

Teacher Roles in Enhancing Students' Motivation
in Learning English through Language Activities
at Al-Iman Islamic Boarding School for Male

A THESIS



By :

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ABSTRACT

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A language teacher in carrying out his duties to educate students has many roles. Certainly, the teacher's role has influences on students, one of which is enhancing students' motivation in learning English. This research was conducted for several purposes. They are: 1) to know the language teacher efforts in enhancing students' motivation in learning English through language activities at Al-Iman Islamic Boarding School for Male 2) to know how the teacher roles in enhancing students' motivation in learning English.

This research used Jeremy Harmer's theory. It was qualitative research which conducted by descriptive research method. In this research, the researcher collected the data through the interviews, observation and documentation. For checking validity and data credibility the researcher used triangulation technique. The source of this research was the language teacher the students of second grade at Al-Iman Islamic Boarding School for Male. It is a methodological on data validation which involved interview both the English teacher and the students, an observation during the research activity in language programs, and documentation from KMI office.

The research findings clarified that the language teacher of Central Language Advisory has applied the teacher roles based on Jeremy Harmer's theory as controller, prompter, participant, resource, and tutor. The language teacher applied the teacher roles in many language activities that students participate in. The teacher roles applied by the language teacher of Central Language Advisory gives many influences on students in enhancing students' motivation in learning English at the Al-Iman Islamic Boarding School for Male.

In the end, the researcher concluded that the teacher roles in enhancing students' motivation in learning English through language activities was very effective to be applied. The teacher roles can enhance students' motivation in learning English at Al-Iman Islamic Boarding School for Male.



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CHAPTER I

INTRODUCTION

The beginning of this research is an introduction. This chapter is the introduction to the research which discusses about the background of the study, research focus, research problems, objectivities, and the significances of the study.

A. Background of the Study

English has been becoming the common lesson in every education level in this era such as elementary school, junior high school and senior high school. It is not the stranger language in Indonesia anymore because it was be an international language. According to David Crystal, English has a role as international language or global language because it is learnt and being the communication way in every countries as the first language, the second language and foreign language.¹ English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 millions people across the globe. Being able to speak English is not just about being able to communicate with the native speaker, it is the most common second language in the world. English becomes one matter to be learnt to communicate with someone from another country. So, the impact of English as global language in the school education is the English mastery becomes important to be taught. Hopefully, the education can develop as fast as the changing era and the students will not be miss tomorrow at all.

English was important to be studied, but there are some factors that influence students in their English learning as students' willingness, teachers, school structure and

¹ David Crystal, "Peran bahasa Inggris sebagai bahasa global," (Maret: 2003).

resources, socio-economic factors and parents' education.² The main factor influences students in learning English is desire or motivation. Motivation is the process that initiates, guides, and maintains goal-oriented behavior. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. Motivation is frequently used to describe *why* a person does something. It is the driving force behind human actions. Motivation doesn't just refer to the factors that activate behavior, it also involves the factors that direct and maintain these goal-directed actions. As a result, we often have to infer the reasons why people do the thing that they do based on observable behaviors.³

Student's motivation can be influenced by many things that encourage them to learn English and master it. One of the encouragements that affect the students in learning English is the teacher. Student and their teacher has relationship which it may affect to the student's motivation. Students who have positive relationship with their teacher certainly feel supported and motivated to learn. Students are more engaged when they have a supportive relationship with the teacher. They tend to work harder in the classroom, persevere, accept directions and criticisms, cope better with stress and pay attention more to the teacher. Moreover, according to Jan Hughes that a teacher's typical level of support and concern can also be treated as one of the facets of classroom climate. The classroom atmosphere or environment has a strong impact upon students.⁴

Therefore a teacher has roles in enhancing students' motivation in what they want to learn. Teacher roles refer to the different function that a teacher has either inside or

² Dilla Nawang Kharisma, "A Study on Students' Motivation in Learning English at the Eighth Grade of SMP Ta'mirul Islam Surakarta in the Academic Year 2018/2019" (Thesis, IAIN Surakarta, Surakarta, 2018), 8.

³ Nevid JS, "*Psychology Concepts and Applications*," (Belmont, CA: Wadsworth Cengage Learning, 2013).

⁴ Jan N. Hughes etall, "Influence of Student-Teacher and Parent-Teacher Relationships on Lower Achieving Readers' Engagement in the Primary Grades," *J Educ Psychol*, 99 (March, 2007), 39-51.

outside the class. Those roles usually imply the relationship between the teacher and the students, particularly in terms of autonomy the learners have over their learning. There are several roles of the teacher in order to make conducive teaching and learning process and to create interactive classroom which concluded by Jeremy Harmer in his book entitled *The Practice of English Language Teaching*, those are; Teacher as Controller, Teacher as Prompter, Teacher as Participant, Teacher as Resource, Teacher as Tutor.⁵

Al-Iman Islamic Boarding School for Male is one of the modern cottages in Ponorogo, where located in Ngambakan hamlet Bangunrejo village, Sukorejo sub-district, Ponorogo. This institution was founded by K.H Mahfudz Hakiem in 1991. Its current leadership is Drs. K.H. Ahmad Zawawi and the director is H. Iman Nur Hidayat, M.A. Based on existing data in 2021, the number of students currently is 242 students who come from various regions. In teaching and learning process this cottage uses a grade system from the first to the sixth grade. 1st until 3rd Grade are equivalent to junior high school and 4th until 6th grade are equivalent to senior high school. For education system this boarding school adheres to the ITTC (Islamic Teachers Training Collage) Gontor education system, which Arabic and English are both of the existence of teaching and learning to be studied. There are some units focus to handle the language activities as CLA (Central Language Advisory) and CLM (Central Language Movement). These units purposed to improve and develop the students' ability in mastering the languages through language activities. However, learning English is not easy enough without interest and motivation, meanwhile students' motivation is varied. Therefore teacher roles is important in enhancing students' motivation in learning English at Al-Iman Islamic Boarding School for Male. The teacher role becomes essential in motivating students to develop and improve their ability in learning English. To maximize the teacher roles in guiding and teaching language, they are

⁵ Jeremy Harmer, "*The practice og English language teaching*," (Edinburgh: Pearson Longman, 2007), 108.

placed into supervising in Central Language Advisory division. With 24 hours full time education in this boarding school makes the students' progress in language learning faster and easier. Therefore the target of attainment in learning can be more maximum when most of the teachers have applied the teacher roles in their unit.

Students' ability in learning English at Al-Iman Islamic Boarding School for Male is moderate. That's because language learning is not easy and can happen instantly, also English is not a priority yet because there is Arabic language which comes first in learning inside. Therefore it need a high motivation in the students to master English language as well as the teacher's role in enhancing student's motivation in learning English at Al-Iman Islamic Boarding School for Male. Second grade is the middle class that the researcher select as the object of research with the consideration that students in this class have received tutoring from English teacher in the learning process. So, they can assess their own ability and the teacher's roles in enhancing their motivation in learning English and mastering it.

From all the explanation, the researcher is interested on carrying out a research entitled: Teacher Roles in Enhancing Students' Motivation in Learning English through Language Activities at Second Grade of Al-Iman Islamic Boarding School for Male

B. Focus of the Study

Based on the observation the researcher focuses on teacher roles and students' motivation in learning English.

C. Statement of the problem

1. What are the language teacher efforts in enhancing students' motivation in learning English at Al-Iman Islamic Boarding School for Male?
2. How do the teacher roles enhance the students' motivation in learning English at Al-Iman Islamic Boarding School for Male?

D. Objective of the Study

1. To know what the language teacher efforts in enhancing students motivation in learning English at Al-Iman Islamic Boarding School for Male.
2. To know how the teacher roles in enhancing students' motivation in learning English at Al-Iman Islamic Boarding School for Male.

E. Significance of the Study

This state is going to explain the significances of the study in this observation based on theory and practice. Hopefully, the result of this research can be beneficial either theoretically or practically.

1. Theoritically

The results of this study are expected to be a reference for all researchers who need material study on the teacher roles in enhancing students' motivation in learning English through language activities.

