

CHAPTER IV

RESEARCH FINDINGS

This chapter presented data presentation and the research findings to support and developing teacher's role and to know how what obstacles faced by English teachers in improving student's motivation to learn English.

A. Data description

In this section, the researcher describes the results of observations and interviews to answer the formulation of questions about how the teacher's role in increasing students' learning motivation and what obstacles faced by English teachers in improving the learning motivation of eleventh grade students at SMAN 1 Srengat Blitar. Observations were made twice. In addition to observation, the researcher also conducted three interviews. There are three English teachers as the main focus in this study. As well as interviewing the Headmaster and also two students. The researcher found that the role of the teacher used by each teacher was different, for the explanation below, as follows:

1. The teacher's role in improving the motivation of students to learn english at SMAN 1 Srengat Blitar?

a. Teacher as Educator

Based on the results of observations by researchers, it is known that the process of learning activities carried out by teachers has a positive impact on

student learning outcomes because of the presence of a teacher who is responsible for classroom conditions and the atmosphere in the classroom so as to create a conducive learning atmosphere. The following are the results of the interview with the English teacher on May 3rd, 2021.

T1 Stated that:

“The role of the teacher as an educator is that the teacher must first know his students. It's not just about needs, learning methods and learning styles. However, the teacher must know the nature, talents, and interests of each student as a person who is different from one another. To understand the characteristics of students in my class, I use a questioning approach, asking for information from BK (counseling guidance) because there are classes that have never taught so looking for data information so that they will know the learning model and it is faster to find out the background of each child being taught or taught. being taught and before the learning process the teacher prepares the material or analyzes the syllabus to the lesson plan.”

T2 Stated that:

“Teachers must have extensive knowledge of the material to be taught. In addition, teachers must always learn to increase their knowledge, both knowledge of teaching materials or improving their teaching skills to make them more professional, interesting and fun.”

T3 Stated that:

“Before the learning process I prepare additional materials so that students can easily understand when I explain, the role of the teacher here must be to train, guide and understand the material to be delivered”

The statement above has similarities to the results of the principal's interview on April 26, 2021.

“...The school continues to strive to improve teacher competence as well as student competence, to produce a quality learning process at SMAN 1 Srengat, the teacher must be motivated first and the competence of the teacher improved many times. Workshops and BIMTEK activities usually invite resource persons from UB, UNESA,

LPMP, from outside we present gradually 1 year on average 3 times we present motivators such as Mr. Nafic from Sidoarjo. The teacher was first motivated by the name Super Teacher workshop, how to teach well how to motivate students so that we know in the 21st era what the learning process is like, so that teaching teachers can be understood by children. The term design theory or creative innovative models is certainly fun.”

“...Sekolah terus berupaya untuk meningkatkan kompetensi guru juga kompetensi siswa, untuk menghasilkan proses pembelajaran yang berkualitas di SMAN 1 Srengat, gurunya harus diberikan motivasi dahulu dan ditingkatkan kompetensinya guru berkali kali ada kegiatan Workshop maupun BIMTEK biasanya mengundang narasumber dari UB, UNESA, LPMP, dari luar kami hadirkan secara bertahap 1 tahun rata-rata 3 kali kita menghadirkan motivator seperti Mr. Nafic dari Sidoarjo. Gurunya diberi motivasi dulu namanya workshop Super Teacher, bagaimana cara mengajar yang bagus bagaimana memotivasi siswa sehingga kita tahu di era 21 seperti apa proses pembelajarannya, supaya guru mengajar bisa dimengerti anak istilahnya teori design atau model yang kreatif inovatif tentunya menyenangkan.”

