⁶⁶

2) Chapter XII: The Power of Precision

One of the measures of success is how accurately and precisely our words can convey what we want-how closely our map can approximate the territory. Just as we all can remember times when words moved us like magic, we can also remember times when our communication went utterly, hopelessly awry. Sometimes, we thought that we were saying one thing, but the other person got the opposite message. So just as precise language has the ability to

⁶⁵ See *Unlimited Power* page 212

⁶⁶ See *Unlimited Power* page 214

move people in useful directions, sloppy language can misdirect them.⁶⁷

Learn to ask in a way that helps you both define and achieve your outcome. There are five guidelines for asking intelligently and precisely, those are:⁶⁸

- a) Ask specifically
- b) Ask someone who can help
- c) Create value for the person who are asking
- d) Ask with focused, congruent belief
- e) Ask until get what you want

Making assumption is the mark of a lazy communicator. It is one of the most dangerous things you can do in dealing with others. Much of language is nothing more than wild generalization and assumption. That sort lazy language can suck the guts out of real communication. If people tell you with precision what specifically is bothering them and if you can find out what they want instead, you can deal with it. If they use vague phrases and generalizations, you are just lost in their mental fog. The key to

⁶⁷ See *Unlimited Power* page 217

⁶⁸ See *Unlimited Power* page 218-220

effective communication is to break through that fog, to become a fluff-buster.⁶⁹

All your communication with others and with yourself should stem from the principle that everything happens for a purpose and you can use it to serve your outcomes. That means your communication skills should reflect feedback, not failure.⁷⁰

3) Chapter XIII: The Magic of Rapport

Rapport is the ability to enter someone else's world, to make him feel that you understand him, that you have a strong common bond. It is the ability to go fully from your map of the world to his map of the world. It is the essence of successful communication.⁷¹ Rapport is the ultimate tool for producing results with other people. The ability to establish rapport is one of the most important skills a person can have.⁷²

The way to create rapport is creating or discovering things in common. In NLP language, Robbins calls this process "mirroring" or "matching."

⁶⁹ See *Unlimited Power* page 221

⁷⁰ See *Unlimited Power* page 228-229

⁷¹ See *Unlimited Power* page 230

⁷² See *Unlimited Power* page 231

There are many ways to create commonality with another person and thus a state of rapport. You can mirror interest; have a similar experience or style of dress or favorite activity, mirror association; have similar friends or acquaintances, or mirror beliefs. These are common experiences. They are the way we create friendship and relationships. All these experiences have one thing in common: they are communicated through words. The most common way to match others is through the exchange of information about each other through words.⁷³

Mirroring is a skill like any other. It takes practice and develop.⁷⁴ There are two keys to mirroring those are (1) learn observation and (2) personal flexibility. By practicing consistently, you enter the world of whomever you are with and speaking in that person's mode. It will soon become second nature. And you will do it automatically without any conscious thought. When you begin to mirror effectively, you will learn that the process does more than just allow you to achieve rapport and understand the other person. Because of what is known as pacing and leading, you are able to get them

⁷³ See *Unlimited Power* page 233

⁷⁴ See *Unlimited Power* page 235

to follow you. It does not matter how different you are. It does not how you meet. If you can establish enough rapport with someone, before too long you can change his behavior to begin matching yours.⁷⁵

The meaning of your communication is the response you elicit. The responsibility in communication rests upon you.⁷⁶ If you try to persuade someone to do one thing, and another one does the other, the fault was in your communication. He did not find a way to get your message through.⁷⁷

4) Chapter XIV: Distinctions of Excellence: Metaprograms

Metaprograms are the key to the way a person's process information. They are powerful internal patterns that help determine how he forms his internal representations and directs his behavior. Metaprograms are the internal program (or sort) we use in deciding what to pay attention to. We distort, delete, and generalize information because the conscious mind can only pay attention to so many pieces of information at any given time.

⁷⁵ See *Unlimited Power* page 246-247

⁷⁶ See *Unlimited Power* page 250

⁷⁷ See *Unlimited Power* page 250

Metaprograms operate much the same way in our brain. They provide the structure that governs what we pay attention to, how we make senses of our experiences, and the directions in which they take us. They provide the basis on which we decide that something is interesting or dull, a potential blessing or a potential threat. To communicate with a computer, you have to understand its software, to communicate effectively with a person, you have to understand his metaprograms.⁷⁸

Even though the situations may vary, there is a consistent structure to how people understand things and organize their thinking as follow:⁷⁹

- a) Involving moving toward something or moving away.
- b) Deals with external and internal frames of reference.
- c) Involving sorting by self or sorting by others.
- d) Involving matchers and mismatchers.
- e) Involving what it takes to convince someone of something.
- f) Possibility versus necessity.
- g) A person's working style.

⁷⁸ See *Unlimited Power* page 254

⁷⁹ See *Unlimited Power* page 254-268

The other thing an undertaking of metaprograms provides is a model for balance.⁸⁰ There are two ways to change metaprograms, (1) by Significant Emotional Events- “SEEs.”, (2) by consciously deciding to do so.⁸¹ Metaprograms should be used on two levels, (1) As a tool to calibrate and guide communication with others, (2) A tool for personal change. Metaprograms offer one of the most useful tools for personal calibration and change. And they provide keys to some of the most careful communication tools available.⁸²

5) Chapter XV: How to Handle Resistance and Solve Problems

When you deal with others, a certain amount of trial and error is inevitable. You cannot direct the behavior of others with the speed, certainty, and effectiveness with which you control his results. But a key to personal success is learning how to speed up that process. You can do it by developing rapport, by understanding metaprograms and learning how to

⁸⁰ See *Unlimited Power* page 272

⁸¹ See *Unlimited Power* page 273

⁸² See *Unlimited Power* page 274-275

calibrate others so you can deal with them on their terms.⁸³

The only way to communicate well is to begin with a sense of humility and a willingness to change. You cannot communicate by force of will; you cannot bludgeon someone into understanding your point of view. You can only communicate by constant, resourceful, and attentive flexibility.⁸⁴

There are no such a thing as resistance, there are only inflexible communicators who push at the wrong time and in the wrong direction.⁸⁵ Like an aikido master, a good communicator, instead of opposing someone's views, is flexible and resourceful enough to sense the creation of resistance, find points of agreement, align himself with them, and then redirect communication in a way he wants to go.⁸⁶

