

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents related Theoretical Foundations. It contains of Teachers Role: Teacher's assignment, The Primary Role of the Teacher, Teacher as Educator. Learning Motivation: Components in motivation, Factors Affecting Learning Motivation, Learning Motivation Function and Previous Studies.

A. Teachers Role

The definition of teacher in the context of the implementation of education in educational institutions as referred to above are people who carry out activities education. The success of the teacher is the success of education. And the teacher is become an important factor in education which must always be able to work competent and professional. For that the teacher must be able to do his best. Muhaimin (2003, 209-213) described the teacher as follows: First, the teacher's job is a professional task, in which he attaches an attitude dedication to their duties, commitment to the quality of the process and their work, always repairing and updating the models or how they work according to demands era, which is based on the awareness that the task of educating is the task of preparing generations who will live in his time in the future.

Second. Teachers are knowledgeable people. In every science contains two dimensions, theory and practice. This implies that teachers are required to be

capable explains the nature of the science it teaches, explains the theoretical dimension and practical, and trying to arouse students to practice it. There are teachers who think that he already knows all things, so does not have desire to study again. Teachers like this will turn off students' passion for explore new knowledge. It is better to have the assumption that the knowledge is still less, then together with the students search for the truth of knowledge knowledge. Third. Teachers are educating and preparing students to be able creating, as well as regulating and maintaining the results of their creations so as not to cause misfortune for himself, society and the natural surroundings. Fourth. The teacher tries to pass on the moral and / or appreciation personality to students, both in the form of worship ethic, work ethic, learning ethos, as well as dedication in other areas of charity. The teacher is a model or central self-identification, namely the center for role models and even consultants for their students. In this case, teachers and students are like fans and idol figures. Harmer (2007:25) explains as follows: As a controller, standing at the front of the class, dictating everything and being the focus on the attention. Being controller may work for grammar or other but it is less active for activities where students are working together cooperatively on project. As assessors means telling students how well the students have done or giving grades. Teacher also has function as a resource for language information and when students need consult to the teacher, at times, as a language tutor that is an advisor who response to what student is doing and advises the students on what to do next.

But the teacher must direct the development of students according to their respective personalities, does not just copy the teacher's personality. Fifth. The teacher's job is to educate, eliminate ignorance, eradicate ignorance, and train skills, cultivate talents and the potential abilities of students. And sixth, the teacher is a person have ethics, morals and manners, so that the teacher is a civilized person at the same time has a role and function to build a quality civilization in the future front. Observing the interests mentioned above, the teacher as an educational staff the first to engage directly with education the pupils certainly had ample space in the business of conducting the research process for them. Creativity and the variety of teacher roles is crucial to the success of the efforts towards the ideals and ideals of education.

Teachers are the central point of education, the teacher and the devotion of the teacher is on the students. This role encourages teachers to know a great deal about the condition of students at each level. In addition, the success of the teacher is also determined by the mastery of the material, how to use the right approach and strategy, as well as adequate support of learning resources, tools and media. Mujtahid(2011:52) said if observed in more depth, the teaching and learning process that occurs in formal education in schools involves teaching components that interact with each other. The three components are the teacher, the contents of the material, and students. In teaching and learning activities, the teacher has three main tasks, namely: planning, implementing learning, and providing feedback. can not be separated. Sadirman A.M (1990:134) stated the

teacher's role in teaching and learning in detail can be briefly referred to as follows:

1. Informator

As an implementer of informative teaching methods, laboratories, field studies and sources of information on academic and general activities. In the meantime applies the theory of communication.

2. Organizer

The teacher as an organizer, manager of academic activities, syllabus, workshops, lesson schedules and others. Components related to teaching and learning activities, all organized in such a way, so as to achieve effectiveness and efficiency in student self-learning.

