EXAMINING TEACHERS' ROLE IN MOTIVATING STUDENTS' LEARNING

THESIS

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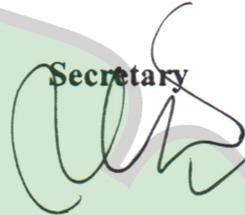
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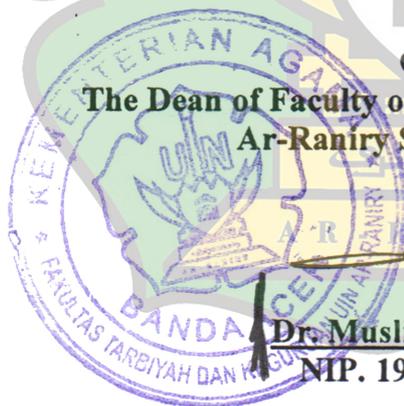
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ABSTRACT

This thesis is entitled "**Examining Teachers' Role in Motivating Students' Learning".** The purposes of this study were to to find out the way the teachers encourage student in learning process and to find out some specific strategies that teachers use to motivate the students in learning process. This research used qualitative approach based on interview as descriptive research framework. The participants of this study were two English teachers at MAN Darul Ulum Boarding School coded as TC1 and TC2. The data was gathered through observation and interview process which leaded to some conclusions. From the data analysis, it can be concluded that there are some ways that the teacher used to encourage the students, these ways can be categorized into four parts including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. The teachers also used some specific strategies such as games and role play. It is hoped that this thesis would give benefit anyone who wants to further the knowledge about the roles of the teachers in motivating students' learning.

Keywords: Students' motivation, teachers' roles

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Finally, I hope that this thesis will be useful for anyone who read it and give beneficial input for English learners, lectures, and future researchers in language teaching.

Banda Aceh, 07 December 2018

Maria Ulfa

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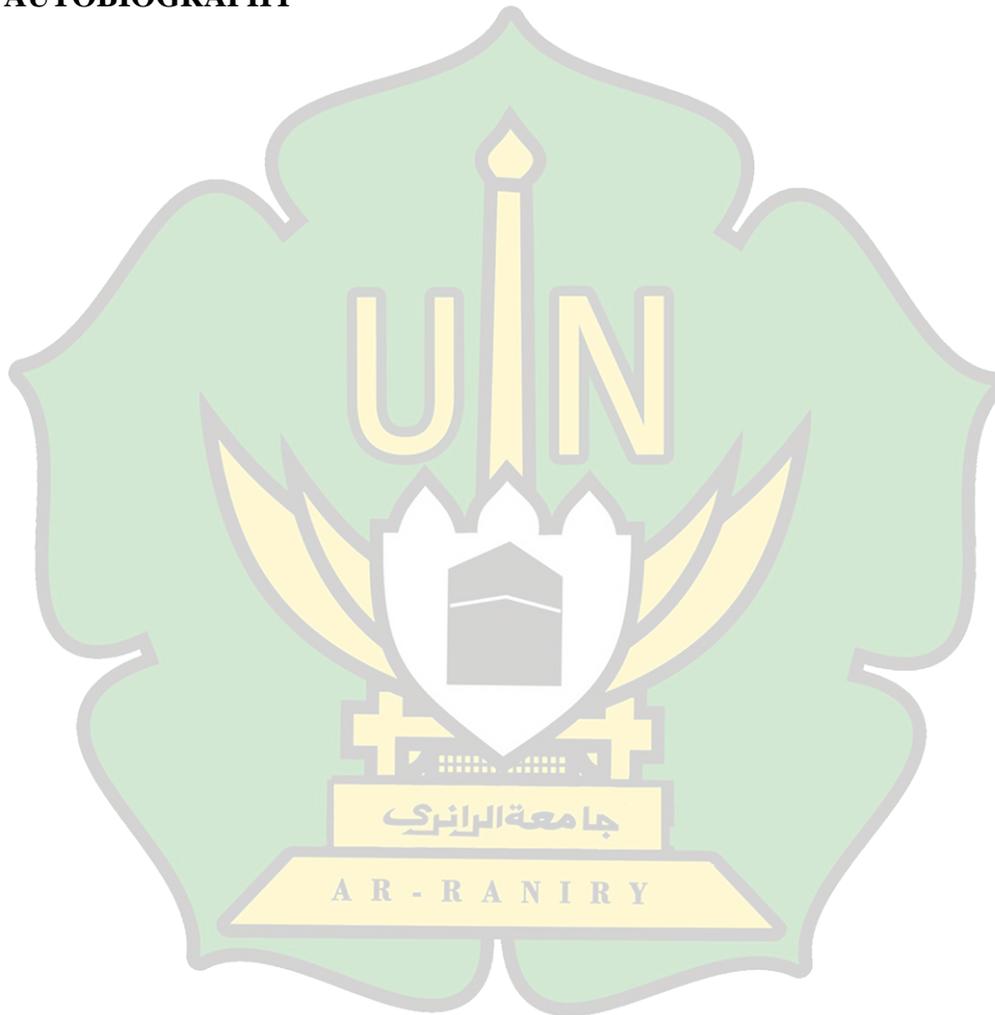
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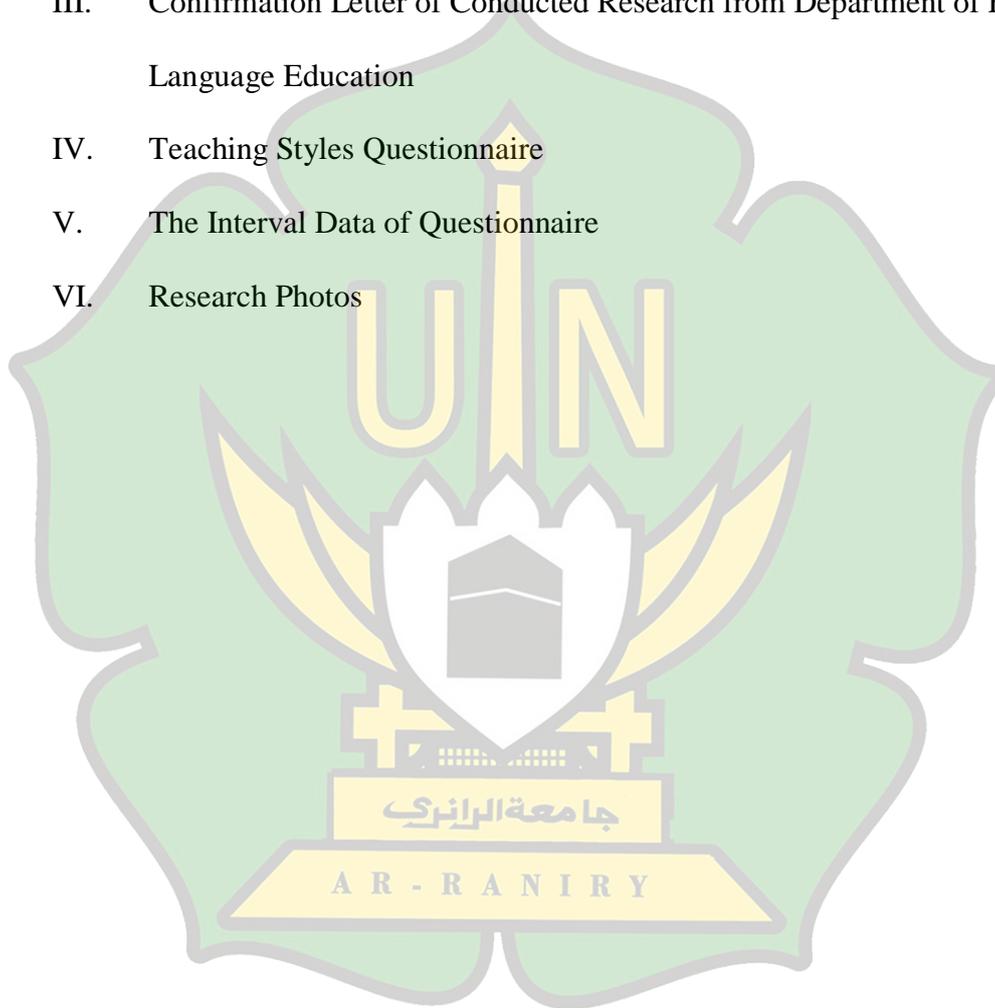
CHAPTER I