One way to solve problems is to redefine them-to find a way to agree rather than to disagree. Another way is to break their patterns.⁸⁷ There are two main ideas in this chapter, and they both go against of

⁸³ See *Unlimited Power* page 276

⁸⁴ See *Unlimited Power* page 277

⁸⁵ See *Unlimited Power* page 278

⁸⁶ See *Unlimited Power* page 278

⁸⁷ See *Unlimited Power* page 282

what many of us have been taught, (1) people can persuade better through agreement than through conquest, (2) behavior patterns are not indelibly carved into brain. If we repeatedly do something that limits another, we are not suffering from some abstruse mental ailment. We are just running a terrible pattern over and over again. It may be a way we relate to others or a way we think. The solution is simply to interrupt the pattern, stop what you are doing, and try something new. We are not robots wired into barely remembered personal traumas. The more flexible you are, the more options you create, the more doors you can open, and the more successful you will be.⁸⁸

6) Chapter XVI: Reframing: The Power of Perspective

Nothing in this world has any inherent meaning. How we feel about something and what we do in the world are dependent upon our perception of it. A signal has meaning only in the frame or context in which we perceive it. Misfortune is a point of view. Human being tends to attach specific meanings to experiences. We can change our representation or perception about anything, and in a moment change

⁸⁸ See *Unlimited Power* page 287-288

our states and behaviors. This is what reframing is all about.⁸⁹

Richard Bandler and John Grinder designed a six-step reframing process for changing any undesirable behavior you may have into desirable behavior, while maintaining the important benefits that the old behavior used to provide:⁹⁰

- a) Identify the pattern or behavior you wish to change
- b) Establish communication with the part of your unconscious mind that generates the behavior
- c) Separate intention from behavior
- d) Creating alternative behaviors to satisfy intention
- e) Have part X accept the new choices and the responsibility for generating them when needed
- f) Make an ecological check

Six steps reframe:⁹¹

- a) Access the part of the person that has been responsible for the behavior
- b) Set up a signal system
- c) Discover the benefits (that may not be available to the conscious mind)

⁸⁹ See *Unlimited Power* page 291

⁹⁰ See *Unlimited Power* page 306-307

⁹¹ See *Unlimited Power* page 309

- d) Have the creative part, in conjunction with part responsible for behavior, find three ways to get the benefits
- e) Congruency check: Are there any objecting parts?
- f) Have part responsible for behavior assume responsibility to actualize alternative behaviors and have person experience the behavior as changed.

You can reprogram someone's representation through swish patterns and other techniques, but if the person gets greater benefits from the older behavior than from the new choices he has developed, he will probably return to the old behavior.⁹²

We all know that people who are reverse reframers. No matter how bright the silver lining, they can always find a dark cloud. But for every disabling attitude, for every counterproductive behavior, there is an effective reframe.⁹³

7) **Chapter XVII: Anchoring Yourself to Success**

Our world is full of anchors, some of them profound, some of them trivial. Anchoring is a way to give an experience permanence. We can change our internal representations or our physiology in a

⁹² See *Unlimited Power* page 310

⁹³ See *Unlimited Power* page 312

moment and create new results, and those changes require conscious thought. However, with anchoring we can create a consistent triggering mechanism that will automatically cause you to create the state that you desire in any situation without your having to think about it. Anchoring is a way to ensure that we always have access to our greatest resources. It is a way to make sure that we always have what we need.⁹⁴

All anchoring is a created association of thoughts, ideas, feelings, or states with a specific stimulus. Anchors create when a person is in an intense state where the mind and body are strongly involved together and a specific stimulus is consistently and simultaneously provided at the peak of the state, the stimulus and the state become neurologically linked. Then, anytime the stimulus is provided, the intense state automatically results. Yet not all anchors are positive associations. Some anchors are unpleasant or worse.⁹⁵

One of the things that affects the power of anchor is the intensity of the original state.⁹⁶

⁹⁴ See *Unlimited Power* page 315

⁹⁵ See *Unlimited Power* page 316

⁹⁶ See *Unlimited Power* page 317

Anchoring is not restricted to the most profound emotions and experiences.⁹⁷ There are two simple steps to create an anchor consciously:⁹⁸

- a) You must put yourself, or the person you are anchoring, into the specific state you wish to anchor. Then you must consistently provide a specific, unique stimulus as the person experience the peak of that state.
- b) Ask him to remember a time when he felt the state he wishes to have available on cue, then have him step back into that experience so that he is fully associated and can feel those feelings in his body.

c. Section III: Leadership: The Challenge of Excellence

1) Chapter XVIII: Value Hierarchies: The Ultimate Judgment of Success

Values are your own private, personal, and individual beliefs about what is most important to you. Our values are the things we all fundamentally need to move toward. If we do not, we will not feel whole and fulfilled. That feeling of congruity, or personal wholeness and unity, comes from the sense that we are fulfilling our values by our present

⁹⁷ See *Unlimited Power* page 319

⁹⁸ See *Unlimited Power* page 321

behavior. They even determine what you will move away from. They govern your entire life-style. They determine how you will respond to any given experience in life. They are much like the executive level in a computer. You can put in any program you like, but whether the computer accepts the program, whether it uses it or not, all depends on how the executive level was programmed by the factory. Values are like the executive level of judgment in the human brain.⁹⁹

Values formation does not end with heroes. It also happens at work, where the same punishment-reward system goes on. It also change when we change goals or self-image.¹⁰⁰

The challenge for most people is that many of these values are unconscious. Often people do not know why they do certain things-they just feel they have to do them. People feel very uncomfortable and suspicious of individuals who have values very different from their own. Much of the conflict that people have in life results from conflicting values.¹⁰¹

⁹⁹ See *Unlimited Power* page 344

¹⁰⁰ See *Unlimited Power* page 346

¹⁰¹ See *Unlimited Power* page 346-347

There is no real success except in keeping with your basic values. Sometimes it is matter of learning how to mediate between existing values that are in conflict.¹⁰² The way to discover your own or someone else's hierarchies of values are (1) place a frame around the values which are looking for, (2) Then, take the list of words and compare them.¹⁰³

Values are work in a way that is as complex and delicate. When someone uses words, they are using a map and the map is not the territory. Because values have such primacy, they carry an incredible emotional charge. There is no closer way to bond people than to align them through their highest values¹⁰⁴.

