AN INVESTIGATION INTO ENGLISH LECTURERS' ROLE AS MULTIDIMENSIONAL HUMAN BEING TO IMPROVE STUDENTS INTEREST IN ENGLISH LEARNING : *A Case Study at English Language Education Department UIN Ar-Raniry Banda Aceh*

THESIS

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THESIS

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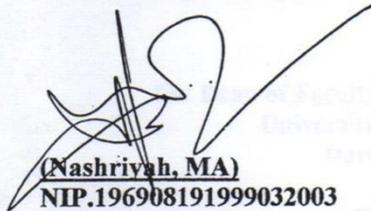
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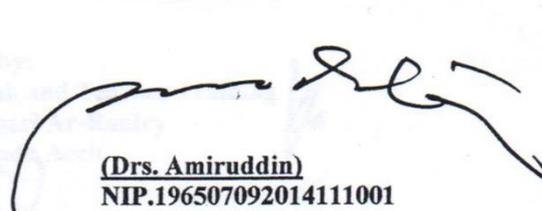
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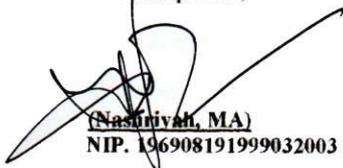
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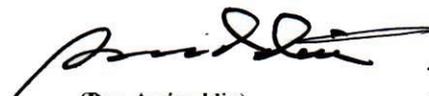
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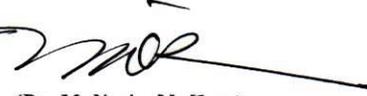
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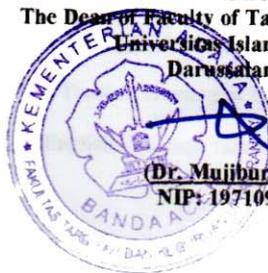
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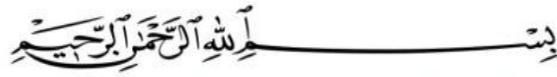
All praises be to Allah, The Almighty, Who has given me health and opportunity to write and to finish this thesis. Peace and salutation be upon our prophet Muhammad saw, who has brought human beings from the darkness into the lightness.

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Finally, I realize that this thesis is need for the constructive ideas in order to cover its weakness. I hope it is a useful resource of learning for English lecturers and for English Language Education Department of UIN Ar-Raniry Banda Aceh

Banda Aceh, 15 January 2018

Mauliana Syafmita

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: **An Investigation Into English Lecturers' Role As Multidimensional Human Being To Improve Students Interest In English Learning:** *A Case Study At English Department UIN Ar-Raniry Banda Aceh* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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vii

ABSTRACT

The aim of this research is to investigate the perception and role of English lecturers of their multidimensional role. In completing the data, the researcher used qualitative research involving 6 participants, consisting of 3 full-time lecturers and 3 part-time lecturers. They are English lecturers of UIN Ar-Raniry Banda Aceh. The methods used were observation and semi-structured interview which allow lecturers to freely answer the questions. Based on the result of observation and interview, the researcher found that all participants had similar perception and role toward their multidimensional role, including importance being multidimensional lecturer, the influence and role of educator as multidimensional. On the other hand, based on gender, male and female lecturers have different capacities in playing role as multidimensional. For example, male lecturer they pay more attention on transferring knowledge, whereas female lecturer more involved in shaping or forming students' behaviors. In short, all lecturers have their own ways to achieve the goal of learning or to engage students in the classroom and to be considered as professional lecturers.

Keywords: *Multidimensional, English lecturers' role.*

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a process of formation of human personality. Education in general, aims to establish morals human beings become an educated person. Talking about education, it also involves the issue of environmental education, known as three center of education (UU Number 20 of 2003), that is the family, school and community environment. From the three environments the most influential in growing interest and motivation to learn is the school environment. To realize the goal of education so, we need the roles of teachers in school. The teachers can foster interest and motivation to learn in the school. They should have some multidimensional characteristics so that they can be professional. Multidimensional characteristics are the complex roles of the teacher, these characteristics can be seen from the way the teacher teach their students. Suyono and Hariyanto (2012, p. 187), mentioned some roles of multidimensional teacher such as:

1. Teachers for Teaching

2. Teachers as Example

3. Teachers as Advisors

4. Teachers as Counselor

5. Teachers as Reformer (Innovators)

6. Teachers as Researchers

From those characteristics we know that teacher's roles are not only to teach the lesson but to be model and motivator for students. Applying those characteristics it will achieve the goal of education. A teacher is essentially a multidimensional human being, but most teachers do not realize of their role. Professional teachers must be aware of ideal learning practice, so

that students perceive effective learning. According to Lunenberg, Dengerink and Korthagen (2014, p.17) the concept of 'professional role' is a personal interpretation of a position based on expectations from the environment and on a systematically organized and transferable knowledge base. There are many criteria of professional teacher, one of the criteria is motivator.

As a motivator, teacher gives motivation to the student in order that the student has an interest and high motivation to learn. The motivation in learning process is given by the teacher to be a process to get knowledge, mastery of skills and habits, and also to form the attitudes and beliefs on the learner. In other words, the motivation is a process to encourage learners to learn and to achieve better performance. Teacher attempts to grow the interest and motivation of students to learn and it is very influential in the process of establishing the independence of the students. The influence of interest and motivation to learn from the teacher is very important because it will help the students to form student's independence in learning achievement.

UIN Ar-Raniry Banda Aceh has nine faculties, and one of which is the faculty education and teacher training. One of the missions in the faculty is to educate the prospective teacher and to produce quality, innovative, independent, professional and Islamic teacher. In other words, this faculty aims to produce a professional teacher who have some characteristics as multidimensional human being. Then in researchers' opinion a professional teacher can only be produced in this faculty if the lecturer have applied multidimensional roles that is becoming a model for the students. This is the reason why the researcher is interested in conducting a research to investigate some characteristics posed by English lecturers of the English education department of UIN Ar-Raniry. Through this study, it is hoped that the description of English lecturers as a professional figure is obtained.

None of studies reviewed focuses on English lecturers' role as multidimensional human being to improve students' interest in English learning. That is why this study focuses on

English lecturers' role as multidimensional human being to improve students' interest in English learning. In this study the researcher conduct the study from various related studies to the role of teacher and motivation affects students' achievement in learning English. Many studies have shown that teachers have a strong influence on student achievement (Borman & Kimball, 2005; Hanushek et al., 2005; Nye, Konstantopoulos, & Hedges, 2004; Muijs, & Reynolds, 2002; Goldhaber, D. D., Brewer, D. J., & Anderson, D., 1999). That means the role of teacher is needed in the learning process. For motivation, related studies have shown that the reasons of students to learn English is depending on teacher support and their role as motivator (Harmer, 1991 as cited in Wimolmas, 2013). Furthermore, students' interest or motivation and teacher role became an important focus of this study by observing learning process and interviewing teacher perception on their role.

A. Research Question

Having gone through related literature I will come up with the following research questions:

1. What are English department lecturer roles to improve student's interest in studying English?
2. What is the pedagogical implication of the study?

B. The Aim of Study

The objectives of the present study are as follows:

1. To find out the roles of the lecturers to improve students interest in studying English.
2. To find out the pedagogical implication of the study

C. Significance of the study

1. Theoretical significance

The present study will give a significant contribution to the teaching of English by identifying some characteristics of the lecturer and will enhance literature or theories on multidimensional role, and also provides some ideas to solve problems related to teaching learning process.

This research is also hoped to be of use for researchers to conduct further study related to English lecturers' role as multidimensional human being to improve students' interest in English learning.

D. Terminology

There are several terms in this study that should be explained to recognize more about the research problem and to avoid misunderstanding of the readers. The terms are valid for this study only.

1. **Multidimensional teacher**

According to Cambridge dictionary (1828) multidimensional is defined as having many different feature or having or involving or being marked by several dimensions or aspects. Suyono & Hariyanto (2012) have defined multidimensional teacher as many roles, not only as the teacher but also as a role model and motivator to increase student interest in learning. In other words multidimensional teacher can be seen from many dimensions. The role and responsibility of the teacher is a complex one. By multidimensional characteristic it is hoped that it can describe the teacher as professional.

In this study, the researcher agreed with Suyono & Harianto (2012) about multidimensional definition. Teacher or lecturer not only acts as the one who transfers knowledge but also provide many roles in order to achieve goals of education.

2. **Motivation**

   Motivation is defined as the extent to which ones strive to acquire the language because of the desire to do so and the satisfaction derived from it (Gardner, 1985). Williams and Burden (1997: 120) see motivation as "a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort". Motivation has a significant role in language learning success. Along this line of thoughts, student's motivation toward English language learning to a certain degree, influences their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. The learner's enthusiasm, commitment and persistence are the keys to determine the success or failure of the students. Learning and motivation have the same importance to achieve something. Learning makes we gain new knowledge and skills and motivation push us or encourage us to go through the learning process.