INTRODUCTION

A. Background of Study

In the field of education, teacher is not a strange term. All teachers have important role in conducting a communicative class, they have a significant role in learning process. The role of teachers in teaching and learning process includes many things. They could be as a lecturer, a class manager, a supervisor, a consular, an explorator, and even a motivator.

It is universally recognized that teacher is a backbone of any educational system because knowledge is transferred from the teachers to the learners. Every country is giving prime importance to the quality of teachers and national policies have been influenced by the growth of realization that teachers have a key role to play in determining the quality of output of educational institutions (Malik, vol 2 2007 p.784)

The role of a teacher is to help students in applying concepts, such as math, English, and science through classroom instructions and presentations. Their roles are also to prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff. Being a teacher is much more than just executing lesson plans. in today's world, the role of teachers is a multifaceted profession. They carry the role of a surrogate parent, class disciplinarian, mentor,

counselor, book keeper, role model, planner and many more (Cox, 2018, February 04).

The role of a teacher is clearly more than just planning and executing lesson plans, but also becoming the student's third parent. Look at the amount of time that teachers spend with their students. One benefit of the role of a teacher is being a constant role model for their students. Children with lack of a solid family foundation will really need benefit from a positive role model. Teachers that portray an image of confidence and accomplishment will help in fulfilling a child's need of a positive role model when the family may fail to provide such figure (Cox, 2018, February 04).

According to the George Lucas Educational Foundation (1991), the role of a teacher today is much different than it used to be. Teachers' used to be told what to teach, and how to teach it. They were expected to use the same methods for all students. In today's world of education, a teachers' role is quite multifaceted. Their job is to counsel students, help them learn how to use their knowledge and integrate it into their lives so they will be a valuable member of society. Teachers are encouraged to really tune into how the students learn, and try to really challenge and inspire them to learn.

One of the most difficult aspects of becoming a teacher is learning how to motivate the students. Students who are not motivated will not learn effectively. They will not retain information, they will not participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons.

For instance they may feel that they have no interest in the subject, find the teachers' methods un-engaging or be distracted by external forces, or it may even come to light that a student who appeared unmotivated actually has difficulty in learning and need special attention.

Motivation is very important in teaching and learning activity. Motivation can be said as arrangement of efforts to prepare to certain condition. Motivation can be stimulated by outside/internal factor but it increases inside the people. In teaching and learning process, motivation can be said as everything of the activator inside the students who growth in learning activity (Saefurrohman, 2004 p.15).

There are several things that should be noticed in the learning process, including how to make students motivated in the learning process. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990, p. 525) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks". On the other hand, Turner (1995, p.413) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring".

Due to several factors above, the authors conclude that motivating students in the learning process is really important. The writer take the title "examining the role of teachers in motivating student learning" in completing the final project.

B. Research Questions

Based on that case, this study is focused on the following questions:

1. How do teacher encourage students in learning process in the classroom?

2. What are specific strategies that teachers use to motivate student in learning process ?

C. The Aims of Research

The purposes of this research are as follow:

1. To find out how the teachers encourage students during learning process.

2. To find out specific strategies that teacher use to motivate student learning in learning process.

D. Significance of the Research

The study is expected to have significance in both theoretically and practically.

1. Theoretical Significance

The result of this research is to make teachers understand that students need to be motivated. The teachers are expected to apply some of strategies

which can make the students are motivated in learning. It aims to get the objective of education which is in curriculum.

2. Practical Significance

   a. For students, this study will be very useful to increase their motivation on their learning and their daily live.

   b. For the researchers, this study can add insight knowledge about teacher role in teaching, especially on how to make students motivated in learning.

E. Terminology

To avoid miss understanding, it is necessary to clarify some terms provided in this research including examining teachers' role in motivating students' learning.

1. The Teachers' Roles

It is important to study the teacher's role in a knowledge community because teachers play a critical role, both in classroom innovations and, generally, in students' learning. Implementing a knowledge community approach presents a daunting challenge for teachers whether novices or veterans, and a better understanding of the teacher's role within a knowledge community approach could inform professional development practices (e.g., teacher training programs).

Teachers' intensive involvement is a critical factor for the success of any educational innovation (Nir-Gal & Klein, 2004), including the knowledge community approach (Bielaczyc & Collins, 2006; Slotta & Najafi, 2012). They

are the executers of any innovation, and their success will determine whether the desired pedagogical change can be carried out or not (Cuban, 1993; Garet, Porter, Desimone, Birman, & Yoon, 2001). If a teacher does not wish to change, for example, it is not likely that they would do so, no matter what the form of professional development. Teachers' conceptual understanding of the underlying pedagogical theories will greatly influence whether they can enact the innovation with fidelity to its design (Shulman & Sherin, 2004). However, research has largely ignored the teachers' role in any educational innovation (Shulman & Sherin, 2004). Therefore, studying the teacher's role will help us to better understand how we can support teachers in design and enactment of knowledge community curriculum.

Teachers have substantial influences on students' learning, including the design of learning sequences and scaffolding of learning processes (Cochran-Smith & Zeichner, 2006; Rowan, Correnti, & Miller, 2002; van Joolingen, de Jong, & Dimitrakopoulout, 2007). Teachers organize students' learning activities and procedures in classroom (Baines, Blatchford, & Kutnick, 2008; Elbers & Streefland, 2000b). They directly support students' discussions and interactions with learning materials (Light & Light, 1999; Meloth & Deering, 1999; Mercer & Wegerif, 1999; Rasku-puttonen, Eteläpelto, Arvaja, & Häkkinen, 2003; Rasku-Puttonen, Eteläpelto, Lehtonen, Nummila, & Häkkinen, 2004).

According to Vygotsky (1978) notion of Zone of Proximal Development, students benefit from interactions with peers who are slightly more mature in their understandings, and from materials representing a slightly more sophisticated

view or interpretation than their own. Typically, it is the classroom teacher's role to provide for such interactions (Elbers & Streefland, 2000b). Even though students take more responsibility for their learning in knowledge community, they still need teachers to structure and scaffold their learning process (Baines et al., 2008; King, 2008; O'Donnell, 2006). This includes explicit prompting or guidance in collaborating with peers to attain successful learning (Bennett & Dunne, 1991; A. L. Brown & Campione, 1994; Elbers & Streefland, 2000b; King, 2008; Rogoff, 1994). Hence, studying the teacher's role in the knowledge community approach can reveal how teachers organize and support students' learning, thus informing formal descriptions of how the knowledge community approach provides students with learning opportunities and foster their 21st century capabilities (Staples, 2007).