Values are the overriding factor that causes congruence or incongruence, causes people to be motivated or not. If you know their values, you have the final key. If you do not, you may create a powerful behavior that does not last or does not produce its desired end. If it is in conflict with a person's values, it will act like a circuit breaker to override them. Values are like the court of last resort.

¹⁰² See *Unlimited Power* page 348

¹⁰³ See *Unlimited Power* page 349

¹⁰⁴ See *Unlimited Power* page 357-358

They decide which behaviors work and which do not, which produce desired states and which produce incongruity.¹⁰⁵

In any context, the system with the most flexibility, with the most choices, will be the most effective. It is absolutely crucial to remember that values have primacy for us, but we represent their primacy by the evidence procedures we adopt. You can choose a map of the world that is so circumscribed it almost guarantees frustration. Many of us do that. Success is precisely this and a good relationship is precisely another thing. But taking all the flexibility out of the system is one of the surest ways to guarantee frustration.¹⁰⁶

The ultimate way to use values is to integrate them with metaprogram in order to motivate and understand ourselves and others. Values are the ultimate filter. Metaprograms are the operative patterns and guide most of our perceptions and thus our behaviors. If you know how to use the two together, you can develop the most precise motivational patterns.¹⁰⁷

¹⁰⁵ See *Unlimited Power* page 359

¹⁰⁶ See *Unlimited Power* page 361

¹⁰⁷ See *Unlimited Power* page 364

Changing someone's value hierarchy can have huge implications that may not be immediately apparent. It is usually best to start by discovering a person's evidence procedure and changing his perception of whether he is achieving his values before actually changing the ladder of importance.¹⁰⁸

Discovering someone's values is simply a matter of finding out what is most important to him or her. In knowing that, you can more effectively know not just their needs but your own.¹⁰⁹

2) Chapter XIX: The Five Keys to Wealth and Happiness

As road signs to success, there are five things to master. In a result, no limit to what you can do. if you do not use them, you have already placed the limits on how high you can go. Affirmation and positive thinking are a start, but they are not the full answer. Affirmation without discipline is the beginning of delusion. Affirmation with discipline creates miracles.

¹⁰⁸ See *Unlimited Power* page 367

¹⁰⁹ See *Unlimited Power* page 370

Five keys to wealth and happiness are:¹¹⁰

- a) Learning how to handle frustration. A two steps formula for handling stress, (1) do not sweat the small stuff, (2) remember, it is all small stuff.
- b) Learning how to handle rejection.
- c) Learning how to handle financial pressure
- d) Learning how to handle complacency.
- e) Always gives more than you expect to receive.

If you can handle these five things, you will be able to use all the skills and powers taught in this book to do wondrous things.¹¹¹

3) Chapter XX: Trend Creation: The Power of Persuasion

We are constantly surrounded by people with the means and the technology and the know-how to persuade use to do something. And that persuasion has global reach. The same image that is being pounded into us can be pounded into most of the world at the exact same instant.¹¹²

The people in power are the persuaders. The people without power simply act on the images and commands that are directed their way. Power today is

¹¹⁰ See *Unlimited Power* page 377-383

¹¹¹ See *Unlimited Power* page 384

¹¹² See *Unlimited Power* page 386

the ability to communicate and the ability to persuade.¹¹³

Many times we take sets of actions and turn them into nouns as if they were objects, when actually they are process. As long as we represent human problems as if they were things, Robbins believes that we disempower ourselves themselves by turning them into something big and beyond our control. The source of human problems or that new human behavior can solve most other problems that arise, then become quite excited because they will understand that these behaviors are the results of the state human beings are in these states.¹¹⁴

We can change massive numbers of human behaviors if we can make effective presentations that appeal to people in all the primary representational systems and if we frame things in ways that appeal to all the major metaprograms. When we change the behaviors of the masses, we change the course of history.¹¹⁵

The mechanisms for change are as available as the tools for destruction. Robbins suggests that we

¹¹³ See *Unlimited Power* page 389

¹¹⁴ See *Unlimited Power* page 392-393

¹¹⁵ See *Unlimited Power* page 394

become more conscious of what we see, hear, and experience on a consistent basis and that we pay attention to how we represent these experiences to ourselves individually and collectively. If we are to create the result we want within our families, communities, countries, and world, we must become much more conscious.

What we consistently represent on a mass scale tends to become internalized in mass numbers of people. These representations affect the future behaviors of a culture and a world. Thus, if we want to create a world that works, we might want to consistently review and plan what we can do to create representations that empower us on a unified global scale. The job of persuader is to lead the way, map the terrain, and find the paths that lead to better outcomes.¹¹⁶

Trend creation is what leadership is about, and it is the real message of this book. This world is governed by the persuaders. If you can externalize on a mass scale your internal representations about human behavior, about what is elegant, what is effective, what is positive, you can change the future direction of their children, community, country, and

¹¹⁶ See *Unlimited Power* page 396-397

world. The technology to change it right here and we should make use of it.¹¹⁷

4) Chapter XXI: Living Excellence: The Human Challenge

The most powerful tool on the planet is the bio-computer between two ears. Properly run, your brain can make your life greater than any dream you have ever had before. This book has taught many things, those are:¹¹⁸

- a) The Ultimate Success Formula: know your outcome, take action, develop the sensory acuity to know what you are getting, and change your behavior until you get what you want.
- b) We live in an age where fabulous success is available to all of us, but those who achieve it are those who take action.
- c) The importance of modeling.
- d) The quality of your life is the quality of your communication. It takes two forms: communication with yourself and others.
- e) The awesome power of belief. Positive beliefs can make you become a master. Negative beliefs can make you a loser.

¹¹⁷ See *Unlimited Power* page 403

¹¹⁸ See *Unlimited Power* page 404-406

- f) You can change your beliefs to make them work for you
- g) The power of state and physiology.
- h) The syntax and strategies that people use
- i) How to establish rapport with anyone you meet.
- j) Powerful techniques for reframing and anchoring.
- k) How to communicate with precision and skill, avoid the fluff language that kills communication, and use the precision model to get others to communicate effectively with you
- l) Handling the five roadblocks in the way of success
- m) The metaprograms and values that serves as the organizing principles for personal behavior.