3. Motivator

The role of the teacher as a motivator is important in order to increase the enthusiasm and development of student learning activities. Teachers must be able to stimulate and provide encouragement to realize the potential of students, foster self-help (activity), creativity (creativity), so that there will be dynamics in the teaching and learning process. In the field of education in the park students have long been known by the term "intermediate building". The role of the teacher as a motivator is very important in teaching-learning interactions, because it involves the essence of the work of educators who need social skills, concerning performance in terms of personalization and self-socialization.

4. The director / director

of the leadership spirit for the teacher in this role is more prominent. The teacher in this case must be able to guide and direct student learning activities in accordance with the goals and ideals, the teacher must also serve.

5. Initiator

The teacher is here as the originator of ideas in the learning process. Of course those ideas are creative ideas that can be instantiated by their students. So it is included in the scope of the motto "ing ngarso sun tuladha".

6. The facilitator

Acting as a facilitator, the teacher in this case makes it easy in the teaching and learning process for example by creating an atmosphere of activities in such a way, in harmony with student development, so that teaching and learning interactions will take place effectively. This clings to the "tut wuri handayani" swinging.

7. Mediator

The teacher as a mediator can be interpreted by the teacher as an agent in student learning activities. For example menengai or provide a way out of congestion in student discussions. Mediators are also interpreted as media providers. How to use and organize media.

8. Evaluator

There is a tendency that the role as an evaluator, the teacher has the authority to assess the achievements of students in the academic field as

well as social behavior, so that it can determine how students can succeed or not. But if observed in a rather in-depth evaluation - evaluations made by teachers are extrinsic evaluations and have not touched intrinsic evaluation at all. Evaluations intended for teachers must be careful in dropping criteria and success values.

1. Teacher's assignment

Teacher positions have many tasks, both those that are bound by the department and outside the agency, in the form of service. If there are three types of teacher assignments in the grouping. Namely the task in the field of profession, humanitarian tasks, and duties in the field of society. Teacher is a profession which means a position or job that requires special expertise as a teacher. This type of work can at least not be done by anyone outside of education, although the reality can still be done by others outside of education. That is why this type of profession is often susceptible to pollution. The work of teachers as a profession can include educating, teaching, and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology. While training means developing skills in students.

The task of teachers in the field of humanity includes that teachers in schools must be able to make themselves as second parents. He must be able to attract sympathy so that he can become an idol of his students. Whatever lesson is given, it should be able to make motivation for students in learning. If a teacher in his performance is not attractive, the main failure is that he cannot plant material seeds to his students. The students will be reluctant to deal with teachers who are

not interesting. Lessons cannot be absorbed so students begin to get bored with the lessons given by the teacher. Self-transformation to reality in class or in the community needs to be accustomed to, so that every level of society can understand when confronting a teacher. Moh Uzer Usman (1992:4) The community places the teacher in an honored place in the environment because a teacher can be expected so that the community can gain knowledge from the teacher. This means that teachers are obliged to educate the nation towards the formation of a complete Indonesian human being based on Pancasila.

The task and role of the teacher is not limited in society, even the teacher is essentially a component of the strategy which has an important role in determining the progress of life of a nation. Even the presence of teachers is a condition of conditions that cannot be replaced by any component in the life of the nation since long ago, especially in this contemporary era. The existence of teachers is very important for this nation, especially for a nation that is developing, especially for survival in the midst of the passage of time with increasingly sophisticated technology and a shift in values that tend to give a nuance to life that closes science and art in dynamic levels to be able to adapt themselves. The more accurate the teachers carry out their functions. The more developed they are as building human beings.

2. The Primary Role of the Teacher

The teacher increases his role and competence because the teaching and learning process and his profession are largely determined by the role and

competence of the teacher. Competent teachers will be better able to create effective learning environments and always manage their classrooms so that student learning outcomes are at an optimal level. The role and competence of teachers in the learning process includes many things including: (a) Class leader instructor, (b) Advisors, (c) Environmental regulators, (d) Participants, (e) Expeditors, (f) Planners, (g) Supervisors, (h) Motivators, (i) Questioner, (j) Evaluator, (k) Counselor.