2. Motivation

The word "motivation" has many interpretation and includes such notions as longing, push, volition, wish, pressure, interest, aim, purpose, etc. scholars have not found an exact consensus up to this day, and therefore, there are several possible perceptions of what motivation is. Homola (1972, p.11) proposes a definition that: " The word motivation is the common name for all impluses that lead to behavior, or as the case may be, to certain behavior." According to that definition motivation is something that prompts or incites the action. William & Burden (1997, p. 120) who explain that motivation is "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".

Gardner (1985, p. 50) extends this idea by stating that: "…motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal is a stimulus which gives rise to motivation, individual differences in motivation itself are reflected in the latter three aspects…". Educational setting and cultural context both are related to motivation but are not applicable for ability (Jenifara, 2015)

3. **Students' Learning**

Learning outcomes describe the measurable skills, abilities, knowledge, or values that students should have amassed upon finishing a program (USC,   2010). Culturally relevant teaching empowers students socially, emotionally, intellectually, and politically by creating a connection be-tween students' home and school lives, while meeting district curriculum requirements (Ladsen-Billings, 1994). Learning must be socially relevant to students' lives to help them apply classroom content outside of school.

According to Anderson & Burns (2013), one strategy that instructors can use to assess relevance is to ask students to write a one-minute paper on the topics that they found most significant during the class. This allows students   to consider what they deemed relevant, and to explore the depth of their knowledge (Anderson & Burns, 2013).

CHAPTER II

LITERATURE REVIEW

A.   Teachers' Role

Teacher is a person who teaches, especially in a school. It is universally recognized that the teacher is the key person in an education system. She/he enjoys the high esteem and prestigious status sometimes denied to kings and emperors and he/she plays pivotal role. Around him, whole system of education revolves. Nowadays, teacher is so much needed in order to develop education's quality. According to Harmer (1990), there are metaphors to describe what teachers do; sometimes they are like actors because they are always on the stages. Others think they are like orchestral conductors because they direct conversation and set the pace and tone. In other words, teacher is a person who is trusted to educate the young generation to be a well-educated person. Being a teacher is not as easy as what people think. Teacher should know how to teach and manage their students in the classroom. In addition, teacher has a significant role in teaching the students.

Furthermore, Richards & Rodgers (2014) state that 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. In attempting to determine a problem language, the teacher has some roles. A good teacher should have a capacity to perform his roles depend on different circumstances effectively. According to Harmer (1990), a teacher has six roles in managing a class, they are controller, assessor, organizer, prompter, participant,

and resource. Additionally, Sanjaya (2007) also states that teacher has six roles in managing a class during teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator.

Teachers can also build up their students' and their own self-management and learning skills in the classroom. Smith and Lastleth (2002) point out four rules in classroom management. The first is "get them in" which means the way teachers start a meeting or a class. This rule consists of greeting, Seating and starting. The second rule is "get them out" which means the way how teachers end a meeting or a class. This rule consists of concluding and dismissing. The third rule is "get on with it" which means the main part of the lesson the nature of its content and the manner of its presentation and the fourth rule is "get on with them" which means teachers develop good personal relationship with their students.

Research about the teacher's role in guiding inquiry can be categorized into two different levels, according to the grain size of analysis. The "coarse" level of analysis tends to summarize the overall function or role that the teacher provides. Studies in online learning, inquiry learning, and cooperative learning have suggested four general roles: a pedagogical role; a social role; a managerial role; and a technological support role (Berge, 1995; Bonk, Kirkley, Hara, & Dennen, 2001; Maor, 2003)

1. The pedagogical role refers to the set of activities or behaviors that the teacher must enact in order to facilitate or moderate students' learning, such as asking questions, probing student responses, encouraging and modelling student inquiry or collaboration, providing feedback, assessing

or monitoring progress, and etc(Blumenfeld et al., 1991; Bonk et al., 2001; Maor, 2003).

2. The social role serves to create a learning environment to be friendly, with a positive tone that promotes student's participation (Berge, 1995; Bonk et al., 2001).

3. In the managerial role, teachers coordinate assignments, manage classroom, and handle overall course structure (Blumenfeld et al., 1991; Bonk et al., 2001).

4. The technology support role, teachers assist students to deal with technological issues, diagnose and clarify technological difficulties, and others (Bonk et al., 2001; Maor, 2003; Slotta, 2004).

 The more "fine grain" analysis examines the nuanced pedagogical roles that teachers play in helping students participate in the process of inquiry (Elbers, 2003). The sections below present a summary of all the pedagogical roles that have been described to teachers as they guide inquiry-based learning in their classrooms: encouraging collaboration, making connection, promoting reflection, modelling, guiding student learning, evaluating or monitoring learning, and elaborating student's thinking.

1. Encouraging collaboration

Encouraging collaboration refers to that teacher uses various methods to help students become effective collaborators (Hmelo-Silver, 2004). Researchers emphasize the importance of establishing new norms of collaboration (Boaler, 2002; Cohen & Ball, 2001). For example, teacher

should encourage students to develop scientific arguments based on evidence (Minstrell& van Zee, 2000), to take individual responsibilities, and collaborate with peers (Johnson & Johnson, 2008; Lakkala et al., 2005). Teachers should create and maintain a classroom environment of acceptance and mutual respect (Cooper, 2002), encouraging students to share or exchange ideas, and helping them to validate or build on each other's ideas (Crawford, 2000; Palincsar, 1998; N. M. Webb, 2008). Teachers should also suggest to students how they can engage in collaborative group work, such as how to reach consensus, and how to take turns in talking and listening (Krajcik&Blumenfeld, 2006; Johnson & Johnson, 2008; Palincsar, 1998). Getting the students to discuss the effectiveness of their collaboration and providing feedback on their collaborative behaviours can also be important roles for teachers in an inquiry classroom (Cohen, 1994; Johnson & Johnson, 2008).

2. **Making connections**

Making connections means that the teacher helps students to recall or connect to their prior knowledge, experiences, or personal relevance. Learning involves making connections among ideas. However, students rarely spontaneously generate such connections between their exiting ideas and new ideas in their knowledge web (Linn, Eylon, & Davis, 2004). Therefore, the teacher should help students link their own ideas with the work of other students, as well as with some larger ideas that student will encounter later, and the various other ideas that students have explored

during inquiry project (Krajcik&Blumenfeld, 2006; Linn et al., 2004; Staples, 2004, 2007). The teacher should ask students to connect their learning to personally relevant situations. This can include the use of tools that help students represent those connections among ideas or arguments, or links to elements of inquiry process (Linn et al., 2004). N. M. Webb (2008) suggested using questions to motivate students to connect ideas and to link new materials to their existing knowledge. Linn (2006) has argued that instructional strategies that support students in developing strong connections among ideas can provide a foundation for future learning.

