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AN ANALYSIS OF TEACHER'S ROLE AS MOTIVATOR TO STUDENT'S LEARNING MOTIVATION IN ENGLISH LESSON AT SMPN 1 SEDATI SIDOARJO

Thesis

Submitted as Partial Fulfillment of Requirements
for Degree of English Language Teaching
in State Institute for Islamic Studies
Sunan Ampel Surabaya

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ABSTRACT

Rohman, Fazlur. 2010. *An Analysis of Teacher's Role as Motivator to Student's Learning Motivation in English Lesson at SMPN 1 Sedati Sidoarjo* (S-1 Thesis). Education of English Department, Tarbiyah Faculty. State Institute for Islamic Studies. Advisor: Drs. A. Dzo'ul Milal, M. P.d

Key words: An Analysis, Teacher's Role, Motivator, Student's Learning, Motivation, and English Lesson.

Teacher is one of the important components in the process of learning and teaching to form the potential human resource in developed era. One of the teacher's roles is as motivator. Teacher's role as motivator is important to improve student's motivation in learning. Teacher has to stimulate, motivate and reinforce the students to stick out their potency, activity and creativity. When the writer observed the school, he found the school that has a good motivation. The school is SMPN 1 Sedati Sidoarjo. All of the students were enthusiastic to learn English. The grade of the students was good. Their average grade was eight. It was caused by the motivation that had been given by teacher. From that reason, the writer has two problems of the study. These are: (1) How is teacher's role as motivator done by English teacher and (2) how far students are motivated by teacher. And to answer problem of the study, the researcher used qualitative-descriptive method and used four instruments. These are check list observation, interview, questionnaire, and documentation.

The teacher of that school was very innovative in teaching the students. He used the application program that he took when he had training in America. It was suitable to be applied in that school because it was supported by complete facilities because laptop and LCD were available in that school and it was suitable with the school's curriculum. Teacher often invite the students to be participated in the English event. It can be proved by the appreciation of students was very more. The relationship between teacher and students was very close. So the students were very enthusiastic to learn English. The students made the teacher as their inspiration and motivation to learn especially in English because the teacher always shared the important to learn English and anything about life.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Basically language is a communication tool that is used by human to express what there are in their heart and mind. English is the first foreign language in Indonesia that is considered important to absorb and develop of knowledge, technology, and relationship with other country.

In order to be successful in foreign language learning, we have to obey the iron laws in language learning. These are:

1. There is high motivation. Motivation is the key because it can motivate the human being to do something, so it becomes motor or activator that carry out the energy.
2. There is opportunity that opened continually to absorb or to use that language.
3. There is desire to learn. If there is no desire to learn, the human being can not learn maximally and the aim of learning can not be reach.

Teacher is one of the important components in the process of learning and teaching to form the potential human resource in developed era. Teacher is one of the elements in education in which takes a part actively and takes his or her function as professional energy according to society demands which progressively expand. It can be said that the teacher has big responsibility to bring his or her students to get certain maturity level or adulthood. Teacher is not

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only as instructor which transfers knowledge, but also as educator which transfers values and become counselor who gives guidance to students in learning. Actually teacher has unique and very complex role in teaching-learning process. Teacher has the effort to send the students to get the level of life that they dreamed.[1]

One of the teacher's roles is as motivator. The teacher's role as motivator is important to improve student's motivation in learning. Teacher has to stimulate, motivate and reinforce the students to stick out their potency, activity and creativity. So it will be created dynamic teaching-learning process. Teacher's role as motivator is important in the teaching-learning process because it is concerning to the essence of educative work in which require social proficiency and it is concerning to the performance of meaning personalization and self socialization.[2]

Because of that background, in the writer research, he tends to focus on motivation because the writer believes that many of these other variables are dependent on motivation for their effects to be realized. Thus, for example, language learning strategies probably will not be used if the individual is not motivated to learn the language, and there is little or no reason to take risks using the language if there is little intention to learn it, etc. Thus, to the writer, motivation is a central element along with language aptitude in determining successful in learning another language in the classroom setting. Motivation is

[1] Sardiman A. M., *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2006), p.125
[2] Ibid., p.142

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probably the most often used catch all term for explaining the success or failure of virtually any complex task. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. More specifically, human beings universally have needs or drives that are more or less innate, yet their intensity is environmentally conditioned. Ausubel said that there are six desires or needs of human organism or commonly identified which undergird the construct of motivation: 1). The need for exploration, for seeing "the other side of the mountain," for providing the unknown. 2). The need for manipulation, for operating – to use Skinner's term on the environment and causing change. 3). The need for activity, for movement and exercise, both physical and mental. 4). The need for stimulation, the need to be stimulated by environment, by other people, or by ideas, thoughts, and feelings. 5). The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent system of knowledge. 6). Finally the need for ego enhancement, for the self to be known and to be accepted and approved of by others.[3]

Motivation can be effective when it is done by concern with student's necessity. Variation of teaching method, reinforcement, etc can give motivation to

[3] H. Douglas Brown, *Principles of Language Learning and Teaching,* (New Jersey: Prentice Hall, Inc. 1987), 2nd Edition, p.114

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student in order to be enthusiastic and active in learning.[4] Dornyei notes that "teacher skills in motivating learners should be seen as central to teaching effectiveness. Whatever is done by a teacher has a motivational, formative, influence on students. In other words, teacher behavior is a powerful motivational tool".[5]

This research was based on the fact that the response of the students in English lesson was low. According to them, English is a boring lesson. It could be proven by their lack of motivation in speaking English, in answering the questions, and in reading English books. It also could be proven by the lack of their vocabularies. They seemed to be more interested in other lessons such mathematics, chemistry, physics, religion, sports, etc. Actually, almost all of the students in SMPN 1 Sedati Sidoarjo like English. They have motivation to learn English. When the writer interviewed the students on December 23, 2009, he found that the motivation was from the teacher. They liked the teacher and regarded the teacher as their inspiration and their motivator. The teacher of that school has good ways to stimulate students to learn English. So the quality of their grade in English lesson increases annually. That is proven by the grade or mark of the students that always increases annually. The students have many appreciations from English event.

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[4] Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: PT. Rineka Citra, 2000), p.45
[5] http://iteslj.org/Articles/Thanasoulas-Motivation.html

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The writer chose class seventh to be his object of observation because in that class is the place where the teacher teaches them. Beside that reason, the writer chose that class because it was the first time students met the teacher. The first impression is very important thing that determined what students like or dislike the teacher. It depends on the performances of the teacher.

So the title of this research is AN ANALYSIS OF TEACHER'S ROLE AS MOTIVATOR TO STUDENT'S LEARNING MOTIVATION IN ENGLISH LESSON AT SMPN 1 SEDATI SIDOARJO.

B. Statement of The Problems

Based on the background above, there are several problems that should be taken into consideration.

1. How is teacher's role as motivator done by English teacher of SMPN 1 Sedati Sidoarjo?
2. How far are SMPN 1 Sedati Sidoarjo students motivated by teacher?

C. Objectives of The Study

From the statement of the problem above, the writer can write the objective of the study.

1. To describe teacher's role as motivator is done by English teacher of SMPN 1 Sedati Sidoarjo.
2. To describe the extent of student's motivation effected by teacher.

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D. Significance of The Study

This study is expected to have two benefits. They are:

1. Theoretically this study is expected to give contribution for education development generally.
2. Practically this study is expected to give benefit for teacher and school.
   a. Teacher

      It can be made reference by English teacher and another teacher in teaching process to develop their professionalism.

   b. School

      It can be suggestion in establishment and development teacher effort effectively. So, it can determine the aim of education achievement.