What will be stated by the teacher as the most dominant education staff and is classified by the teacher in student learning. In the learning process the teacher is the main key in learning, how a teacher can move a class and students, where a teacher becomes the superior in learning in schools that run the learning system. Education is expected to be able to play a role as a socialization process in the community that can run well. So that the socialization process can run properly and smoothly.

In a large Indonesian dictionary the role is a set of behaviors that are expected to be owned by people who are domiciled in the community (E.St. Harahap, et al. 2007) While the meaning of the role described in status, position and role in society, can be explained in several ways, first historical explanation According to historical explanation, the concept of role was originally borrowed from those who had close relations with drama or theater that flourished in ancient Greek or Roman times. In this case, the role means the character carried or carried by an actor in a stage with a play Second, According to the old view, the teacher is a human figure who deserves to be followed and copied. Digugu in the meaning

of his words can be trusted. Being imitated means that all of his behavior must be an example or role model for the community.

In the view of Djumhur (2011), teachers are professions, positions and jobs that require special expertise. According to him the type of work this cannot be done by just anyone outside the field of education, despite the fact that there are still teachers from outside the field of education. Teachers as educators by position accept the responsibility of educating children from three parties, namely parents, society and the state. Teachers are expected to develop attitudes and normative traits both as a continuation of the attitudes of parents in general. The method includes: Affection, Responsibility to the task of educating, Willingness to sacrifice, Teacher Functions

3. Teacher as Educator

One common teacher function is as an educator. In carrying out this function, the teacher is required to be an inspiration and maintain classroom discipline. As an inspirator, the teacher encourages students regardless of their intellectual level or level of learning motivation. Make all students fun to hang out with the teacher, both inside and outside the classroom. This of course requires high flexibility. As a corrector, he must try to correct the attitudes and actions of students who are not in accordance with the demands of human life. This means that the teacher must be able to provide confirmation and punishment appropriately. According to Benyamin Bloom as W.S. Winkel (1987:149) quality of teaching is very dependent on the way the presentation of material that must be

learned. In addition, how teachers use affirmation, enable students to participate and feel involved in the learning process and how teachers provide information to students about their successes are the usual ways of conveying. All of these require teacher's didactic skills.

B. Learn Motivation

Motivation is one of the psychological aspects that has an influence on achievement of learning achievement. In psychology, the term motive is often distinguished by motivational terms. For more details on what is meant by motive and motivation, in the following, the author will provide an understanding of the two terms. Word "motive" is defined as the effort that encourages someone to do something. Or as said by Sardiman (2007:21) in his book *Psychology Understanding of Human Behavior* quoted by M. Ngalim Purwanto: motive is the behavior or action of an objective or incentive. While S. Nasution, motive is any force that induces someone to do something. Thus the motive is an impulse or strength from within a person who can move himself to do something.

As for the meaning of motivation in the *Big Indonesian Dictionary Contemporary*, is the desire or urge that arises in a person either consciously or unconsciously to do something with a purpose certain. The opinions of experts about the definition of motivation include: According to Noehi Nasution (in Djamarah, 2015:200) motivation is a psychological condition that drives a person to do something. Motivation according to Wlodkowsky (Sugihartono et al, 2013) is a conditions that cause or give rise to certain behaviors and give direction and

resistance to the behavior. Amir Daim (in Habsari, 2005: 74) states that motivation is a strength or energy that can provide impetus to the desired activity with the principles and objectives to be intended. Meanwhile, Wahgo Sumijo (in Habsari 2005: 74) states that motivation is an encouragement to work that arise in a person to excel in achieving goals. Jhon W. Santrock (in Badaruddin, 2015: 14) explains that motivation It is a process that gives enthusiasm, direction and persistence to behavior. Mc. Donald says that motivation is a change of energy in a person characterized by the emergence of "feeling" and preceded by in response to a goal. Motivation contains three elements The important thing is that motivation initiates a change in energy in each self individual human beings, characterized by the emergence of a sense / "feeling", and stimulated because of a purpose. Motivation can also be said to be a series of efforts to provide certain conditions so that someone wants and wants do something. Motivation can be said as a whole powerthe driving force within oneself that can lead to learning activities so that the goals desired by the subject can be achieved (Sardiman, 2011: 73-76).

