



## The Teacher's Role in Motivating Students to Learn English in High School Level

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### ABSTRACT

*Creating a positive learning environment in the classroom by integrating students is crucial since learning is fundamentally about the interaction between teachers, students, and their surroundings with the goal of positive behavior changes. As a result, teachers must play a part in inspiring students to study more actively in the classroom. This research aims to determine the role of teachers in motivating student learning in English subjects. This qualitative study employed data collection techniques, including observation, interviews, and documentation. This research lasted for two months. The population in this study consisted of teachers and students of MA Bustanul Ulum Toddolimae, with the research sample consisting of one English teacher and six class X students. Thesis used qualitative data analysis techniques developed by Miles and Huberman, namely data reduction, data presentation, and concluding. The findings indicate that English teachers act as motivators, mediators, and innovators in teaching and learning activities to motivate students to participate in learning activities. This research proves that the teacher's role is very important in motivating teaching and learning activities, and the impact of providing motivation is that students feel interested and enjoy participating in English learning activities. Therefore, teachers can be said to be motivators, mediators, and innovators, while students have intrinsic and extrinsic motivation. Therefore, it is important for all educational actors, especially teachers directly involved in interacting with teachers, to help students learn in class by involving several roles that are proven to help students learn.*

**Keywords:** Teacher's Role, Student Learning Motivation, English Skill

### INTRODUCTION

As an educator, it is essential to know that the role of the teacher influences student learning motivation. English is a language that is used almost all over the world because it is an international language. Brumfit (2001, as cited in (Afiah et al., 2022) points out English is a universal language that is the most widespread medium of international communication.

English is a language that everyone in every country in the world, such as Indonesia, learns. Furthermore, English is not used as an everyday language of communication between humans; it is only used in very limited interactions and is only studied as a school subject. We understand that English plays an important role in the era of globalization.

Education is important in an individual's life as it plays a decisive role in shaping their future and path (Astri & Wahab, 2018, 2019; Noer et al., 2021; Syamsir et al., 2021). While not everyone may share this perspective, education remains the foremost necessity for humanity. Through education, individuals develop and refine their skills and knowledge. (Astri et al., 2022, 2023; Wahab & Astri, 2022) Additionally, education serves as a common yardstick to assess the caliber of each individual. In Indonesia, English is a significant subject taught in junior high and high school. The primary purpose of learning English is to cultivate students' curiosity in engaging in concise conversations, inquiring and responding to queries, developing critical thinking skills, and gathering information from others (Brown, 2001).

Every learning process always involves educators (teachers) and participants educate (students). As expressed by (Dona, 2012) that teachers also as resources of any information and creators of the teaching and learning process. According to (Ikbali, 2018) Teachers can be understood as professionals who work to improve the country's overall development. In addition, teachers as professionals must have several abilities to apply various learning theories in areas of teaching, the ability to choose and apply appropriate teaching methods effectively and efficiently, the ability to involve students actively participating, and the ability to create a learning atmosphere that supports the

achievement of goals in education. So, a good reciprocal relationship is needed between teachers and teachers' students so that students can be active in the learning process. Learning is a very complex and involved process with various learning components. Building a classroom atmosphere by involving students is very important in learning because in essence, learning involves the interaction process of teachers, students, and their environment so it is hoped that there will be changes in behavior for the better.

The task of the teacher as an educator is not only to convey material or lessons in class but must be able to motivate students. To foster high student learning motivation, the role of the teacher and students is needed, because only a teacher and the students themselves can foster student learning motivation while in class. The role of a good teacher will be seen the extent to which the teacher can carry out these duties and responsibilities, it needs to be supported by a set of abilities that must be possessed by the teacher, namely competence.

As a teacher, the teacher should help the development of students to be able to accept and understand, and master science and technology. Teachers need to inspire their students to learn on a variety of levels. Ultimately, In the end, a teacher can fulfil his role as a motivator in the teaching and learning process if he or she masters and is able to perform skills that are pertinent to the circumstances and conditions of the students. As

a result, pupils can assimilate the knowledge that the instructor has imparted and greatly impact the expansion and realisation of their own potential.

In order to improve the quality of their instruction and give their pupils more learning opportunities, teachers need to carefully consider and plan. The use of various methods can increase student enthusiasm. This use can bridge the learning styles of students in absorbing lesson material. Students will be more motivated to learn if teachers employ teaching strategies that are in line with their psychological needs. For that reason, the role of the teacher is expected to create good relationships in teaching and learning interactions in the classroom.