The importance of the teacher's role in motivating student learning starting from preparation before teaching, understanding the character of students, using fun methods, using appropriate learning strategies, and teachers must always learn to increase their knowledge, both knowledge of the materials to be taught or improving their teaching skills. to be more professional.

b. Teachers as Tutor

All actions and behavior of teachers will always be observed by students. Therefore, teachers must be able to set an example and be a good role model for their students so that they can behave according to their teacher. While at school, the source of inspiration for students is the teacher. The teacher's ability to provide

material can inspire students to study harder. The following are the results of interviews with teachers and school principals:

T2 Stated that:

"...The role of the teacher also needs to be based on good examples for students such as applying social norms such as manners, good behavior, because students need to be given basic examples as a foundation for students to carry out socializing activities in the environment."

T3 Stated that:

"...It is very important because it is the teacher who teaches, educates and deserves to be imitated in both his behavior and appearance"

The statement above is in line with the results of the interview with the principal, namely:

"To produce a quality learning process at SMAN 1 Srengat, we hold a Workshop program, namely Super parenting, which is usually done once for new students, we invite Tapak Dewa for super leader-based learning and build the cultivation of religious character. The series is so that children's learning outcomes are good and can be achieved with character, this program has been carried out since 2019. Children are given motivation so that children learn sincerely by sincerely increasing their worship. Children are with their parents and are extraordinary in these activities. Parents must know what their children's expectations are, what all the obligations of children's learning tasks are like and on the other hand parents know the obligations for their children to understand the school program."

"Untuk menghasilkan proses pembelajaran yang berkualitas di SMAN 1 Srengat mengadakan program Workshop yaitu Super parenting dilakukan sekali biasanya pada peserta didik baru, kita undang Tapak Dewa pembelajaran berbasis super leader dan membangun penanaman karakter religius. Rangkaiannya itu supaya hasil pembelajarannya bagus anak-anak dapat dicapai dengan karakter, program ini dilakukan sejak tahun 2019. Anak diberi motivasi supaya anak belajarnya dengan ikhlas dengan sungguh-sungguh ibadahnya meningkat. Anak bersama orang tua dan luar biasa pada kegiatan itu, Orang tua harus tahu kalau anak-anak harapannya seperti apa, semua kewajiban tugas belajar anak itu seperti apa dan sebaliknya orang tua

tahu kewajiban untuk anak-anaknya supaya paham program sekolah.”

Character formation is certainly not only the responsibility of teachers, but also parents and the environment. If viewed from the aspect of educators, of course the teacher is responsible for it. The importance of the teacher's role in the formation of student character is very necessary, because students who have high learning motivation will be enthusiastic and serious in learning activities, besides the role of parents is also very important as an external or external motivator.

c. Teacher as Facilitator

The teacher as a facilitator means that the teacher facilitates the process learning. The facilitator is in charge of directing, giving direction, facilitate student learning activities, and provide encouragement. In the context of education, the term facilitator was originally more applied for the benefit of adult education (andragogy), especially in the non-formal education environment. However, in line with the change in the meaning of teaching more emphasizing on the activities of students, recently in Indonesia. The term facilitator has also begun to be adopted in the educational environment formal education in schools, namely with regard to the role of the teacher at carry out teaching and learning interactions.

T1 Stated that:

“Here, the teacher also acts as a person who facilitates his students to become good students for the progress of the nation and state. By using various strategies, methods, media, and learning resources, it is hoped that students can learn optimally.”

T3 Stated that:

“The role of the teacher as a facilitator is also that of facilitating learning is not an easy thing if the teacher does not have sufficient understanding of educational psychology and various learning theories as well as innovative models and methods for teaching. In this 21st century, many of the old ways of teaching are outdated and run down by the progress of the times.”

Teachers play a role in providing services including the availability of facilities to provide convenience in learning activities for students. here T1 and T3 argue that the teacher acts as a facilitator. An unpleasant learning environment, a less conducive and supportive classroom atmosphere causes students' interest in learning to be low.

d. Teacher as mediator

Learning mediator means the teacher becomes an intermediary between learning resources and students. If students have difficulty understanding learning resources, the teacher must be able to help solve these difficulties. In this case the researcher is very interested in the school program at SMAN 1 Srengat following the results of interviews from the principal:

“In an effort to increase the learning motivation of SMAN 1 Srengat students, the “Super Leader” learning program is given, namely forming a study group with peers, in 1 group consisting of 6 children one of them becomes a leader and once a month the students take turns being the leader or group leader. The goal is that students are able to exchange opinions and understanding about all subjects and have a leadership spirit. In the morning at 06.55, children enter class at 7 am. Their children worship for the Islamic religion. The non-Muslim dhuha prayer according to their religion is approximately 8 minutes, Muslim literacy immediately reads the Koran sheet a number of students and for non-Muslims reads the holy book, continued Protan, namely reading Pancasila, pray.”