Ultimate power is the power of people working together, not pulling apart. The might mean your family or good friends. It could be trusted business partners or people you work with and care about. But you work harder and better if you are working for others as well as for yourself. They give more and get more.¹¹⁹

Once you have a commitment to a team, the challenge of excellence is to become a leader. It is to have enough power and vision to be able to project in

¹¹⁹ See *Unlimited Power* page 407

advance what outcome will result from actions, large, and small.¹²⁰

3. Conclusion

These are some ultimate points that *Unlimited Power* teaches to its readers:

- a. The first part of this book teaches how to take charge and run brain and body more effectively than ever before. Then, working with factors that affect the way to communicate with reader's self.
- b. In the second section, studying how to discover what you really want out of life and how you can communicate more effectively with others as well as how to be able to anticipate the kinds of behaviors that different kinds of people will consistently create.
- c. The third section looks from a larger, more global perspective at how you behave what motivates and can contribute on a broader extra-personal level. It is about taking the skills that have taught in this book and becoming a leader.

The ultimate messages of this book are become (a) a doer, (b) take charge, (c) take action, (d) use what have taught in this book and use it now. There are a lot of talkers in the world. There are a lot of people who know what is right and what is powerful, yet still are not producing the results they

¹²⁰ See *Unlimited Power* page 408

desire. It is not enough to talk the talk and must walk the talk. That is what unlimited power is all about. Unlimited power is for getting one to do the necessary things to produce excellence.

CHAPTER IV

RESEARCH ANALYSIS AND FINDINGS

This chapter is dealing with the findings and analysis of this research. It analyzed motivational lexicons in *Unlimited Power* used by Anthony Robbins from the psychological perspective and how those take apart in the pedagogical field. There were three motivational lexicons which were analyzed, those were *think*, *challenge*, and *remember*.

A. Psychological Perspective

This study analyzed motivational lexicon used by Anthony Robbins in *Unlimited Power* by using psychological perspective. Some theories of motivation and psychology will be used to elaborate it in order to become comprehensive.

1. *Think*

Arthur S. Reber and Emily S. Reber in Kamus Psikologi defines *think* as follow:¹

- a. *Think* accommodates symbolic processes. So the issue is not being used for a behavior that is driven by the simple thought process, such as mice learned the maze of pathways simple.
- b. *Think* is treated as a process of tacit or implicit that cannot be observed directly. The existence of this thought

¹ Arthur S. Reber & Emily S. Reber, *Kamus Psikologi*, (Yogyakarta: Pustaka Pelajar, 2010), p. 978

process is concluded from the recognition of individuals who are thinking about something and observe the actions of behaviors that indicate the thinking process is underway. For instance, searching for ways to solve a complex problem.

- c. *Think* involves manipulation generally adapted elements of different, such as the components of the muscle (Watson), the words and the language component (Whorf), ideas (Locke), images (Titchener), propositions (Anderson), operations and concepts (Piaget), scripts (Schank), and so on. Note that some of these hypothetical entities rather elemental nature while others are quite holistic, but this is not a problem: all of them are serious proposals and all of them have at least some evidence to support the use of these components in the process of thinking. Anthony used *Think* in *Unlimited Power* as follow:²

² Anthony Robbins, *Unlimited Power: The New Science of Personal Achievement*, (New York: Simon and Schuster Paperbacks, 1986)

Table 4.1
List of *Think*

No	Chapter/ Page	Data	Analysis
1.	I/8	<i>Think</i> of the people who have changed our world-John F. Kennedy, Thomas Jefferson, Martin Luther King, Jr., Franklin Delano Roosevelt, Winston Churchill, Mahatma Gandhi.	Robbins invites readers to remember those names who have great communication to themselves and others as their ultimate power to change the world. He tries to attack reader's thought and feeling that communication is important to change their life and build their success by putting them as model.
2.	I/9	<i>Think</i> about it.	In this case, he gives stressing for his explanation before, to readers that something is important to remember and need to understand well.
3.	I/18	<i>Think</i> of Ronald Reagan, John F. Kennedy, Martin Luther King, Jr., John Wayne, Jane Fronda.	Again, he puts names as model to motivate them in order to open their mind, if they do what those did in the past, they will get the same.
4.	II/24	<i>Think</i> of Helen Keller's astounding story. Or <i>think</i> of Candy Lightner, the founder of Mothers Against Drunk Driving.	He guides reader's memory about some names in order to prove them that everyone in this world can do the best and become success, no matter how imperfect the body

No	Chapter/ Page	Data	Analysis
			and who they are.
5.	II/34	<i>Think</i> of this as a guidebook for conscious modeling with greater precision, a chance for you to become conscious of something you have always been doing in your life.	In this term, he influences readers to consider that they have a great tool for their great life now; <i>Unlimited Power</i>
6.	III/41	<i>Think</i> of it: When you are feeling physically vibrant and totally alive, do not you perceive the world differently than when you are tired or sick?	He is going to do one of his strategy in creating state and behavior. He provides two conditions, leads them to engage with, and helps them to choose for their best life.
7.	III/43	<i>Think</i> back to W. Mitchell.	He comes to readers' memory by putting name, again. Open and build their paradigm that everyone in this world has the same chance to be success as far as they want to empower themselves.
8.	V/71	<i>Think</i> about it in your own life.	In this case, he gives stressing for his explanation before to readers that something is important to remember and need to understand well.
9.	V/72	<i>Think</i> about it.	
10.	V/75	Dr. Robert Schuller, who teaches the concept of possibility thinking, asks a great question: "What would	

No	Chapter/ Page	Data	Analysis
		you attempt to do if you knew you could not fail?" <i>Think</i> about it.	
11.	VI/103	<i>Think</i> what your life would be like if you remembered all your good experiences as looking bright, close, and colorful; as sounding joyous, rhythmic, and melodic; as feeling soft, warm, and nurturing.	<i>Think</i> used as a tool to guide readers' imaginary, feeling, and thought in order to empower themselves.
12.	VI/108	<i>Think</i> of something you believe without reservation, something you are totally convinced is true.	In this term, he empowers readers, pumps their motivation, and ensures them that their belief is true then try it.
13	VIII/133	Again, <i>think</i> of strategies as recipes.	
14.	IX/153	<i>Think</i> of something you imagine you cannot do but would like to be able to do.	
15.	IX/160	Stop a moment now and <i>think</i> of the three most congruent people you know. Now, <i>think</i> of the three most incongruent people you know.	It likes a step to guide them come to be congruence. As far as it can be the ultimate power to readers.
16.	X/174	<i>Think</i> of a vulture	For many times, he asks readers to remind activity,
17.	XI/204	<i>Think</i> of this chapter	