E. Scope and Limitation of The Study

The subject of this study is seventh or first grade of SMPN 1 Sedati Sidoarjo in academic year 2009/2010 that focused on describing how teacher's role as motivator is done by English teacher of SMPN 1 Sedati Sidoarjo to make them interest with English lesson. Why does the writer conduct his observation in this school? Because I have information from my friend that in this school, giving motivation to students by teacher is good. And why the writer conducts his observation in the seventh or first grade? Because that is the time when the students meet and know the teacher. Students happy and like with the teacher is based on the teacher performance when taught them.

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F. Definition of Key Terms

1. *Analysis* : The study of something by examining its parts.
2. *Teacher's role* : The teacher is circulating, redirecting, disciplining, questioning, assessing, guiding, directing, fascinating, validating, facilitating, moving, monitoring, challenging, motivating, watching, moderating, diagnosing, trouble-shooting, observing, encouraging, suggesting, watching, modeling and clarifying the students while teaching-learning process..
3. *Motivator* : One of the teacher's roles that motivate the student in learning.
4. *Learning* : Acquiring or getting knowledge of a subject or a skill by study, experience, or instruction.
5. *Motivation* : The forces that account for the arousal, selection, direction, and continuation of behavior.
6. Learning *motivation* : The efforts of the student to provide conditions to learn.

G. Thesis Organization

This thesis is organized into five chapters. The first chapter is about introduction includes background of the study, statement of the problem,

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objectives of the study, significant of the study, scope and limitation of the study, and definition of key terms.

The second chapter is review of related literature. It is discusses about teaching and learning, motivation, perspectives of motivation, the kind of motivation, and strategy for supplying motivation.

In chapter three, the writer discusses about research design, source of data, research instrument, data collection technique, data analysis, and thesis organization.

In the fourth chapter, the writer discusses about the analysis of teacher's role as motivator to student's learning motivation in English lesson at SMPN 1 Sedati Sidoarjo.

The last chapter is conclusion of research that has been done by writer. Here the writer gives suggestions.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching

Teaching is guiding and facilitating learning, enable the learner to learn, setting the condition for learning.[6] Teaching is the effort to create the condition or environmental system in which support and enable the learning process. If learning is belong to the students, so teaching is belong to the teacher.[7]

A teaching learning process can be successful, if that process can raise effective learning activity. The product of teaching can be successful, if it has characteristics:[8]

1. It can be durable and used in life by student.
2. It must be real knowledge or authentic.

So, the problem that is faced by the teacher that is felt good to produce the good product is how to organized learning process to get authentic knowledge and durable. And these are the characteristics of good teacher:[9]

1. The good teacher comprehends and respects to students.
2. The good teacher must be respected to the lesson material that is given.
3. The good teacher adjusts the teaching methods with lesson material.

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[6] H. Douglas Brown, op.cit, p.7
[7] Sardiman A. M, op.cit, p.47
[8] Ibid, p.49-50.
[9] S. Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 1995), p.8-13

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4. The good teacher adjusts the lesson material with individual capability.
5. The good teacher activates the student to learn.
6. The good teacher gives explanation not words.
7. Teacher relates the lesson with student needs.
8. Teacher has an objective with each lesson that is given.
9. Teacher is not bound with one textbook.
10. The good teacher is not only teaches in the meaning to transfer knowledge, but also always develop individuality.

To determine whether the teacher is good or no is difficult because there are several factors that are different. The good teacher is in the lower class is not always good in the higher class, and vice versa. Teacher is not the compact disk that always presents the same song. Teaching is the creative work. Each situation that is faced is different. The student is a child that needs special treatment. Generally, this is teacher who is more liked by students:[10]

1. Helping like in task school, explain the lesson clearly and use the media or example during teaching.
2. Cheer, happy, humorist, and likes accept the joke to him or her.
3. Closely like friend and feels as part of the class.
4. Care and comprehend the student.
5. Tray to make task school interest and generate motivation to learn.
6. Explicit, capable to dominate the class, generate the respect to the student.

[10] Ibid, p.15

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7. No favoritism, have no favorite student.
8. Dislike to grumble, dislike to disapprove of, dislike to mock, and dislike to make allusion.
9. Teaching anything to students seriously.
10. Have fun personality.

B. Learning English

English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it come into play. English is no longer viewed as property of the English speaking world but is an international commodity sometimes referred to as world English or English as an international language. The cultural values of Britain and the US are often seen as irrelevant to language teaching, except in situations where the learner has a pragmatic need for such information. English is still promoted as a tool that will assist with educational and economic advancement but is viewed in many parts of the world as one that can be acquired without any of the cultural trappings that go with it. Proficiency in English is needed for employees to advance in international companies and improve their technical knowledge and skill. It provides a foundation for what has been called "process skills" – those problem-solving and critical thinking skills that are needed to cope with rapidly

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changing environment of the workplace, one where English is play growingly important role.[11]

C. Motivation

1. The Definition of Motivation

Motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Some psychologists have explained motivation in terms of personal traits or individual characteristics. Certain people, so the theory goes, have strong need to achieve, a fear of test, or an enduring interest in art, so they have accordingly. They work hard to achieve, avoid tests, or spend hours in art galleries. Other psychologists see motivation more as a state, a temporary situation.[12] Motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is motivated. It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. Motivation is commonly thought of as an inner drives, impulse, emotion, or desire that moves one to a

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[11] Jack C. Richards, *30 Years of TEFL/TESL: A Personal Reflection,* (Singapore: SEAMEO Regional Language Centre)

[12] Anita E. Woolfolk, *Educational Psychology*, (Washington DC: American Psychologist Association, 1993), 6th Edition, p.331-332

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particular action.[13] From this definition it can be said that people who wants to give their psychological effort to overcome any obstacle or wants to reach to a desired goal those psychological effort is known as motivation. Motivation involves the processes that energize, direct, and sustain behavior. That is, motivated behavior is behavior that is energized, directed, and sustained.[14] Mc. Donald defines the motivation as a change of power in self of person that is signed by affective motivation and reactions in the effort to get the aim.[15]

Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the

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[13] H. Douglas Brown, op.cit, p.114
[14] John W. Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis and Practice*, (New York: University of Texas at Dallas, 2006), 2nd Edition, p.414
[15] Mc. Donald on Wasty Soemanto, *Psikologi Pendidikan: Landasan Kerja Pemimpin Pendidikan*, (Jakarta: PT. Rineka Cipta, 1998), p.203

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various motivation theories discussed in this chapter, is create the circumstances that influence students to do what you want them to do.[16]

2. Perspectives on Motivation

Different psychological perspective explains motivation in different ways. Let's explore four of these perspectives.[17]

a. The behavioral perspective

The behavioral perspectives emphasize external rewards and punishments as keys in determining a student's motivation. Incentives are positive or negative stimuli or events that can motivate a student's behavior. Incentives that classroom teachers use include numerical scores and letter grades, which provide feedback about quality of work student has performed, and checkmarks or stars for competently completing work. Other incentives include giving students recognition - for example, by displaying their work, giving them a certificate of achievement, placing them on the honor roll, and verbally mentioning their accomplishments. Another type of incentive focuses on allowing students to do something special, such as a desirable activity, as a reward for good work.

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[16] Biehler and Snowman, *Psychology Applied to Teaching*, (8/e, Houghton Mifflin, 1997), in (http://college.cengage.com/education/pbl/tc/motivate.html).
[17] John W. Santrock, op.cit, p.415-417.