“Dalam upaya meningkatkan motivasi belajar siswa SMAN 1 Srengat di berikan program belajar “Super Leader” yaitu membentuk kelompok belajar dengan teman sebaya, dalam 1 kelompok terdiri 6 anak salah satunya menjadi pemimpin dan setiap 1 bulan sekali siswa bergantian menjadi pemimpin atau ketua kelompok. Tujuannya agar siswa mampu saling bertukar pendapat dan pemahaman mengenai semua mata pelajaran dan mempunyai jiwa kepemimpinan. Pagi Jam 06.55 anak-anak masuk kelas jam 07.00 anaknya ibadah untuk agama Islam sholat dhuha yang nonmuslim sesuai agamanya kurang lebih 8 menit, langsung literasi muslim membaca Al-Quran lembaran sejumlah siswa dan untuk non muslim membaca kitab sucinya, lanjut protan yaitu membaca pancasila, berdoa.”

Teachers continue to strive and provide the best solutions so that learning activities can achieve common goals, both from character building and students' understanding in receiving the material. In addition to the teacher as a mentor, with group work, it is hoped that students can solve problems with their peers and enjoy the learning process with fun and enjoyment.

e. Teacher as motivator

As a motivator, the teacher must be able to arouse the enthusiasm of students to learn, so that learning objectives can be achieved. Curriculum formulation does not only apply to teachers, but also to students. It requires cooperation between teachers and students. Motivation is a method used by teachers to encourage students when learning in class takes place. The results of interviews from the English teachers and school principals are as follows:

T1 Stated that:

“During the learning process before the core of the learning material, I always provided insight, examples of alumni who were academically successful with very minimal economic conditions because their

knowledge turned out to be able to lift their economy, and followed the example of the teacher himself (using English during the lesson).”

T2 Stated that:

“Values as supporting the results of students' understanding of English lessons, before I start learning, I test first and then divide the groups of students who do not understand and students who already understand. The goal is that students who already understand explain to their friends who do not understand and are free to ask questions. Then I gave input and advice on the importance of learning English because as an international language, you can learn English anywhere and anytime and luck is more if we can speak English. Example: we will not get lost if we go abroad”

T3 Stated that:

“The role of the teacher here begins with understanding the students first with the material given by the teacher. The effort made by the teacher is to explain back to students who do not understand and do not understand the material being taught. In addition, the teacher will give grades or praise to students who are able to master the material described. So that students are able to compete with their friends to increase motivation and high enthusiasm for learning.”

The students' learning motivation in English subjects is highly considered by the teachers at SMAN 1 Srengat and on average students are very enthusiastic about participating in English lessons with pleasure. Because the process of learning English is not monotonous and not boring for students. Between teachers and students have very good reciprocity, in the process can not be separated from the cooperation of teachers and students. From this it can be seen the results of the teacher's efforts to increase student learning motivation. In English learning activities there are also forms of motivation given by teachers to students. Such as giving an example, giving a value, giving a compliment. Teachers provide motivation to students with the aim that students are able to follow the lessons

taught by the teacher, not only explanations but teachers provide many forms of motivation to students.

f. Teacher as Evaluator

The teacher's role is to collect data or information about the success of learning about what has been done. Often teachers think that evaluation is the same as taking a test, meaning that the teacher has carried out an evaluation when he has carried out a test. There are two functions in playing his role as an evaluator. First, to determine student success in achieving predetermined goals or determine student success in absorbing curriculum material. Second, to determine the success of the teacher in carrying out all the activities that have been programmed.