2. Practically

It is expected to give contribution for the researcher, for the principals and the language teachers of Central Language Advisory, for the institution, for the reader and for the future researcher as follows :

a. For the researcher

From this research, the researcher hopes that he going to improve himself to be a good teacher and understand the teacher role to apply it in his daily teaching and learning.

b. For the principals and the teachers of Al-Iman

From this research, hopefully it becomes evaluation for the principals of the boarding school and English teachers specially to optimalize their role in order to intensify the students' motivation in learning English more.

c. For the institution

It also beneficial for this institution that are interested in conducting similar program and the result of this research can be used as source of the information. For the next researcher and who needs it.

d. For the reader

This research hopefully can expand the readers knowledge, be the reference to implement the same method to conduct a similar study as like this research in the student motivators in learning English.

F. Organization of the Thesis

The organization of the thesis is a headline to make the readers easier in understanding the content of the research. This thesis consists of six chapters as the following:

Chapter 1: Introduction that contain about background of the study, focus of the study, statement of the study, objective of the study, and organizations of the thesis.

Chapter II: Previous Researchs and Literature Review. It consist of previous researchs as the references of the research about teacher roles and students' motivation.

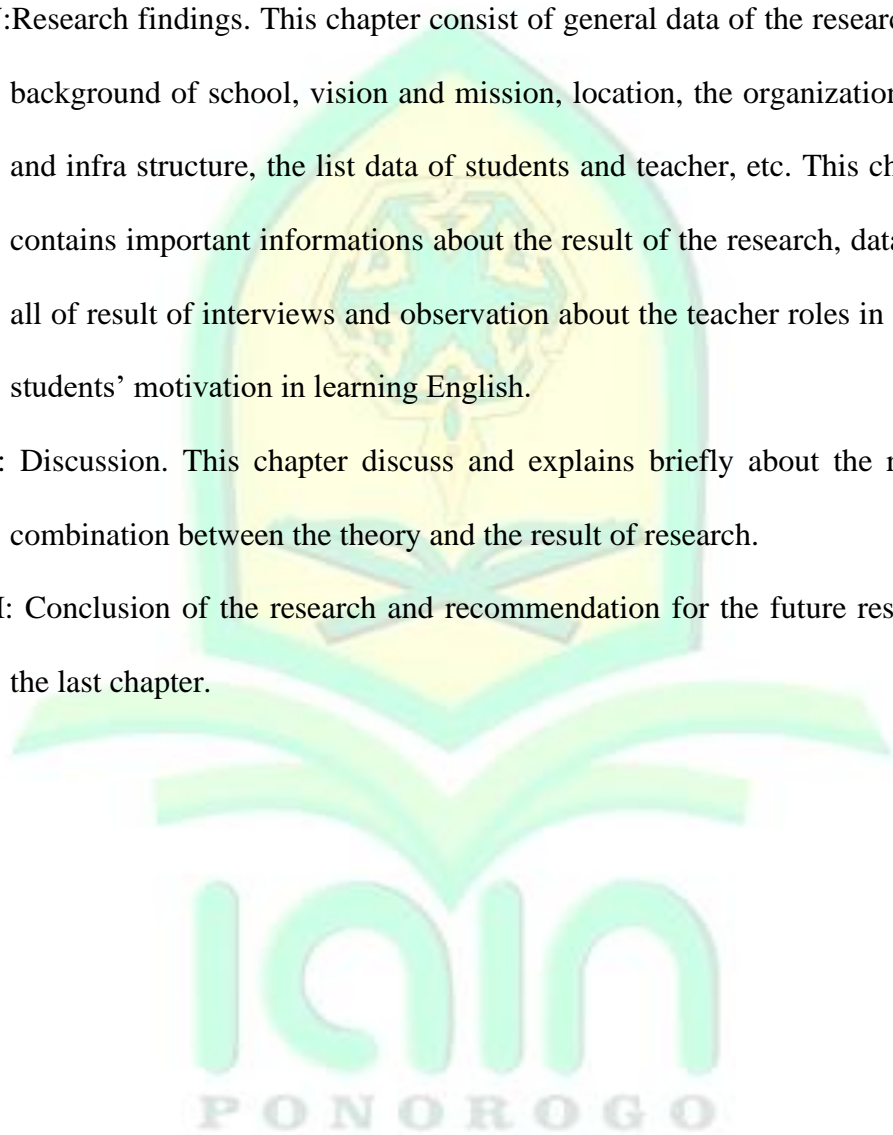
Literature review is a reference related to the topic about teacher roles and students' motivation and some related theories to conduct this research.

Chapter III: Research method. Covering these: research approach and design, researcher's role, research setting, data source, data collection technique, data analysis technique, and checking validity.

Chapter IV: Research findings. This chapter consists of general data of the research such as background of school, vision and mission, location, the organization structure and infrastructure, the list data of students and teacher, etc. This chapter also contains important information about the result of the research, data analysis, all of result of interviews and observation about the teacher roles in enhancing students' motivation in learning English.

Chapter V: Discussion. This chapter discusses and explains briefly about the relation or combination between the theory and the result of research.

Chapter VI: Conclusion of the research and recommendation for the future researcher in the last chapter.



CHAPTER II

PREVIOUS RESEARCH AND LITERATURE REVIEW

In a research, a researcher must have data and theories that are strong enough to conduct the research. Before conducting a research, the researcher has to look for references and previous researches. In this chapter the researcher will discuss the previous research findings, and the literature reviews as the references in this research.

A. Previous Research Finding

Previous research is related research that has existed before and can be used as study material for researcher to conduct his research. There are some previous researches which related to the research discussed:

1. The first previous research was conducted from BU journal of graduate studies in education by Davion Johnson by the title “ *The Role of Teachers in Motivating Students to Learn*”. The researcher found there were many factors motivate students to learn. These factors might be intrinsic or extrinsic. This article discusses the role of teacher in enhancing students’ motivation to learn. The literature on learning and motivation reveals the ways that teacher can increase students’ motivation to learn. Students may have an innate desire to learn, the external support provided by the teacher has a significant impact on students in learning included the teacher role in motivation, but is not limited to creating an environment conducive to learn. The teacher role in encouraging support of students’ autonomy, relevance,

and related to the material increases motivation to learn. Additionally, the teacher's ability to develop students' competence, interest in subject taught, and perception of self-efficacy are all important factors that influence students' motivation to learn.⁶

It has similarity with the research conducted by the researcher about the teacher roles in enhancing students' motivation, but the journal spoke about the students motivation generally while the researcher search about students' motivation especially in learning English. The journal maker did not determine which teacher roles done in enhancing students' motivation whereas the researcher did that determination.

2. Secondly, a thesis by Maria Ulfa entitled "*Examining Teachers' Role in Motivating Students' Learning*". The purposes of this study were to find out the way of teacher that encourages students in learning process and to find out some specific strategies that teacher use to motivate the students in learning process. This research used qualitative approach based on interview as descriptive research framework. The data was gathered through observation and interview process which led to some conclusions. From the collected data, it can be concluded that there are some ways that the teacher used to encourage the students, these ways can be categorized into four parts including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.⁷

⁶ Davion Johnson, "The Role of Teachers in Motivating Students to Learn," *BU journal of graduate studies in education*, volume 9, issue 1(2017).

⁷ Maria Ulfa, "Examining Teachers Role in Motivating Students' Learning," (Thesis, Ar-Raniry State Islamic University Darussalam, Banda Aceh, 2018), 10.

The similarity is the topic about teacher roles in motivating students' learning. In the research conducted by researcher it will be did for English especially. Maria's research also done at the boarding school which it similar with the researcher place that a boarding school. But there is the different focus of research which Maria's research focusses on examining teacher role in motivating students' learning while the researcher should focus on knowing the teacher roles which enhance students' motivation in learning English through language activities at Al-Iman Islamic Boarding School for Male, Ponorogo.