CHAPTER II

LITERATURE REVIEW

A. Teachers'/lecturers' roles

Before describing some of the teacher roles, it is important to explain briefly what a "role" actually is. The Oxford Advanced Learner´s Dictionary (1317) describes a role as "the function or position that has or is expected to have in an organization, in society or in a relationship." Whether we realize it or not, we are acting in roles in many situations on a daily basis and while doing so we are confronted with expectations. Thereby, someone can act in various roles. For example a manager acts in an authoritarian role at work, as a loving father at home and in his football team as a captain. The same happens when one chooses to be a teacher. David Nunan (1996) as cited in Griffiths (2004) defines the teacher role as "the part of teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants." Those all definitions help us to understand what is the role actually is.

To a great extent, education serves as a determinant of the development of any aspects of life. A good education system usually serves a basis for the society that can overcome various challenges and conserve the stability. The education system cannot be implemented without educators. Apart from students, teachers or educators are the second important actors in the education process. The core of education is teaching and learning, and the teaching-learning connection works best when we have effective teachers working with student, every day (Stronge, J. H, 2007). Teaching is not an easy task to do. According to Hollins (20011) it is a complex and multidimensional process that requires deep knowledge and understanding in a wide range of areas and the ability to synthesize, integrate, and apply this knowledge in

different situations, under varying conditions, and with a wide diversity of groups and individuals.

A teacher is the individual in the classroom who has the proficiency, tools and information. A good teacher is the one who helps the student to learn, contribute to this in a number of ways. A teacher's or lecturer's role involves more than simply standing in front of a classroom and lecturing. Many people assumes that a teacher only acts as a person who transfers knowledge. In fact, even though a teacher spends the majority of the day in the classroom, he or she also plays many roles to transfer knowledge more effectively. A good educator understands how to involve teaching process through effective and they know what the students need so that all students receive a quality education. Nonetheless, (Tucker & Stronge, 2005, as cited in Aramath, 2014) provided the following model shown in Figure 1 to break down the components of teacher quality into three main areas (p. 155):

```
                    ┌─────────────────────┐
                    │   Teacher Quality    │
                    └─────────────────────┘
          ┌──────────────┬──────────────┬──────────────┐
   ┌────────────┐  ┌────────────┐  ┌────────────┐
   │   Teacher   │  │   Teacher   │  │   Teacher   │
   │Qualification│  │  Behaviour  │  │  Outcomes   │
   └────────────┘  └────────────┘  └────────────┘
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Knowledge, Skill, and Deposition to Teach

Act of Teachcing and Performance of Other professional Responsibilities

Result of Teaching ; Impact on Students
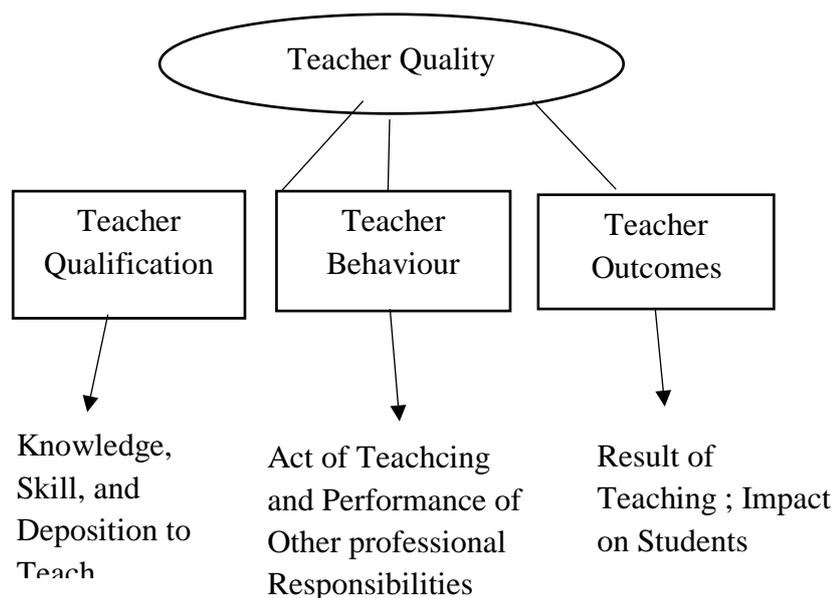
figure 1. Component of Teacher quality

adopted from Aramath, George. (2014)

According to Hollins (2011) perhaps the most important aspect of teaching and learning is how well the teacher knows the students. Teachers need to know students as individuals, as members of social and cultural groups, as students with particular characteristics, and as academic students. Additionally, effective teaching it is depends on different learning styles are implemented into lesson plans. It is important for a teacher to realize that not every student learns in the same way. Some students may be better in visual learning while others are better at hands on activities. Combining different learning styles will let each student have the ability to learn in a way that comes most natural to them. Darling-Hammond (2005) provided an perspective of effective teachers when she wrote, "Teachers learn best by studying, doing, and reflecting by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see" (p. 6). All these behavior define as effective teacher. Every student has a different ability when learning English language. Some learn English easily, others struggle and have difficulties which could lead to being demotivated and lack of interest. Nowadays teachers are supposed not only to educate, but also to create a suitable environment for students. Therefore it is necessary to perform many different roles in the classroom to achieve the best learning development. Roles which have its own characteristics, work differently and have various aims.

English as a world language becomes more important in our culture, and this affects the English classroom and its participants. The whole process of teaching English has been changing and so have the students. Thereby teacher's role not only educates students what

English is about and how it works, but also teaches them the usage of it and particularly into communication skills. This leads to the question what an English teacher can and has to do, in order to teach students successfully.

Furthermore, language learning is not the same as learning other subjects. This is a skill, which can be enhanced optimally through the contributions of an efficient teacher. The language teacher's role is very crucial, his or her role being a model to language learning, teacher should possess good linguistic competence, accuracy in grammar and good understanding of phonetic knowledge. His or her proficiency in pronunciation should be ideal as a model for imitation. Those all characteristics define the teachers as professional competence of the teacher. Blömeke and Delaney (2012) propose a model that identify cognitive abilities and affective-motivational characteristics as the two main components of teacher's professional competence (see Figure 2).
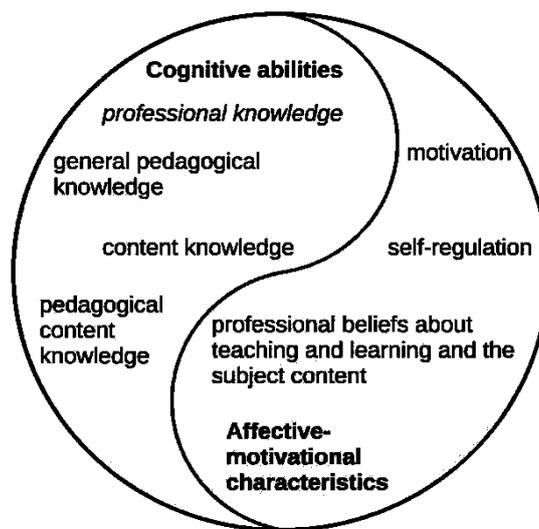
figure 2. Professional competence of teachers

Adapted from Blömeke and Delaney (2012)

B. Lecturers' as multidimensional human being

(Article 1 of the National Law for teacher and lecturer, 2005 as cited in Alfia, 2017) defines lecturer as a professional educator who have the task of transforming, developing, and disseminating knowledge such us sciences, technology, or art through education, research and community service. Teachers or lecturers must have academic qualifications, competencies, certificates of educators, physically and mentally healthy, and have the ability to achieve national education goals.

The role and responsibility of the teacher is a complex one cited (Wilson, 2008, p. 4) as discussed before about teacher role. A teacher or educator naturally must have various roles in teaching-learning process. The various roles are called as multidimensional role. Multidimensional is having or involving or marked by several dimensions or aspects. (Suyono & Hariyanto, 2012) define multidimensional teacher as a teacher plays many roles which is not only as the teacher who teaches the lesson but also as a role model and motivator, to increase students' interest in learning. In other words, multidimensional teacher that the teachers can be seen from many dimensions. Student's interest can be fostered by motivation from the teacher. According to Harden R M and Crosby J R (1999) there are six areas of activity of the teacher:

1. The teacher as information provider
2. The teacher as role model
3. The teacher as facilitator
4. The teacher as assessor
5. The teacher as planner
6. The teacher as resource developer.

Each of the six roles described can be subdivided into two roles, making a total of twelve roles as illustrated in Figure 3. Roles to the right in the figure require more content expertise or knowledge, and roles to the left more educational expertise.
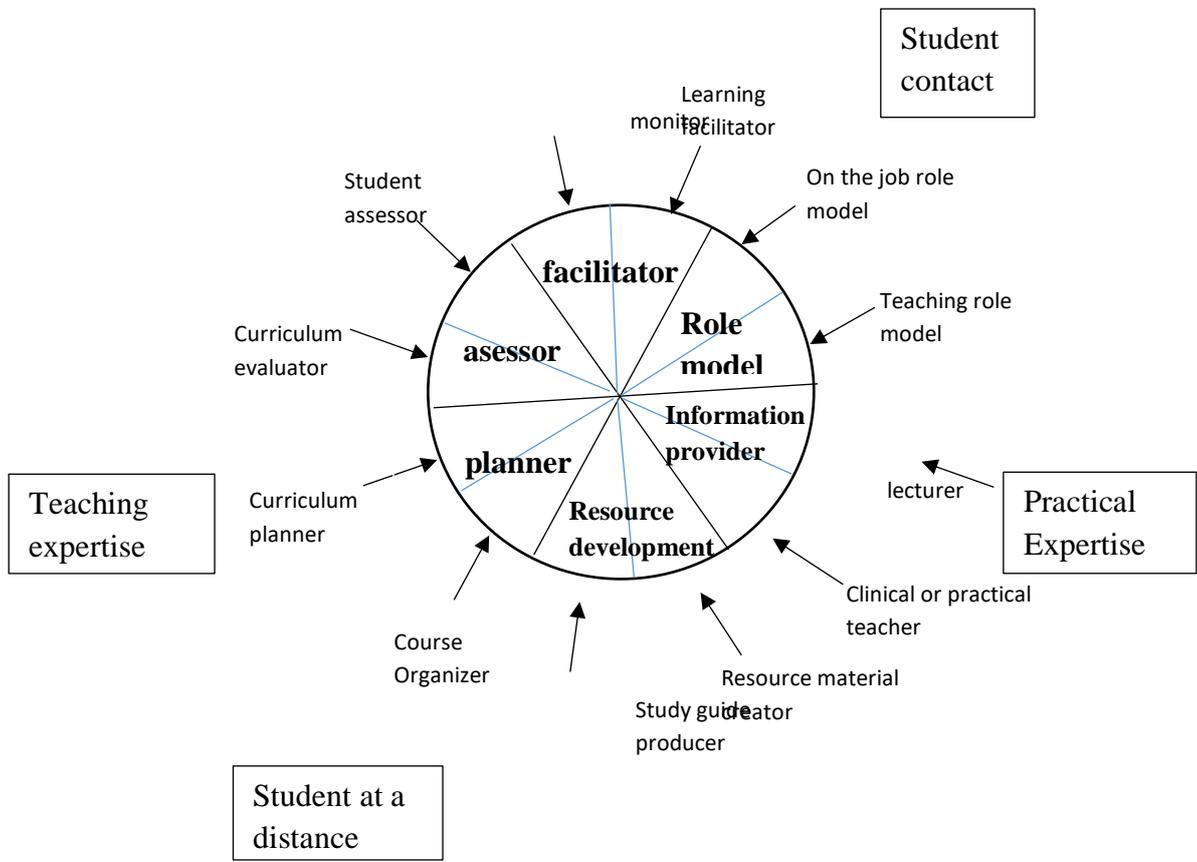

figure 3. The twelve role of teacher

source: Harden R M and Crosby J R (1999)

Roles to the top are related with face to face contact with students, and the roles to the bottom are related with less student contact. Now, see Figure 4 that shows how the 12 roles of the teacher can be viewed in the context of the relationships that exist between the student, the teacher and the curriculum.