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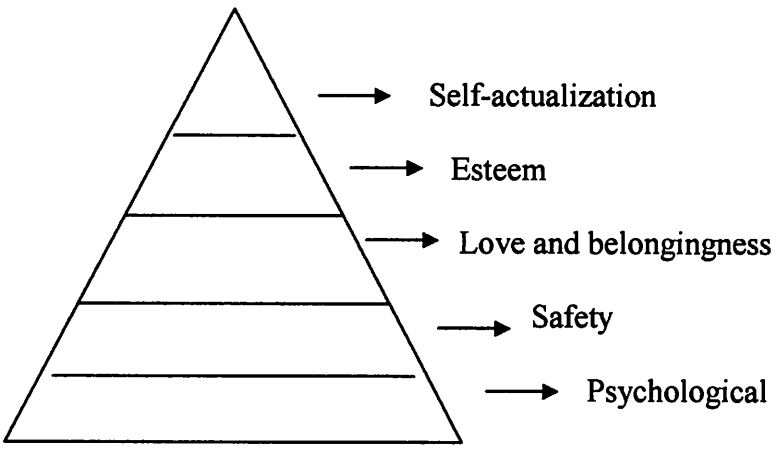
b. The humanistic perspective

The humanistic perspective stress student's capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to others). This perspective is closely associated with Abraham Maslow's belief that certain basic needs must be satisfied before higher needs must be satisfied. According to Maslow's hierarchy of needs, individual's needs must be satisfied in this sequence (see figure).



1) *Psychological* : Hunger, thirst, sleep.

2) *Safety* : Ensuring survival, such as protection from war and crime.

3) *Love and belongingness*: *Security, affection, and attention from others.*

4) *Esteem* : *Feeling good about ourselves.*

5) *Self-actualization* : *Realization of one's potential.*

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Self-actualization, the highest and most elusive of Maslow's needs, has been given special attention. It is the motivation to develop one's full potential as a human being.

c. The cognitive perspective

Cognitive perspective stress that human behavior is influenced by the way people think about themselves and their environment.[18] This interest focuses on such ideas as student's internal motivation to achieve, their attributions (perception about the success and failure, especially the perception that effort is an important factor in achievement), and their beliefs that they can effectively control their environment.

One of the central assumptions in cognitive approaches is that people respond not to external events or physical conditions like hunger, but rather to their interpretations of these events. In cognitive theories, people are seen as active and curious, searching for information to solve personally relevant problems. People work hard because they enjoy the work and because they want to understand. Thus, cognitive theorists emphasize intrinsic motivation.[19]

d. The social perspective

The need for affiliation or relatedness is the motive to be securely connected with other people. This involves establishing, maintaining,

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[18] Biehler and Snowman, *Psychology Applied to Teaching*, (8/e, Houghton Mifflin, 1997), in (http://college.cengage.com/education/pbl/tc/motivate.html)
[19] Anita E. Woolfolk, Op.cit, p.334-335

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restoring warm, and close personal relationship. Baker said that students in school with caring and supportive interpersonal relationship have more positive academic attitudes and values and are more satisfied with school. So, there are four views of motivation. This is the table:[20]

	Behavioral	**Humanistic**	**Cognitive**	**Social Learning**
Source of Motivation	Extrinsic reinforcement	Intrinsic reinforcement	Intrinsic reinforcement	Extrinsic and Intrinsic reinforcement
Important Influences	Reinforcers, rewards, incentives, and punishers	Need for self-esteem, self-fulfillment, and self-determination	Beliefs, attributions for success and failure, expectation	Value of goals, expectation of reaching goals
Theorists	Skinner	Maslow Deci	Weiner Covington	Bandura

3. Kinds of Motivation

a. Kinds of motivation generally

Generally there are two kinds of motivation. They are Extrinsic and intrinsic motivation.[21] Extrinsic motivation involves doing something to

[20] Ibid, p.335
[21] John W. Santrock, Op.cit, p.418-420

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obtain something else (a means to an end). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course. While the behavioral perspective emphasizes the importance of extrinsic motivation in achievement, the humanistic and cognitive approaches stress the importance of intrinsic motivation in achievement. Other sources are certainly affected by teacher action.

Some explanations of motivation rely on internal, personal factors such as needs, interests, curiosity, and enjoyment. Other explanation point to external, environmental factors (rewards, social pressure, punishment, and so on). Motivation that stems from factors such as interest or curiosity called intrinsic motivation. Intrinsic motivation is the natural tendency to pursue personal interests and exercise capabilities and in doing so, seek out and conquer challenges.[22] Intrinsic motivation involves the internal motivation to do something for its own shake (an end in itself). For example, a student may study hard for a test because he or she enjoys the content of the course.

Current evidence strongly favors establishing a classroom climate in which students are intrinsically motivated to learn. Students are more motivated to learn when they are given choice, become absorbed in challenges that match their skills, and receive rewards that have

[22] Deci & Ryan, 1985 in Anita E. Woolfolk, Op.cit, p.332

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informational value but are not used for control. Praise also can enhance student's intrinsic motivation. There are two types of intrinsic motivation. They are:

1) Self-determination and personal choice.

   In this view, students want to believe that they are doing something because of their own will, not because of external success or reward. Teaching strategies for providing students with opportunities for self-determination and choice:

   a) Take the time.
   b) Be attentive.
   c) Manage the classroom efficiently.
   d) Establish learning centers.
   e) Create interest groups.

2) Optimal experience and flow.

   Optimal experience involves feelings of deep enjoyment and happiness. Csikszenmihalyi uses the term flow to describe optimal experiences in life. He has found that flow occurs most often when people develop a sense of mastery and are absorbed in a state of concentration while they engage in an activity. He argued that flow occurs when individuals are engaged in challenges they find neither too difficult nor too easy.

   Teaching strategies for helping students achieve flow:

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a) Be competence and motivated.

b) Create an optimal create.

c) Raise confidence.

b. Kinds of motivation in English learning

One of the best known studies of motivation in second language learning was carried out by Robert Gardner and Wallace Lambert. There are two different clusters of attitudes divided two basic types of motivation: instrumental and integrative motivation.[23] Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. For example, the learners study in education English department because they want to be able to speaking English fluently and to get job. An integrative motivation is employed when learners wish to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society. For example, learners study in United States because they want to understand the culture and communicate with people of the United States.

Instrumental and integrative motivation are two basic types of motivation which are very important for learners of second language and also for motivator because through instrumental motivation. Second language

[23] H. Douglas Brown, op.cit, p.115-116

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learner can motivate themselves to enrich their career or develop their professional skills by learning second language.

4. Strategies for Supplying Motivation[24]

a. Strategies for supplying extrinsic motivation

Three common forms of extrinsic motivation are rewards, emphasis on the instrumental value of task, and competition.

1) Offer rewards as incentives for good performance

Rewards are one proven way to motivate students to put forth effort, especially when the rewards are offered in advance as incentives for striving to reach specified levels of performance. Commonly used types include (1) material rewards (money, prizes, trinkets, consumables); (2) activity rewards and special privileges (opportunity to play games, use special equipment, or engage in self-selected activities); (3) grades, awards, and recognition (honor rolls, displaying good papers); (4) praise and social rewards; and (5) teacher rewards (special attention, personalized interaction, opportunities to go places do things with the teacher). Rewards are more effective for increasing effort than for improving quality of performance.