3. **Promoting reflection**

Promoting reflection is a role where the teacher should encourage, request, or scaffold students to reflect on their learning activities or the learning process. For instance, Maor (2003) suggested that teachers should promote students' reflective thinking through debates or role-play. Cohen (1994) emphasized the need for teachers to encourage students to reflect on their group collaboration to promote more collaborative behaviour and less competitive behaviour in classroom learning. Hmelo-Silver and Barrows (2006) suggested a summarizing approach to help students reflect on the fit between their hypotheses and accumulated evidence in problembased learning. Johnson and Johnson (2008) recommend having students periodically reflect on the effectiveness of their group work. Reflection can help students identify gaps in their thinking and transfer their problem-solving strategies and knowledge to new context (Hmelo-Silver, 2004).

4. **Modelling**

Modeling is a role in which that teacher uses examples to demonstrate desired learning behaviours in either whole class activities or small group activities (N. M. Webb, Farivar, &Mastergeorge, 2002). Because it is difficult for students to engage in inquiry (Edelson&Reiser, 2006; Krajcik et al., 1998) the teacher should model how to perform investigations (Krajcik&Blumenfeld, 2006), how to guide reasoning with hypotheses, how to think reflectively (Hmelo&Evenson, 2000), how to solve problems (Cooper, 2002), how to explain their thinking, ideas, problem-solving strategies, or what they have learned from their inquiry to peers or the teacher (Oh, 2005; N. M. Webb et al., 2008). The teacher should also illustrate how to make connections, how to work collaboratively with others and build on other's ideas, and how to deal with priority in inquiry. Showing examples of the attitudes and attributes of scientists is another way that teachers can provide models of inquiry (Crawford, 2000).

5. **Guiding student learning**

Guiding student learning is a role in which the teacher helps students to progress in their learning using various pedagogical strategies. For example, explaining the learning activities or inquiry process that students are going to complete (N. M. Webb et al., 2008) to ensure that students clearly understand the purpose of learning tasks and activities (Moreland, Jones, &Cowie, 2006); suggesting alternatives to the inquiry procedure (Roychoudhury& Roth, 1996); selecting appropriate cases or counter-

examples to help students to generate hypotheses, disclose misconceptions, and examine ideas (Hmelo-Silver & Barrows, 2006); directing students' activity towards the learning objectives (Wood, Bruner, & Ross, 1976); coaching, advising, or guiding students while they carrying out inquiry activities (Collins, J. S. Brown, & Newman, 1989; Krajcik&Blumenfeld, 2006); making the discrepancies between students' products and the ideal production obvious (Wood et al., 1976) and guiding students to solve the discrepancies (N. M. Webb et al., 2008); providing hints to help students explain their solution of problem (N. M. Webb, 2008); and giving expert's explanation and advising study practice (Lakkala et al., 2005). Staples (2007) suggested several approaches: requiring students to think about particular questions or aspects of a problem to help guide their inquiry, providing structure to support students in developing and/or articulating their ideas, and modifying learning tasks to provide 'food for thought'. Direct intervention, mediation of students' interaction, and steering students' discussion toward anticipated directions are also important roles of guiding and scaffolding (Hogan, Nastasi, & Pressley, 2000). Some researchers believed that helping students develop inquiry strategies (Crawford, 2000) and assisting students to become self-dependent for direction and information (Hmelo-Silver & Barrows, 2006) are important roles that can foster students' general inquiry capability. Taken together, these researchers emphasize that the teacher's guiding role is important for students to develop new understanding (Oh, 2005).

6. Evaluating or monitoring learning

Evaluating or monitoring learning suggests that teacher evaluates, assesses, or monitors students' learning progress, including their understanding of concepts and their learning outcome, and then provide relevant feedback. Copper (2002) suggested that teachers should ask probing questions to constantly diagnose and look into students' understanding. Hmelo-Silver and Barrows (2006) recommend asking students to make summaries as a way of checking their understanding, to show students the importance and limitation of their thinking, and to monitor students' inquiry progress to keep them on track and focused within the inquiry process. Maor (2003) believed that ongoing evaluation of students' level of engagement is important. Johnson and Johnson (2008) suggest that the teacher should assess and evaluate the quality and quantity of students' learning outcome as well as monitor students' completion of learning task and their using of targeted interpersonal and group skills to determine if any intervention is necessary. Staples (2004, 2007) advocated progressively assessing and diagnosing students' current state of understanding and the underlying difficulties they have. Lakkala et al. (2005) categorized reviewing and evaluating discourse as one type of teacher's scaffolding in computer-mediated collaborative inquiry. Webb (N. M. Webb et al., 2002; N. M. Webb et al., 2008) advised teachers to actively monitor group work to make sure that every group members are involved collaboratively and that students would provide explanations

instead of answers when asked. van Zee and Minstell (1997) and O'Donnell and O'Kelly (1994) also suggested monitoring students' interaction.

7. **Elaborating students' thinking**

Elaborating students' thinking is where the teacher uses a range of pedagogical strategies to promote or elicit students to think more deeply and elaborate on their ideas. N. M. Webb et al. (2008) examined the relationship between teachers' practices of eliciting student thinking and students' participation in explaining ideas in collaborative learning. These researchers found that how teachers asked students to elaborate their explanations have a strong correspondence with: (a) the nature and frequency of students explaining (of their ideas or understanding) to each other during collaborative conversations, and (b) students' achievement. However, this relationship is not unidirectional, as teachers' eliciting practices and students' participation have mutual influences on each other. Staples (2004, 2007) summarized several methods to elicit students' ideas and thinking: (a) making space for students' thinking by seeking students input, thoughts, comments and questions; (b) requesting, pressing, and encouraging students to articulate, further explicate, and share their thoughts and praising them; (c) providing students sufficient time to formulate and articulate their thinking; (d) giving students participation points to contribute to discussion. Inquiry teachers are likely to use questioning techniques to push students' thinking to deeper levels and to

make students' thinking and depth of understanding more apparent (Hmelo-Silver & Barrows, 2006).

B. Motivation

The term motivation comes from the Latin verb "move" which is, to put it simply, the force that makes someone do something. Reeve defined it as something that "…gives behavior its energy and direction" (Reeve, 1993). Crookes and Scmidt based upon education-oriented theory of Keller to define motivation as the choices that are made by people about experiences and goals they approach or avoid, and the degree of effort they exert (Keller,1983). According to Pintrich and Schunk (Pintrich&Schunk,1996) and Williams (Williams & Burden, 1997), motivation is a process that involves goals, physical and mental activity, and is both instigated and sustained. If earlier researchers descried motivation as needs for satisfaction (Maslow, 1987), (Owens, 1987), the more recent psychologists portray motivation as a product of conscious decision (Williams, 1997).

As for learning motivation, its understanding and definition do not always conform to psychological ones. Some researchers consider learning motivation to be the biggest simple factor that affects students' success (Harmer, 1991), as something producing "engagement in and persistence with the learning task". According to Crookes and Schmidt, a motivated student is the one who "becomes productively engaged in learning tasks and sustains that engagement, without the need for continual encouragement or direction"

(Crookes & Schmidt, 1991). A conclusion can be drawn that motivation can be considered a process that greatly influences learner's success.