```
                           ┌──────────────┐
                           │   Teacher    │
                           │              │
                           └──────────────┘
                          ↗      │       ↖
   Information provider  /   Assessor  \   Planner
        Role model      /       │       \  Resource material developer
                       /        │        \
        ┌──────────────┐  Study guides  ┌──────────────┐
        │              │   producer     │  Curriculum  │
        │   Student    │←─ Facilitator ─→│ and learning │
        │              │                │ Opportunities│
        └──────────────┘                └──────────────┘
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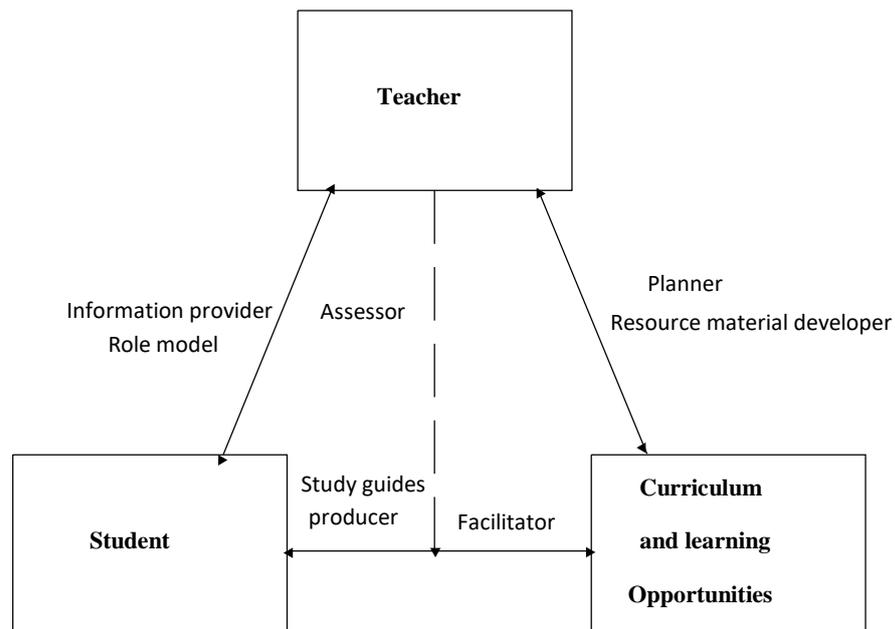
figure 4. The roles of the teacher in the
context of the teacher/
student/curriculum framework

Having identified many resources the many roles of multidimensional teacher as mentioned I can explain more detail in the next point.

1. Lecturer for Teaching

Traditionally, students expect to be taught. They believe that it is the responsibility of the teachers to pass on to them the information, knowledge and understanding the topic of their studies. This leads to the traditional role of the teachers as one of information providers in the lecture context. The teacher is seen as an expert who is knowledgeable in his or her field, and who transfers that knowledge to students. Furthermore, teaching is the first and foremost duty of the teacher. In this role, the teacher's primary goal is to inform the learners through explicit instruction such as telling and lecturing that supplemented by textbooks and demonstrations. The teacher should prepare his or her lessons regularly. There is no one best teaching approach, the choice of a method or a particular instructional move should be determined by what kind of help and experience the learners need. They must motivate the students and use methods and techniques of teaching that applicable for particular group of students. They must always

try to improve his or her teaching skills. They should give regular homework and check it regularly. Activities of part of students should be properly stimulated and directed. In transferring the knowledge, the teachers may also assist the student to interpret it by using one of a variety of educational strategies by which the teachers explains the subject matter to the students.

2. Lecturers as Role Model

A role model is a person who inspires and encourages us to do an effort, raise our potential and see the best in ourselves. A role model is someone we admire and we aspire to be like. We learn through them, both their commitment and excellence, their ability make us realize our own personal growth. We get from them the advice and guidance. A role model can be anyone such as parent, siblings, and friend but most influential and in changing our life are teachers. Teachers follow students through each important stage of development.

Students learn not only from what their teachers said but also from what they did in their learning practice, skills and their attitudes. According to McAllister et al (1997, p. 53), being a role model "is widely recognized as critical in shaping, teaching, coaching and assisting future teacher as it is the most powerful teaching strategy available to educators" . Role modelling is one of the most powerful roles in transferring values, attitudes and patterns of thoughts and behavior to students and in influencing student's career choice (Bandura, 1986, as cited in Harden R M and Crosby J R, 1999). A teacher is ought to become one of the most influential people in student's life. After their parents, students will learn from teachers. Then teachers will guide students through another important transition. In learning process a teachers will answer students' questions, listen to their problems and teach them about aspect of their lives. They not only control the students grow but also help them grow. Teachers are sources of experience, they not only focus on subject matter.

Most of what students learn based on their teachers behaviors. Teachers who help students grow are responsible for giving some important lessons of life. As the teachers, they will show their students how to become independent and form their own relationships, and carefully guide them and take a hand when it is necessary. School or university is a place of social and academic learning. Walton (1985) as cited Harden R M and Crosby J R (1999) concluded "Sociological research has demonstrated the extent to which an important component of learning derives from the example given in their own person by teachers, who significantly influence students in many respects, such as in their choice of future career, their professional attitudes, and the importance they assign to different subjects" (p50).

3. Lecturers as Motivator

Apart from parents who educate and bring their children up from the moment of their birth, teachers have the power to contribute to student's motivation in learning (Ryan and Cooper, 2009, p. 117). It is known that motivation has a bigger impact on a student's performance than their inherent abilities. Subjects that require student's efforts to solve their problems, for example when students do their assignments or pass their test, those problem only can be solved if student have high motivation towards them. Motivation helps a teacher improve student's attitude towards different disciplines. One of the best ways to motivate students is to have positive expectations (Wong and Wong, 2004, p.112). The attitude of students is very much influenced by the attitude of the teacher. If a teacher has a positive attitude to students, students also develop a positive attitude towards the teacher and the subject. A teacher uses different motivation skills to motivate the students to learn and get the different good habits and it depend on the student's age and level.