[24] Thomas L. Good, Jare E. Brophy, *Looking in Classroom*, (New York: Harper Collins Publishers. Inc., 1991), Fifth Edition, p.289-309

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2) Call attention to the instrumental value of academic activities

Some knowledge and skills taught in school can be applied immediately in the students' lives outside of school or will be needed as so-called life skills later. If students are made aware of them, these natural consequences of task mastery are likely to be more effective for motivating task engagement than arbitrary rewards discussed earlier. Thus, when possible, teachers should note that the knowledge or skills developed by a task are useful in enabling students to meet their own current needs, in providing them with a "ticket" to social advancement, or in preparing them for occupational success in life generally. Better yet, teachers can cite example by relating personal experiences or telling anecdote about individuals with whom the students can identify (famous people up to, former students from the same school, or other familiar individuals).

3) Structure appropriate competition

The opportunity to compete can add excitement to classroom activities, whether the competition is for prizes or merely for the satisfaction of winning. Competition may be either individual (students compete against everyone else) or group (students are divided into teams that compete with one another). Traditionally, competitions have been structured around test scores or other performance measures, but it also possible to build competitive

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elements into ordinary instruction by including activities such as argumentative essays, debates, or simulation games that involve competition.

Several important qualifications concerning competition in the classroom should be noted, however. First, given the risks involved in participating in classroom activities, the fact that failures occur in public and that a great deal of competition is already built into the grading system, it is questionable whether teachers should deliberately introduce additional competitive elements. Second, competition is even more salient and distracting than rewards for most students, so it is important to depersonalize the competition and emphasize the content being learned rather than who won and who lost. Third, the qualification that apply to use of rewards as incentives also apply to competition. In particular, competition is more appropriate for use with routine practice tasks than with tasks calling for discovery or creativity, and it can be effective only if everyone has a good (or at least an equal) chance of winning.

b. Strategies for capitalizing on student's intrinsic motivation

Teachers' efforts to motivate their students are complicated by the fact that they must act as authority figures and not just as instructors. They evaluate and grade student performance, and they enforce classroom rules and expectation. In the process, they sometimes engender resentment that

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may interface with their attempts to motivate and assist students' learning efforts. We describe some of design classroom activity in the following these.

1) Opportunities for active response

Students prefer activities that allow them to respond actively – to interact with the teacher, manipulate materials, or do something other than or just listen or read. This is one function of drill, recitation, board work, and seatwork activities.

2) Inclusion of higher-level objectives and divergent question

Even within traditional recitation and discussion formats, teachers can create more active student involvement by going beyond factual questions to stimulate their students to discuss or debate issues, offer opinions about hypothetical situations, or think creatively about problems. Students need to learn basic facts, concepts, and definitions, but a steady diet of lower level content soon becomes boring. Therefore, they should be frequent activities or parts of activities devoted to higher level objectives (application, analysis, synthesis, or evaluation of what have been learned at the knowledge or comprehension level).

3) Feedback features

Teachers can build feedback into more typical classroom activities by providing such feedback themselves when leading the class or a small

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group through an activity or by circulating to supervise progress during independent seatwork times. Psychologically, most students find it much more difficult and less rewarding to go back and try to relearn something that "we did already" than to respond to immediate feedback when learning something for the first time. Therefore, teachers should avoid putting students in the position of having to respond to lengthy periods of time without knowing whether or not their responses are correct. There are these basic ways to accomplish this: (1) Where possible, design or select activities that have opportunities to make responses and get immediate feedback built into them; (2) for other activities, give through enough instructions in work on a sufficient number of practice examples to enable the students to evaluate the correctness of their responses on their own for the most part; and (3) rather than leaving students to their own, circulate to supervise progress and provide immediate feedback and help to those who need it.

4) Incorporation of gamelike features into activities

Gamelike features involve presenting intellectual challenges appropriate for use with either individuals or cooperative groups. The phrase of *gamelike feature* is intended to have a much broader meaning than *games*, a term that most teachers associate specifically with team *competitions*.

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5) Opportunity for students to create finished products

Students are likely to prefer tasks that have meaning or integrity in their own right over those that are mere subparts of some larger entity, and likely to experience a satisfying sense of accomplishment when they finish such tasks.

6) Inclusion of fantasy or simulation elements

Simulation exercises include, but are not confined to, full-scale drama, role play, simulation games, and other major productions. Other, more modest simulation exercises can be incorporated into everyday instruction. These include brief simulation exercises or invitation for students to bring fantasy or imagination to bear in thinking about the content they are learning.

7) Opportunities for students to interact with peers

Teachers can build peer interaction into whole-class activities such as discussion, debate, role play, or simulation. Peer-interactive activities are likely to be most effective if (1) they are structured around curriculum objectives to make them worthwhile learning experiences and not merely occasions for socializing; and (2) every student has a substantive role to play and participates actively in carrying out the group's mission rather than a situation where one or two assertive students dominate the interaction and do all the work while others just watch.

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c. Strategies for stimulating student motivation to learn

1) Teacher modeling of motivation to learn

By modeling, we mean more than just calling students' attention to examples or applications of concept taught in school. We mean that teachers should act as models by sharing their thinking about such examples or applications so that the students can see how educated people use information and concept learned in school to understand and respond to everyday experiences in their lives and to news about current events occurring elsewhere.

2) Communicate desirable expectations and attributions

Teachers should routinely project attitudes, beliefs, expectations, and attributions (statement about the reasons for students' behavior) which imply that students share the teachers' enthusiasm for learning. To the extent that teachers treat students as if they already are eager learners, the students are more likely to become eager learners. Teachers should let their students know that they are expected to be curious; to want to learn facts, understand principles, and master skills; and to see what they are learning as meaningful and applicable to their everyday lives.

3) Minimize performance anxiety

Motivation to learn is likely to develop most fully when students are goal oriented but relaxed enough to be able to concentrate on the task at hand without worrying about whether they can meet performance

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expectations. Teachers should make clear distinctions between instructions or practice activities designed to evaluate performance. Most classroom activities should be structured as learning experiences rather than as tests.

4) Project intensity

Projecting intensity through slower pacing, exaggerated cueing, and related rhetorical techniques is especially useful when demonstrating procedures or problem-solving strategies (as opposed to when merely giving or reviewing information). Such demonstrations have a built-in step-by-step structure that lends itself to slow pace punctuated by exaggerated cueing, and the first- or second person language that is used in modeling or demonstrating procedures lends itself more naturally to high intensity communication style than the third person language typically used to communicate information.

5) Project enthusiasm

Teachers identify their own reasons for being interested in the topic or for finding it meaningful or important and project these reasons to the students when teaching about the topic. Teachers can use dramatics or forceful salesmanship if they are comfortable with these techniques, but if not, low-key but sincere statements about the value they place on a topic or activity are just as effective. Thus a brief comment showing that the topic is food for thought or illustrating how it is

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interesting, unique, or different from previously studied topics may be sufficient. They primary objective of projecting enthusiasm as a strategy for motivating students to learn is to induce the students to value the topic or activity, not to amuse, entertain, or excite them.

6) Induce task interest or appreciation

If the topic or activity has connections with something that students already recognize as interesting or important, these connections should be noted. When the knowledge or skills to be taught have applications to allow students to solve problems or accomplish goals that are important to them. Teachers can also mention new or challenging aspects or activities that students can anticipate, especially interesting or exotic aspects.