Teachers or others can play a very efficient role in motivating students. Teachers can make the materials or classroom atmosphere more interesting and non-threatening. Students can learn in a very positive way. If students feel unmotivated to learn, teachers could bring some positive points to motivate them. Motivation is the main and key factor for learning a second language. Students who have positive attitude and motivation in learning, will surely succeed to attain their goal. Gardner (1985 p. 10) defined motivation as; the combination of effort and desire to learn a language and also favorable attitudes toward the language.Meanwhile, Oxford and Nyikos defined motivation differently. "The degree of expressed motivation to learn the language is the most powerful influence on strategy choice" (Oxford and Nyikos, 1989p.294).

In addition, Brown (1994) defined motivation with certain terms like inner drive, impulse, emotion or desire and these terms motivate the learners to perform in a particular action. Oxford and Shearin (1994, p. 78) mostly agreed with Brown as they believe in self-desire to achieve a goal. There are so many researchers who defined motivation differently. It is important to know the influence of motivation in student's performance as well.

Dörnyei and Ushioda (2013) have discussed about motivation in a very descriptive way. From their perspective, motivation derives from the Latin verb "movera" which means "to move". Motivation influences to perform action and

make some choices. They described motivation with two terms: direction and magnitude. They defined motivation more specifically with some points. They are: the choice of a particular action, the persistence with it and the effort expanded on it. In detail motivation helps learner choose specific action. In that process motivation can work out to learn the language. Learners should expand their best effort to attain the goal. These three things can happen only if the learner has motivation or desire to learn.

However, motivation leads or guides the students to the possibilities. Students have some potentiality in them and they just need to believe in that. Motivation leads them to show or prove their potentiality. From every day conversations motivation can be defined. Students have to activate their action always. It is like a process which needs to be activated always. Students should persist towards their goal. All these actions are driven from one umbrella term motivation.

In the field of L2 motivation, studying motivation and context is referred to as a 'situated approach' (Dornyei, 2005), and it focuses on the influences of the learning environment on learner motivation. The general motivational strategies which are relevant to this study will be discussed in the following sections.

1. Creating the basic motivational conditions

Creating the basic motivational conditions is the first area of motivational teaching practice. Dornyei (2001) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. There are three strategies in this section. The first strategy which can contribute to create basic

motivational conditions relate to teacher behavior. The second are creating a pleasant and supportive classroom environment. The third strategy is promoting a cohesive learner group. The dynamics of a learner group is one of the classroom factors affecting students' motivation (Dornyei & Murphey, 2003). Teachers could influence their students' motivation by using different strategies such as showing their enthusiasm in teaching their subject by sharing the reasons of their interest in the L2 with their students (Dornyei, 2001). From this overview of the effort of teachers' behavior on student motivation, it can be seen that teachers could play a key role in motivating students in the L2 classroom.

2. Generating initial motivation

Dornyei (2001) suggests that teachers need to actively create positive attitude towards learning by using some strategies. Example of some broad strategies which L2 teachers could use are enhancing L2 related values of learners, increasing the goal – orienteer of the learners, and encouraging students to create an attractive vision of their ideal L2 self.

3. Maintaining and protecting motivation

Maintaining and protecting motivation is the third area of the framework, which concerns nurturing motivation throughout the learning process. Wlodkowski (1986) states that any learning activity can become satiating. Therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. There are many strategies which could be used in the L2 classroom to contribute to this area of the framework

including presenting tasks in a motivational way, increasing the self-confidence of learners, and promoting autonomous learning (Dornyei, 2001).

4. Encouraging positive self-evaluation

The fourth area of this framework is encouraging positive self-evaluation which relates to the students' evaluation of their own past experiences. As previous research has shown, the way students attribute and evaluate their past performance has an influence on the way they approach future activities (Ushioda, 1996; William & Burden, 1999). Teachers could help students in assessing their accomplishment in a positive way by, for example, providing motivational feedback and offering rewards and grades (Dornyei & Ushioda, 2011).

C. **Students' Learning**

Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing convidence and motivation in learning process.

Strategy instructions enhance learners' independent learning and autonomous learning and help learners to take responsibility for their own learning and help learner uses, the more the learner feels confident, motivated and self-effecacious. Teacher are encouraged to choose appropriate teaching techniques and learning strategies for students and teach them how to understand learning strategies to enchance levels of self-directed learning.

Individual differences involving general factors will influence the rate and level of L2 achievement. But how does their influence operate? One possibility is that they affect the nature and the frequency with which individual learners use learning strategies. According to cognitive learning theories, learners are active participants in the learning and teaching process rather than passive recipients. They do not just receive information from teachers as learning process involves learners processing information which includes mental activities (Hosenfeld, 1976; O' Malley&Chamot, 1990; Oxford, 1990). The aim of using strategies is to "affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge" (Weinstein & Mayer, 1986, p. 315). (Oxford 1990, p. 7) explained, "Strategies are especially important for language learning, because they are tools for active, self-directed involvement, which is essential for developing communicative competence."

Oxford (1989) defines language learning strategies as "the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (p. 4). Cohen (1998) defines language learning strategies as:

> Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language. (p. 4)

Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. Language learning strategies are conscious or potentially conscious actions and learners can identify them in their learning

process (Cohen, 1998). Learning strategies consist of "mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (Ellis, 1994, p. 529), in other words, they can be behavioral (for example, repeating new words aloud to remember them) or they can be mental (for example, using the synonyms or situational context to infer the meaning of a new word) (Ellis, 1997). Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).

D. Teacher Strategy

Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation.

Dörnyei (2001a: 25) believes that most learners' motivation can be improved. Motivational strategies are methods that a teacher can use to increase learners' motivation (Dörnyei 2001a: 28). They are founded on Dörnyei and Ottó's process-oriented model (Dörnyei 2001b: 119). Motivating students can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner (2001a: 24-25). In the L2 learning context, Dörnyei (2001a: 28-29) has divided the motivational strategies into four categories: 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation and 4) encouraging positive retrospective self-evaluation. Creating the basic motivational conditions includes,

