

CHAPTER V

DISCUSSION

This chapter presents related about discussion. The discussion is given based on the presented finding covering the teachers' role, as follow:

A. The role of teacher's in improving students' motivation learn English at SMAN 1 Srengat Blitar.

From the research data at SMAN 1 Srengat Blitar, it can be seen that the role of an English teacher in improving students' motivation to learn English in eleventh class at SMAN 1 Srengat Blitar is influenced by the teacher's role as a good role model. This is evidenced by the existence of a teacher as someone who is respected by all students and all walks of life. This makes the teacher to always maintain the pattern of behavior in the school environment and the community. From the results of the interview, it can also be concluded that a teacher must be able to know the character of a student and the teacher can also fulfill the wishes of a student in the learning process. So it can be concluded that the teacher's role in increasing student learning motivation must begin by creating a comfortable and pleasant feeling in the classroom. Feelings of comfort and fun that arise in the learning process in the classroom are certainly able to make students linger to focus on learning activities in class. From fun learning can lead to high learning motivation in students. So that all the learning objectives that have been targeted can be achieved optimally. Giving motivation by the teacher is very important to build the desire to learn in students. Therefore, teachers must have the ability to

provide good motivation to students. From the results of observations and interviews, the forms of giving motivation by teachers to students are shown by creating a pleasant English learning atmosphere.

In addition, the teacher also tries to give praise to students who do good and useful things. In addition, giving assignments that require students to compete with each other is also a method to increase students' learning motivation. The creation of a pleasant learning atmosphere is the main factor in the success of the learning process. A pleasant and conducive learning atmosphere will support students' interest in carrying out learning. To create a pleasant learning atmosphere, of course, good cooperation between teachers and students is needed as a component of learning. This collaboration will be successful if the teacher understands the character and needs of students in learning, and vice versa. Students must obey the rules in the classroom and so that the learning objectives are achieved. So that the learning atmosphere is not boring, teachers are also allowed to insert jokes while teaching in class. After a pleasant learning atmosphere is created, then to maintain motivation to learn in students, teachers must have good and creative strategies.

Based on the results of observations in learning English at SMAN 1 Srengat Blitar, giving assignments based on competition between students, requires each student to study harder in order to get the desired learning outcomes. Not only in the form of competition, the motivation given by the teacher is also in the form of good cooperation. The cooperation that is created will then be appreciated by the teacher by giving praise to students who behave well. Praise is

given so that students feel that their actions are right and appreciated so that they will maintain that attitude and even improve them in a better direction. In addition to giving praise as a form of giving motivation by the teacher, another form is giving additional points for students who excel. This method was chosen to motivate students to be more active in the learning process. All forms of providing motivation to learn by teachers to students have a significant relationship with learning English in the classroom. Why is that? This is because learning English requires students to be able to practice the theories that have been studied previously so that students are able to apply them in everyday life.

Sadirman A.M (2001), in his book *Interaction and Teaching and Learning Motivation* states that teachers have important roles, including:

1. Teachers as informants
2. Teachers as organizers
3. Teachers as motivators
4. Teacher as director
5. The teacher is the initiator
6. Teachers as facilitators
7. The teacher as a mediator
8. The teacher as an evaluator

One of the eight roles mentioned by Sadirman is the role of the teacher as a motivator in student learning. This role must be owned by the teacher as a driver of student enthusiasm in the learning process. Motivation from teachers can be said to be successful if students show high interest and enthusiasm for learning

when learning activities begin. So it can be concluded that teachers must be able to master and condition their students so that they can learn comfortably. In addition, between teachers and students must have good reciprocity.

B. Obstacles did the English teacher's face in improving students' motivation learn English at SMAN 1 Srengat Blitar.

Learning is an activity that is carried out regularly and planned in order to achieve the previously targeted goals. Learning as an activity certainly has an influence on the success of students, therefore situations and conditions are needed that support teaching and learning activities. One of the factors that determine the success of the learning process is the individual himself. In learning activities there are several factors that can affect the success of the learning process, namely internal and external factors.

Internal factors are factors that arise from the students themselves, namely:

1. The existence of student motivation.
2. The attitude of students.
3. There is a student effort.
4. There is interest from students.

External factors are factors that are not from the students themselves, external factors that can support student learning motivation include:

1. A conducive school environment.
2. Community environment that some are already aware of education.

3. Harmonious family environment.

All students, parents and teachers certainly want to achieve high learning achievement, because high learning achievement is one indicator of the success of the learning process. But in fact not all students get high learning achievement because there are still students who have low learning achievement. High and low learning achievement obtained by students is influenced by many factors. From the results of the interviews, it can be seen that students need to learn English as a subject about a second language or an international language, where this subject requires practice to be applied directly. Giving motivation by the teacher in learning English will certainly greatly affect the results or understanding of students in mastering a foreign language. Because it requires direct practice, so to build student interest, the teacher must first set an example by making himself an example for his students. However, in providing motivation to students is certainly not as easy as one thinks.

Many factors influence the success of teachers in motivating their students. As previously mentioned, motivation is strongly influenced by internal and external factors of students. From the results of research on learning English at SMAN 1 Srengat, it was found that students' internal and external factors gave a lot of influence on students' learning motivation. Internal factors, namely factors that arise within the individual who is learning. In this case, learning English is much influenced by cognitive and psychological factors from students such as: attention, interest, talent, motive and readiness.

The results of interviews with English teachers stated that students' different levels of understanding were one of the obstacles in learning English in the classroom. Students with less understanding will take longer to understand the learning material, while students with high understanding will get bored easily if they wait too long for other students to understand the lesson. Therefore, the way teachers give motivation to students is also different. Students with a good understanding will be more motivated if they are given a task that is competitive and adding points. Meanwhile, students who are lacking in the cognitive domain should be motivated gradually by giving praise if they succeed in doing something good and then gradually adding numbers.

Not only internal factors within students, external factors such as family and the surrounding environment are also a separate obstacle for teachers in motivating students to learn English. From the explanation above, the researcher can conclude that the researcher's findings are the same as the views of Mohamad Uzer Uzman (2017:29), in his book *Menjadi guru Profesional*. That the teacher is a person who has or requires special expertise in their field. In order to achieve the expected learning because the teacher is a second parent to his students, apart from at school. It is hoped that teachers can provide their knowledge to the community, not only to students. This leads to the formation of a complete Indonesian human being based on Pancasila and developing according to the times.

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, assessor, 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, organizer/manager, a prompter/motivator, participant, a resource/informer, a facilitator, a demonstrator, and as a guide. There are roles which are preeminent which most applied by the teacher such as teacher as a motivator and teacher as an facilitator.