7) Induce curiosity or suspense

Teachers can stimulate curiosity or suspense by posing questions or doing "setups" that make students feel the need to resolve some ambiguity or obtain more information about a topic. Teachers can encourage such interest in their students by (1) asking them to speculate or make predictions about what they will be learning; (2) raising questions that successful completion of the activity will enable them to answer; and (3) where relevant, showing them that their existing knowledge is not complete enough for them to accomplish some valued objective, that their knowledge is internally inconsistent

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or inconsistent with the new information, or that the knowledge they presently possess in scattered form can be organized around certain general principles or powerful ideas. More generally, teachers can put their students into an active information-processing or problem-solving mode by posing interesting questions or problems that the activity will address.

8) Make abstract content more personal, concrete, or familiar

Teachers can promote personal identification with the content by relating experiences or telling anecdotes illustrating how the content applies to the lives or particular individuals (especially individuals whom the students are interested in and likely to identify with). Teachers can make abstractions concrete by showing objects or pictures or by conducting demonstration. They also can help students to relate new or strange content to their existing knowledge by using examples or analogies that refer to familiar concepts, objects, or events.

9) Induce dissonance or cognitive conflict

If the topic of a text is already familiar, students may think that they know everything that there is to know about it and thus may read the material with little attention or thought. Teacher can counter this tendency by pointing out unexpected, incongruous, or paradoxical aspects of the content; by calling attention to unusual or exotic

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elements; by noting exceptions to general rules; or by challenging students to solve the "mystery" that underlies paradox.

10) Induce students to generate their own motivation to learn

Teachers can induce students to generate their own motivation to learn by asking them to think about topics or activities in relation to their own interests and perceptions.

11) State learning objectives and provide advance organizers

In order to be concrete and specific and to provide students with guidelines for setting goals and assessing their performance, teachers should phrase learning objectives in terms of what the students should be able to do when they complete the task successfully rather than merely describe in general terms what the task is about. Statements of learning objectives are especially important for skill development tasks, whereas advance organizers are more important for knowledge development tasks. I either case, the advance structuring prepares students for the activity by telling them what it is designed to accomplish and what prior knowledge and skills they should bring to bear in responding to it. This helps students to adopt an information-processing or problem-solving set rather than a more passive learning to set when engaging in the activity.

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12) Provide informative feedback

As soon as possible after being exposed to information through reading or teacher presentation, students should be given questions or assignments that require them to restate the information in their words, to show that they understand the information and can apply it successfully, or to summarize, integrate, or evaluate what they have learned.

13) Model task-related thinking and problem solving

This kind of cognitive modeling (demonstrating by thinking out loud so that students can observe the teacher's information-processing and problem solving strategies) is powerful not just as an instructional device but as a way to socialize students motivation to learn. Besides enabling teachers to model the particular strategies needed to accomplish a task, it allows them to show students what it means to approach a task with motivation to learn. That is, it allows teachers to model the beliefs and attitudes that are associated with such motivation (patience, confidence, persistence in seeking solution through information processing and rational decision making, benefiting from the information supplied by mistakes rather than giving up in frustration, concentrating on the task and how to respond to it rather than focusing on the self and worrying about one's limitations).

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14) Induce meta cognitive awareness of learning strategies

When motivated to learn, students do not merely let information "wash over them" and hope that some of it will stick, they process the information actively by concentrating their attention, making sure that they understand, integrating new information with existing knowledge, and encoding and storing this information in a form that allows them to remember it and use it later.

d. Strategy for improving student's self efficacy[25]

Self-efficacy is the belief that one can master a situation and produce positive outcomes. Self-efficacy has much in common with mastery motivation and intrinsic motivation. Self-efficacy is the belief that "I can"; helplessness is the belief that "I cannot". Here some good strategies for improving student's self efficacy:

1) Teach specific strategies

Teach students specific strategies, such as outlining and summarizing that can improve their ability to focus on their tasks.

2) Guide students in setting goals

Help them create short-term goals after they made long-term goals. Short-term goals especially help students to judge their progress.

[25] Stipek in John W. Santrock, op.cit, p.426-427.

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3) Consider mastery

Give students performance-contingent rewards, which are more likely to signal mastery, rather than rewards for merely engaging in a task.

4) Combine strategy training with goals

Schunk and his colleagues have found that a combination of strategy training and goal setting can enhance students' self-efficacy and skill development. Give feedback to students on how their learning strategies relate to their performance.

5) Provide students with support

Positive support can come from teachers, parents, and peers. Sometimes a teacher just needs to tell a student, "you can do this".

6) Make sure that students are not overly aroused and anxious

When students overly worry and agonize about their achievement, their self-efficacy diminishes.

7) Provide students with positive adult and peer models

Certain characteristics of these models can help students develop their self-efficacy. For example, students who observe teachers and peers cope effectively and master challenges often adopt the models' behaviors. Modeling is especially effective in promoting self-efficacy when students observe success by peers who are similar in ability to themselves. One positive way for teachers to use peer modeling to improve students' self-efficacy is to have each student work on some

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aspect of a task and then have the students explain their part to other group members after they have mastered it.

5. Motivation Function in Learning

Some psychologists see this motivation as needs or drives. Ausubel, for example, identified six needs under gird the construct of motivation: (1) the need for exploration, for seeing "the other side of the mountain" for probing the known; (2) the need for manipulation, for operating – to use Skinner's term – on the environment and causing change; (3) the need for activity, for movement and exercise, both physical and mental; (4) the need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feeling; (5) the need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent system of knowledge; finally the need for ego enhancement, for the self to be known and to be accepted and approved of by others.[26]

Gage and Berliner said that without existence of attention, it is not possible to be happened to learn. So, a student who has interest with lesson, usually its attention will be more intensive and then arise motivation in his-self or her-self to study that lesson. Here, motivation to learn can be defined

[26] Ausubel in John W. Santrock, Ibid, p.114

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as the effort of someone to provide all energy to learn so that he or she wants to do the process of study.[27] Motivation is an essential condition of learning. The product of learning will be optimal, if there is motivation. More precisely motivation are given, it will be more succeed the lesson which is given. So, motivation will always determine the effort to learn by student.

There are three functions of motivation. They are:[28]

a. Motivate the human being to do, so it becomes motor or activator that carry out the energy.
b. Determining the direction of behavior to the target that will reach.
c. Behavior selection.

D. Teacher's Role as Motivator

Teacher's role as motivator is related to the role as educator and supervisor. To increase high learning enthusiasm (the students need to have high motivation, both intrinsic motivation and extrinsic motivation) is the role of teacher. The teacher's function is seen mainly as a provider of materials and conditions for learning, while language learners take responsibility for their own motivation and performance. Teachers can encourage learners to take ownership in learning, help them to identify and decide for themselves the relevant learning goals, and provide continuous support. Setting clear goals for learning can be

[27] http://whandi.net/index.php?pilih=news&mod=yes&aksi=lihat&id=4083

[28] Sardiman A. M, op.cit, p.85

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crucial for increasing motivation but not all students may be appropriately motivated by these intrinsic suggestions.

On the other hand, teachers can act in various ways building up learners' extrinsic motivation. Establishing high expectations and helping students to develop realistic but positive attitudes to language learning and to their own abilities as learners is therefore a fundamental motivational strategy. If students believe that language learning is a feasible, an interesting, or a useful activity, there is a good likelihood that they will experience their language study in this light. One of teachers' main concerns is to help students perceive why they are learning the language and what possibilities it can open for them. Students' motivation for learning a language increases when they see connections between what they do in the classroom and what they hope to do with the language in the future. Meaningful, purposeful activities which make learning relevant to students' lives and show how language skills can be applied in the real world can be especially valuable. Students may need the target language in different situations such as ordering a meal in a restaurant, using the telephone at work as well as planning a holiday or another type of journey to the target language country.[29]

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[29] Agnieszka Szybiak, *The Teacher's Role in Increasing Learners' Motivation,* 2008 on http://edu.info.pl/37284

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CHAPTER III

RESEARCH METHOD

In this research the writer was using descriptive-qualitative research in the data analysis technique. In this research, the writer did observation to the teacher and students in the teaching-learning process.