3. Thirdly, a journal by Nurul Arifah and Luluk Prijambodo as entitled "*The Teacher's Roles in Teaching English for Specific Purposes to Nursing Program Students*". This qualitative case study focuses primarily on understanding in depth the teacher's roles in the teaching and learning process of ESP to nursing program students. This study found that the kinds of roles played by the research subjects were as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. This study also found that the students' responses towards the teacher roles were that they liked when the teacher could do his role well in the class. The teacher roles in teaching and learning process of ESP to nursing program students could be used by teachers as the development of their roles in teaching and

learning process in ESP and for the students to have positive responses towards the roles.⁸

The similarity of that research with researcher's research is the topic which discussing about teacher roles in depth to understand more about its role and its application in learning and enhancing students' motivation. The differences are in the method and variable which the researcher should discuss the teacher roles in enhancing students' motivation in learning English at Al-Iman Islamic Boarding School for Male.

B. Literature Review

Literature review is presented to highlight several theories that serves as a basic for research. This chapter explains some of the basic research materials and discussion those are: definition of teacher, teacher roles, students' motivation, teacher and student relationship.

1. Teacher

A teacher is a person who provides education for pupils or students. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, and the science of teaching. Teacher, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teacher may use a lesson plan to

⁸ Nurul Arifah etall, "The Teacher's Roles in Teaching English for Specific Purposes to Nursing Program Students," *Magister Scientiae* - ISSN: 0852-078X edisi No. 35, (Maret 2014), 132.

facilitate student learning, providing a course of study which is called the curriculum. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

There are different ways of teaching. Most teachers use a variety of methods to teach. Teacher often explains new knowledge, write on a blackboard or whiteboard, help students with their work, or mark students' work. They may use a computer to write tests, assignments or report cards for the class. Teacher plays vital role in learning and motivating students to upgrade their knowledge maximally.⁹

2. Teacher roles

Teacher in role is an invaluable technique for shaping the dramatic process and developing students' learning. Simply, put the teacher or facilitator assumes a role in relation to the pupils. This may be as a leader, an equal, or a low-status role whatever is useful in the development of the lesson. The teacher may ask questions of the students, perhaps putting them into role as members of a specific group and encouraging them to hot seat in return.¹⁰

The role of teacher is often formal and on carried out at a school or other place of formal education. The teacher roles in learning also helps students increase their motivation to learn. Based on research written by Jeremy Harmer in his book entitled *The Practice of English Language*

⁹ Wikipedia

¹⁰ David Farmer, "Teacher in role," *Drama Resource*

Teaching, it can be concluded that there are five roles of teacher in carrying out his duties as follows:

a. Teacher as Controller

Teachers as Controller take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher fronted classroom. They are in charge of the whole class and of the activity-taking place and are often 'leading from the front'.

b. Teacher as Prompter

Teachers as prompter encourage students to participate and provide suggestions on how students can continue in an activity. The teacher must provide stimulation so that students think about solving a problem individually. This can be done by asking questions that lead to the answers to these questions but not giving the direct answers. Teachers may help students only when necessary.

c. Teacher as Participant

Teachers should join the activity done in the teaching and learning process. It aims that teacher can find out the difficulty in the learning process faced by students appropriately. For example, the teacher can do this by taking part in a discussion.

d. Teacher as Resource

Teachers are one of the main resources in the teaching and learning process. They must be able to provide all information the students need. In other words, they can be relied on when students face difficulty. They

are the main actors who provide information, assignments and solutions in the teaching and learning process.

e. Teacher as Tutor

Teachers as tutor, they combine both prompter and resource role during the teaching and learning process. In this case, tutor works with students individually or in small group if they undertake challenging learning program.¹¹

3. Students' Motivation

a. Definition of Motivation

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions.

Students have many reasons for learning English. It can be simply said that they learn English because they love it or they learn English because it is school requirement. According to Jere Brophy as cited in Woolfolk states that students' motivation to learn is a students' tendency to find academic activities meaningful and worthwhile, also try to do derive the academic advantages from those activities. This means that motivated students will do their academic work seriously and try to do

¹¹ Jeremy Harmer, "*The Practice of English Language Teaching*," (Edinburgh: Pearson Longman 2007), 108.

their best out of it. Through the motivation, the students will have an effort when they meet obstacles or failure.¹²

b. Kinds of Motivation

Motivation in learning divided into two categories; intrinsic motivation and extrinsic motivation.

1) Intrinsic motivation: Jeremy Harmer stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task on the other hand, extrinsic motivation also influences students in learning.

2) Extrinsic motivation: Jeremy Harmer stated that extrinsic motivation is the result of any number of outside factors. These outside factors include reward and punishment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external rewards will continue to be a motivator even when the task to be done holds little or no interest.¹³

¹² Jere Brophy, "*Motivating Students to Learn*," (New Jersey: Lawrence Erlbaum Associates, 2004), 343.

¹³ Jeremy Harmer, "*The Practice of English Language Teaching*," (Edinburgh: Pearson Longman 2007), 98.

External sources of motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people since they form part of the environment from which the students engages with the learning process, they are:

- (1) The goal: one of the strongest sources of motivation, which students perceive themselves to be learning for.
- (2) The society: the attitudes to language learning and the English language in particular we live in.
- (3) The people around us: the influence of people who are close to students such as family, friends)
- (4) Curiosity: initial motivation such as interest to see what it is like.

4. Teacher and Student Relationship

Teacher plays a vital role in creating an environment that supports students' learning. He often do this through his support for students' autonomy. Teacher enables students to identify with self, personal interests, and values by supporting their freedom of choice. By supporting students' choices and interests, teacher helps students develop personal interest, involvement, and ownership of their work, which aid in motivation. Teacher also helps students to learn by increasing their responsibility and participation in their own learning through letting them create their own goals and objectives. A research conducted on the nature of the relationship between students' perception of social support and autonomy support from their teacher. Teacher who helps their students become authors of their

lives, take ownership and develop personal interest in their own work stimulate students' motivation, and increase their drive to learn.¹⁴

The role of the teacher is one of the factors that also influences students' motivation in learning English. Finocchiaro states that there are several teacher roles that can greatly influence student's motivation in learning English. Those roles are to ensure that students understand each dialogue, situation, the essence of a discourse, give extensive assignments, examine the student's work with full responsibility by giving feedback for students, provide opportunities for students to assess their own work or their friend's work, being sensitive on the difficulties experienced by students in the learning process and provide rewards for small successes achieved by students. The most important thing related to the teacher roles is teacher's English proficiency, pedagogical knowledge, and socio affective skills. Teacher who do not possess those skills will frequently find difficulties in teaching then it will be very difficult to build students' English proficiency.¹⁵

¹⁴ Davion Johnson, "The Role of Teachers in Motivating Students to Learn," *BU journal of graduate studies in education*, volume 9, issue 1(2017).

¹⁵ Ketut Sari Indriani, "Factors Influencing Motivation in Learning English of Mangusada Badung General Hospital Staff," *Okara-Jurnal Bahasa dan Sastra* Vol. 14 No. 1, (May, 2020), 15.

CHAPTER III

RESEARCH METHOD

A research must be carried out in the right way and appropriate approach in accordance with the research theme in order to get the result optimally. There are many types of method in conducting a research. This chapter will discuss the research methods carried out by researcher.

A. Research Approach and Design

In this research, the researcher used qualitative approach with descriptive design for accurate information about teacher roles and students' motivation in learning English. Qualitative method is a research which involves the use of qualitative data, such as: interview, documentation, and observation in order to understand and explain a social phenomenon. Qualitative research is primarily explanatory research. It is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative research has several characteristics which the researcher himself is the main instrument and the analyzing data is done inductively. Qualitative research known as naturalistic research because the research is done in natural condition.¹⁶ Qualitative research examines the patterns of meaning which emerge from the data and these are often presented in the participants' own words. The task of the qualitative researcher is to find patterns within those words and actions and to present those patterns for others to inspect while at the same time staying as

¹⁶ John W. Creswell, "*Qualitative inquiry and research design: Choosing among five approaches*," (Los Angeles: SAGE Publication Inc, 2013).

close to the construction of the world as the participant originally experienced it. The goal of qualitative research is to discover patterns which emerge after close observation, careful documentation, and thoughtful analysis of the research topic. What can be discovered by qualitative research are not sweeping generalizations but contextual findings. This process of discovery is basic to the philosophic underpinning of the qualitative approach.¹⁷

Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the *how, what, when, and where* questions in a research problem, rather than the *why*. Lorraine Gay stated descriptive research design involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population.¹⁸

This research conducted at Al-Iman Islamic Boarding School for Male placed in Ngambakan, Sukorejo, Ponorogo. By describing these phenomenons, the researcher hoped it can give contribution for all English students and lectures of IAIN Ponorogo, participals and teachers of Al-Iman Islamic Boarding School for Male, and all of the readers about the teacher roles in enhancing students' motivation in learning English.