There are two principles that can be used to review motivation, motivation is seen as a process. Knowledge of this process will help explain the behavior we are going to observe and predict other behaviors in a person. We determine the character of this process by looking at the instructions of his behavior. Oemar Hamalik (2007:158) stated in this formulation we can see, that there are 3 interrelated elements, which are as follows.

1. Motivation starts from a change in personal energy.

Changes in motivation in the neuropsychological system in human organisms, for example due to changes in the digestive system, the motive for hunger arises. But there are also unknown energy changes.

2. Motivation is characterized by arousal affective feelings.

First it is psychological tension, then it is emotional atmosphere. This atmosphere of emotion creates patterned behavior. This change may or may not, we can only see through action. A person is involved in a discussion, because he feels interested in the problem to be discussed. Then the sound will arise and words will flow smoothly and quickly.

3. Motivation is characterized by reactions.

Motivation is characterized by reactions to achieve goals. Motivated person holds responses aimed at a goal. The response serves to reduce the tension caused by changes in energy in him.

Motivation can also be said to be a series of attempts to create certain conditions, so that someone wants and wants to do something, and if he does not like it, will try to stop the dislike. So that motivation can be stimulated by external factors, but that motivation is growing within a person. In learning activities, the motivation can be said as the ability of all the driving forces in students that lead to learning activities, because in general there are several motivations that jointly mobilize students to learn. Motivation to learn is a psychological factor that is non-intellectual. Its distinctive role is in terms of growing passion, feeling happy and eager to learn. Students who have strong motivation will have a lot of energy to carry out learning activities.

Someone will not have motivation except because of coercion or just ceremonial. Someone student who has a high enough intelligence, may fail to lack motivation. Learning outcomes are optimal if there is the right motivation. Related to this, students should not be blamed for student failure, because it is possible that the teacher did not succeed in providing motivation that is able to generate enthusiasm and student activities for learning. So the task is the teacher how to encourage students to themselves grow in motivation. The issue of motivation can also be related to the issue of interest. Interest is defined as a condition that occurs when someone sees the characteristics or meanings of a situation that is associated with their own desires or needs. This shows that interest is the tendency of one's soul towards someone, because it feels there is an interest in something. Interest arises not suddenly but there is habitual participation in study or work time. So it is clear that the matter of interest has to do with habits in study or work. Therefore, the most important thing is how to create certain conditions so that students always need and want to learn.

1. Components in motivation

Motivation has two components, namely: the inner component and the outer component (outer components). The inner component is change within a person, the state of feeling dissatisfied and psychological tension. The outer component is what someone wants, a goal that becomes a direction his behavior. Based on this definition, the components inside are the needs to be satisfied, while the external component is the goal to be achieved

2. Types of Motivation

The first type of motivation is intrinsic motivation is motivation that is included in the learning situation and meets the needs and learning situations of students. This motivation is also often called pure motivation. The real motivation arises from the students themselves. For example the desire to acquire certain skills, obtain information and understanding, develop attitudes to succeed, enjoy life, realize their efforts towards group contributions, desires to be accepted by others, and others. Extrinsic motivation is motivation that is caused from outside the learning situation, such as credit numbers, diplomas, levels of prizes. This extrinsic motivation is still needed in the school, because teaching in the school does not all interest students or according to students' needs. Again, often the students do not understand what they are learning. Therefore the motivation of the lesson needs to be raised by the teacher.

To be able to arouse student learning motivation, teachers should try in various ways. The following are some ways to generate extrinsic motivation in order cultivate intrinsic motivation.

- 1) Competence: the teacher creates a partnership between the students to improve their learning achievement, try to improve the achievements that have been previously achieved and overcome the achievements of others.
- 2) Pace making: at the beginning of the teaching and learning activities of the teacher, it should first convey to the students to be reached.