T1 Stated that:

“In my opinion, in one teaching and learning process, the teacher should be a good evaluator. This activity is intended to determine whether the objectives that have been formulated have been achieved or not, and whether the material being taught is quite appropriate. All these questions will be answered through evaluation or assessment activities”

T2 Stated that:

“Evaluation to Determine Student Success as an activity that aims to assess student success, evaluation plays a very important role. Because through evaluation the teacher can determine whether the students he teaches already have the competencies that have been determined, so that they deserve to be given a new learning program, or on the contrary students have not been able to reach the minimum standard so that they need to be given a remedial program.”

From the explanation above, T1 and T2 reveal that the teacher's role in increasing student learning motivation is the teacher as a facilitator. Of course, each teacher has different methods and delivery so that students are able to follow the learning to the fullest.

g. The Role of Teachers in the Digital Age of the 21st Century

In the digital era of the 21st century as it is today, advances in information and communication technology are unavoidable. Each individual seems to be required to master both so as not to be left behind with the progress of the times. When viewed from the world of education, these technological advances have a significant positive impact. Therefore, teachers are required to master technology as developments exist. This makes the role of teachers in the digital era of the 21st century increasingly complex. The statement above is in line with the results of an interview with the principal on April 26th, 2021.

“...Our teachers provide increased motivation and in the learning process can not be separated from the monitoring of the principal on a regular basis, on Mondays a joint evaluation is carried out with the aim of teachers who are not optimal in their learning materials, lack of material delivery, but by providing good input so that the teachers are moved to do the learning maximally. During a pandemic like this using E-learning, I can access it because I have a password as a manager, I can enter, see the content, teachers, see children who are online. We screenshot our data, we make a kind of note that we use as an evaluation of the goal so that teachers continue to improve the quality of learning, improve learning materials so that they are interesting so that children are happy. And the principal always encourages that the class is not only teaching but also must provide motivation, provide examples so that it is easily understood by children and is supported by all our rooms equipped with LCD projectors. Even the teachers, before the pandemic, there was also an outbound in Tawas with a motivator from Sidoarjo, the goal was refreshing as well as increasing knowledge of work cohesiveness, so

there was a competition between playing groups, then there was material in our room, how to make the parents teach their students happy After the pandemic, they usually only invite resource persons via Zoom from the core chairman from East Java related to making Millennial Competency Assessment (AKM) questions."

"...Bapak ibu guru kita bekali motivasinya ditingkatkan dan dalam proses pembelajaran tidak lepas dari pantauan kepala sekolah secara berkala, pada hari senin dilakukan evaluasi bersama tujuannya bapak ibu guru yang kurang maksimal materi pembelajarannya, kurang penyampaian materinya, tetapi dengan cara memberikan masukan yang baik supaya bapak ibu guru tergugah untuk melakukan pembelajaran secara maksimal. Dimasa pandemi seperti ini memakai E-learning, saya bisa mengakses karena saya punya password sebagai manager bisa masuk melihat kontennya bapak ibu guru, melihat anak-anak yang online. Kami screenshot kami data membuat semacam catatan kita gunakan sebagai evaluasi tujuannya supaya guru terus meningkatkan kualitas pembelajaran meningkatkan materi pembelajaran supaya menarik supaya anak-anak senang. Dan kepala sekolah selalu mendorong bahwa di kelas itu tidak hanya mengajar saja tapi juga harus memberikan motivasi, memberikan contoh supaya mudah dimengerti oleh anak-anak dan didukung semua ruangan kita di lengkapi dengan LCD proyektor. Bahkan bapak ibu guru sebelum pandemi juga ada outbond di Tawas dengan motivator dari Sidoarjo tujuannya refreshing juga menambah pengetahuan kekompakan kerja jadi ada kompetisi antar kelompok bermain kemudian ada materi didalam ruangan kita dibekali gimana supaya bapak ibu mengajar murid-muridnya senang. Setelah pandemi bisanya hanya mengundang narasumber lewat Zoom dari ketua inti dari jawa timur terkait dengan pembuatan soal Assesment kompetensi milenial (AKM)."