for example, creating a comfortable and safe atmosphere in the classroom and formulating group rules. Generating initial motivation contains, for instance, improving students' attitudes towards the language and making it easier for them to succeed. Maintaining and protecting motivation could mean, for example, supporting students' self-reliance or developing learner autonomy. Encouraging positive retrospective self-evaluation involves among other issues giving positive feedback and prizes to learners. (For the complete list of motivational strategies see Dörnyei 2001a: 137-144.)
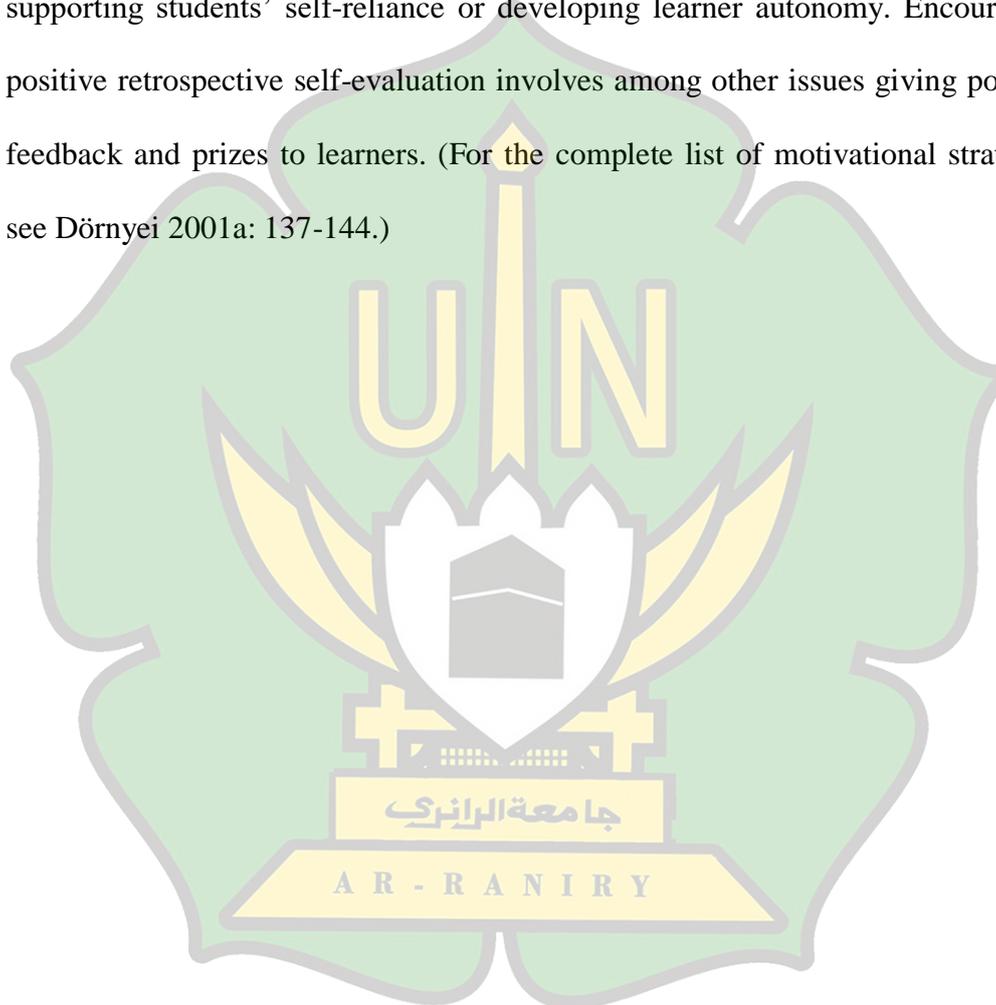
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative approach based on interview as descriptive research framework. Itwas aimed to describe the strategies used in motivating students' passion for learning.

B. Participants

The participants of this study were English teachers at MAN DarulUlum Boarding School. In this research, the author coded the first English Teacher interviewed as T1 and the second teacher interviewed as T2. The school is located at Jl. Syiah Kuala, Bandar Baru, KutaAlam, Banda Aceh, Aceh 24415.

C. Method of Data Collection

1. Observation

Observation is a method or ways to analyze and systematically record behavior by looking at or observing individuals or groups directly (Moleong, 2008). I used this observation to research directly at the research location in order to obtain valid data, the research was in Darul Ulum Boarding School Banda Aceh.

2. Interview

Interview is a way to collect the data from a person or more by directly or indirectly asking some questions to them which correlate to the research topic. The writertook an interview with the English teachers. By doing the interview, the writer got more explicit information. The main feature is the direct interaction with the face-to-face between information seekers and information sources. Interviewwas conducted with three English teachers using some interview questions related to how teachers motivate student in learning process, such as " *how do you encourage student to learn ?*", "*What specific strategies do you use to motivate student to learn?*", and some others.

D. Method of Data Analysis

In analyzing the data, firstly, the data was transcribed based on simple transcription model. Furthermore, the data was analyzed by using analytic method proposed by Miles and Huberman (1994). The stages of analytic method are data reduction, data display, and conclusion.

a. Data Reduction

Data reduction is an activity of summarizing, choosing subject matter, focusing on important things, and looking for themes and patterns. The data which are already obtained from the fieldwere summarized and selected according to the research topic. The data was arranged systematically, so it can provide clear results about the research.

b. Data Display

Data display is seen by Miles & Huberman(1994), as a set of structured information, and gives the possibility of drawing conclusions and taking action. They also see that the most frequent form of display data for qualitative research data is narrative text. Looking at displays can help to understand what is happening and to do further analysis. Therefore, the presentation of data is processed in a simple way to be easily understood.

c. Conclusion

Conclusion is an activity of formulating research result that answer the focus of research based on data analysis result. Conclusions are presented descriptively based on the research findings.
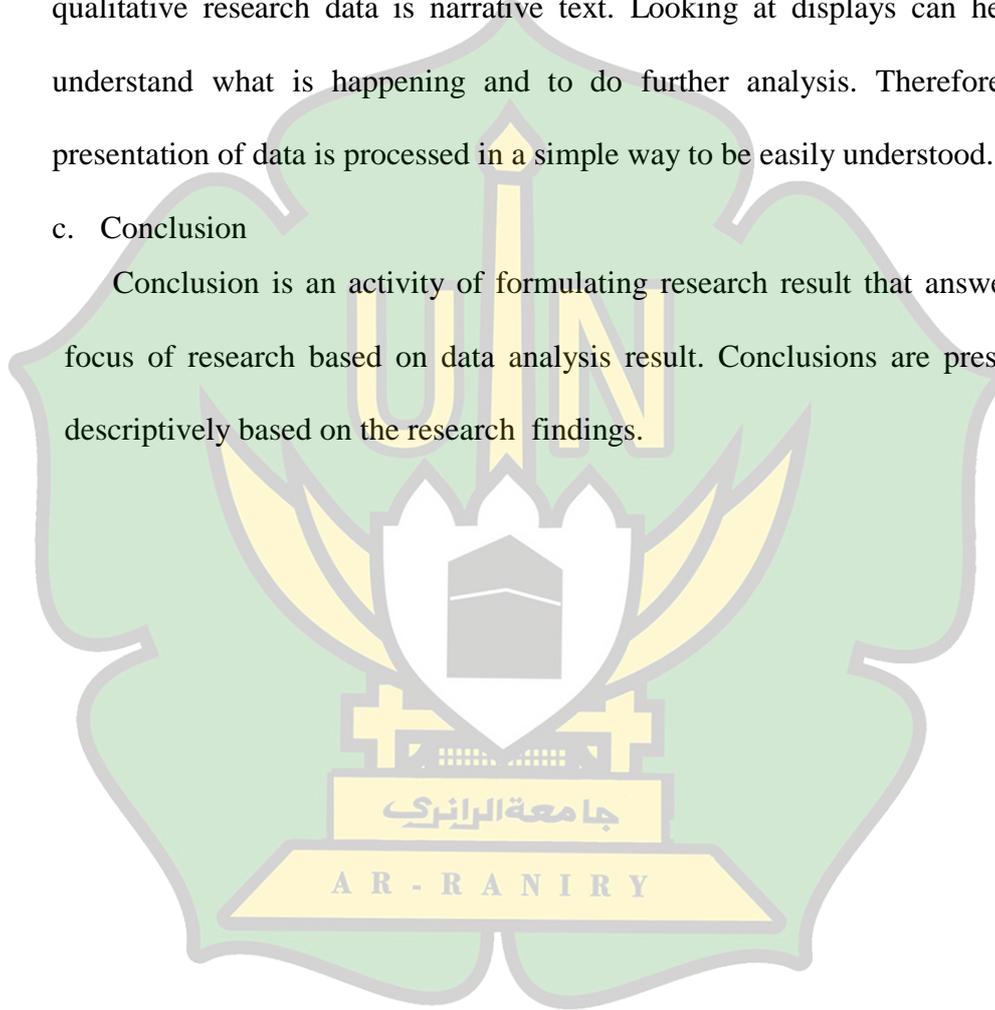
CHAPTER IV

RESULT AND DISCUSSION

In this section, the researcher presented the finding of interview section in order to answer the formulated questions about how the teachers encourage the students in learning process and the specific strategies that they use to motivate student in learning process.