¹⁷ Alan Peshkin, "The Goodness of Qualitative Research," *American Educational Research Association*, Vol. 22, No. 2 (March, 1993), 23-29.

¹⁸ Lorraine R Gay, "*Educational Research Competencies for Analysis and Applications*," (France: Pearson Education Limited, 2015)

B. Researcher's Role

In Qualitative research, the researcher itself is the main instrument and the analyzing data is done inductively. In this qualitative research, the researcher is himself or with the help of others as the main data collection tool. Therefore, the researcher is the key in this study. The role of researcher in qualitative research is usually as a planner, data collector, analyzer, and as an initiator of research.¹⁹

As known, the researcher's role in this Qualitative research is as an observer, interviewer, data collector, and eventually become a presenter of research result.

1. Observer: as an observer, the researcher has the role too make observations at the research place. The purpose is to determine the condition of the object to be studied directly and find the data factually in the field.
2. Interviewer: as an interviewer, the researcher must conduct interviews with relevant sources in the field. The goal is to get detailed information from the interviewees accurately.
3. Data collector: the datas from observations and interviews that have been carried out must be collected, so that it can be summarized into a study material.
4. Presenter: Presenter is the role of the researcher to present the research results he has done to be studied more deeply about the conclusions of the research results.

¹⁹ Lexy J. Moleong, "Metodelogi Penelitian Kualitatif" (Bandung: Remajarosdakarya, 2007).

C. Research Setting

Research setting means the place where the research conducted. In qualitative research, the focus is mainly on meaning-making. Research setting can refer to a geographical site where the participant of a study reside. It could be a group that is being studied.²⁰ Deciding place and time of the research is important in order the researcher conducts the research easier. Actually, there are no certain criterias in determining the research area, but it must be clear where the researcher wants to know more about the English language programs conducted. In this research the researcher chose Al-Iman Islamic Boarding School for Male as the place of the research which located in Ngambakan hamlet, Bangunrejo village, Sukorejo, Ponorogo. This research held in the several time during the researcher doing his thesis.

D. Data and Data Source

1. Definition of data

Data is information which is gathered by the researcher in order to understand the phenomenon and answer research questions. The data was information, evidence, or fact gathered through of a phenomenon or to support a theory. It's mean that the collected data must be relevant with the formulated problem.²¹ In this study, the qualitative data considered of information and description about teacher roles, students' motivation and

²⁰ Lisa M Given, "*The Encyclopedia of Qualitative Research Methods*," (Los Angeles: SAGE Publication inc, 2008) 92.

²¹ Richard F. Heller, "Evidence for Population Health," *Oxford University Press*, (February, 1992), 116.

the language daily activities at Al-Iman Islamic Boarding School for Male. The researcher took the data from the teachers, students, and also the documentation from the institution. These data were important aspect in conducting the qualitative research.

2. Kinds of data

According to Michael Douglas there are two kinds of data that primary data and secondary data:

- a. Primary data is one which is collected for the first time. Primary data is factual and original whereas secondary data is just the analysis and interpretation of the primary data. Primary data is collected with an aim for getting solution to the problem at hand. The term primary data refers to the data originated by the researcher for the first time. Primary data is a real-time data. Primary data is collected for addressing the problem at hand.²²

In this research, the researcher took the primary data by doing some interviews to the teachers, manager of language departments and students of second grade in Al-Iman Islamic Boarding School for Male.

- b. Secondary sources means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these datas for some other purpose and at different time in the past. If the researcher uses these data then these become secondary data for the current users. Sources of secondary data

²² Michael Douglas, "Sources of data," (2015).

are government publications, websites, books, journal articles, internal records.²³

In this research, the researcher took the secondary data as some documents needed from the KMI office of Al-Iman Islamic Boarding School for Male.

3. Data sources

A data source is a person, something, or place that provides information for a piece of research. So, the researcher can get the data from the data sources. In this research, data source derived from interview and observation with teacher, and students of second grade in Al-Iman Islamic Boarding School for Male. For the first, the researcher made an interview with chief of Central Language Movement (CLM) as the language division in students organization because they are who manage the students daily language activities. For the second, the researcher made an interview with the teacher. In deciding the teacher as informant of this research, the researcher chose the language teacher of Central Language Advisory (CLA). It would be efficient because it is the responsible of the language programs. For the third, the researcher did an observation and some interviews with students of second grade to make triangulation of the data took from the teacher. The researcher chose the students of second grade randomly from the absence. It aims to get informations about what teacher roles done by language teacher of Central Language Advisory and how the teacher roles in enhancing their motivation in learning English. The researcher also searched

²³ Ibid

more information about language practice through student's daily activities which related with agenda and program from Central Language Advisory (CLA) and Central Language Movement (CLM).

E. Data Collection Technique

Collecting the data contains necessary information of the research problem. It need the instrument at the tool used by the researcher when conduct the research. In this research the researcher used some instruments to collect the data. The methods of collecting data for qualitative research are:

1. Interview

Interview is a dialogue which is done by interviewer to gain information by interviewee. The researcher as interviewer provides some questions, ask for explanation, take note, etc. The interviewee answer the question, explain and sometimes give question back to the interviewer.²⁴ The purpose of interview is to find out their mind, what they think or how they feel about something. The interview is other method to find out the things from the object that reesearcher can not directly observe. Therefore, in collecting data the researcher conducts the interview orally.

In this research, The interviewees were the language teacher of Central Language Advisory (CLA) as responsible on Language Department. The chief of Central Language Movement (CLM) who help the teacher of Central Language Advisory to manage the programs. Besides, the researcher also searched more information from several students of second grade at

²⁴ Sutrisno Hadi, "*Metodologi Research*," (Bandung: CV. Pustaka Setia, 2004), 2nd Ed., 218.

Al-Iman Islamic Boarding School for Male about the teacher roles in enhancing their motivation in learning English. By the people above the researcher will get information from the interviews there are:

- a. The chief of Central Language Movement (CLM). The researcher interviewed the chief of Central Language Movement because they directly manage all language activities in Al-Iman Islamic Boarding School for Male. The researcher want to know about the programs they done to develop students' ability in learning English at Al-Iman Islamic Boarding School for Male and what the role of teacher in those activities.
- b. Language teachers of Central Language Advisory (CLA). in this case, the researcher interviewed them to ask about everything deals in the language program and about teacher roles done by language teacher of Central Language Advisory in enhancing students' motivation in learning English.
- c. Students. The researcher chose 5 students of second grade randomly to do interview in order to make triangulation of teacher roles done by language teacher of Central Language Advisory and get informations about the teacher roles in enhancing their motivation in learning English.

2. Observation

Observation is an observational study, the current status of phenomena is determined not by asking but by observing. For certain research question, observation is clearly the most appropriate approach. Observation is an

activity that knowing about the object which being observed.²⁵ In this case, the researcher observed the language activities in Al-Iman Islamic Boarding School for Male, and the teacher roles in those activities with making a field note. The field note is about whatever the teacher do during the language activity from the beginning. It also includes the schedule and time of observation and the researcher's activities during the observation.

In this observation, the researcher observed the English language practice through daily activities. The researcher observed all of activities in the language program in this boarding school and evaluation of the program. The researcher observed all the aspect, programs, and activity which related to the teacher roles in enhancing students' motivation in learning English.

3. Documentation

For completing the interview and observation data the researcher takes the documentation. The researcher collected the documentation of school, teachers and students of second grade in Al-Iman Islamic Boarding School for Male, and the document related to the language program also. This purposed by the researcher to get information about the background of school, student's amount, the list of students name, list of teachers name, the school organization structure and infra structure etc. It proves that this research has actually been carried out at the location according to the data from the researcher. The researcher also collected the pictures from documentation, interview and observation at Al-Iman Islamic Boarding

²⁵ Lorraine R Gay, "*Educational Research Competencies for Analysis and Applications*," (France: Pearson Education Limited, 2015), 237.