A. Research Design

The design of this study was descriptive-qualitative research. The description was about teacher's role as motivator to student's learning motivation in English lesson at SMPN 1 Sedati Sidoarjo.

Descriptive research is research that is done by explaining or describing the variable in the past and now.[30] Descriptive research means for exploration and clarification about phenomenon or social fact by describes of variable with the accurate units and problems of the research.[31]

In this is research, the writer chose descriptive method because the role of teacher as motivator to motivate students to learn is very good.

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[30] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Citra, 2006), Rev.VI, p.10

[31] Sanapiah Faisal, *Format-Format Penelitian Sosial*, (Jakarta: PT. Raja Grafindo Persada, 2007), p.20

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B. Source Data

1. Primer data

The primer data that the writer uses was from the research that writer do. The writer did the research in SMPN 1 Sedati Sidoarjo. The object of the research was the student of the first grade and the teacher. The data that writer got was from the interview, observation, questionnaire, and documentation.

2. Supported data

The secondary data that the writer used was related to the books that support to the research that writer did. The writer also used other supporting data that related to the research.

The books that the writer used were such as:

a. *Looking in Classroom Fifth Edition*, by Thomas L. Good and Jare E. Brophy (1991).
b. *Educational Psychology: Preparing for Praxis*^{tm} *and Practice Second Edition*, by John W. Santrock (2006).
c. *Didaktik Asas-Asas Mengajar, by Prof. Dr. S. Nasution, M.A.*
d. *Principles of Language Learning and Teaching Second Edition*, by H. Douglas Brown (1987).
e. *Interaksi dan Motivasi Belajar Mengajar*, by Sardiman A.M. (2006).
f. *Guru dan Anak Didik Dalam Interaksi Edukatif*, by Drs. Syaiful Bahri Djamarah (2000), etc.

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C. Research Instrument

To get the data of research, the writer used four instruments.[32] They were:

1. Observation

   The process of observation is monitoring and recording systematically to indication that is visible in research. The writer does direct observation by observing in the class during teaching-learning process. It has done for three weeks as long as English class was process.

2. Interview

   Interview is information collecting tool that is done by ask several question orally for answered by orally too. The writer does an interview to the teacher about their ways to motivate the student and the difficulty in motivating them.

3. Questionnaires

   Questionnaires are information tool that is done by convey several written question to be answered by written too. The writer distributes the questionnaires to the students after teaching-learning process was over.

   In advance, the advantages of questionnaire are:[33]

   a. The researcher is not necessarily present in front of the respondents

   b. Can be shared directly to many respondents

[32] S. Margono, *Metodologi Penelitian Bahasa*, (Jakarta: PT. Rineka Cipta, 1997), p.158-169.
[33] Suharsimi Arikunto, op.cit, p.152

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c. Can be answered be the respondents as fast as their own and depended on their part times

d. Can be anonymous, so respondents will feel free, honest, and confident to answer

e. Can be standardized in similar questions for all respondents

4. Documentation

The writer used documentation to get input data by data of observation check-list, interview, questionnaire, and pictures.

D. Data Collection Technique

To collect the data, the researcher used four components of the instrument above. First, the researcher did direct observation by observing in the class during teaching-learning process to know how far the teacher's role as motivator was done by the teacher and how the student respond by check list. Then the researcher will distribute the questionnaires to the student after teaching-learning process was over and did an interview to the teacher about their ways to motivate the student and the difficulty in motivating them. Moreover, the researcher used documentation from the result of observation and questionnaire data to be analyzed.

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E. Research Procedure

These are the procedure to get the data:

1. The writer did direct observation by observing in the class during teaching-learning process. It had been done for three weeks as long as English class was process.
2. The writer did an interview to the teacher about their ways to motivate the students and the difficulty in motivating them.
3. The writer distributed the questionnaires to the student after teaching-learning process was over.
4. The writer used documentation to get input data by the result of checklist data when observe the class and questionnaire that had distributed to the students.

F. Data Analysis Technique

The writer used descriptive qualitative in the data analysis technique. In the research, the writer did observation to the teacher and students in the teaching-learning process, interviewed with the teacher, and distributed the questionnaire to the students. To analyze the data, writer used documentation from the result of observation in the class and the result of questionnaire that had filled by the students. To analyze the percentages of questionnaire, the writer used $P = \frac{F}{N} \times 100\%$.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research. The research includes the result of observations and discussion about the answers of the research problems. They are:

1. How is teacher's role as motivator done by English teacher of SMPN 1 Sedati Sidoarjo?
2. How far are SMPN 1 Sedati Sidoarjo students motivated by teacher?

A. Findings

1. Teacher's Role as Motivator That is Done by English Teacher of SMPN 1 Sedati Sidoarjo

How is teacher's role as motivator done by English teacher of SMPN 1 Sedati Sidoarjo? This is the description about that.

Mr. Sutiyono as the teacher of English lesson and a coordinator of the whole of English lesson in SMPN 1 Sedati Sidoarjo said that the effective way to motivate students to learn was from the way that we used in teaching them. And according to him, the effective way was from how teachers make the students fun in learning because if the students happy and enjoy the lesson that we gave to them, the students will interest with the lesson. To make students have motivation to learn, he always looked for new innovations to

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make them were not bored with the lesson. Again, he always tried to be close with their students to make them enjoy with him. He also said that the teachers have to know what the students want to be. So the lesson will be transfer successfully and they will like the lesson and motivate to learn it. As long as the writer did class observation about the teacher's performance in that school especially about how the teacher stimulate and motivate students to learn English. The writer always found fun learning during teaching-learning process. Even the writer was become observer only in that class, he always interested to learn and sometimes he followed his instruction too. According to the writer, the teacher ways to teach English is very good. It was very interesting and fun. So, all of the students were interested and motivated to follow his instruction as long as teaching-learning process. Almost there were no students that are not concentration when Mr. Sutiyono explained the topic. All of students were active in learning. Enthusiasm of the students was very high. Mr. Sutiyono always used the application program that he took when he had training in America to explain the topic. The application program could make students easier to understand about the topic and it was very funny so the students were interested.

The application program can be applied by discussion, presentation, and interview. It was suitable to be applied in this school because the facilities is complete. He was innovative to make the students interest with the lesson. One of his innovations was using application program that he took from

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America when he had training. He just wanted to try to make enjoy and comfortable the students with the lesson and comprehend about the topic. According him, if the students liked and enjoyed the teaching-learning process, they will try to like the lesson too. And if they have liked the lesson, they will be motivated to learn it.

This is the description about my observation during the class was processing:

a. The first meeting

Before teacher started to teach the students about the topic of the day, teacher began the class by greeting, said salaam to the whole students. Then the teacher asked one of the students to lead praying for opening the lesson according to their beliefs. Then the lesson was started.

Before teaching the main topic, teacher began to ask several questions to the students about the previous lesson that had taught last week. The question was almost addressed to the whole of students. So, all of students could active in the class. By the clear question and strongly voice, the teacher could make the students focus and understand the questions. So, the students could answer the questions correctly. After the students answered the questions, teacher explained the previous topic for a moment to memorize the students so that they were not forget about the previous topic and to stimulate the students to went to the next topic that will be begun.