## **REVIEW OF LITERATURE**

### **The Role of the Teacher in the Learning Process**

Teachers must adapt their roles and teaching skills in light of the recent developments that challenge the traditional conception of learning. The role and proficiency of teachers play a significant role in determining learning and students' learning outcomes. If a teacher can control the classroom, their proficiency will be improved. As a result, student learning outcomes are at their best. In the process of learning, a teacher's role is crucial. According to (Aslah et al., 2022), a teacher's job in the learning process includes a number of roles such as instructor, class manager, supervisor, motivator, consulante, and explorer.

(Putri et al., 2019) stated that the function of the teacher as an educator in the classroom is very much, namely: Demonstrator, motivator, Facilitator, Innovator, mediator.

1. The teacher as demonstrator. Since this will affect the learning outcomes attained by his students, the teacher, in his capacity as a demonstration, should always be an expert in the topic or subject matter that will be taught while simultaneously improving it in order to increase his expertise. When it comes to learning subjects that are hard for the students to understand, the teacher should make an effort to help them by modeling the material so that the students' understanding and the instructor's expectations align.
2. The teacher as a motivator. Teachers have the power to inspire pupils to be enthusiastic, engaged learners. In order to provide pupils incentive, teachers might examine the reasons behind their sluggish learning and subpar academic achievement. Students are motivated when their needs are met.
3. The teacher as a Facilitator. The facilitator's role is to make things easier for you. Teachers, as facilitators, should be able to work on useful learning resources that can support goal achievement and the teaching and learning process, whether in the form of resource persons, textbooks, magazines, or newspapers.
4. The teacher as Innovator. Those who are innovative are always coming up with fresh approaches to challenges. For his students,

the teacher creates a meaningful existence based on his own experiences. Translating important policies and experiences into words or languages that students can comprehend is the teacher's responsibility. Therefore, the instructor needs to get educated in order to serve as a bridge between the younger and older generations, who are also skilled interpreters. The children can help teachers solve problems as they arise. In addition, the instructor is a catalyst for the advancement of novel concepts in the teaching and learning process.

5. The teacher as mediator. As a mediator, the teacher must have a thorough understanding of educational media in all of its forms and formats, both non-material and material. The media serves as a tool for communication in order to activate the educational interaction process. The teacher is expected to have skills in using all media, which are tailored to the achievement of the teaching objectives.

### **Definition of Motivation**

The term "motivation" refers to the process of persuading someone to take action. When we encourage ourselves or others, we set rewards or conditions that start or stop that behavior. (Filgona et al., 2020) states that "motivation is a complex part of psychology and human behavior that influences how individuals choose to invest their time, how much energy they expend in any given task, how they think and feel about the task, and how long they stay on the task.". (Abbas et al., 2023), motivation is

described as an internal drive that drives a person to take action or see a project through to completion. Motivation is a type of internal force that compels people to do things.

Based on the above understanding, motivation is a stimulus, encouragement, emoticon, or desire that actively encourages someone to take certain actions to achieve a goal. In short, motivation refers to things that consistently arouse or stimulate a desire to engage in behavior.

(Wardani et al., 2020) stated that persons who engage in activities that are motivated by intrinsic variables do so with the purpose of reaching the consequences of those activities. For example, kids learn English either orally or in writing, not to obtain a diploma or the approval of their parents. Meanwhile, Extrinsic motivation originates from a variety of external causes, such as the necessity to pass a test, the prospect of financial reward, or the chance of future travel.

According to Ellis (2017), intrinsic motivation involves the awakening and maintenance of curiosity and can ebb and flow as a result of such factors as learners' specific interests and the extent to which they feel personally connected to learning activities. In addition to intrinsic motivation, Ellis classifies motivation into the following categories:

1. Instrumental motivation. The primary factor impacting second language acquisition learning success appears to be instrumental motivation. For example, suppose students

are encouraged to study a second language in order to expand their access to economic and educational prospects.

2. Integrative motivation. Some students may choose to learn a certain second language because they are interested in the people and culture represented by the target language group. For example, many English-speaking Canadians are motivated to study French because of this integrative perspective. However, integrative motivation does not appear to be as relevant in other learning environments.
3. Resultative motivation. Motivation is the driving force behind second language acquisition success. However, motivation could also be the outcome of learning. That is, learners who achieve success in learning may become more or, in some cases, less motivated to learn in the future.