Teachers give motivation and spirit to their students to build students' confidence. A teacher did not punish students if they made a mistake in answering or doing exercise but, the teacher will continue to support and motivate students to correct the mistake. Teachers must be able to build the character of their students through a variety of activities that can enhance student creativity in forming their self-motivation. Teachers should always be creative to adopt innovative new methods and teach students by placing the students as a center of learning.

4. Lecturers as Assessor

Assessing is one of the important tools for measuring student's knowledge by giving continuous feedback. Teacher's role is not complete just by teaching a lesson. Assessing is the effective tool for making students' learning perfect. A teacher before assessing a student has to assess his/her own first, as to what extent a student will be benefitted with his/her correct assessment. These assessments can be formed through verbal feedback, by conducting quizzes, by giving some tasks etc. An assessment helps a teacher in planning their future teaching techniques and in guiding them to master the subject.

The assessment of the student's competence is one of the most important tasks facing the teacher. "Good teachers know how they must assess their students' learning and they want to do it well" suggested Mapstone (1996) as cited in Harden R M and Crosby J R (1999). The assessor role of the teacher is often perceived as different from the other roles. While as information provider, role model, facilitator and curriculum planner, the aim of the teacher is to assist the student in a variety of ways to achieve the learning goals, as an assessor the teacher has the role of passing judgment on the student. Murray et al (1996) as cited Harden R M and Crosby J R (1999) suggested "Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking

adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives."

Evaluation or assessment is thus part of every teacher's responsibilities. However, some teachers may be expected to assume greater responsibility for overall assessment of the teaching and some may have this as a major personal responsibility. Work of the students and their participation should be evaluated by the teacher from time to time. This evaluation will give light on teacher's work and student's achievement. Evaluation will point out weakness in teaching and learning process and the teacher can adopt suitable measures. The teacher has to conduct house tests and report the progress of students to parents and the headmaster.

5. Lecturers as Facilitator

Another role that should be played by a teacher or lecturer is as a facilitator. It is teachers' job to make sure that every student has the opportunity to experience success and learn according to individual needs, styles, and levels of ability. As a facilitator a teacher or lecturer not only acts in the classroom but also acts in outdoor area while the students are doing their activities. Watching, listening, and discussing with the students during their activities are parts of the role as a facilitator. And it is very significant that students should perceive that their teachers concern about them and thus teachers should become the best facilitators to the students in all the aspects. As a facilitator she has to direct and support students in learning for. Teachers should develop best learning environment which reflects the student's life in society, intellectual and linguistic occurrences. As a facilitator a teacher should lay a strong foundation for their personal growth.

6. Lecturers as Researchers/Observer

Most of teachers do not realize their role as an observer. Without mastering this skill, teachers do not understand their student's individual and group needs. It is important to observe

and feel the class as an organism, and teachers also observe and feel empathetically with individual students. Observing takes time, need training, effort, and validity. Teachers observe the way student's body movement, when they read or pay attention on the board and know their needs. Teachers listen to what students say in certain sounds, hears, and know students' respond process through the learning. Teacher will teach different approaches and materials to their students in order also to observe students' needs. Observing learning process especially in oral communicative activities will be able to give not only student's feedback but also the teacher's. When taking notes on student's performance, teachers not only observe students' mistake but also appreciate their ability. By observing learning process teachers have the measurement to evaluate students' ability and it helps teachers encourage teachers' professional.

7. Lecturers as Planner

The first important role that should a teacher plays is as a planner. A teacher should plan their teaching work and decide how far they involve in teaching-learning process and what must be done in a particular month, week and day. They also plan use of teaching tools, materials, approaches, methods and students activities in order to enhance their teaching-learning process.

School teachers and lecturer of institution may also be expected to make a contribution to course or curriculum planning even though teachers contribution in teaching learning have greater impact on their students than their involvement in designing a curriculum or course. Those planning requires time of individuals. Participation in course planning gives the teacher an opportunity to give a significant influence on the educational process and to design courses which will achieve the learning outcomes specified by the school or institution. In order to be a successful teacher, he or she must plan his work well. Preparation in teaching process will

help teachers become more professional. Teaching without preparation will not give best performance to students. Even though a teacher well experienced in teaching, the preparation is also needed.

C. Motivation in studying English

English language plays an important role in today's communication society which is continuously increasing as the world rapidly moves towards globalization. In Indonesia English language has been taught throughout all levels of education. In primary and secondary schools, English has been taught for almost 9 years. Motivation has an important role in success and failure in learning English language. Motivation in English language learning of the students can be a great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere. Students with high motivation will become efficient language learners with good language proficiency.

English learning motivation is one of the most important learning factors, it needs to determine the motivational situations of any students group. This is for the benefit of their language learning effectiveness and proficiency. Spolsky (1990, p. 157) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, and cause discipline problems. In contrast, students who are more highly motivated will participate actively and pay more attention to learning task or activity.

a. Definitions of motivation

There are many different definitions of motivation, especially in language learning. Harmer (1991, p.3) as cited in Wimolmas, (2013) explains the meaning of motivation as the

"internal drive" that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal this is called the action driven by motivation. Lightbown and Spada (1999, p. 56) as cited in Wimolmas, (2013) note that motivation in second language learning is hard to study which only can be explained in terms of two factors such as learner's communicative needs and their attitudes towards the second language community. In addition, Parsons, Hinson and Brown (2001, p. 28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process. Gardner (1985) in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the struggle of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study. Aree Pinmanee (1991) as cited in Wimolmas (2013) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on a person's desire.

b. Types of motivation

Harmer, (1991, p. 3) as cited in Wimolas, (2013) uses the word 'goal' to categorize the motivation in second language learning into two types namely short-term goal and long-term goal.

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

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

Furthermore, the motivation is classified into two main categories as the following:

1. Extrinsic Motivation

Extrinsic motivation refers to a desire to get a reward and avoid punishment. According to Arnold (2000, p. 14) it emphasizes external need to persuade the learner to take part in learning activity such as homework, grade, or doing something to please teachers. As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention and pretension but they study it is because they are pushed by the interest in the rewards or the punishment. When a student is learning he/she is promised rewards or because he/she wants the rewards, he/she will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

2. Intrinsic Motivation

Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p. 14). It means that the learners are willingly and voluntarily try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have their own desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation encourages the student to learn without rewards, because the need is come from inside or depends on their own will. Lightbown and Spada (1999, p. 56 -57) as cited in Wimolmas (2013) mention that teachers do not have many effects on student's intrinsic motivation since the students are from different

backgrounds and the only way to motivate the students by creating the classroom as supportive and secured environment.

Four factors that can decrease student's motivation in learning. In this regard, Harmer (1991, p. 4) as cited in Wimolmas (2013) state that physical condition, method of teaching, teachers as the most powerful variable, and success is designed by the teachers. Those all factors affect student's motivation.

The first is physical condition which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered. The second is method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they will become demotivated". The next factor is the teachers as the most powerful variable of motivation and demotivation can become a major part in demotivating the learners. The last is success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer point out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge. From Krashen's affective filter hypothesis as cited in Lightbown and Spada (1999, p. 39), emotional states such as tiredness, depression, boredom, etc., obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Krashen, cited in J.Oller and J. Richards, 2003, p. 183). This means that learners' anxiety can affect their motivation.

Finally, this is to say that, as teachers, they should not rely only on one type of motivation with regard to the things they do in the classroom towards their students. Sometimes they need to use external reinforcements and other times they have to appeal to students' willingness to learn for his/her own sake by emphasizing the interest on the task itself. Nevertheless, it is important for the teachers to avoid giving only one type of motivation and try to balance the two.

D. Previous studies

In this study the researcher conducted the study from various related studies to the role of teacher and motivation that affect students' achievement in learning English. Many studies have shown that teachers have a strong influence on student achievement (Borman & Kimball, 2005; Hanushek et al., 2005; Nye, Konstantopoulos, & Hedges, 2004; Muijs, & Reynolds, 2002; Goldhaber, D. D., Brewer, D. J., & Anderson, D., 1999). That mean the role of teacher is needed in the learning process.

For motivation, related studies have shown that most student's reason to learn English is depending on teachers' support and their role as motivator (Harmer, 1991 as cited in Wimolmas, 2013). Wimolmas (2013) examine the type and level of English language learning motivation of first-year undergraduate students at an international institute of engineering and technology in Thailand. The main findings showed that the students were relatively highly motivated to learn English. This revealed that instrumental motivation was a significant factor among this group of students learning English.

From previous findings reviewed, it can be understood that instrumental motivation is the main factor of the students in learning English language. They are more interested in learning English for the sake of their careers, future plan or improving their achievements.