School for Male. The researcher used documentation to get description of school. That data used to explain the research result in detail and clearly.

F. Data Analysis Technique

Qualitative analysis is define analysis as consisting of three concurrent flows of activity; data reduction, displaying data and conclusion drawing or verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming 'raw' data. Data reduction is the process of electing and simplifying data of field observation²⁶.

In this research, data reduction is the process of selecting about which data would be the focused of the researcher. In this data reduction, the researcher selected data reduction to the focus of this research and simplifying it.

2. Displaying data

Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to make final conclusion. Displaying data means the researcher display all the data or only several parts of the data. Displaying data is done in order to easy to understand. In this study the displayed data is the result of interview, observation, and documentation. Here the researcher provided more

²⁶ Mathew B. Miles and Michael Huberman, "Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru," (Jakarta: UIP,1992), 16.

information. The researcher served the data from the source in order to the researcher makes conclusion easier.

3. Cocluding and Verifying

In the concluding and verifying the researcher conducting a verification of the data obtained. The researcher made conclusion and verified the data collection. The data applied in data conclusion and verified. So that made simple and clear data in order to the researcher understand easily.

G. Checking Validity and Data Credibility

The researcher needed a credibility to add the trustworthiness. Trustworthiness of data provides the researcher with the real research finding on the teacher roles in enhancing students' motivation in learning English. Credibility involves establishing that the results of the research are credible or believable. It is only the participant of the research who can legitimately to the credibility of the results. Each data must be checked for validity findings, the research results can be accounted for truth and can be authenticated. Here the researcher used a technique of triangulation

Triangulation is a checking technique, according Lexy Moleong validity of data utilizing something else, outside of the data for checking or as a comparison of this data.²⁷ Triagulation used in this study include:

²⁷ Lexy J. Moleong, "Metodelogi Penelitian Kualitatif" (Bandung: Remajarosdakarya, 2007), 178.

- a. Triangulation source, to test the credibility of the data is done data have been obtained through several sources.
- b. Triangulation techniques, to test the credibility of the data were made by way of verifying data to the same source with different techniques. The technique used is the technique of interview, observation and documentation.

H. Research Procedures

In qualitative research there are steps or procedures. In order to make the research results can be summarized properly, the research procedures must be carried out in sequences. The research procedures compiled by the researchers are as follows:

1. Phase Pre-Courses.

This stage is an early stage in the research, where researchers conducted observations to the place that will be the object of research, in this case Al-Iman Islamic Boarding School for Male. This stage is necessary so that researcher can get information about the background of the research that will be conducted. In this stage there are a few things done by researcher of which has obtained a permit to do research, find a picture of the object to be examined.²⁸

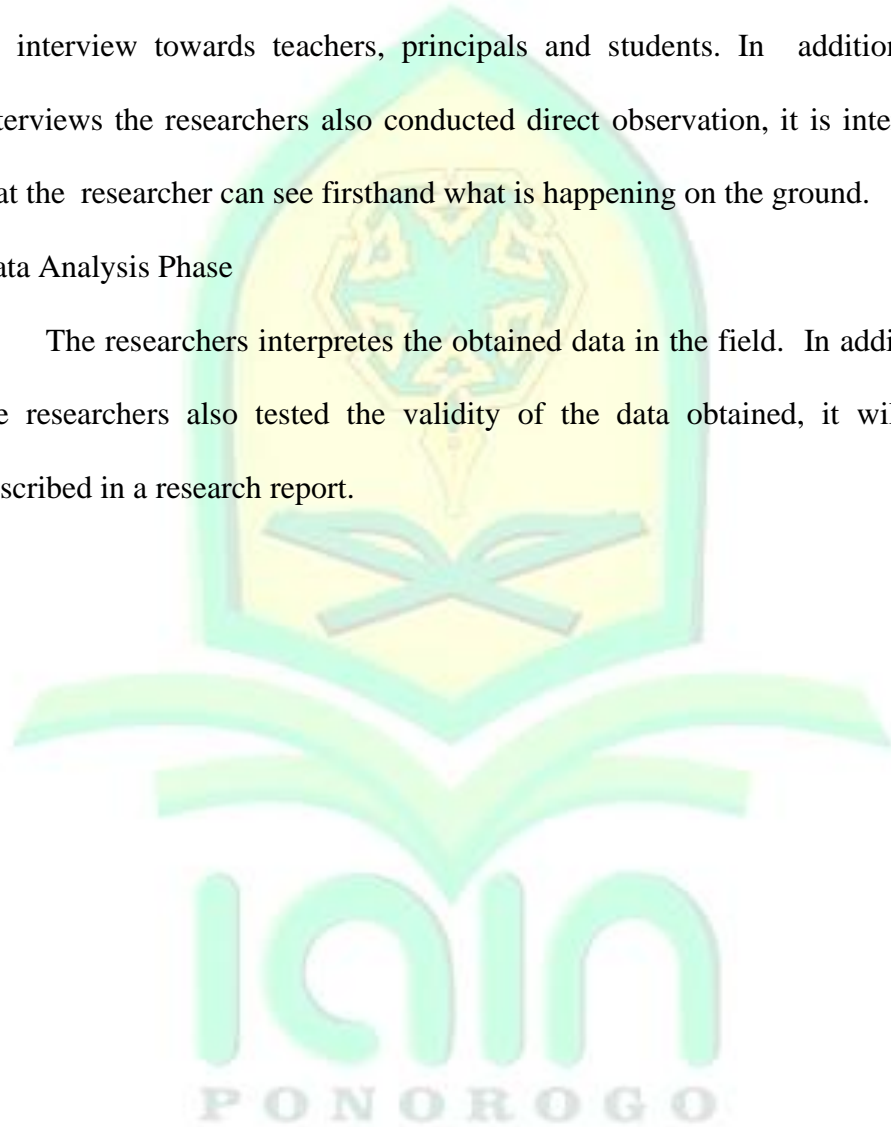
²⁸ Rika Amalia Ulfa, "Strategy of Outdoor Learning to Build Student's Character Class IB SD As-Salam Malang," (thesis, UIN Maulana Malik Ibrahim Malang, 2017).

2. Research

The research phase is the core of a research activity because at this stage the researchers looked for and collect the necessary data. At this stage, the researchers conducted several activities, such as collecting data about the object of research through the documents of the school, then doing an interview towards teachers, principals and students. In addition, to interviews the researchers also conducted direct observation, it is intended that the researcher can see firsthand what is happening on the ground.

3. Data Analysis Phase

The researchers interpretes the obtained data in the field. In addition, the researchers also tested the validity of the data obtained, it will be described in a research report.



CHAPTER IV

RESEARCH FINDINGS

Furthermore, in this chapter the researcher discusses the results of the research. The results of the research are summarized as general data and specific data. General data consists of background of school, structure and infrastructure related to this research. While, the specific data contains the results of interviews, triangulation results and observation conducted by researcher in this research.

A. General Data

1. Background of School

Al-Iman is one of educational institutions cottage-based in Ponorogo. Al-Iman Islamic Boarding School was established in 1991 by KH. Mahfudz Hakiem. This institution is separated between Al-Iman for male and Al-Iman for female but both of them still stand in one foundation. Al-Iman Islamic Boarding School for Male was established in 1993 where it is located in Ngambakan hamlet, Bangunrejo village, Sukorejo sub-district, Ponorogo. Currently, this boarding school is led by Drs. K.H. Achmad Zawawi and assisted by H. Iman Nur Hidayat, MA as the director of KMI. Education system in this institution adheres to ITTC (Islamic Teachers Training Collage) Gontor education system, where Arabic and English language are both of the existence of teaching and learning to be studied. As for the vision and mission of Al-Iman Islamic Boarding School for Male are:

a. Vision

"Creating a generation that is ready to fight fiddaroini with a solid faith, knowledge and morality"

b. Missions

- 1) Fostering religious, intellectual and emotional potential integrally and continuously.
- 2) Cultivate Islamic life and make the Qur'an and Sunnah as the main guidelines and the work of thought of the scholars as a companion source.
- 3) Develop the potential life skills of students.
- 4) Developing international-oriented education by maintaining local culture.