A. Ways of encourage student learning

1. Creating basic motivational conditions

The early way to motivate learners requires the teachers to generate motivation effectively among learners. It can be attained by creating these following three conditions: 1) appropriate teachers behaviours, 2) a pleasant and supportive classroom atmosphere, and 3) a cohesive learner group with appropriate group norms. (Dornyei, 2001).

The result of interview revealed that the two teachers have the same strategies in creating motivational conditions in the classroom. T1 and T2 believed that it is prominent to attain good atmosphere in the class before the teaching and learning process started.

T1 stated that:

> to refresh them before the learning process started so that they don't become sleepy. Or *miss* usually give them riddles or guessing game, or sometimes I give them flowers kind of things...

Like T1, T2 also believed that the class should be started with refreshment.

T2 stated that:

> yes, sometimes when the class gets bored, I taught them that kid songs, *singing* just as a warming up activity, the short one, as the ice breaker. So that they can be happy...")

It is clearly stated that the teacher has a strong role in affecting the students' motivation. In creating the basic situational strategy, the teachers have to make the students love to study with them.

2. Generating initial motivation

In establishing motivation in the classroom, the teachers face the issue how to find ways to encourage students to accept the learning goals and to enjoy the classroom activities (Dornyei, 2001). However, this dimension of motivational strategies is set to increase the learner's expectancy of success and develop positive attitude toward the language learning (Guilloteaux & Dornyei, 2008).

Following the notion "creating the basic motivation" as the theme in generating initial motivation, the question of this category is as follow: "How do you encourage students in learning process?

T1 stated:

> yea, I told them about if they want to go overseas for master degree, English will ease them, at least it will ease them if they want to walk around... as what I said earlier, if they can utilize English well, they can go abroad..

T2 stated:

> English teacher is not just an English teacher, but also a motivator. Within an English teacher who is teaching and makes the students happy, they can be motivated, even the language taught is somewhat foreign language. Of course the teaching strategies must be varied, through game, for instance, or through the other different methods, so that the students will not be bored, because my vision is learning and enjoyment go together. I believed that game is not only for kids, but teenagers, adults, and elders would be happy if the teaching is fun. That's my experience. Because they will not feel officially, just enjoy the learning.

The teachers believed that one of many ways to initiate students' motivation in the beginning of English class such as providing a fun thing at the beginning of

the class which can make the students interested in learning. Starting the class with fun activities and encouraging the students to think critically about the goal of the learning make the teaching and learning process becomes alive. All students are motivated to learn and compete with each other.

3. Maintaining and protecting motivation

To maintain and protect the learner's motivation, the teachers should make learning stimulating and enjoyable, present tasks in a motivating way, set specific learner goals, protect the learner's self-esteem and increase their self-confidence, allow learners to maintain a positive social image, promote cooperation among the learners, create learner autonomy, and promote self-motivating learner strategies. (Dornyei & Ushioda, 2011).

To address this issue, the teachers made an attempt by inviting all the students to actively participate in the classroom.

T1 stated:

> here's the thing, some of the students are shy. Shy to speak up. They are shy if they make mistakes and their friends will laugh at them. Sometimes, they don't know the vocabulary and the pronunciation. Or sometimes they don't know how to create the correct arrangement of the sentences. so automatically they become lazy to speak up. Eventually they don't have to be shy and scared to speak up because English is not their own language, it's normal to make mistake. That's the issue of some students. Some others are sometimes having the characteristics of shyness, they like to just being silent.

T2 stated that:

> Yes, game and other communicative activity, because we are applying CLT or Communicative Language Teaching. For example, we are applying role play, grouping... I am not saying that every student is happy, but most of them are happy learning that way. And for those who are not happy, maybe it is because they didn't realize how important English is because here in Aceh, there are not many factories and companies that obligate their workers to use English. so after they study, they come home.

So they will like they don't need English. honestly, they like studying, why? Because we teach in a bunch of different ways. This week we use role play, next week we use discussions. I also apply some punishment in the classroom, but it's just for fun and everyone is happy.

4. Encouraging positive retrospective self-evaluation

This last phase of motivational strategies deals with the learners' reactions of their past performance. This phase is going to show how the teachers are capable of leading learners in evaluating their achievement to become better in the future. The teachers can conduct this phase by promoting adaptive attributions, providing effective and encouraging feedback, increasing learner satisfaction, and offering grades in a motivational manner (Guilloteaux & Dornyei, 2008).

The question that is elaborated in this section is "does the use of English in learning method influence students' motivation?"

T1 said:

> there are statements like "using English is so difficult, just use Bahasa Indonesia" especially for the beginners, but after it becomes the habit, it becomes easier. Even now if the students meet me, they like to greet me in English

T2 also said:

> in school, I don't use full English. and it depends on the class, so it's not 100% English. because if I use full English, the students might be afraid to study English. Because in school, not every student likes English, unlike the informal English course where the students must like English. they already have internal motivation. School is different, there are lots of other lessons in school. So these kids didn't realize the benefit of learning English. There's no internal motivation yet. So I didn't use 100% English. But in speaking class, we have to use English because we have to invite them to speak in English, but in explaining the lesson we have to use a lot of Bahasa Indonesia."

As well as talking about the general benefit of learning English, the teachers also emphasized that they tried to relate the importance of English to the students at a personal level in order to promote their intrinsic motivation.

B. Specific strategies that teachers use to motivate student

Another effort made in relation to this problem is by using the games, role play and setting up the learning contract at the beginning of semester. So that all the students keep being motivated to achieve their learning goals throughout the study term. It seems that the teachers' efforts of maintaining and protecting the students' motivation relate to the strategy used by the teachers in terms of clear rules, so that every student will always listen and obey the rules. Teachers always have to be well prepared and have plan B.

The teachers also managed to get the class set up with rewards and punishments, T1 added:

yes, sometimes after we had games activity, we reward them with candies or stuff like that, the cheap one, for their affections.

T2 said that:

yes, because the punishment is fun. It doesn't hurt. They play with each other. Just for fun. We already had the contract with them, if they cannot answer this question, then they have to do this or that, and they said it's fine, so they are happy.

When the teacher create a fun class and conduct a fun activity, the students' motivation will increase because they feel happy during the learning process. the teachers believed that creating a fun atmosphere in class is one of the efforts to

motivate the students. In addition, to keep the students motivated in learning English, the teachers gave them appreciation such as score, chocolate and candy.

C. Discussion

In this section, the researcher intended to deliberately discuss the important findings derived from the analysis of the result of the interview and how they can provide the answer to the proposed research questions.