CHAPTER III

RESEARCH METHODOLOGY

The previous chapter gives an overview of literature on lecturer role as multidimensional human being and interpretations of these studies. This chapter outlines the methodology and research design. The purpose of this research is to find out the role of English lecturer and the pedagogical implication of English lecturers role as multidimensional human being at the Department of English Language Education at Ar-Raniry State Islamic University Banda Aceh. I collect the data by using interview and observation and apply qualitative technique to analyze the data. This chapter also discussed about the location and time of the research, informants, and technique of data collection.

A. Research Design

This research employed qualitative approach. According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. I applied this method to provide the various data necessary to gain an investigation into English lecturers' role as multidimensional human being. The information and data were collected by interview and observation.

B. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh it is located at Jl. Lingkar kampus Kopelma Darussalam, Banda Aceh. I specifically conducted the research

on English lecturers' role as multidimensional human being at faculty of education and teacher training especially in English department. English department which is known familiarly as *Pendidikan Bahasa Inggris (PBI)* was chosen because it represents the informants which is English lecturers. As it was named, this department specializes in teaching English as foreign language and prepares its graduates to be good English teacher at school or a professional in university. English Department has 32 full-time lecturers and 35 part-time lecturers.

C. Informants

The informants of this research were English lecturers at English Department of UIN Ar-Raniry Banda Aceh. The department of English Education has 32 full-time lecturers and 35 part-time lecturers, 6 of whom holding P.h.D and 60 of whom holding Master degree that they earned from very good universities in overseas such as USA, Australia, UK, Germany, and etc,. In this study I simply focused on six English Lecturers who taught English subject such as listening, writing, speaking and translation in including three fulltime lecturers and partime lecturers. I selected the informants based on purposive sampling technique. According to Nunan (1992) puposive sampling is " form of sampling which the selection of the sample is based on the judgement of the reasearcher as to which subject's best criteria of study".

This research was intended to investigate the strategies and roles of English lecturers use in teaching and learning English and also to find out the pedagogical implication of the study. Here is a list of lecturers to be the informants in this research.

a. SM

SM is a full-time lecturer at the department of English Language Education. He finished his barchelor's degree at Islamic State University of Ar-Raniry Banda Aceh, Indonesia. Then he continued his master degree at Mc. Giil University, Canada and Deakin University, Australia. He completed his doctoral degree at Flinders University,

Australia. He teaches Speaking and Enterpreneurship at English Language Education Department.

b. AN

AN is a part-time lecturer at the department of English Language Education. She obtained her barchelor's degree at Islamic State University of Ar-Raniry Banda Aceh, Indonesia. Then she continued her master degree at Syiahkuala University, Indonesia. She teaches speaking at English Language Education Department.

c. SY

SY is a full-time lecturer at the department of English Language Education. He graduated from Islamic State University of Ar-Raniry Banda Aceh, Indonesia in the field of English Language Education. Then he went to at Mc. Gill University, Canada to obtain his master degree. He completed his doctoral degree at University of Malaya, Malaysia. He teaches Translation and Reading comprehension at English Language Education Department.

d. YM

YM is a part-time lecturer at the department of English Language Education. She finished her barchelor's degree at Islamic State University of Ar-Raniry Banda Aceh, Indonesia. Then she holds a master degree from Australia. She teaches translation-I and writing-II at English Language Education Department.

e. AZ

AZ is a full-time lecturer at the department of English Language Education. She graduated from Islamic State University of Ar-Raniry Banda Aceh, Indonesia. Then she continued her master degree at Syiahkuala University, Indonesia. She teaches basic speaking and listening at English Language Education Department.

f. MY

MY is a part-time lecturer at the department of English Language Education. He obtained his barchelor's degree at Islamic State University of Ar-Raniry, Indonesia. Then he holds a master degree from University of Malaya, Malaysia. He teaches basic speaking and listening at English Language Education Department.

D. Method of Data Collection

To collect the data in this field of research, the writer use some techniques, as follows:

1. Interview

    Semi-structured interviews were conducted to selected lecturers as mention above in order to obtain their perspective about being multidimensional teachers or educators and the implication of multidimensional role for students and the pedagogical. The interview took about 20-30 minutes for each lecturer. The questions of interview consisted of six primary research questions with regard to multidimensional of their roles. After observing the classroom I also interviewed some students in order to gain more valid data.

2. Observation

    In this research, observation was aimed for additional data of lecturer role in the classrom. According to Marshall and Rossman (1989, p.79) observation is " the systematic description of events, behaviours, and artifacts in social setting chosen for study". I used all of my senses to examine people in natural settings or naturally occurring situation. I observed the lecturer's teaching styles and lecturer's roles into the classroom in learning English. Observation was conducted only one meeting.

E. Data analysis

In this study, the researcher analyzed the data by using descriptive qualitative. All the data obtained by the researcher were presented in the form of description. The researcher analyzed the data which were collected from the interview and observation. The explanation from the lecturer was described in the detail way. After identifying the data which were obtained from interview and observation, the researcher described the information concerning with the strategies and roles of English lecturers' use in teaching and learning.

CHAPTER IV
DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses the findings. The techniques of data collection used in this study were in semi-structure interview and observation to find out their role and pedagogical implication as multidimensional human being.

A. Research Findings

Six lecturers are selected to be the informants of the research. There are three full-time lecturers such as SM, SY, and AZ, and part-time lecturers such as AN, YM, and MY, those lecturers teach different English subjects in English language education department of UIN Ar-Raniry Banda Aceh such as speaking, listening and translation.

Most of informants agreed that roles as multidimensional human being would improve their capacity in teaching because it is important for a lecturer in teaching-learning process and many other things related in the field of teaching. Besides, they realize their roles as a lecturer not only to transfer knowledge but more complex than it. By understanding and realizing this role, they believe that their professional have improved.

Regarding to the first research question, I found several points about English lecturers' role to improve students' interest in learning English as I haved mentioned in chapter II such as lecturer for teaching, motivator, facilitator, advisor, assessor, planner, role model, and researcher/observer. Besides, lecturer also has another roles such as classroom manager, director, supervisor, parents, and friend.

The discussion in this research is divided into:

A.1. English lecturers' perception of their role as multidimensional human being

A.2. English lecturers' role in teaching-learning process

A. 3. Pedagogical implication of the study

A.1 English lecturers' perception of their role as multidimensional human being

According to lecturers, they have similar perception in their role as multidimensional human being including the importance of being multidimensional lecturer and the impact or the influence of multidimensional role for students and lecturers.

A.1.1 The importance being multidimensional lecturer

Based on the result of the interview, five participants agreed that being multidimensional lecturer is important for educator because it will improve the capacity of lecturers and will achieve the target in language teaching. They should play several roles to build students' interest in English learning not only transferring knowledge but also becoming motivator, facilitator, advisor, etc. They need to update new information about methodologies, media, and textbook. Besides, the lectures have to be able to teach their students based on curriculum and syllabus. Therefore, they will be a professional lecturer.

The participants said that being multidimensional lecturer is important to engage the students in the classroom, as AN suggested:

"It is really important to be multidimensional lecturer, because students need to be cared, monitored, taught and etc., teaching learning process is not only transferring knowledge as I told you before but also how we build a good characteristic of students they will have strong motivation in learning as internal and external motivation. So that when we build a good motivation or interest to student the learning process will be successful, meaningful or effective".

From the answer of the informants, it can be concluded that multidimensional role is an important aspect for lecturers and teachers in teaching and learning process and it will be one of the things that have to be considered as an educator.

A.1.2 The impact or the influence of multidimensional role for students and lecturers

According to all participants, multidimensional role has an impact or influence to both students and lecturers. For students, the influence of multidimensional lecturer is to increase their confidence and motivation in English learning by providing this role, the students will be more comfortable in learning process so that they will be easier to express their ideas. For lecturers, the multidimensional also helps them in teaching-learning process because they can build a good interaction or socialize with their students. By then they will achieve the goal of teaching.

In this case, SM stated:

"... The students will feel comfortable when talking with his/her lecturer because the lecturer doesn't treat them only as students, but it could be as a friend, as a helper or a partner, so I think it will give a lot of benefit or impact both the students and the lecturer. It is not only for students, but also for lecturer because lecturer they can also ask students to participate easily in the classroom, then the way teaching process will be smooth and purpose teaching-learning will be successful or achieve..."

Besides, YM argued:

"...the student will be more active in learning, more productive in the class and they will be more confident because they feel their lecturers treat them as a friend, so that will make them enjoy the class and they will participate easily in the classroom".

From the explanation of the lecturers, it can be concluded that multidimensional role has some influences in teaching-learning process, so the goals or the purposes of teaching-learning process will be achieved.

A.2 English lecturers role in teaching-learning process

I observed English lecturers' role through classroom in order to obtain their role in teaching-learning process. The observation of the lecturers' role based on the literature review in chapter two. Most participants in this research provided some roles related to the study such as lecturer for teaching, motivator, advisor, facilitator, observer/researcher, planner, assessor, and role model. Besides, the lecturers also provided another role that I did not mention in literature review such as lecturer as a friend, as parents, as a supervisor, as a director, and as a class manager.