From the statement above, the four types of motivation must be seen as complementary, not antagonistic. Learners can be encouraged in an integrative and useful way. Learning outcomes and causes can be studied. Furthermore, rather than being something that students have or don't have, motivation is dynamic, that is, it fluctuates from time to time based on context or learning activities.

## METHODS

This research employed a qualitative descriptive methodology. Current events, conditions, or situations are described and

interpreted in descriptive research. Comparatively speaking, qualitative research is a research methodology built on naturalism and post-positivist paradigms. It has the following qualities: Processes and values are the subjects of observation. Processes and values make up the majority of data; researchers actively engage with data sources while collecting data, data are analyzed inductively, research results cannot be generalized and research is subjective and related to values, (Fossey et al., 2002). The instruments used in this research were observation, interviews and documentation. The research was conducted at MA Bustanul Ulum Toddolimae. This school was located in Salomatti, Toddolimae Village, Kec. Tompobulu, Maros Regency. This research was conducted in class X MA Bustanul Ulum Toddolimae. The data analysis technique used qualitative data analysis techniques developed by Miles and Huberman, namely data reduction, data presentation and drawing conclusions.

This research used a qualitative descriptive methodology. Current events, conditions, or situations are described and interpreted in descriptive research. Comparatively, qualitative research is a research methodology built on naturalism and post-positivist paradigms. The qualitative descriptive method is a method that describes, depicts and explains what happened to the object under study based on the situation and conditions at the time the research was conducted (Sugiyono, 2017). It has the following qualities: Processes

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The instruments used in this research were (1) observation, it was made to get an actual description of an event or incident to get answers to research questions. (2) interviews, it aimed to collect information from the teacher and students. In this study, the researcher used a semi-structured interview technique. and (3) documentation, it was used to obtain data in the form of photographs that proved that a researcher is conducting research. The data in this study was recorded in the form of audio material. This research was conducted at MA Bustanul Ulum Toddolimae. This school is located in Salomatti, Toddolimae Village, District. Tompobulu, Maros Regency. This research lasted for 2 months and observations were carried out 8 times Apart from that, interviews were conducted for 5 days, 1 day for English teacher and 4 for students were carried out in class. Data reduction was a process of selecting, concentrating attention, abstracting, and transforming rough data from the field. This step lasted throughout the research, from the beginning to the end of the research.

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reduction, it was a process of selecting, concentrating attention, abstracting, and transforming rough data from the field. This step lasted throughout the research, from the beginning to the end of the study, (2) data presentation, it was a systemized collection of information that allowed for drawing conclusions and taking action. and drawing conclusions, it was the final stage in the research process where meaning was given to the analyzed data.

## **FINDINGS AND DISCUSSION**

### **Finding**

Teaching and learning activities in class begin with the teacher greeting students and students answering greetings, then the teacher asks how students are doing, takes attendance, and visits students one by one then the teacher reviews learning at the previous meeting to test student understanding. after that just entered the material for that day. The following is an explanation of the researchers' findings from observations related to the teacher's role in motivating students and student responses at MA Bustanu Ulum Toddilimae. The observations made in this study included 2 types of observations, namely observations of teachers and observations of students. And then, while doing observation, the researcher did documentation by taking picture how the research took place.

Based on the results of an interview conducted with the English teacher at MA Bustanul Ulum Toddolimae, in this case the

English teacher said that the obstacles experienced during teaching were the lack of enthusiasm and students' interest in learning, especially English lessons which according to the students is a very difficult subject and a lot of memorizations. In addition, the lack of student discipline in class is also an obstacle. Students who are not disciplined sometimes disturb students who are really serious about learning.

The method used to overcome these obstacles is the English teacher giving warnings or advice to students who are not disciplined. Whereas for students who are less enthusiastic and interested in learning English, the English teacher provides a variety of learning methods so that students do not get bored during teaching and learning activities and eliminates the student's perception that English is a subject that is not difficult.

1. Interview with teacher MA Bustanul Ulum Toddolimae

English teachers state that motivation is important in the learning process. The following is the narrative of the English teacher:

*"I always motivate students, because knowledge is important for their future. Apart from setting an example, in every meeting, I always use a variety of learning methods. Yes, usually the students in the class are bored, right? In order to be enthusiastic again, play a video that supports the material. So fresh and not sleepy anymore, because most students like to play videos or films."*

Based on the results of the respondent' answer above, it can be concluded that apart from the role of teacher as good educator, she can also be motivator for students. This can be seen from the respondent responses that to increase students' enthusiasm for learning, teacher use a variety of learning methods. One of them is the use of video.