No	Chapter/ Page	Data	Analysis
		as doing the same for your life.	chance, and name of things. He leads them to become conscious then able to break their limitation.
18.	XI/207	<i>Think</i> of the times in business or sports or financial matters or relationships when you did something particularly well.	
19.	XII/216	<i>Think</i> of a time when you heard words that seemed like magic.	
20.	XIII/230	<i>Think</i> of a time when you and another person were completely in sync.	
21.	XIII/232	<i>Think</i> about the Middle East.	In this case, he gives stressing for his previous explanation to readers that something is important to remember and need to understand well.
		<i>Think</i> about someone you really like, and notice what makes him appealing.	
22.	XIII/234	So if you can develop rapport with just words, <i>think</i> of the incredible power of rapport you can develop with words and physiology linked together	Anthony always tries to open his readers' mind by providing results and ensure them that they can get it when they do certain strategy.
23.	XIII/244	<i>Think</i> of the past presidential election.	He leads them to consider some names with their great talent for creating rapport and making difference, then he convinces and invites
24.	XIII/245	<i>Think</i> of what happened to Gary Hart.	
25.	XIII/246	<i>Think</i> now a major	

No	Chapter/ Page	Data	Analysis
		<p>cultural success like Bruce Springsteen.</p> <p><i>Think</i> of a president from modern history who stands out in your mind as being powerful, charismatic, able to make a difference.</p>	<p>them to do the same</p>
26.	XIV/263	<p><i>Think</i> of a titanic business failure like the movie <i>Heaven's Gate</i>.</p>	<p>Again, he gives a failure case to influence them not to do the same fault by giving worth consideration to mismatches.</p>
27.	XIV/269	<p><i>Think</i> of almost any communication problem you have, and you will probably find that understanding the person's metaprograms will help you adjust communications so that the problem disappears. <i>Think</i> of a frustration in your life—someone you love does not feel loved, someone you work for who manages to rub you the wrong way, or someone you have tried to help who has not responded.</p>	<p>He motivates his readers by coming to their communication problem and leading them to shoot metaprogram aspect.</p>

No	Chapter/ Page	Data	Analysis
28.	XIV/274	<i>Think</i> of the last election	For many times, he leads them to remind about last election moment and thinks it comprehensively in order to ensure them that metaprogram is important to match with others and get excellence.
29.	XV/286	<i>Think</i> of situations you have been in lately where you or others were stuck.	One of his ways to motivate is by inviting and reminding them about the certain situation lately.
30.	XVI/296	<i>Think</i> of a major mistake.	
31	XVI/298	<i>Think</i> of selling. <i>Think</i> of any form of persuasion.	In the same form of his strategy, he invites them to come to many points that close to their life, analyze then motivate.
32.	XVI/300	<i>Think</i> of politics <i>Think</i> how crazy that is.	
33.	XVI/301	Take a minute and <i>think</i> of three situations in your life that are challenging you.	
34.	XVI/303	For example, <i>think</i> of a person or experience that is preying on your mind.	Anthony leads his readers to come to their memory in order to touch and attack their emotion.
35.	XVII/318	<i>Think</i> of how you feel when you watch a Fourth of July parade.	
36.	XVII/324	If you cannot remember a time, <i>think</i> how you would be if	Another Anthony's way to motivate his reader is by using causality rule.

No	Chapter/ Page	Data	Analysis
		you did have such an experience.	
37.	XVII/327	Now, <i>think</i> of another such experience, and at the peak of that decision-making process create the same sound. Do this five or six times to stack a series of powerful anchors. Now <i>think</i> of a decision you need to make- <i>think</i> of all the facts you need to know.	Anthony gives many tools and strategy in this book, such as these. By using <i>think</i> as verb and has same meaning with consider, he wants them to consider anything they have in their mind, feeling, and saying to influence and pump their belief that they can get success by following these strategy.
38.	XVII/334	<i>Think</i> of a time when you felt totally proud of something you did, and place that experience and feeling in your right hand as well. Now <i>think</i> of a time when you felt powerful, positive, loving feelings, and put them into your right hand as well, experiencing how they feel there.	Anthony gives many tools and strategy in this book, such as these. By using <i>think</i> as verb and has same meaning with consider, he wants them to consider anything they have in their mind, feeling, and saying to influence and pump their belief that they can get success by following these strategy.
39.	XVII/337	Then <i>think</i> of a phrase you would say when you were feeling happier, more centered, and stronger than you have ever felt	

No	Chapter/ Page	Data	Analysis
		before. Next, <i>think</i> of an unpleasant experience, a person who has a negative anchor, something you are afraid of.	
40.	XVII/337	<i>Think</i> of the good you can do as you learn how to anchor those positive states effectively, not just in yourself but in others.	Anthony gives many tools and strategies in this book, such as these. By using <i>think</i> as verb and has same meaning with decide, he wants them to use their brain to decide to do something for their success. Then, influence and pump their belief that they can get it by following these strategies.
40.	XXVII/338	<i>Think</i> of the power you could have in your own life if you could take the things that used to bother you and have them make you feel great or resourceful enough to change them.	Anthony gives many tools and strategy in this book, such as these. By using <i>think</i> as verb and has same meaning with decide, he wants them to use their brain to decide to do something for their success. Then, influence and pump their belief that they can get it by following these strategies.
41.	XVIII/370	<i>Think</i> of the people who have affected you most effected in your life.	
42.	XIX/376	<i>Think</i> how you are creating limits just because of your fear of that little two-letter word.	

No	Chapter/ Page	Data	Analysis
43.	XX/388	<i>Think</i> of the most effective ads done for a soft drink like Coke or a beer like Miller or a fast-food restaurant like McDonald's. <i>Think</i> of the "Reach Out and Touch Someone" ads for the phone company.	He gives an example as the reason why readers should become persuader to get everything they want.
		<i>Think</i> of antismoking ads.	
44	XX/393	<i>Think</i> of the Live Aid concerts.	