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And to the main topic of the day, the teacher used the media to explain about the topic. The topic was about present progressive, simple present and simple past. To make students interested and understood about the topic, teacher used the application program that he took from his training in America by using media LCD. It was like using internet, but actually it was just application in study English and it was not internet. The application was very interested and arousing the student's motivation to learn. And it could be proven by their respond and their enthusiasm when they paid attention to LCD and teacher's explanation. For addition, the teacher gave some examples to them by practice. Teacher asked one of the students to clear the board. And when the student was clearing the board, the teacher gave clarification that "it is the present progressive tense" by saying "he is clearing the board". Then the students could understand it. Again, teacher asked one of the students to write her full name in the board. And when the student was writing her full name, the teacher said "she is writing her full name in the board" and explain that it is the example of present progressive too.

When he explained about simple present and past tense, he used the simple way to make students understand about that. He used the simple word that was understood by student. He just used the word "eat". From the past, now, and the future, we will still eat to survive. So, it is the habitually activity. And it must use the simple present tense. I think it is

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the simple way to make students understand about the topic. When he taught the students, he always came closer with students in order to create familiarity each other. And sometimes he made a joke with the students to make fun and happy in the learning process.

After the teacher gave the examples, teacher asked the students to make another example by their own sentences to know they had understood or no by discussion with their peers. And the respond from them is satisfied. Almost the example that is given by them was corrected. There just was one student who answered false. Then the teacher gave some question from his file to students to be done by themselves in their laptop because some of them have laptop. So, it made easier him to teach. The teacher gave several times for about fifteen minutes to finish the question.

After the students had done the question, the teacher discussed it one by one based on the number of questions. And after discussion had finished, the teacher asked the students to tell what the number of their true or false. The minimum true was seven from ten questions. The teacher gave praise for student who got higher true. The higher true is ten. He said "good job boy and good job girl." And the student who got the praise from the teacher was very happy.

Finally the teacher closed the class. And before the class was closed, teacher gave some questions to reinforce them about the topic in that day and gave them homework.

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b. The second meeting

As usual, before teacher started to teach the students about the topic of the day, the teacher began the class by greeting, said salaam to the whole students. Then the teacher asked one of the students to lead praying for opening the lesson according to their beliefs. Then the lesson was started.

Because the day was the time to check the student's homework, the teacher asked that they had done their homework or no and asked them to open their book to discuss it together. Teacher asked one of the students to read about the question number one and answered too. If the answer was false, teacher threw to the other students who know to answer it. If there is no student who know about the answer, teacher corrects it by himself and explained it again until the students understand. And if the answer was correct, the teacher went to the next question. When the number one was discussed, teacher asked other student to read the question number two. And it was progressing in rotation to the student. It was continue until the question was over.

Then, the teacher asked the students to report how their work was correct. And after the students had finished to report their correct, he asked to the students gave applause to the student who got the higher correct. Finally, teacher closed the class by asked the students to pray first. And he said see you to the next meeting.

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c. The last meeting

Same with the previous meeting, teacher began the class by greeting, said salaam to the whole students. Then the teacher asked one of the students to lead praying for opening the lesson according to their beliefs. Then the lesson was started.

He asked several questions to the students about the invitation to stimulate them to go to the topic that will be discussed. After it was over, students took attentively the short functional of text write such as invitation that red by teacher. Then teacher asked the students to look for the difficult word that they have not known yet to be asked to him. To answer what is asked by students about the difficult word, teacher used practice to answer. And it was useful to make students understand. After that, students red aloud the short functional of text write. After the students red aloud the text, teacher asked the students to answer the question that is related with the text that have red by them. After they have answered the questions, teacher asked them to discuss about the grammatical that is used.

Then teacher asked one of the students to red aloud the invitation of birth day card in front of the class. Then teacher asked them about the difficulties when they learned. Some of the students said that they have no difficulties to learn the topic because it was no strange with them. They have known the invitation card in their daily life. Then teacher conclude

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the topic that just discussed and asked the students to make the invitation card to be their homework.

2. The Extent of Students Motivation Effected by Teacher

This is the result of questionnaire that was analyzed by $P = \frac{F}{N} \times 100\%$:

Questionnaire	Yes	No	Number of Students*	Percentage of Yes answer (%)
1. Pernahkah guru anda menggunakan bentuk diskusi dan tanya jawab dalam belajar?	20	0		100%
2. Apakah anda senang dengan bentuk metode mengajar di atas?	19	1		95%
3. Selain menggunakan bentuk diskusi dan tanya jawab, apakah guru anda pernah menggunakan bentuk demonstrasi dalam mengajar?	20	0	20	100%
4. Dalam mengajar, apakah guru anda pernah menghubungkan pelajaran yang akan dipelajari dengan pengalaman atau pelajaran yang lampau?	20	0		100%
5. Apakah guru anda memberikan penghargaan (berupa nilai) dalam	17	3		85%

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mengajar?				
6. Apakah anda senang jika mendapatkan nilai bagus atau tinggi?	20	0		100%
7. Apakah guru anda sering memuji anda jika nilai anda bagus?	16	4		80%
8. Apakah dengan adanya pujian, anda merasa termotivasi dalam belajar?	18	2		90%
9. Pernahkah guru anda memberikan hukuman bila anda tidak mengerjakan tugas?	18	2		90%
10. Bagaimana sikap anda setelah diberi hukuman oleh guru anda karena tidak mengerjakan tugas?	19	1		95%
11. Pernahkah guru anda memberikan penjelasan tentang pentingnya belajar bahasa Inggris?	20	0		100%
12. Pernahkah guru anda memberikan penjelasan tentang tujuan dari tiap-tiap pokok bahasan pada materi bahasa Ingggris?	20	0		100%

* Actually the number of students in class seven A are 24 but why did the writer use 20? Because when the writer distributed the questionnaire, there are four students who were absent.

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Addition, writer took one question that used open-ended question to know what the way of teacher to teach that they liked best.

Questionnaire	Discussion	Presentation	Using media
13.Menurut anda, dari semua methode yang pernah diterapkan oleh guru bahasa inggris anda. Methode apa yang paling anda sukai?	11 students (55%)	6 students (30%)	3 students (15%)

Based on the result of the questionnaire result above, the students of SMPN 1 Sedati Sidoarjo are motivated by:

95 % of the students like the way of teacher to teach them. The way of teacher to teach the students are discussion, presentation, explanation by using media laptop and LCD. The higher way of teacher to teach the students that is liked by students is discussion. 55 % of the students like discussion, 30 % of students like presentation, and 15 % of the students like using media laptop and LCD when the teacher explained the topic.

To motivate the students to learn and active in the class, teacher always give mark from the tasks that had done by students. And to the students who get the good mark, he always gives reward or praise to them. And what is the student's response? The response of the students based on the questionnaire

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that I distribute to them is satisfied. 100 % of the students like it and 90 % of the students are motivated by reward or praise that is given by teacher.

Sometimes the teacher gave punishment to the students when they did wrong or did not do the task. The act of teacher was giving occasion to be cured of habit effect. And it activated 95 % of the students to more study hard again so that they will not get punishment again.

B. Discussion

The research finding showed that the way of teacher to motivate the students was from the method. He always used media when explained about the topic. The media are LCD, laptop, the application from internet such as peripatetic picture, and application program that he took when he had training in America. The application could make students easier to understand about the topic and it was very funny so the students are interested. The picture is come near to the reality or the real object. The students can conclude something from the picture because it can:[34]

1. Explain the definitions that could be not explained by words because one picture is worth a thousand words.
2. Enrich reading.
3. Arousing the motivation for something new that will be learned.
4. Correct the wrong definitions.