In this point I will explain the information about lecturers' roles in teaching-learning process. The lecturers they have the similarities and the differences in these roles.

a. Lecturer for teaching

This role is provided by all lecturers in order to transfer the knowledge to their student in the classroom. They teach students with methods or approaches and also provide related materials in the classroom. Therefore, students learn and get knowledge from this role. In this case, I observed the lecturers' teaching method and strategies in speaking class, listening class, and translation class. The lecturers provided different methods and strategies of teaching. Based on my observation, SY and YM provided inquiry learning method by questioning students about vocabulary and meaning of the words, then AZ and MY provided cooperative learning by grouping students and asking students to perform or solve problems in front of their friends. Besides, MY also provided audio-visual learning method by providing a video about pronunciations. The last SM and AN provided the same approach through teaching-learning

process such as communicative approach in speaking class and the students as centered in the learning process. They asked students to be more active in the classroom.

Based on the explanation above, lecturers play similar role as lecturer for teaching. Therefore, they applied different methods and strategies in order to transfer knowledge in teaching learning process.

b. Lecturer as motivator and advisor

All lecturers in this research become motivators and advisors in teaching-learning process. Both full-time and part-time lecturer have similarities in motivating and giving advices to students in learning process such as telling stories about overseas so that they encourage students to study abroad, giving advices by telling religion stories, providing motivation word, and motivate students by giving awards. The example from full-time lecturer, AZ she gave them motivation by saying: "Don't be afraid to make a mistake in learning, when we make a mistake, we will learn a lot". This is motivation words, AZ motivated them not to be shy and afraid of making mistakes while answer question from the lecturer. Another case in my classroom observation, SY gave the students awards for who translate the sentences. SY said: "Ok class! Today I will give you plus score for who want to translate this sentences". Then students' enthusiasms increased. Then SM acted as motivator while he encourage students to continue study abroad. He said: "if you want to open your mind, please go abroad and take a risk!...".

According to the interview, AZ argued:

"...I often to be advisor and motivator. I not only transfer them knowledge, because in my class many of students afraid to express their ideas and I give them advice how to reduce the nervous so, I think do this role".

Besides, in part-time lecturers' class the researcher also find similarities roles in teaching-learning process. For example, YM gave them motivation by saying: "No body is perfect so, don't be afraid to face the challenges...". YM motivated them by giving motivation words she motivated the students to be brave in facing the challenges. Another case in the classroom, AN also gave the students awards for who want to perform the tasks. AN said: "well, I will give you additional score for who want to be volunteer to perform this topic". Besides, MY acted as advisor while he gives students advices by telling religion stories. He said: "all of you should be prepared for the judgment day, everyone will be asking about your activity in the world, so my lovely students, please use your time with beneficial activity, such study and pray...".

According to the interview, AN argued:

"...I try to be a person who give them motivation and encourage them so that they have strong interest in learning. For being advisor I give them advices to be a good personality or to be imitate other person who have a good personality or model.".

Based on my observation, interview and the explanation above, full-time and part-time lecturers keep involving in motivating students and it helps students improve their interest in learning.

c. Lecturer as facilitator and planner

Based on my classroom observation all lecturers who participated in this research they play role as facilitator and planner by providing material, learning media/tools and also discussing about what they need to do in the next meeting. In speaking class SM and AN

became facilitator and planner by providing a related topic then they reviewed last material and correct student's mistakes. Then, SY and YM became facilitator in teaching-learning process by giving material book or pieces of paper to the students and provides some vocabularies. Last, AZ and MY became facilitator in learning process by creating appropriate learning situation, they used cooperative learning method in the class. AZ also becomes a planner when she instruct and tell the students to do an activity. Besides, MY used speaker and infocus as media in teaching-learning process.

According to the interview SY said that:

"...I guess I act as facilitator, I guide them to involve and active in learning process. So I think I tend to be facilitator, I provide the situation and try to give them opportunity and I won't to dominate the class."

Based on my observation, interview and the explanation above, all lecturers in this research played similar role as facilitator and planner in teaching-learning process and it helps students improve their interest in learning the interest is measured by observing students' enthusiasms while learning process.

d. Lecturer as observer/researcher and assessor

These roles provided by the lecturers in order to observe and measure their teaching performances and student's abilities in teaching-learning process. They observe their teaching performances by observing students' responds and enthusiasms in learning. They also do self-reflection to improve their teaching performances. The lecturers not only observe their teaching performances but also observe and assess student's abilities related to the subjects. SM plays role as observer when he asks students to pronounce a word. He said: "please read the words

on the white board!". Then students pronounce it together, SM cheeks students' pronunciation and correct it. AN plays role as observer when he asks students to perform the task in front of the class. She said: "Up your voice and speak clearly and slowly!". Then students respond to the instruction, AN cheeks students' pronunciation and also correct it. In the other class SY, AZ, YM and MY assess students' abilities also by provided quiz and test.

Based on the explanation above, all lecturers play similar role as observer/researcher and assessor. They observe their teaching performances and assess students' abilities by giving a test in learning, it hopes the lecturers will make an improvement in teaching-learning process.

e. Lecturer as role model

According to my observation through the classroom all lecturers provide this role. A lecturer or educator must be a role model for their students because students learn not only from what their lecturers said but also from what they did in learning practice, skills and attitudes. In speaking class, listening class, and translation class they become role model by attending on time in the classroom, dressing neatly and appropriately and speaking wisely, politely and academically. They becomes a good model in the classroom in order to form or to shape students' moral. A students will follow their lecturer or educator styles and attitude toward the class. As the lecturers, they show their students how to become independent, carefully guide them and take a hand when it is necessary.

So, based on the explanation above and my classroom observation, it can be concluded that the lecturers provide similarities in this role by giving a good example for their students. By this role, lecturers must be able to form a good attitude to their students. Having good attitude makes students learn easier and more effectively because they will respect and pay attention to their lecturers.

f. Additional roles on my classroom observation

Based on my classroom observation all lecturers also have additional roles such as classroom manager, director, supervisor, parents, and friend. I did not mention these roles in the literature review because I only sum up several roles based on the previous study.

According to SM, he argued: "...We do not function only as a lecturer but also friend when it needed be...", and AZ also said: "...they will more comfortable to study when we can be their friend". Besides, SY, SM and AZ play roles as classroom manager and director by managing classroom seat and attendant list. As a parent and supervisors they provide these roles by guiding them and listening their personal problem sometimes such AZ said: "...they need us to be a motivator, an advisor even as parents to understand them".

Then, YM said: "...I tend to be a friend for my students, because that will make them easy to work in the class without feeling to be shy or embarrassed...". Besides, MY, AN and YM also play similar roles as classroom manager and director by managing classroom seat and attendant list. As a parent and supervisor they provide these role by guiding and direct them such MY as a lecturer he tend to be motivator and supervisor, he said that: "...I play role as a motivator and a supervisor. All faculty need the figure of multidimensional lecturer, so that the lecturers can direct and supervise the students".

Based on the explanation above all lecturers provide another roles in order to improve student's interest in English learning and achieve the goals of education.

g. Additional information of the research

In this research I found severals additional informations about the similarities and the differences about lecturers' roles in teaching-learning process based on full-time, part-time lecturer and their gender.

Actually both male, female, full-time and part-time lecturers they provide the same roles in teaching-learning process such as lecturer for teaching, advisor, motivator, planner, facilitator, observer, assessor, role model, supervisor, classroom manager, as friend, and as parents. They provided all these roles in their own way. Sometimes they used same methods and strategies in teaching, they also gave motivation words for students in order to motivate and increase students' interest in learning. Every lecturers is also a good role model for their students. But then, between male and female lecturer they have different capacities in playing all these roles.

Based on my observation and the interview, male lecturers tended to be lecturer for teaching, planner, facilitator, and classroom manager. They were more involved in these roles, meaning when SM, SY and MY taught the students they played these roles more often than AZ, AN and YM. Besides, SY argued:

"...I guess I act as facilitator where I guide them to involve and active in learning proces".

On the other hand, female lecturers tend to be an advisor, an assessor, a supervisor and parents. They were more active in giving advices and guide their students. They played these role more often while teaching-learning process. Such AN said:

" ...I give them advices to be a good personality or to be imitate other people who have a good personality or model".

So based on the explanation above, it can be concluded that both male and female lecturer they play the same roles in teaching-learning process but then they have different capacities in providing all these roles. Male lecturer they pay more attention in transferring knowledge, whereas female lecturer more involved in shaping or forming students' behaviors.

A.3 Pedagogical implication of the study

Regarding to the second research questions that I found from the lecturers about the pedagogical implication of this study. Based on the research findings the lecturers of English education department UIN Ar-Raniry Banda Aceh have multidimensional role or character. They provide this role through teaching-learning process. Their roles in the classroom really need to increase students' motivation and interest in English learning. Then base on gender, booth male and female lecturer they have different capacities in providing all these roles, it will lead a problem in teahing-learning process. As an educator the lecturer should be aware of their role, they should be able to provide all roles in the same capacities. They do not only tend to be as a motivator, as a advisor and etc., but they also need to be balanced in their role.