In teaching and learning, this boarding school uses grade system from the first to the sixth grade. 1st until 3rd grades are equivalent to junior high school and 4th until 6th grades are equivalent to senior high school. One of the advantages of this boarding school is in the terms of language learning where students are required to interact using the formal language either English or Arabic.

2. Structure of Organization

From the data found by the researcher on 4th January 2021 in his observartion, it is known that in the structure of institution the highest power is held by headmaster of boarding school. Meanwhile, in regulating of

internal organization there are five main sections formed to carry out the duties of the leadership under the headmaster directly those are:

a. Leadership Secretary

The leadership secretary is an important part that regulates matters related to the leadership agenda and the boarding school agenda. The secretary is also the executor and coordinator between the leadership and all internal departments inside boarding school.

b. KMI Official

This is the section that regulates the teaching and learning process at Al-Iman Islamic Boarding School for Male which is led by the director of KMI. All matters related to academic assessment are regulated by KMI officials.

c. Guidance and Corseling Official

This is the section which regulates all student activities outside the teaching process and academic activities including extracurricular activities. Guidance and corseling official is coordinator of student's daily activities such us : eating, sleeping, sporting, scouting, worship, art excersises etc.

d. Administration

This section manages all financial administration at Al-Iman Islamic Boarding School for Male. All of payment and budget for activities are regulated by this section.

e. Language Supervisor

The language section is a special section dealing with language stability and development. Language supervisor in his daily teaches students to apply the formal languages (English and Arabic) in social interactions. Students are fostered to always use the formal language both orally and in writing.

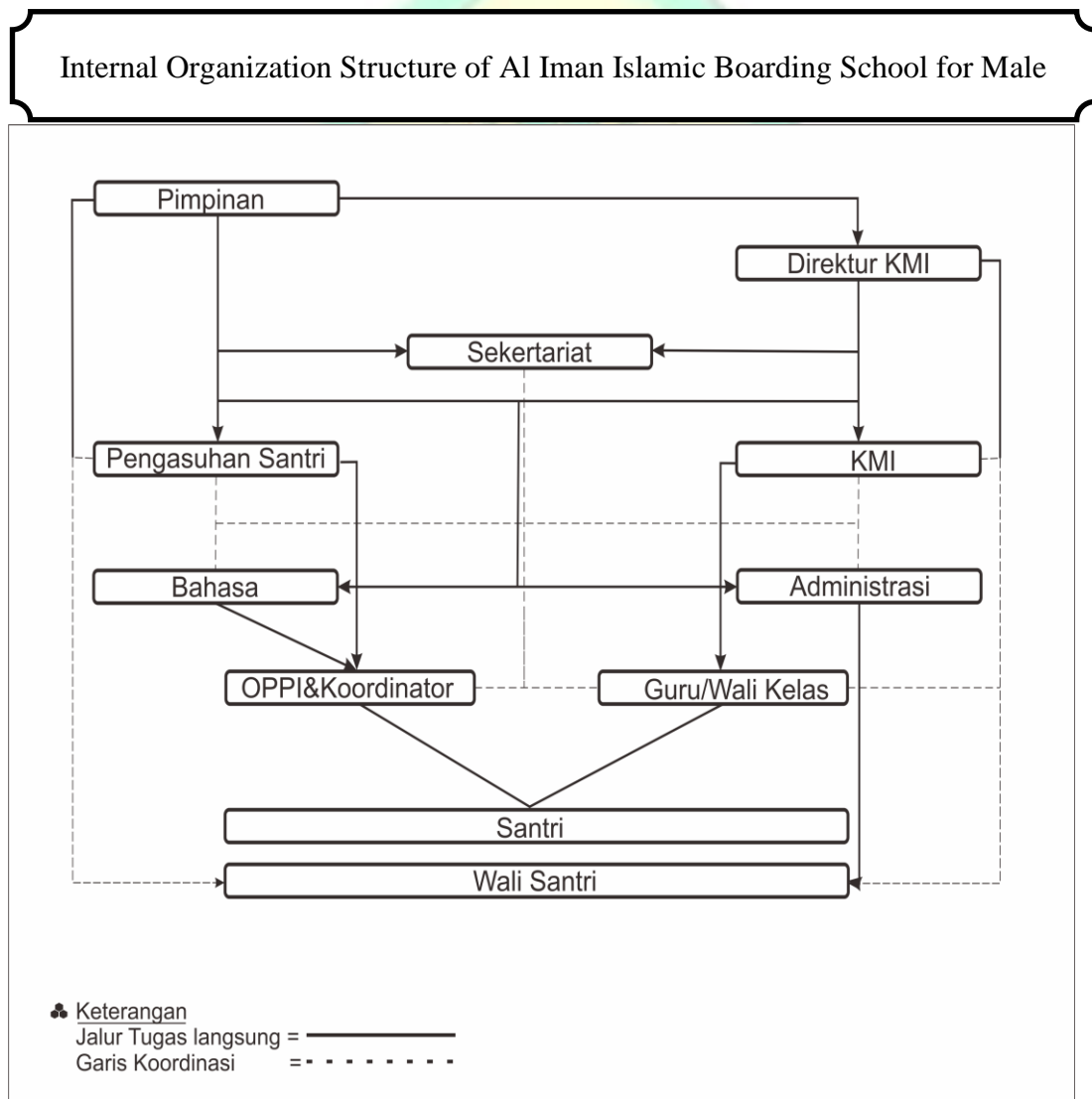


Figure 4.1 Internal Organization Structure in Al Iman Islamic Boarding School for Male

3. School Infra Structure

One of the supporting aspects of school in improving the quality of education is facilities and infrastructure where one of them is the school building. As for the infrastructure, Al-Iman Islamic Boarding School for Male has many buildings and areas, those are: Mosque, Teheran building, Oman building, Yaman building, Baghdad building, guest house, Cordova building, Usbekistan building, Riyasah building, Madain building, Darul Fatah building. Based on the observation data conducted by researchers on 4th January 2021, the data of buildings at the Al-Iman Islamic Boarding School for Male as following:

Tabel 4.1 Amount of Building Infrastructure in Al Iman for Male

No.	Room/Building	Amount	Condition
1.	Mosque	1	Good
2.	Classrooms	13	Good
3.	Dormitories	15	Good
4.	KMI offices	1	Good
5.	Guidance offices	1	Good
6.	Administration offices	1	Good
7.	Language offices	1	Good
8.	Secretariat offices	1	Good
9.	OPPI and coordinator	2	Good
10.	Medical rooms	1	Good
11.	Libraries	1	Good
12.	Computer laboratory	2	Good
13.	language laboratory	1	Good
14.	Art room	1	Good
15.	Music room	1	Good
16.	Football field	1	Good
17.	Basketball field	1	Good
18.	Kitchens	2	Good
19.	Bathrooms	1	Good
20.	Guest room	5	Good
21.	Leadership house	2	Good
22.	Teacher housing	3	Good
23.	Canteen	2	Good
24.	cooperation	1	Good

4. Data of Teachers and Students

Based on the data obtained by the researcher in his observation on 4th January 2021, it is known that the number of teachers who were actively teaching at Al-Iman Islamic Boarding School for Male on academic year 2020-2021 are 60 people but not all of them stay inside because some of them are commuting. Furthermore, the total number of students for the year 2020-2021 are 242 students as the following:

Table 4.2 Data of students in Al Iman for Male 2020-2021

Class	Students' Amount
1A	17
1B	18
1 EXP	12
2A	26
2B	25
3A	14
3B	13
3 EXP	5
4A	11
4B	13
5A	24
5B	25
6	39
Total	242

B. Specific Data

To get the specific datas the researcher did an observation. The observation conducted by researcher on 4th until 10th January 2021. The researcher as an observer emphasizing direct observation in each language activity. This aims to see the enthusiasm and motivation of students objectively and thoroughly. The researcher found there a lot of interactions between teachers and students both inside and outside the classroom. It happened

because the boarding school system implemented 24-hours full education. These interactions occur in various activities of students.