Teachers must be able to build effective communication between students and the school community by utilizing technology. Teachers become learners and agents of change in schools through the synergy between competence and technology. The teacher creates interactive learning using digital media, for example inviting a novelist as a presenter through a video conference. Teachers as directors, meaning directing digital devices owned by students to support learning, for example using e-learning installed from each student's smartphone. In

addition, the teacher also gives praise to students so that students have the motivation to learn. From the results of learning English conducted by teachers, the form of motivation is carried out to determine student learning outcomes, namely the value of learning outcomes.

2. Obstacles faced by teachers in improving student motivation in English subjects at SMAN 1 Srengat Blitar.

In every learning process, of course, there are obstacles that can hinder the learning activity itself. No exception in learning English in eleventh grade at SMAN 1 Srengat Blitar. There are many factors that become obstacles in learning English here. However, before the researcher explains these obstacles, the following are the supporting factors for learning English obtained from the results of interviews with related sources. Supporting factors in increasing student motivation are also needed. Because the supporting factors also encourage how a student is able to manage and be motivated in the learning process. From several factors that can affect student learning motivation.

In general, it is divided into two, namely: Internal and external factors. Of these factors, there are those that can encourage and inhibit students' learning motivation. Depends on the problems faced by students. Therefore, it must be adapted to the conditions of the school. For example, students are very enthusiastic about English subjects during the teaching and learning process. Although there are still students who are still not enthusiastic when the teacher explains and gives a material. In providing motivation given by the teacher at

SMAN 1 Srengat regarding the obstacle factors obtained by the teacher, namely internal factors, factors from within the individual.

Like the student understanding factor, because each student has a different grasp of material, some can immediately understand what the teacher explains and some need to be stimulated gradually to capture the students' understanding. There are also external factors from outside the school such as environmental and family factors. If the student's environment at home leads to a positive direction, students are more likely to follow a positive direction and good behavior and attitudes. On the other hand, if the environment is not good for students, it will have an impact on students, namely being affected by the environment in a negative direction. From several factors that have been mentioned previously, it can be seen that the psychological factors of students related to intelligence, student attitudes, talents, interests, and student motives greatly affect the learning motivation of each student. Results of interviews with T1 as an English teacher.

“I think this factor comes from the students themselves. What I understand there are only 5, namely intelligence, student attitudes, talents, interests and motivation of students. But the most influential on students' learning motivation is the attitude and interest of students. Their group is still quite a lot below average in mastering the material. Because students will be very excited if they have interest and enthusiasm because of the motivation in English subjects. And basically they will be able to understand the subjects they are interested in.”

From the statement above, it is in line with T2 interview results as follows:

“I think the child's own interest and enthusiasm makes them less motivated to learn, to overcome this I always give advice and direction that studying at school is not enough. Must increase study time outside of school hours can take English courses, to improve

listening skills listening to English music, imitating all the time, watching movies, to talk, practice speaking alone in front of a mirror or with friends, then read looking for interesting readings such as comics, language food recipes English, and write by reading aloud, enjoy diary with English to improve English vocabulary”

The results of the T3 interview are also similar as:

“I think it is the student's interest that affects student motivation because during class time there are students who talk to themselves in class, pay less attention, sleepy. The way to overcome this is to tell me to go forward, make a summary, load a diary with English.”

The statement above explains that what can increase student motivation in English subjects is because of the interest in learning that is motivated by a teacher. In this case, English is a subject that provides a lot of theory and should be a lot of practice as well. Therefore, English will be a little difficult to understand if the two learning processes are not balanced. This is where the role of the teacher as a motivator is needed by students to provide direction, advice, guidance so that students have sensitivity to problems. To achieve this goal, the teacher must also have the ability to convey material well and easily understood by students.