Multidimensional role have impacts or influences both students and lecturers. Therefore, this role has positive impacts or influences for education field especially in teaching-learning process. It is important aspect for lecturer and teacher in teaching and learning process and it will be one of the things that have to be considered as an educator. By providing this role teaching-learning process obtained good results such as students' high motivation and interest in learning, increase lecturer teaching performance and develop their professional. It is also hoped that the lecturer should provided this role in more creative and inovative ways in order to improve students' interest in learning. Besides, English Language Education of UIN Ar-Raniry Banda Aceh should pay more attention to the role of teacher, and management of the department.

B. Discussion

The purpose of this research is to find out the role of English lecturer and the pedagogical implication of English lecturers role as multidimensional human being at the Department of English Education at Ar-Raniry State Islamic University Banda Aceh. The researcher collects the data by using interview and observation then apply qualitative technique to analyze the data. English lecturers at UIN Ar-Raniry perceived that multidimensional role is one of important role for educator. The research questions of this thesis are about lecturers' perception and lecturers' role of their multidimensional role.

Generally, based on the result of interview and observation that I conducted, I found that there is similar and different perception and role of full-time and part-time lecturers in their multidimensional role, such as lecturer for teaching, a motivator, a facilitator, an advisor, an assessor, a planner, a role model, and a researcher/observer. Besides, lecturer also has another roles such as a classroom manager, a director, a supervisor, a parent, and a friend. The lecturers gave good responses to the interview even though there was a differentiation of perception and role but it is still in the small scale. The result of the research shows that there is no revealing different perception and role between full-time and part time-lecturer about their multidimensional role. Based on gender, both male and female lecturers they also provide the same roles in teaching-learning process but they have different capacities in providing all these roles. Male lecturer they more pay attention in transferring knowledge, whereas female lecturer more involved in shaping or forming students' behaviors. Therefore, all the lecturer of this research are considered as a professional lecturer. They stated that multidimensional role is one of the important aspects for educators and lecturers in teaching learning process and it can improve their pedagogical competence, shaping attitude and engaging students in the classroom. It is hoped that the lecturer should provided this role in more creative, inovative ways and have to be balanced in order to improve students' interest in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestions are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusion

Based on the data which were obtained from interview and observation the lecturers in English language education department at Ar-Raniry State Islamic University Banda Aceh they have similar perception and roles toward their multidimensional role. According to them, multidimensional role is important for educator because it will improve their pedagogical competence, shaping their attitude and engage their students in classroom. Furthermore, all lecturers who participated in this research have multidimensional role such as lecturer for teaching, a motivator, a facilitator, an advisor, an assessor, a planner, a role model, and a researcher/observer. Besides, lecturers also have another roles such as a classroom manager, a director, a supervisor, parents, and a friend. Based on gender, actually both male and female lecturers provide the same roles in teaching-learning process but they have differences to the capacities in playing all these roles. As an educator the lecturer should be aware of their role, they should be able to provide all roles in the same capacities. They do not only tend to be as a motivator, as a advisor and etc., but they also need to be balanced in their role. Therefore, all of the lecturers of this research considered as a professional lecturers. Multidimensional role has positive influences or impacts on students and lecturers such as the students will have stong

motivation and interest in learning and it is also improve teaching performances of lecturer. English lecturers should be more creative and inovative to provide the role in teaching-learning process.

B. Suggestions

In order to engage students in the classroom and to enrich their capacity in teaching, lecturers should always involve themselves in providing multidimensional role to creat good classrom atmosphere and enjoyable. In additionally, futher research will be conducted to explore more information both from lecturer and students for advancement of teaching and learning. I hope this reseach not only use for students or lecturers but also for the management of faculty of Education and Teacher Training especially for The Deparment of English Language Education.

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OBSERVATION CLASS SHEET

Name Observer   :

NIM   :

Name of University   :

Faculty / Department   :

Day / Date   :

  A. Introduction

   1. Campus location   :

   2. Classroom description :

   3. Grade/ Level   :

   4. Lecturer   :

   5. Course   :

   6. Number of students   :

  B. Core Activity

No.	Statement	1	2	3	4	5	Explanation
1.	Lecturer attended the classroom on time						
2.	Lecturer teachs students related teaching materials						
3.	Lecturer give motivation during the learning process						
4.	Lecturer role as facilitator						
5.	Lecturer role as models						

6.	Lecturer role as advisor						
7.	Lecturer role as planner						
8.	Lecturer role as researcher/observer						
9.	Lecturer assess student's assignment						
10.	Lecturer responsible to the class management						
11.	Lecturer asking questions to the students						
12.	Lecturer respond to student's questions						
13.	Lecturer give awards and punishment						

Note:

1 = None

2 = Litlle

3 = Some

4 = Considerable

5 = Great

Another addition roles / activities   :

(mention and explain)_____

INTERVIEW RESULT

Name : YM

1. Have you ever heard about the lecturer role as multidimensional human being?
   Answer : Of course! I have ever heard that term before.

2. Could you please give your perception or opinion about the lecturer as multidimensional human being?
   Answer : Multidimensional lecturer is someone who is not only being in classroom but also can be motivator, interpreter and a good friend for his/her students, so the lecturer not only lecturing but more than that such as give motivation, ask them to work together in group or cooperatively.

3. Talking about the lecturer role as multidimensional is it important or not? Could you please give your opinion? Why?
   Answer : Yes, absolutely, because when the lecturer only being a lecturer without other dimension it little bit like monotonous person.

4. So do you think you have multidimensional character as a lecturer? If yes, which criteria you tend to do? Why?
   Answer : I think so, ya. I tend to be a friend for my students, because that will make them easy to work in the class without any feeling to be shy or embrace in classroom so when they treat me as their friend everything will be ok!. Because it is not my lecturer it is my friend as well.

5. Could you please to explain what the impact or the influence of multidimensional lecturers to students?
   Answer : The student will be more active in learning, more productive in the class and they will be more confident because they see this lecturer not so very serious person in front of his/her students, so ya this will be fine or support students to participate in the classroom.

6. According to you do the English department students require a multidimensional figure from lecturers?

Answer : Ya it is will be better because as I said before multidimensional lecturer will play, I mean like a real actor in the classroom not only as real teacher.

7. Based on those characters of lecturers as multidimensional beings does it help you to increase student interest in English learning?

Answer :Ya, of course because when we facilitate or motivate our students they will have like a lot of number of motivation.

Name : SY

1. Have you ever heard about the lecturer role as multidimensional human being?

   Answer : No, I have never heard it.

2. Could you please give your perception or opinion about the lecturer as multidimensional human being?

   Answer : But you say it is about human touch, human touch is very important because we need human being , even though we have technology such computer, film picture, we also have transparency whatever that we do. But in this case teacher plays many roles in study, why? Because it is human touch, human touch is very important, by approach students one by one you can figure out their piece of learning, some people learn very fast and some others learn very slowly, so we can dictate that as human being we need to tag it. Individual differences, sometimes you need to do personal teaching, some students need special treatment, so that we need to be aware as a teacher.

3. Talking about the lecturer role as multidimensional is it important or not? Could you please give your opinion? Why?

   Answer : It is not really important in university level. I think this role should be played to kindergarten teachers. In my class we follow the philosophy of learning constructivism, we prioritize to do inquiry, and I mean I implement inquiry technique in the classroom. I don't want to open dictionary by myself, but I guide them to do inquiry to find the meaning by themselves by open dictionary, even online dictionary, thesaurus, etc. Is it call as multidimensional?. I don't say that I have multidimensional characters, but I role as facilitator, that mean I do not dominate classroom activity. I ask my students to speak up and express them self, do cooperative, discussing in group, explore many sources on the internet and guide them to filter the information. So, this caused them to think critically, I think to feed them all the time is not good, feed I mean here is to transfer knowledge. Again as I told you before that being multirole in the class is not really important for me, so I only act as facilitator I think.

4. So do you think you have multidimensional chararcter as a lecturer? If yes, which criteria you tend to do? Why?

Answer : I don't have many roles to be played in the class or you said that as multidimensional lecturer, but I guess I act as facilitator where I guide them to involve and active in learning process. So I think I tend to be facilitator, I provide the situation and try to give them opportunity and I won't to dominate the class.

5. Could you please to explain what the impact or the influence of multidimensional lecturers to students?

   Answer : I don't know it's affect students or not. Because I think the role as multidimensional is not really need in university level. Kindergarten level maybe need this role, the teacher should play with children at that level.

6. According to you do the English department students require a multidimensional figure from lecturers?

   Answer : I don't think so, in general perspective of multidimensional role maybe the students of university will required that. But if in specifically I think they don't need it.

7. Based on those characters of lecturers as multidimensional beings does it help you to increase student interest in English learning?

   Answer :I don't know, because I think I not really have multidimensional characters. I don't know it will help them or not in studying English.