The researcher also did some interviews with interviewees those are; teacher of Central Language Advisory as supervisor, Chief of Central Language Movement, and students. First interview is done with Mr. Zidane Harahab. He is the chief of Central Language Movement on active period 2020-2021. It aims to know about language activities schedule hold by Central Language Movement. Mr. Zidane Harahab explained there are many activities and agendas dealing by Central Language Movement as the following:

1. Vocabularies

This activity is the form of giving vocabulary in regular amounts to be memorized by students every day. The goal is hoped students have a large of English and Arabic vocabularies. Usually this activity is carried out in the morning on Saturday, Sunday and Monday. The teacher's role here is as a source of learning material which taken by managers to given to the students.

2. Conversation Practice

conversation practice is done every Tuesday and Friday morning. The goal is to try speaking formal language as habitual for students. It also makes the students accustomed to speak formal languages, both English and Arabic.

3. Court

This is an activity in the form of punishment for student who did not speak formal language or used the local language when interacting each

other. The goal is for students to be disciplined in language learning. The teacher observed and evaluated kind of language violation.

4. Public Speaking or Speeches

Public speaking or speeches are routine activities in Sunday and Thursday night. The goal is to improve and develop students language mastery. The teacher's role is to guide member and manager in order to improve the language.

5. Drama Contest and Debate Contest

A monthly event or on a certain time as a form of language creativity event which is participated by students and teacher as an assessor.

6. Language Evaluation

Language evaluation is held in the form of written and oral exams to assess students' language development. It actually done after one semester of teaching and learning.

Over all it can be seen that the teacher is always involved and has various roles in students activities in language learning. There are many teacher roles done by language teacher at Al-Iman Islamic Boarding School for Male and according to Jeremy Harmer's theory in his book, there are five teacher roles carried out by language teachers in Al-Iman Islamic Boarding School for Male as controller, prompter, participant, resource, and tutor. All of these roles have influences in enhancing students' motivation in learning English. Those all can be summarized as:

1. The Language Teachers Efforts in Enhancing Students' Motivation in Learning English at Al-Iman Islamic Boarding School for Male.

To obtain data on the teacher's role in enhancing students' motivation in learning English through language activities at Al-Iman Islamic Boarding School for Male, firstly the researcher conducted an interview with the language teacher of Central Language Advisory, called Mr. Ahmad Arsyadhani Hakim. Mr. Ahmad Arsyadhani Hakim is a teacher of Central Language Advisory who becomes a supervisor for 2nd and 3rd grades of KMI. The interview with him was done on Tuesday, 5th January 2021. The purpose of the interview was to get information about what teacher's role done by language teachers in Al-Iman Islamic Boarding School for Male.

From the interview with Mr. Ahmad Arsyadhani hakim as CLA teacher, it known that the teacher's role in language activities at Al-Iman Islamic Boarding School for Male is in accordance with what described by Jeremy Harmer in his book which mentions teacher's role as controller, prompter, mentor, participant, and source. Language teachers apply those roles in every language activity followed by students.

a. Teacher as Controller

Teacher as Controller take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher fronted classroom. Mr. Ahmad Arsyadhani Hakim told that he as a language teacher teaches students directly in several activities such us conversation practice, speeches, and court. He separates the students into several groups sometimes class by class, gives a tutor

for each group, explain the rules of activity and controls the agenda. As for students who violate the discipline of language or speaking Indonesian language, they will be punished. So that he can see the students progress in learning English language

b. Teacher as Prompter

Teachers as prompter encourage students to participate and provide suggestions on how students can continue in an activity. The teacher must provide stimulation so that students think about solving a problem individually. Mr. Ahmad Arsyadani explained that language teacher in every activity always gave motivation before starting the activity. He also gives some examples in the application of words or idioms and asked if there were students who had difficulties in learning to apply the language idioms. It is done by him in a lot of language activities.

c. Teacher as Participant

Teacher should join the activity done in the teaching and learning process. It aims that teachers can find out the difficulty in the learning process faced by students appropriately. According to the information from Mr. Arsyadani Hakim in the interview, each activity is always attended by one or more language teachers. In this case, they act as mentors and participate the event to completion. Mr. Arsyadani Hakim also interacts with students directly using English so that students follow it to respond. He did in when conversation practice and vocabularies.

d. Teacher as Resource

Teacher is one of the main resources in the teaching and learning process. He must be able to provide all information the students need. In other words, he can be relied on when students face difficulty. He is the main actor who provide information, assignments and solutions in the teaching and learning process. Mr. Ahmad Arsyadani hakim said that in giving all the material and curriculums of language teaching all references were sourced from the Central Language Advisory. CLA became a valid data source for language learning materials at Al-Iman Islamic Boarding School for Male.

e. Teacher as Tutor

Teacher as tutor, he combines both prompter and resource role during the teaching and learning process. In this case, tutor works with students individually or in small groups if they undertake challenging learning programs. All of language activities, language subject matter, student development in mastering language, and language discipline, those all are the responsibility of the teacher of Central Language Advisory, said Mr. Arsyadani Hakim.²⁹ That's why all language programs and language curriculums are sourced from the Central Language Advisory office. Mr. Arsyadani Hakim as a tutor also always supervise his students to learn English language maximally.

²⁹ Look at interview transcript number 05/01/2021 (Interview Mr. Ahmad Arsyadani Hakim, Mp3)

2. Teacher Roles in Enhancing Students' Motivation in Learning English.

After conducting an interview with Mr. Ahmad Arsyadani Hakim on what teacher's role done by language teachers in Al-Iman Islamic Boarding School for Male, the researcher conducted interviews with several students from second grade. There were five students who the researchers chose randomly as interviewees. They are: 1) M. Rizqullah 2) Ahmad Muttaqin 3) M. Aziz Ainuttaqi 4) M. Kharisul Hidayah 5) M. Ridho Ardhiko. The interviews were conducted twice. The first interview was on Thursday, 7th January 2021 with M. Rizqullah, Ahmad Muttaqin, M. Aziz Ainuttaqi and the second interview on Friday, 8th January 2021 with M. Kharisul Hidayah M. Ridho Ardhiko.

The aim of interview is to triangulate and ask students about the influence of the teacher's role applied by teacher of Central Language Advisory in enhancing their motivation in learning English. The results of interviews with students showed that students were motivated by many language activities and the presence of teacher as a guide in these language activities. Language teachers had roles in every activity carried out to improve language and it has more or less motivational impact on the students.

a. Teacher as Controller

According to all of the interviewees, teacher of Central Language Advisory were always present in every language activity. They controlled the activity well and if there student had difficulty in doing assignments, they would ask the teacher of Central Language Advisory.

"We will also be punished if we speak Indonesian directly because the boarding school requires the using of English and Arabic languages," said Aziz and Ahmad Muttaqin.³⁰ By the teacher as a controller, Al-Iman students feel their English is more awake and if they found difficulties, they can directly ask the teacher.

b. Teacher as Prompter

Teacher as prompter encourages students to participate and provide suggestions on how students can continue in an activity. Language teachers do this by providing motivation and evaluation so that students always feel compelled to use English and learn it.

According to some interviewees, Mr. Arsyadani Hakim always gave motivation during the activity or when the activity was about to start to study hard and speak English well. It makes them interested and seriously in learning English language. Mr. Arsyadani Hakim also gave examples about how to put a vocabulary or idiom into the sentences. It usually done in conversation practice or vocabularies.

c. Teacher as Participant

All of the language activities participated by language teacher and students. Teacher should join the activity done in the teaching and learning process. For example in conversation, vocabularies, language court, and public speaking. With the teacher's participation, students of Al-Iman especially second grade, can feel learning directly from the experts. When the interviewees were asked; whether in every language

³⁰ Look at interview transcript number 07/01/2021 (Interview Ahmad Muttaqin, and M. Aziz Ainuttaqi. Mp6)

activity the teacher participated in. They answered yes, in every language activity there must be a teacher who participated, sometimes is Mr. Hakim and sometimes is Mr. Dwiyan. The researcher asked them about the benefits were of having a teacher in every activity they participated in. The answer was that they could have direct discussions or have direct conversations with the teacher as an expert.

d. Teacher as Resource

Teacher is one of the main resources in the teaching and learning process. In Al-Iman Islamic Boarding School for Male, the teachers of Central Language Advisory is resource of language studies. The language administrator of Central Language Movement always gets language material from Central Language Advisory office. Rizqullah said "We often ask to Mr. Hakim whenever we have difficulty in understanding English. This certainly makes us fast in solving problems or difficulties in learning English. I like to study English with him".³¹

e. Teacher as Tutor

The teacher at Al-Iman Islamic Boarding School for Male always directs all language activities, especially in the language activities. It makes the administrators of Central Language Movement easier in applying the discipline of learning language at Al-Iman Islamic Boarding School for Male. There are also a lot of interaction between teachers and students so that learning language seems active and interactive. According to all interviewees, they can meet and ask to the teacher any

³¹ Look at interview transcript number 07/01/2021 (Interview M. Rizqullah. Mp12)

time as long as it doesn't interfere with other activities. Students often study at night with the teacher they love. It makes learning English fun for them because they learn in according to what they want and with whom they want.