The following is a statement by class XI MIPA 1 students who give their opinions about the teacher's role as a motivator. Nanda. States that:

“In my opinion, the thing that can encourage students' learning motivation is the teacher's role as a motivator. And depending on the student's interest in learning as well, if the student's interest in learning is high and the teacher conveys the material easily understood by students, the interest in learning of a student also increases. Because teachers and students must both have reciprocity. And a teacher who has high authority will be able to be a motivator for his students.

Because students will have a motivating movement from a teacher who succeeds in providing stimulus to students.”

“Menurut saya Mbak, hal yang bisa mendorong motivasi belajar siswa yaitu peran guru sebagai pendorong. Dan tergantung pada minat belajar siswa itu juga, jika minat belajar siswa tinggi dan guru menyampaikan materi mudah dipahami oleh siswa maka minat belajar seorang siswa pun juga meningkat. Karena guru dan siswa harus sama-sama memiliki timbal balik. Dan seorang guru yang memiliki kewibawaan tinggi akan dapat menjadi motivator bagi siswanya. Karena siswa akan memiliki gerakan pendorong semangat dari seorang guru yang berhasil memberikan stimulus kepada siswa”

The following is a statement by class XI IPS 5 students who give their opinions about the constraints on the teacher's role as a motivator. Rizky. States that:

“In my opinion, the problem is the interest in the students themselves, Ms., and also the facilities, and sometimes there are teachers who are old so the explanations cannot be explained because their voices are not clear, and there are also teachers who are less attractive when giving material. If I prefer reactions, for example, students practice on rote targets, and make games.”

“Menurut saya kendalanya yaitu minat dalam diri siswa itu sendiri mbak, dan juga fasilitas, serta kadang ada guru yang sudah tua jadi penjelasannya kurang bisa dimengerti karena suaranya yang kurang jelas, dan ada juga guru yang kurang menarik saat memberikan materi. Kalau saya lebih suka pembelajaran reaksi, contohnya praktek siswa di target hafalan, dan dibuat game.”

The role of the teacher is a very important component of education in an educational institution. Even in education, if there is no teacher who gives direction to students, it will be difficult for students to understand a material or subject. The teacher's role in motivating student learning is very necessary so that the learning to be achieved by the teacher can run optimally according to the existing educational criteria. How do teachers motivate students to learn so that

students are able to increase their willingness and are always motivated to study hard.

B. Research Findings

The research results that have been described have obtained several findings in the study:

Obstacles faced by teachers in improving student motivation in English subjects at SMAN 1 Srengat Blitar.	The teachers' role in improving the motivation of students in eleventh grade at SMAN 1 Srengat
<ul style="list-style-type: none"> - Students are tired or sleepy - Students don't pay attention or talk to themselves 	<ul style="list-style-type: none"> - Teachers as education and teacher's as tutor - Giving tasks (interesting game) - Giving punishment (told to come forward to speak English)
<ul style="list-style-type: none"> - Students do not do assignments - Students do not have notes 	<ul style="list-style-type: none"> - Teacher's as motivator and as evaluator - Give punishment (make a diary) - Give assignments (make a summary)
<ul style="list-style-type: none"> - Students have no interest in teachers or subjects - The environment of students who pay less attention to 	<ul style="list-style-type: none"> - Teacher's as fasilitator - Providing advice (the importance of English as an international language and the

education	<p>many benefits of being able to speak English)</p> <ul style="list-style-type: none"> - Provide direction (learn English not only at school but anywhere at any time, because there are many supporting technologies such as the internet, listening to music, and online games etc.)
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Table 4.1 The research findings of teacher's role

The findings of the role of teachers in the digital era of the 21st century are as follows.

1. Teachers must be able to build effective communication between students and the school community by utilizing technology.
2. Teachers become learners and agents of change in schools through the synergy between competence and technology.
3. The teacher creates interactive learning using digital media, for example inviting a novelist as a presenter through a video conference.
4. Teachers as directors, meaning directing digital devices owned by students to support learning, for example using e-learning installed from each student's smartphone.