[34] S. Nasution, op.cit, p.107-108

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The teacher did not only use media to motivate students to learn but also discussion and presentation. Instead, the way that was more liked by students was discussion than media. Discussion could make students active when teaching-learning process. The students can explore all of that is in their mind. In discussion, the students active in finding the problem and discussion objectives, collect information, notify opinion, consider the rightness of others opinion, take conclusion, etc.[35]

When there was a student who did not understand yet, he always gave explanation again until the student understands. And if there were students who asked about the topic or a word that they did not understand yet, he always explained by practice. And the result was the students could understand about what they had asked the teacher. From that, the students liked to ask something what they had understood yet to the teacher because the way to explain the answer was understandable. The purpose of practice is to give more variations in the ways of our teaching, give more realities in that teaching, in order to it will be more concrete, more directed to achieve the aim of lesson. This is the functions of practice:[36]

1. Adding the learn activity of students.
2. Economizing studying times.
3. Causing the result of study is more permanently.

[35] Ibid, p.92
[36] Ibid, p.98-99

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4. Helping the student that is left out in the lesson.
5. Giving the reason that natural to learn because of increasing motivation and activity of the students.
6. Giving the comprehension that more appropriate and concrete.

When teacher explained the topic, he always stayed in the place that eye caching by students and the teacher's voice was so clear. It was very important to make the students concern with the lesson and it helped them to understand and comprehend about the lesson.

Before teacher went to the main topic, he always gave some close-ended questions about the previous lesson. It was in order to the students did not forget about the previous lesson that had been learned and to stimulate them to go to the next chapter. Feedback is another factor that is important from a motivational as well as a purely instructional point of view. It could help the teacher to measure what the students had understood about the lesson that had been taught to them.

To motivate the students, the teacher always gave mark to the students. There are many students learn to achieve the good mark. For the students, the mark is strong motivation to learn more hardly. For the students who got the good mark, he always gave them praise or rewards. Rewards are more effective for increasing effort than for improving quality of performance. They guide behavior more effectively when there is a clear goal and a clear strategy to follow in striving to reach that goal than when goals are more ambiguous or when students must discover or invent strategies rather than merely activate familiar

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ones. Rewards are to be incentives for everyone and not just the high-ability students, it is necessary to ensure that everyone has equal (or at least reasonable) access to the rewards. This may require contracting or some less formal method of individualizing criteria for successful performance.[37]

For created discipline, teacher gave punishment to the students. It has purpose to motivate the students to learn hardly again to maintain or to increase the achievement. From the findings, it was very important to make students more active and learn hardly to get their goals in learning. Addition, it can make discipline for the students.

The students felt enjoyable when were taught by him because the teacher was close with them. Enjoyable situation in learning influenced the enthusiasm and achievement the students. Sometimes teacher threw the jokes to refresh situation so that it was not bored. Jokes produce enjoyment, which in its turn adds motivation.[38] Teacher always regards the students as friend. So, there was no gap between teacher and students. Besides that, the teacher also helped the students to solve the student's problem. Sometimes the teacher shared experience with the students and explained the important of learning. From that, students was enjoy and happy with the teacher. From the teacher way that was used by the teacher, the students were enthusiasm in learning.

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[37] Thomas L. Good, Jare E. Brophy, op.cit, p.290
[38] Penny Ur., op.cit,p.281

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions that are derived from the research findings.

A. Conclusion

There were some conclusions which were drawn from the research problems, as follows: (1) How is teacher's role as motivator done by English teacher of SMPN 1 Sedati Sidoarjo? and (2) How far are SMPN 1 Sedati Sidoarjo students motivated by teacher?

1. Teacher's Role as Motivator That is Done by English Teacher of SMPN 1 Sedati Sidoarjo

Based of the result of the writer observation during teaching-learning process, he could take conclusion about teacher's role as motivator that is done by English teacher of SMPN 1 Sedati Sidoarjo. The result of the writer's research is teacher's role as motivator that had done by English teacher of SMPN 1 Sedati sidoarjo is good. The motivation that was given by the teacher was from the way to teach the students in order to create the students enjoyed and motivated to learn.

To motivate the students to learn and to like the lesson, at the first time, teacher created the students to like him by improve the skill of his ways to teach them and created the emotional relationship with the students. To create

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the emotional relationship with the students, the teacher regarded the students as his friend. When there was a student who got the problem, he always helped the student to solve the problem. Because of that, his students were not reluctant to share their problem to him. Sometimes he threw the jokes to the students and shared of his experience in order to make the students learn more about the important of learning especially English, life, and everything when he taught the students.

In teaching process, the teacher always gave review to the students to check the student's comprehension about previous lesson. The teacher always gave reward to the student who active answered the all questions that were given by teacher. He is very innovative in teaching the students. He used the application program that he took when he had training in America. It was suitable to be applied in that school because it was supported by complete facilities because laptop and LCD were available in that school and it was suitable with the school's curriculum. Sometimes he taught the students by using games and he invited his students to learn in outside. It was done by teacher in order to create fun learning. Teacher more often used practice to explain something to make students more understand about something than explain by words because practice is easier to understand by students than by words. If there was an event about English contest, he always sent out the student to participate in that contest to improve the student's skill in English.

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To make the students happy, the teacher always gave mark to their work. And he always gave rewards to the students who got the good mark. To create the discipline, teacher always gave punishment to the students who did false. It was done by teacher to make the students aware that what had done by them was false.

2. The Extent of Students Motivation Effected by Teacher

Based of the result of data analysis, the writer could take conclusion about the extent of students' motivation effected by teacher. The response of the students from the motivation that was given by teacher is good. They have high motivation to learn English. The students were enthusiastic to learn when the teacher was teaching them. They felt have motivation to learn and to reach their goal of learning. It could be seen by enthusiasm of the students in teaching-learning process. They liked and enjoyed the way of teaching that was done by teacher. When the teacher explained the topic, they always concern and easy to understand about what had been explained by teacher. From three of the way of teaching (discussion, presentation, and media using) that was done by teacher, the students more liked the discussion then others. They can explore their knowledge and their ability in the discussion activity. When the teacher gave them punishment, they were not sad, angry, or to be lazy to learn. In fact, they made it to be motivation to learn more. They have many appreciations that they got from the English contest. Because of the

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closeness between students and the teacher, the students made the teacher as their friend. They were not reluctant to share their problem to the teacher. They loved their teacher. The teacher became inspiration for them to learn more about the lesson especially in English.

B. Suggestion

After doing observation, interviewing the teacher, and delivering questionnaire to the students, the writer would like to give some suggestions which may be useful in creating the better techniques in learning and teaching English.

1. For the teacher

The teachers have done many things for their students during learning and teaching English. The teacher has good enough to motivate the students to learn active when teaching-learning process. The teacher just has to defend that condition where the students like and enjoy with his way to teach them. And if it can be, teacher has to find the other way of teaching to create new fun learning in the class. So the students will be not bored. Maybe the teacher has to ask the students what they like and they want to. So the goals of them can be rich.

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2. For the students

I hope the students defend that condition where they have motivation to learn. If they have motivation to learn and to get something, they can be rich the goals. They must share with the teacher what they want and what that can be make them happy and enjoy in learning besides all of that have been doing by teacher. Maybe it can help the students are more motivated to learn again.

3. For the other writers

The researcher also hopes that the next researchers will continue this research by conducting the different object and population. Because the performance of teacher especially teacher's role as the motivator is different in other school.

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