2. Challenge

Arthur S. Reber and Emily S. Reber in *Kamus Psikologi* defines *challenge* by come to the psychopharmacology: providing therapeutic dose of medication to overcome its effect. For example, the term "scopolamine-challenged subject" refers to the observation of effects that arise in individuals who consume a dose of moderate scopolamine to high.³ Anthony used *Challenge* in *Unlimited Power* as follow:⁴

³ Arthur S. Reber & Emily S. Reber, *Kamus Psikologi*, p. 978

⁴ Anthony Robbins, *Unlimited Power: The New Science of Personal Achievement*, (New York: Simon and Schuster Paperbacks, 1986)

Table 4.2
List of Challenge

No	Chapter/ Page	Data	Analysis
1.	I/21	I <i>challenge</i> you to play with this material, to read it all, to share what you learn, and to enjoy it.	One of his strategies to motivate is facing them with something which needs a great mental and effort to do in order to test their commitment. He prefers to use <i>challenge</i> than <i>ask</i> to readers in order to make them do his strategy and get the final goal. As far as ask close to <i>instruct</i> (boss to employee) while <i>challenge</i> can build emotional closely. That is Anthony's way.
2.	XIX/383	So my <i>challenge</i> to you is to stay away from the garbage of life.	
3.	XXI/410	My last comment is to <i>challenge</i> you to share this information with others-for two reasons, really.	
4.	XXI/413	I <i>challenge</i> you to make your life a masterpiece. I <i>challenge</i> you to join the ranks of those people who live what they teach, who walk their talk.	

3. Remember

Arthur S. Reber and Emily S. Reber in Kamus Psikologi defines *remember* as calling back, reassemble, pull back, reshape, or reproduce the memories of experiences, events, stimulus, and others which are unprecedented.⁵ Anthony used *Remember* in *Unlimited Power* as follow:⁶

⁵ Arthur S. Reber & Emily S. Reber, *Kamus Psikologi*, p. 978

⁶ Anthony Robbins, *Unlimited Power: The New Science of Personal Achievement*, (New York: Simon and Schuster Paperbacks, 1986)

Table 4.3
List of *Remember*

No	Chapter/ Page	Data	Analysis
1.	III/36	<i>Remember</i> , the waitress and other people are not their behaviors.	Anthony brings and keeps information to readers that they have to understand people's state in order to understand change and achieving excellence.
		<i>Remember</i> , the key to power is taking action.	Stressing by repeating his motivational lexicon to make readers not forget to do something (take action).
2.	III/43	<i>Remember</i> , nothing is inherently bad or good.	He teaches readers about value. Then, leads them about how should be represented in themselves to make them able to put in the resourceful state.
3.	III/46	<i>Remember</i> , your behavior is the result of your state, and your state is the result of your internal representations and your physiology, both of which you can change in a matter of moments.	In this case, he asks readers to not forget about the concept of representation that will give big influence for their state and behavior if they do well.
4.	III/47	<i>Remember</i> , we always have a choice of how to represent things to ourselves.	

		<i>Remember</i> , the person you love may not have done anything, but the kind of behavior that you produce out of such a state will probably make him or her want to be with someone else!	
5.	III/49	<i>Remember</i> , human behavior is the result of the state we are in.	He emphasizes the important role of behavior for their result.
6.	IV/57	<i>Remember</i> , whether you say you can do something or you say you cannot, you are right.	He keeps a piece of information into their memory that everything depends on their belief. It determines their power and success.
		<i>Remember</i> , every human experience, everything you have ever said, seen, heard, felt, smelled, or tasted is stored in your brain.	
7.	IV/58	<i>Remember</i> , in the last chapter we said modeling is something we all do consistently.	Again, it likes stressing that readers should keep in mind and understand well.
8.	V/81	<i>Remember</i> , success leaves clues	
9.	VI/86	<i>Remember</i> that if anyone is able to produce a particular result, that result is created by specific	To bring back a piece of information to readers that something happens for reason and purpose.

		actions, both mental and physical.	
10.	VI/93	<i>Remember</i> , we do not know how life really is.	
11.	VI/94	<i>Remember</i> that we can control our brain; it does not have to control us.	As stressing about concept in order to keep in mind then do, again.
12.	VI/95	<i>Remember</i> , that is belief, and as long as you hold it, it will be true.	
13.	VI/97	<i>Remember</i> , similar internal representations will create similar states or feelings.	Sometimes, Anthony uses <i>remember</i> to open their mind about causality law.
14.	VI/99	<i>Remember</i> , few things have any inherent feeling.	Some notes to master their mind and possibilities which happens if they do as he suggested before.
15.	VI/101	<i>Remember</i> , the key to this is speed; and to have fun doing it.	
16.	VI/103	<i>Remember</i> that your mind can defy the laws of the universe in one crucial way.	Some notes to master their mind and possibilities which happens if they do as he suggested before.
17.	VI/107	<i>Remember</i> , a belief is a strong emotional state of certainty that you hold about specific people,	Leading them to take a note and consider about <i>belief</i> .

		things, ideas, or experiences of life.	
18.	VII/120	<i>Remember</i> , there are many ways to produce results. <i>Remember</i> , we all have different strategies.	For many times, in the term of giving information, he always put it by giving emphasize as one of his strategy to motivate his readers.
19.	VII/123	<i>Remember</i> , we have a strategy for everything.	
20.	VIII/126	<i>Remember</i> , a strategy is simply a specific order of representations-visual, auditory, kinesthetic, olfactory, gustatory-that produces a specific result.	
21.	VIII/131	<i>Remember</i> , there are strategies for everything-for buying and for selling, for being motivated and for being in love, for attracting people and for being creative.	
22.	VIII/134	<i>Remember</i> , he will not be aware of much of his sequence.	
23.	VIII/142	<i>Remember</i> , state is	