Rather than that teacher also has a role in creating a conducive classroom environment in the teaching and learning process.

*"In teaching and learning process, a teacher must make efforts to create a conducive classroom environment, usually this is in the learning method. Apart from that, students' interest in learning English at this school is very low. Therefore, teachers must be as creative as possible in the teaching and learning process, for example by providing games."*

Based on the answers above, it can be concluded that teachers can be innovators for students, because as innovators, teachers themselves must be able to provide various methods or techniques in learning. Furthermore, to improve student learning, what teachers need to pay attention to is the media in learning.

*"In my class I use several media, namely textbooks and grammar translation to improve students' understanding in learning English."*

This can be concluded that the teacher can be a mediator in the student learning process.

From the results of the interviews, the researcher assessed that the English teacher motivated students by providing various learning methods at each meeting. This is so that students do not feel bored during teaching and learning activities. Regarding giving motivation to learn, English teachers also assume that students are happy if the results of the assignments they are doing are praised. This is done to raise the spirit of students. By giving a variety of learning methods and giving praise for the tasks done by students. Because students become fresh and driven to be even better.

## 2. Presentation of data from interviews with students

To get the second research question, namely interviews with students. Based on the results of interviews was conducted with students at MA Bustanul ulum Toddolimae, researcher found that without the teacher's role in motivating students, students would not achieve good results.

### *Interviews with students of MA Bustanul Ulum Toddolimae*

Based on the results of interviews with students at MA Bustanul Ulum Toddolimae, researcher found that the teacher's role is very important in increasing student motivation. As the results of the interview below:

*"Teachers must apply fun English learning methods so that every student will be interested in learning it. Especially I really like English because I have a dream of going abroad."*

The influence of the teacher's role in motivating students greatly influences students' enthusiasm for learning English as the results of interviews with students below:

*"Very influential, because without a motivator from a teacher in motivating usually not excited in learning English"*

The application of student motivation according to the conditions of these students is as shown in the results of interviews with students below:

*"Usually, the teacher gives assignments according to the abilities of the students and the second way is that we are given group assignments in view of the understanding or condition of the students where there are students who do not understand are placed with students who understand."*

The encouragement of a teacher's learning motivation on student learning motivation is shown in the results of interviews with students below:

*"The teacher talks about someone who used to be just an ordinary person but he is actively learning English and now he is a successful person with motivation like that makes learning enthusiastic."*

Student constraints when receiving English material as seen in the results of interviews with students below:



*"Usually, we don't understand if the teacher explains in full using English and when reading we also have difficulty because the writing is different and the reading is different."*

From the results of the interviews above with students conducted by researcher. It can be concluded that each student has different enthusiasm in learning English, apart from that student have intrinsic and extrinsic motivation in learning English.

### **Discussion**

This discussion concerns the role of teachers in increasing student learning motivation. To find out the role of teachers in increasing students' learning motivation, researchers used observation and interviews to collect data. After conducting research on the results of interviews with English teachers, researchers assessed that English teacher motivate students by providing various learning methods at each meeting. This aims to ensure that students do not feel bored when carrying out teaching and learning activities. Regarding providing motivation to learn, English teachers also think that students are happy if the results of the work they do receive praise. This is done to raise the enthusiasm of students. By providing a variety of learning methods and giving praise for the work students do. Because students become fresh and motivated to become even better.

This is in line with the opinion of (Johnson, 2017) who said that The teacher's role in encouraging support of students' autonomy,

relevance, and relatedness of the material increases motivation to learn. In this case, it can be said that in learning, teachers can be as motivators, mediators and innovators. (Gluchmanova, 2015) stated "one of the duties and obligations is to teach with good (varied) roles or use various methods".