3) Clear goals: motives encourage individuals to achieve goals. The clearer the goal, the greater the value of the goal for the individual concerned and the greater the motivation to do the action.

According to S. Nasution (1985:78) there are 14 motivational techniques, namely: 1) Giving numbers, 2) Prizes, 3) Competitors, 4) Desires to learn, 5) Ego involvement, 6) Often giving tests, 7) Know the results, 8) Cooperation, 9) Tasks that are appropriate to the child's abilities, 10) Praise, 11) Interests, 12) A pleasant atmosphere, 13) The purpose that is recognized, 14) Rebuke. That is the discussion about efforts to foster learning motivation students and other forms of motivation that teachers can use to succeed in the teaching and learning process as well as being developed and directed to be give birth to learning outcomes that are meaningful for student life.

3. Factors Affecting Learning Motivation

In teaching and learning activities, if there is a student for example not do something that should be done, it is necessary to investigate the causes. The causes usually vary. Providing motivation to students means moving students to do something or want to do something. At the initial stage it will be cause this learning subject feels there is a need and wants to do something learning activities. Someone doing an activity is driven by factors biological needs, interest, other psychiatric elements and influence development of human culture. Actually all of these factors cannot separated from questions, needs from a broad sense, both biological needs as well as that of a psychological nature. (Sadirman AM, 2008:78)

Thus, it can be emphasized that motivation will always be related to a matter of need. This need arises because of an imbalance, mismatch or a demanding sense of calm a satisfaction. This imbalance requires the right motivation. If that need is met, has been satisfied, then demands will arise new needs. This shows that human needs are dynamic, change according to the nature of human life itself. Something that attractive, wants and needs at some times, maybe not at other times again attractive and ignored again. According to Morgan in his book S. Nasution (2011), said that human life has various needs:

1. The need to do activities

This is very important for the child, because the act itself contains a child a joy to him. It can be linked to something learned that work or study will be successful if accompanied by a sense of joy.

2. The need to please others

Many people in their lives have the motivation to do a lot for the pleasure of others. This is a certain item of satisfaction and satisfaction happiness for those who do something. For example, children are willing work or students are diligent when given the motivation to do something learning activities of people they like (eg working, studying for the sake of parents).

3. The need to achieve results

A job or learning outcome works well, if accompanied by praise. This aspect of praise is an encouragement for someone to work and study hard. This praise must always be associated with academic achievement well.

Children who must be given the widest possible opportunity to do so something with optimal results, so that teaching and learning activities must be start from easy or simple and hope towards an increasingly difficult one.

4. The need to overcome difficulties

A hardship or obstacle, perhaps a disability, may be feeling self-lace, but this becomes an impetus to seek competence with business diligent and extraordinary, so as to achieve advantages or excellence in the field certain. The attitude of children to the difficulties of these obstacles actually depends a lot on circumstances and environmental attitudes.

Sardiman (2011:85) stated that the forms and methods that can be used for foster motivation in learning activities are:

- a. Giving numbers, this is because many students learn with the main goal is to achieve a good number / value.
- b. Competition / competition
- c. Ego-involvement, which is to raise awareness to students in order feel the importance of the task and accept it as a challenge so it works hard at the risk of self-respect.
- d. Giving tests, this is because the students will be active learn if you know there will be a test.
- e. Informing the results, this will encourage students to be more active learn especially when there is progress.

f. Praise, if there are students who successfully complete the assignment well, this is a form of positive reinforcement.