		the juice that gets the circuits going.	
		<i>Remember</i> that time when you felt totally loved.	He leads them to come back to the last memory, feel it, and involve. That is one of Anthony ways to elicit someone's strategy.
24.	VIII/143	<i>Remember</i> how it feels to be totally loved.	
25.	VIII/144	<i>Remember</i> , we need all three.	Again, <i>remember</i> used to convince readers.
26.	VIII/146	<i>Remember</i> , the way to elicit a strategy is to put the cook in the kitchen.	
27.	IX/154	<i>Remember</i> , all human behavior is the result of the state we are in.	He provides important information, open their mind, and influence them being attentive to physiology.
28.	IX/164	<i>Remember</i> , in any cybernetic loop, the individual who has the most choice is in control.	
29.	X/171	<i>Remember</i> that the quality of your health is really the quality of the life of your cells.	It is important information for readers and Anthony wants them to not forget it.
30.	X/173	<i>Remember</i> , the quality of your life is dependent upon the quality of the life of your cells.	
31.	X/186	<i>Remember</i> , it takes four to five quarts of milk to make one	It is important information for readers and Anthony wants them

		pound of cheese.	to not forget it.
32.	X/188	<i>Remember</i> , the quality of our physiology affects our perceptions and behaviors.	Everything happens for reason and purpose. Anthony motivate by providing causality, again.
33.	X/190	<i>Remember</i> , things do not just happen.	
34.	XI/205	<i>Remember</i> that everything is within your grasp.	He uses <i>remember</i> in the last explanation of the first limitation disengage strategy in order to attack their emotional then keep go on to the next strategy.
35.	XI/209	<i>Remember</i> to start with the goal and ask yourself, what would I have to do first to accomplish this?	He brings back a piece of information into their mind by providing question.
36.	XI/211	<i>Remember</i> , the road to success is always under construction	Anthony motivates readers by attacking their mind using <i>remember</i> .
		<i>Remember</i> all results, actions, and realities we experience start from creations in our minds, so create your day the way you desire it most.	All information he gave before needs to keep in readers' mind well. He tries to remind them and describe what will they get and be later.
37.	XI/212	<i>Remember</i> to think like a king	All information he gave before needs to keep in readers' mind well. He tries to remind them and describe what will they
		<i>Remember</i> , the brain needs clear, direct	

		signals of what it wants to achieve.	get and be later.
39.	XII/220	<i>Remember</i> , the Ultimate Success Formula says you need to develop the sensory acuity to know what you are getting, and you have to have the personal flexibility to change.	Anthony tries to remind them about the concept he provided before
40.	XII/224	<i>Remember</i> , your brain needs clear signals to operate efficiently.	Brief information to motivate readers continuing the precision model strategy.
41.	XII/225	<i>Remember</i> , the closer the map approximates a real territory, the more valuable it is.	He provides his powerful sentence to empower them by attacking his emotional and sense.
42.	XIII/231	<i>Remember</i> , we learned in chapter 5(“The Seven Lies of Success”) that people are your most important resource.	Again, Anthony tries to remind them about the concept he provided before
43.	XIII/237	<i>Remember</i> , everyone uses all three representational systems.	He convinces about representational system for enhancing mirror strategy.
44.	XIII/240	But <i>remember</i> , people use all.	
45.	XIII/248	<i>Remember</i> , rapport does not just mean you are smiling.	He tries to consider his readers about the rapport concept and strategy to
46.	XIII/249	<i>Remember</i> , the biggest barrier to	keep in mind and take action.

		rapport is thinking that other people have the same map you do, that because you see the world one way, they do, too.	
47.	XIV/256	<i>Remember</i> , a car can travel along the same path in forward or reverse.	He uses metaphor as his way to become close to readers' emotion.
48.	XIV/257	<i>Remember</i> , few people operate strictly at one extreme.	
49.	XIV/274	<i>Remember</i> , you are not your behaviors.	In this case, Anthony conveys simple statement that has great power to encourage and convince them to get excellence by metaprogram.
50.	XV/278	<i>Remember</i> that there is no such thing as resistance, there are only inflexible communicators who push at the wrong time and in the wrong direction.	A powerful notice from Anthony to handle resistance and open their mind
51.	XV/279	<i>Remember</i> , there are no resistant people, only inflexible communicators.	
52.	XVI/291	<i>Remember</i> , we do not see the world as it is because how things are can be	An important information about reframing that Anthony wants them to keep in mind.

		interpreted from many points of view.	
54.	XVI/302	<i>Remember</i> , what was important to him was appreciation.	
55.	XVII/329	<i>Remember</i> , successful anchoring depends on precise repetition, so I was careful to touch him in the same way and put him in exactly the same state every time.	He gives stressing, convince, and lead them to bring any information before about how beautiful anchoring will company them toward success.
56.	XVII/332	<i>Remember</i> , anchors work without our consciousness awareness.	
57.	XVIII/353	<i>Remember</i> , in any relationship-whether it is as intense as it is between a father and son or as casual as it is between two salespeople sharing the same phone-you have a contract, whether you verbalize it or not.	In this case, Anthony uses <i>remember</i> as a verb that leads readers to keep information into their mind.
58.	XVIII/355	<i>Remember</i> that values have enormous emotional power.	He brings a piece of information and emphasizes to readers about the ultimate judgment concept by using value hierarchies.

59.	XVIII/357	<i>Remember</i> that when we use words, we are using a map-and the map is not the territory.	He brings a piece of information and emphasizes to readers about the ultimate judgment concept by using value hierarchies.
60.	XVIII/366	<i>Remember</i> , values are belief systems that have global effects.	
61.	XVIII/369	<i>Remember</i> , we are all modeling all the time.	<i>Remember</i> uses to give stressing about a fact and inclination.
62.	XIX/374	<i>Remember</i> , being rich is not just a matter of having money.	He conveys an important information about how to deal and handle frustration and problem, motivate them by using <i>remember</i> as far he wants them to know and keep in their mind well.
63.	XIX/375	<i>Remember</i> , it is all small stuff	
64.	XIX/377	<i>Remember</i> , success is buried on the other side of rejection	Again, in order to keep a concept and repair their paradigm in their minds he gives stressing.
		Now <i>remember</i> , I said they can, not they will.	
64.	XIX/377	<i>Remember</i> that all of our actions in life are guided by our philosophies, our guiding internal representations about how to act.	By giving some information, he leads them to come into certain space, break the worst mindset that will break them up, and emphasize it.
65.	XIX/383	<i>Remember</i> , what we put out comes back to us.	
66.	XX/390	<i>Remember</i> , they had	

		no identification whatever, and they were in a city they had never been in before.	
67.	XXI/403	<i>Remember</i> , the world is governed by the persuaders.	Again, in order to keep a concept and repair their paradigm in their minds he gives stressing by using <i>remember</i> .
68.	XXI/406	Just <i>remember</i> , everything in life is cumulative.	
69.	XXI/407	<i>Remember</i> , we have talked about power in terms of what people can do together.	