Apart from that, regarding learning motivation, it can be concluded that the learning motivation of class X students has gone well. Furthermore, students have intrinsic and extrinsic motivation in learning English. This can be seen from the motivation that arises from within the student, namely from the student's desire to learn, and a happy attitude towards English subjects which shows that the student has quite high interest, and always completes the tasks given by the teacher and this wants to increase their knowledge. Meanwhile, students' extrinsic motivation can be seen from the teacher's influence on students in learning English. (Kaylene & Caroline C. Williams, 2011) states that students' external motivation in this case can be seen from students' enthusiasm when the teacher delivers material using learning methods, students' discipline in carrying out the tasks given by the teacher and student attitudes. students who are diligent and serious in learning. there are tests, sometimes to get praise or prizes and become champions.

After conducting research on the results of interviews with English teachers, it can be said that students can be extrinsically, intrinsically, and integratively motivated, to learn by

providing varied learning methods at each meeting. Meanwhile, (Gluchmanova, 2015) stated that "one of his duties and obligations is to teach with good methods (varied)" Researchers found that the teacher's role in motivating students as a motivator, mediator and innovator in teaching and learning activities.

After conducting research on the results of interviews with English teachers, it can be said that students can be extrinsically, intrinsically, and integratively motivated, to learn by providing varied learning methods at each meeting. Meanwhile, (Gluchmanova, 2015) stated that "one of his duties and obligations is to teach with good methods (varied)" Researchers found that the teacher's role in motivating students as a motivator, mediator and innovator in teaching and learning activities.

Regarding the theory of learning motivation, it can be concluded that the learning motivation of class X students has been going well. This can be seen from the motivation that comes from within the student, namely from the student's desire to learn, and the happy attitude towards English subjects which shows that students have a fairly high interest, and always complete the tasks given by the teacher and this desire. to increase their knowledge. Meanwhile, (Kaylene & Caroline C. Williams, 2011) state that motivation from outside the students in this case can be seen in the enthusiasm of students when the teacher delivers material using learning methods, the discipline of students in carrying out assignments given by the teacher, and the

attitude of students who are diligent and serious when studying. there are tests, sometimes to get praise or prizes and to become champions

The activity of giving ice breaking can also be said to provide motivation at the beginning of learning, in order to encourage students to accept the subject matter that was given by the teacher, the results of observations regarding giving ice breaking in learning activities are in line with the opinion of Hidi, S. (2000), states that extrinsic motivation can be given to students one of them if there are interesting activities in learning.

Therefore, from the findings obtained it can be seen that this is in accordance with what was confirmed by (Aslah et al., 2022) a teacher's job in the learning process includes as motivator where the teacher uses a variety of teaching strategies, like the use of videos, to pique students' interest in studying while also modelling an encouraging attitude toward them. (Putri et al., 2019) stated that the function of the teacher as an educator in the classroom is very much, namely innovator and mediator, wherein the teacher offers a variety of teaching strategies. Based on his own life experiences, the teacher crafts a meaningful lifestyle. And also, Teachers help students understand the content by using media like books and movies. This serves as a tool for communication to start the process of educational interaction. Similarly found by (Ulfa, 2018) There are several ways that teachers use to encourage their students, these methods can be the roles that teachers use in

teaching in order to increase students' motivation in learning.

## CONCLUSIONS AND SUGGESTIONSS

### Conclusions

Based on the research results in the previous discussion, it can be concluded that English teachers play a good role in teaching and learning activities so that students are motivated to participate in learning activities. This research proves that the teacher's role is very important in motivating teaching and learning activities and the impact of providing motivation is that students feel interested and happy to take part in English learning activities. Therefore, it can be said that teachers can be motivators, mediators and innovators, while in learning, students have intrinsic and extrinsic motivation.

### Suggestions

Based on the conclusion above, the researcher would offer some suggestions it is hopefully The English teacher should maintain the use of a variety of methods in teaching, or even improve it so that students do not get bored easily in taking English lessons. And the English teacher should be able to eliminate unfavorable perceptions about English lessons so that they are not known as difficult subjects, then the English teacher can also exchange ideas with other teachers regarding providing good learning motivation for students. This is done so that students do not only enjoy or are enthusiastic about learning in one subject only. However, students can enjoy and enthusiasm for learning in all subjects as a whole. Additionally,

it is intended that all teachers will discover the most effective method for stimulating students' interest in what they are studying in the classroom. In order for teachers to pique students' interest in learning, using roles in the classroom will have an impact through engaging and relevant activities as well as help from instructional resources. It is intended that every teacher can make a small but meaningful contribution to the advancement of language instruction. Furthermore, as this research indicates, it is hoped that further in-depth studies in this field will be conducted in the future, including firsthand observation of teachers' use of motivational

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