Harmer (2001) stated there are some following characteristics to improve the students motivation to successful in teaching learning process. Such as:

1. A willingness to listen. Good students listen what's going on in teaching and learning process. In terms are really listening to the English that is being used, speaking it up with eagerness and intelligence.
2. A willingness to experience. Many students are not afraid to have a go. It means that they are prepared to take risks, t try things out and see how it works in teaching and learning process.
3. A willingness to ask questions. Although some teachers can become irritated by the students who are constantly asking the difficulties in teaching and learning process. And for the students, it is very good if they have some questions for the teacher.
4. A willingness to think about how to learn. Good students bring or invent their own study skills when they come to a lesson by their own or perhaps making group discussion.
5. A willingness to accept corrections. Good students are prepared to be corrected if it helps them. It means that the teacher are giving feedback involves praising students for things they do well and offering them the ability to do things better where they were less successful. It involves teachers in judging their students' responses to correction so that they can act accordingly.

Based on the statement above, the teacher must have alternative ways in order the process of learning can be interest and fun. Not just it, the learning model by the teacher is one of the important ways to improve students' motivation. Learning model is a form of programs or user guide teaching strategies designed to achieve the learning objectives. The guidance includes the teacher's responsibility in planning, implementing, and evaluating learning activities. The importance of the teacher's role one of the goals of the use of learning model is to increase the students during in learning activities.

4. Motivation Function

Motivation plays a big role in learning, students are in the learning process have a strong and clear motivation will definitely persevere and succeed in learning. The more precise the motivation, the more lesson it will be. Then motivation Always will determine the intensity of learning efforts for students. There are three functions of motivation, namely:

1. Encouraging humans to act, so as a driving force or motor releasing energy.
2. Determine the direction of the action that is towards the goal to be achieved.
3. Selecting actions ie determining what actions are must be executed in harmony in order to achieve that goal with exclusion actions which are not useful for that purpose.

A student who is about to face an exam hoping to pass, of course will do learning activities and will not spend his time on playing or reading comics, because they do not match the purpose. Apart from that there is also another

function, namely, motivation can function as driving effort and achievement, because conceptually motivation related to achievement and learning outcomes. There is good motivation in learning will show good results. In other words, there is diligent effort and mainly based on motivation, then someone who learns will be able give birth to good achievements. The intensity of a student's motivation will be great determine the level of achievement of learning achievement.

Based on the opinion above, it can be concluded that the function motivation in learning, among others, encourages students to have a passion for learning, move the inner strength students to learn and direct activities students in learning. In general, the purpose of motivation is to move or inspire someone to consciously and intentionally arise a desire and his ability to do something so that he can obtain results and achieve the desired goals. For one the teacher's goal of motivation is to move interest or spur students in order to arise a desire and willingness to improve achievement in learning so that goals will be achieved education as expected and specified in the school curriculum.

C. Previous Studies

Previous study is useful as a reference for the researchers in their research. It is used to show the difference between the previous research with the current research in order to avoid being a claim. The researcher found some previous studied about teachers' role in improving students motivation in learn English, some are :

Based on the previous study, there are three previous study that related to the this researcher. First,the research that conducted by Alawiyah (2015) her

research is about the role of native speaker teacher. Her research mention there are thirteen roles of native speaker, namely, resource, organizer, facilitator, participant, transmission teaching, comprehensible input provider, controller/instructor, prompter, editor, observer, assessor, tutor and motivator. Some of roles are related to this research such as, teacher as resource, organizer, facilitator, tutor and motivator.

The second previous study was conducted by Hulalango (2015) her research about the English teachers' role in teaching and learning at SMAN 1 West Bolangitang. The subject of her research were two English teacher. Meanwhile, the subject in this research were three English teacher. She used Harmer theory, it is related to this research that used Harmer theory. The role that the teachers used are controller, organizer, assesor, resource, tutor and observer. Some of roles are related to this research, such as teacher as organizer, resource and tutor.

The last previous study was conducted by Ignatius Rindu, Ariyanti (2017) her research about Teacher's Role in Managing the Class during Teaching and Learning Process the research is the teacher runs nine roles in they are as a controller, an assessor, an organizer/manager, a prompter/motivator, participant, a resource/informer, a facilitator, a demonstrator, and as a guide. There are roles which are preminent which most applied by the teacher such as teacher as a motivator and teacher as an facilitator.