Researcher found three motivational lexicons used by Anthony Robbins in his book, *Unlimited Power*; *think*, *challenge*, and *remember*. Anthony used those in his sentences by giving different meaning depends on context and case. Each of them is unique as become the important term in the whole of sentence even paragraph.

Think used as a tool to lead his readers to come to their memory, re-identify some main points, and consider about the certain thing. The next Anthony's motivational lexicon was *challenge*. It had big role to pump readers' emotion, gave a test, and invited them to take action. *Remember* as the last motivational lexicon used as a tool to bring back a piece of information he provided before and try to keep it in readers' mind. Sometimes, it also used to give a

notice that something was important to know, do or avoid, and share to others.

Anthony's motivational lexicons are simple, but he is able to bring it well. His sentence likes a magic that can touch, attack, and courage his readers' emotion and feeling, then take action.

B. Pedagogical Field

After doing a research about motivational lexicon in Anthony Robbins' *Unlimited Power* by using psychological perspective, researcher then analyzed that those; *think*, *challenge*, and *remember* can also be very useful for teacher in the pedagogical field in order to empower and reinforce students, so that they can get their excellent achievement. These are the steps:

1. Identify students' learning style

Teachers have to know their students' learning style, so that they can chose the appropriate motivational lexicon to students. Understanding how students learn is an important part of selecting appropriate teaching strategies. Identifying students as visual, auditory, or kinesthetic learners, and aligning overall curriculum with these learning styles, will prove to be beneficial for the entire classroom. Allowing students to access information in terms they are comfortable with will increase their academic confidence.

2. Chose the appropriate motivational lexicon

Think appropriates to visual students, they use to consider. *Challenge* appropriates to kinesthetic student and they want to be free. Then, *remember* appropriates to auditory students that prefer to discuss. Teacher is the primary focus of the instructional system in the pedagogical field. Their method is very determined their success in teaching-learning process, so that they have to use those motivational lexicons by considering students' learning style.

3. Use Anthony Robbins' strategy

In the whole of *Unlimited Power*, Anthony provided some strategies comprehensively that can be used by teacher in the pedagogical field. It is all about NLP (Neuro Linguistic Program) that talked about precision, rapport, metaprograms, reframing, anchoring, and ultimate judgment. Teacher can also use it to come, influence, and attack students understanding and feeling in order to excellent their achievement.

The concept of those steps in the teaching-learning process as below:

1. Teacher observes the inclination of students' learning style by giving notice into their predicate words (visual: see, look, appear, show, clear, focused, imagine; auditory: hear, listen, sound, silence, harmonize; kinesthetic: feel, touch, concrete, turn around).
2. Identify their physiology

3. Examine the time when students pay attention then engage in the teaching-learning process and so do not they.
4. After that, teacher chooses Anthony's motivational lexicon that in line with their learning style and physiology; *think* (visual), *challenge* (kinesthetic), or *remember* (auditory).
5. Do metaprogram. Classify them into two learning motives; necessity or possibility. If students are motivated by necessity, teachers have to show students about the reason why they need a good education. Teachers can tell them about all the jobs that absolutely require a degree. Explain why they need a foundation of math, language skill, or others for it. Then, if students are motivated by possibility, teachers would take a different approach. When they are bored by what they have to do, so teachers have to stress the infinite possibilities open to those with a good education. Show them how learning is the greatest avenue for possibility; fill their brain with the avenue images of new avenues to be explored, new dimensions to be opened, and new things to be discovered.
6. Remember. In the way teachers lead students, keep notice on predicate words that bring with Anthony's motivational lexicon, then.

Motivation affects both learning and performance. When students are unmotivated, they do not practice or will not practice well, resulting in little any learning. But then, again, the degree of arousal motivation present in an individual prior to and during the performance of a task will influence its execution and outcome.

Teacher must have more knowledge and understanding of the learning process, particularly how individuals learn. This will help them immensely in both the design and implementation of teaching that enhances learning. If teachers relied upon models of how individuals learn, they would be better able to enhance their students' ability to learn.

CHAPTER V

CLOSURE

A. Conclusion

Based on the result of analysis and discussion which have been done, it can be concluded as follows:

1. According to the previous analysis, it can be stated that there were three motivational lexicons which were used by Anthony Robbins in his book, *Unlimited Power*; *think*, *challenge*, and *remember*.

a) *Think*

Anthony used it as a tool to invite and influence readers to understand and do (take action) about certain information and strategy. He also uses it to come into their memory, feeling and state as his way to communicate with them.

b) *Challenge*

Challenge used to test readers' understanding and commitment about information, concept, or strategy which Anthony provided before. His final aim is make them not only stuck on read and understand, but also use it as a tool to achieve the extraordinary quality of life and master their personal and professional life. After that, they expected to share it to other people.

c) *Remember*

Researcher analyzed that Anthony uses this motivational lexicon as a tool to bring back a piece of information into readers' memory, keep it, and not allowed to forget it. In some cases, he mentions some names that did great effort for their life so that they can get achievement and excellence or he reminds them about information he provided before.

2. Researcher analyzed that motivational lexicons (*think*, *challenge*, and *remember*) used by Anthony Robbins in *Unlimited Power* which were analyzed by psychological perspective can take apart in the pedagogical field with teacher as the instructional system. Teacher can use those motivational lexicons in the pedagogical field by using some steps: (1) identify students' learning style, (2) chose the appropriate motivational lexicon, (3) use Anthony Robbins' strategy. Those steps will help them in the pedagogical field in order to make students get their excellent achievement.

B. Suggestion

After drawing some conclusion, the researcher then conveys some suggestion as follow:

1. Suggestion for language learners

Language is unique and important to draw people life even it is the small thing; lexicon. Then, learning English literature is

interesting because it can train to become wise in using language and enhancing feeling. To those language learners who are intent to study more about the literature, there are many aspects that can be implemented in the pedagogical field.

2. Suggestion for next researcher

Researcher analyzed that it needs deeper psychological analysis in order to make it more comprehensive. Researcher suggests to the next researcher to enhance knowledge and enrich references then do not doubt to analyze with other perspective to make it more comprehensive and well understood.

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