The result of the interview revealed that the teachers become the important factor in building student's motivation in learning English. in creating the basic motivational condition, the teachers gave the strong argumentation for the students about the importance of English for the future. According to Kong (2009) students' goals influence their motivation and effort in learning English. with learning goal, students study purposefully and throw great effort into learning English. it is also supported by Dornyei (2014) who said that the learners' future self image is not perceived as being comfortably certain to be reached, that is, to be within their grasp. The learners must believe that the strong capability will not happen automatically, without a marked increase in expanded effort. It means that, the delivery from teachers to students about the importance of the English language to view the future can stimulate students' motivation to learn English. The teachers also opened students' mindset about learning English. Therefore, the students will think that they are not wasting time, power, and money to learn English. Besides, the teachers argue that the teacher has to make the students like the lesson first. The teachers model themselves as the source of motivation creating the fun classroom atmosphere then they will like the subject. As mention

by Dornyei (2014) from an internal point of view, there is also a broad spectrum of reasons for doing things: we can be motivated by the love of money or power, the love of people and the world around us. In other words, make the students love the teacher is one of the efforts to motivate the students to learn.

The teachers also gave rewards such as score and chocolate based on students' answers. Dornyei (2014) said that rewards might involve the joy of performing the activities, approval of the goals, success in achieving these goals, and personal benefits (such as grades or prizes). Otherwise, the teachers should always predict every effort of the students by giving them scores so that the students will continue to compete to get the value by becoming more active in learning.

Summary, the first research question attempted to know the way the teachers encourage the students in learning English and the strategies used by the teachers to motivate the students in learning English. it was revealed through the interview section that the teachers were using fun approaches in teaching English. the teachers also managed to deliver the advantages of learning English in the first place, that way, the students know that they are not wasting their time, energy and money on learning the foreign language. Besides, the teachers also applied the rewards and punishments in classroom so that the students are encouraged to compete with their friends in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the rest of the data analysis, there are some conclusions that can be drawn. First, the findings of the analysis have identified some efforts that were made by the teachers in building students' motivation. Those efforts are categorized into four parts including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.

First part is creating the basic motivational conditions which consist of three aspects namely appropriateness of the teacher's behavior, pleasant and supportive atmospher; cohesive group learners. The second part of the framework is generating initial motivation. This part consist of four aspects done by the teacher in motivating students, namely integrative values of L2; increasing the learners expectancy of succes; increasing the learner goals orientedness; making teaching materials relevant for the learners. The third part is maintaining and protecting motivation. There are three aspects in this part namely making learning stimulating and enjoyable. protecting learners' self-esteem and increasing their self confident; promoting cooperation among the learners; encouraging positive retrospective self- evaluation.

B. Suggestions

At the end of the study, the writer would like to give suggestion for the teacher in motivating students in learning English. Teaching English as a second language

is quite a challenging task for teachers. Teachers have to find the right strategies in order for students to have interest in their English language learning. Students' interest is one of the important elements to stimulate their learning of the English language. Hence, through meaningful and interesting activities, and the support of teaching materials, teachers will be able to attract students' interests in learning English. It is expected to be contributed in some ways to the development of language education.

It hopes that a further research study in this area will be conducted widely in the future which uncovered in this study such as observing directly the motivational strategies applied by the teacher. In addition, For the validity and the complicity of data, the researcher should interview more than one English teacher.
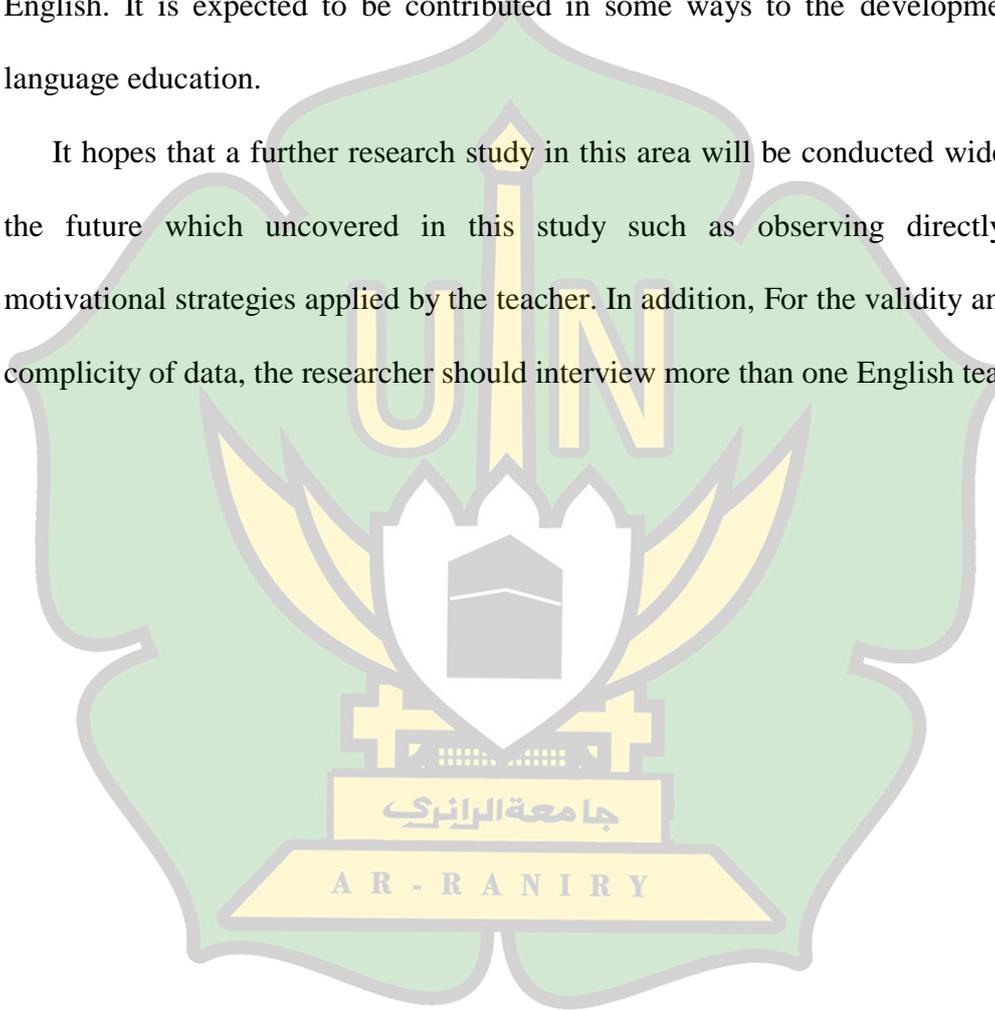
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Nomor : B-10748/Un.08/Tu-FTK/TL.00/10/2018   18 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Maria Ulfa
N I M	:	140 203 066
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Angsa Lr..Mutiara No.08 Batoh Kec.Lueng Bata Banda Aceh

Untuk mengumpulkan data pada:

Mas Darul Ulum Banda Aceh Dan MAN Model Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Examining Teachers' Role in Motivating Students' Learning

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG.UMUM

Kode 7488

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 10180/UN.08/FTK/KP.07.6/10/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-617/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
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2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Maria Ulfa**
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Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Examining Teachers' Role in Motivating Students' Learning**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Oktober 2018
An. Rektor
Dekan,

Muslim Razali

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