Name : AN

1. Have you ever heard about the lecturer role as multidimensional human being?

   Answer : Not really, but as I know the lecturer plays many roles in classroom.

2. Could you please give your perception or opinion about the lecturer as multidimensional human being?

   Answer : Yes, I know being a teacher or lecturer is not only teaching or transferring knowledge but lecturer need to plays several roles in the classroom. Lecturer should be able to be motivator, supervisor, advisor, controller, etc. I mean there are a lot of roles that should be played by lecturer in classroom, so not only teaches them content or knowledge of the course but lecturer also need to give advice to their students, lecturer need to motivate students, encourage them, monitored and controlled them. Sometimes the lecturer finds impolite students or not good attitude then lecturer tries to give advice tries to close with students, maybe they have problems inside or outside the classroom or with their family so that lecturer need to know their students by communication with the students. We can understand the student with their own uniqueness because everybody is different so we need understand and they also try to understand the way we are.

3. Talking about the lecturer role as multidimensional is it important or not? Could you please give your opinion? Why?

   Answer :It is really important in my opinion, sure because students need to be cared, controlled, monitored, taught and etc., so that why to be multidimensional lecturer is important to students. Teaching-learning process not only transferring knowledge as I told you before but also how we build a good characteristic of students they will have strong motivation in learning as internal & external motivation. So that when we build a good motivation or interest to student the learning process will be successful, meaningful or effective, so we don't only teach the student the course we also try to build their self-confident to survive their life, the knowledge or the information that we give to them should be useful for their life, they will be the person who have strong personality or good personality now and then.

4. So do you think you have multidimensional character as a lecturer? If yes, which criteria you tend to do? Why?

   Answer :I think it is not an easy question for me because it's really difficult to measure ourselves because we are human being and I also human being so the question is hard to answer for me because usually other people will measure, asses and know what we do in the classroom or outside, but if I can try to do self-reflection for my classroom even though it is not perfect or whether it is successful or not, but as multidimensional lecturer I think I try to do my best to my students beside role being lecturer for teaching I try to be a person who give them motivation, advice, monitored and controlled them when I give them activity, I need to controlled and monitored them what they are doing whether they do what I instruct them to don or not and then sometimes I try to be the person/lecturer who give them motivation and encourage them so that they have strong interest in learning, for being advisor I give them advice to be a good personality or to be imitate other people who have a good personality or model.

5. Could you please to explain what the impact or the influence of multidimensional lecturers to students?

   Answer : I think multidimensional characters have many impact / a lot of impact to students, yaa I told you before it's almost the same answer I give you, they will have self-confident, good personality, they would be strong person who always study hard, do their best in their life, and they are the people who also can be careful on their daily life in speaking or doing anything.

6. According to you do the English department students require a multidimensional figure from lecturers?

   Answer :I think so, one more time I would like to make sure, is it what I understand just now is correct? I am afraid I miss understand.

   Sure , because our test is not enough only in teaching/course but we need to play several roles, to be good partner for them to understand what they are facing in their life to understand the characteristics of them, so by understanding the students reaction. Give the task/ assignment which is suitable to them and vary our activities technique in classroom.

7. Based on those characters of lecturers as multidimensional beings does it help you to increase student interest in English learning?

   Answer: I think so, by playing multidimensional role, the students will be motivated in learning activity and we can encourage them, and improve their self-confidents.

Name : SM

1. Have you ever heard about the lecturer role as multidimensional human being?
   Answer :Yes, I ever heard that before.

2. Could you please give your perception or opinion about the lecturer as multidimensional human being?
   Answer :As I understand, I think multidimensional role of lecturer is a lecturer who can perform as a teacher, as motivator, as colleagues, as friend, not only concern with teaching. That as I understand about this topic.

3. Talking about the lecturer role as multidimensional is it important or not? Could you please give your opinion? Why?
   Answer :Yes it is important, it's important because we do not function only as a lecturer but also as friend when it need be and also motivator when occasion erupt.

4. So do you think you have multidimensional character as a lecturer? If yes, which criteria you tend to do? Why?
   Answer :I think it is your job to observe me in the classroom. If I answer this I think it is not an objective answer.

5. Could you please to explain what the impact or the influence of multidimensional lecturers to students?
   Answer :I think in some way, the students will feel comfortable when talking with his/her lecturer because the lecture doesn't treat them only as students, it could be as friend, as helper or partner, so I think it will give a lot of benefit to booth the students and the lecturers. It's not only for students, but also for lecturer because lecturer they can also ask students to participate easily in the classroom, so that the way teaching process will be smooth and the purpose teaching and learning will be successful or achieve, because it is the process of transferring knowledge and attitude.

6. According to you do the English department students require a multidimensional figure from lecturers?
   Answer : Ya of course!.

7. Based on those characters of lecturers as multidimensional beings does it help you to increase student interest in English learning?

Answer :Yes, obviously, because the students acknowledge they are as a partner in classroom they feel at easy so they will comfortable to talk with their lecturer then they can express their ideas more freely so that somehow help their attitude toward the class so they want contribute to the class and will useful to all member of class.

Name : AZ

1. Have you ever heard about the lecturer role as multidimensional human being?

   Answer: Honestly, I never heard about that. Maybe I don't know the term but I know the real role about that.

2. Could you please give your perception or opinion about the lecturer as multidimensional human being?

   Answer : I strongly agree with this role, because as a lecturer/educator we not only transferring knowledge to the students but we do several roles which I mean they need us to be motivator, advisor even as a parents. How to make the students closes with us so that we will be easier in transferring knowledge.

3. Talking about the lecturer role as multidimensional is it important or not? Could you please give your opinion? Why?

   Answer :Of course it is important.

4. So do you think you have multidimensional character as a lecturer? If yes, which criteria you tend to do? Why?

   Answer :Personally, in my opinion I as a lecturer I often to be advisor and motivator. I not only transfer them knowledge because in my class many of students afraid to express their ideas and I give them advice how to reduce the nervous so I do this role.

5. Could you please to explain what the impact or the influence of multidimensional lecturers to students?

   Answer : In my listening class there is an example of student, basically this student has no ability in English he afraid do a mistake in my class. So, I told him to not be afraid do a mistake in learning I motivate him to increase his ability by listen to English conversation and communicate with his friend. His friends told me that he shows development of his ability. Some lecturer not pay attention in this case, even they force students in learning, I think it is not good in learning process. So in my opinion the influence or impact of lecturer as multidimensional is very impactful. Ya that is an example of the case, they will more comfortable to study when we can be their friend.

6. According to you do the English department students require a multidimensional figure from lecturers?

Answer: I think yes, of course!. Even in the field/fact in learning process there are a lot of lack of lecturer role.

7. Based on those characters of lecturers as multidimensional beings does it help you to increase student interest in English learning?

Answer :Ya as I give you an example just now, the student has no ability in English, but he has high passion in English so he chooses to study in English department. So by motivating him every day, give him advice, I see the development of student ability. So that way the lecturer who have multidimensional character will be easier to increase students' motivation in learning.

Name : MY

1. Have you ever heard about the lecturer role as multidimensional human being?
   Answer :Yes, I heard that before.

2. Could you please give your perception or opinion about the lecturer as multidimensional human being?
   Answer :Multidimensional is as lecturer we not only act as who transferring knowledge or teach students from beginner to be expert, as a lecturer we should be supervisor, be director, guide them to be a good person.

3. Talking about the lecturer role as multidimensional is it important or not? Could you please give your opinion? Why?
   Answer: Ya it is important, very important. Because as lecturer we are not only transferring knowledge but also we build good character of students, so we not only teach them but also educate them, ya guide them to have good attitude.

4. So do you think you have multidimensional character as a lecturer? If yes, which criteria you tend to do? Why?
   Answer :Ya, we must have the characters. I role as motivator and supervisor.

5. Could you please to explain what the impact or the influence of multidimensional lecturers to students?
   Answer :I prefer if the students do an effort in studying they have a high passion in studying, they should have good morals. So I think this is the influence of multidimensional role that to encourage them to have high passion in studying.

6. According to you do the English department students require a multidimensional figure from lecturers?
   Answer :Actually, all faculty and department need this figure of multidimensional lecturer. Not only English department all faculty need the figure of multidimensional lecturer so that the lecturer can direct and supervise the students.

7. Based on those characters of lecturers as multidimensional beings does it help you to increase student interest in English learning?
   Answer :Ya, it is really help me in teaching-learning process. The students will be more comfortable and pleasure if we approach them personally, so that they will closer with

their lecturer. If students and lecturer have good relationship the learning will be more easily.

AUTOBIOGRAPHY

1. Name   : Mauliana Syafmita
2. Place/Date of birth   : Banda Aceh, 29 Juli 1995
3. Religion   : Islam
4. Nationality   : Indonesian
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11. Parents' names
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12. Educational Background
    a. Elementary School   : SDN 10 Tapaktuan (2001-2007)
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    c. Senior High School   : MA Darul Ulum (2010-2013)
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Banda Aceh,January 15th, 2018

(Mauliana Syafmita)