CHAPTER V

DISCUSSION

In this chapter, the researcher focusses on the result of observation and interviewes which is based on the statement of the problems in this research. They are the teacher roles done by language teacher of Central Language Advisory at Al-Iman Islamic Boarding School for Male and how the teacher roles in enhancing students' motivation in learning English in the second grade at Al-Iman Islamic Boarding School for Male.

1. The Language Teachers Efforts in Enhancing Students' Motivation in Learning English at Al-Iman Islamic Boarding School for Male.

According to Jeremy Harmer in his book entitled *The Practice of English Language Teaching*, five roles that teachers would have there are: controller, prompter, mentor, participant, and resource.³² All of teacher roles based on Jeremy Harmer theory had applied by language teacher of Central Language Advisory through language activities at Al-Iman Islamic Boarding School for Male. For the objectives of Central Language Advisory in holding language activities :

- a. To maintain language stability in Al Iman Islamic Boarding School for Male
- b. To develop students' ability in mastering English at Al-Iman Islamic Boarding School for Male.

³² Jeremy Harmer, "*The practice og English language teaching*," (Edinburgh:Pearson Longman 2007), 108.

- c. To improve and strengthen the students in language mastering, verbal and non-verbal

The learning design applied by CLA is integrated learning which combines four basic skills in language learning as listening, speaking, writing, reading and by providing a lot of daily vocabulary to be applied in students' daily lives. CLA requires all students to use English in their daily interactions. It aims to apply integrated learning to the maximum so that students are able to develop each skill continuously.

In practice, as pre teaching the language teacher begins by providing vocabularies according to their grade. The purpose is to build students' schemata of vocabulary that used in daily conversation with other friends. The material given is about daily vocabulary such as; vocabularies in the room, in the classroom, in the mosque etc. The teacher provides material by mentioning one vocabulary and reviewing its meaning with the media or movement of the limbs without translating the meaning into Indonesian. Then, the teacher asks students to guess the meaning of the appropriate word. Next, the teacher asks the students to write the word and try to put it in a few sentences. In this case, the teacher's role is as a resource and prompter who provides material and motivation for students. With the teacher as a resource, students can ask what they don't know or they don't understand about English.

For whilst teaching, the teacher makes various activities where students are required to use English in their daily activities for 24 hours. Many language activities followed by students in a day such as; conversation, public speaking, court, etc. The goal is to apply integrated learning which makes students are able

to apply and develop the vocabulary they get in the form of sentences to communicate with other friends. Here the role of the language teacher is as a controller, participant, and tutor who accompanies and controls students in their activities. With the teacher as a controller, students feel that they are guaranteed and well guided by the teacher. that makes students are more enthusiastic about wanting to improve their language skills.

Post teaching is the final stage of learning where the teacher evaluates the student development in learning English. The aim is in order to the teachers can strengthen students' abilities and measure students' progress in mastering their English learning. The material given is in the form of vocabularies repetition, exercise, or conversation practice. In this case, the language teacher is assisted by the manager of CLM to examine students about memorizing vocabularies or to ask questions that encourage students to remember the vocabulary lesson or to ask students to put it in good sentences. Here the role of the language teacher is as a controller and prompter who encourages students to be more interested in all of language activities they participate in.

2. The Teacher's Roles in Enhancing Students' Motivation in Learning English.

The teacher roles applied by the language teacher of Central Language Advisory in all language programs at Al-Iman Islamic Boarding School for Male has many influences on students including in Enhancing Students' Motivation in Learning English. Students felt the increasing and different attitude with a teacher who applied the teacher's role in every students' activity they participate in.

Teacher as a controller always stood around the students so they could directly asked the teacher if they found difficulties. It was made the students felt that their English was more awoke and easier to be uderstood. The development of their ability in controlled language. And students feel always guided. Teacher as a prompter made students got a lot of motivation when learning language comfortably. It makes the students interested and seriously in learning English language. Language teacher of Central Language Advisory gave examples about how to put a vocabulary or idioms into the sentences which it made students easier in applying the words or idioms to speak. The teacher always participated every students' language activity. For example in conversation, vocabularies, language court, and public speaking etc. They could have direct discussion or have direct conversation with the teacher of Central Language Advisory. With the teacher's participation, students felt that they learn directly from the experts. They were also more interested and more enthusiastic when learning and studying.

The teacher of Central Language Advisory as tutor had many interaction with students. A lot of interaction between them made the language learning seem active and interactive. For the students it made their English learning fun because they learn in according to what they want and with whom they want. Therefore they felt that they were always educated and guided well.

CHAPTER VI

CLOSING

From the results of research carried out by researcher, it can be drawn into several conclusions and recommendations. In this chapter the researcher explained the conclusions and suggested some recommendations for teachers, students, institutions, and others.

A. Conclusion

This chapter is going to summaries the result of the research based on the research about teacher roles in enhancing students' motivation in learning English in second grade at Al Iman Islamic Boarding School for Male. For the research conclusion as the following :

1. Teacher's Role Done by Language Teachers of Central Language Advisory at Al-Iman Islamic Boarding School for Male.

In carrying out his duties, a teacher has many roles. The teacher roles is applied in order to enhance students' motivation in learning English until students can master the English learning more easily and efficiently. There five teacher roles had applied by language teacher of Central Language Advisory in enhancing students' motivation in learning English are; teacher as controller, teacher as prompter, teacher as participant, teacher as resource, and teacher as tutor.

2. The Teacher Roles in Enhancing Students' Motivation in Learning English.

The teacher roles that has been implemented by the language teacher of Central Language Advisory at Al-Iman Islamic Boarding School for Male has had good impact on students in learning English. The teacher as controller guides them in activities, so they on going the activities by following the rules. Students aware not to violate language discipline also. Teacher as prompter gives students a lot of motivation to improve their language. The teacher as a participant is always participate in every language activity, so it is easy for students when they want to ask questions or discuss. The teacher as resource makes students believe that they have learned from the experts in English. The teacher as tutor always supervise them whenever. It makes them interest to learn.

B. Recommendation

Based on the research discussion and conclusion about the teacher's roles in enhancing students' motivation in learning English, the researcher noted on recommendation for the teachers, the students, the institutions, and the future researcher.

1. For the English teachers

English teacher hoped to apply the teacher roles optimally in order to make the students easier to learn English and interest. There are many roles that a teacher has in addition outside the teaching formally in the classroom. Applying teacher roles includes the good character possessed by a teacher.

2. For the students

The students will find it easier to learn English when accompanied by a teacher. Students should be able to maximize the teacher's roles carried out by language teachers of Central Language Advisory by asking a lot of questions and discussing about their English lessons. It can make them master the English language faster and better.

3. For the institution

The institution can get a better learning strategy by applying teacher's roles with evaluation during the teaching and learning activities. In order to the teacher's role can be applied optimally and better, it is needed to evaluate continuously. Facilities and supervision from the head of the institution will make the teacher's role even better.

4. For the next researcher

Hopefully the next researchers will understand it and they can take the benefits of this research as the references. They can use it as a basis to develop the importance of the teacher roles, and everything related to the teacher roles. The next researchers can also examine the teacher role in different situations and examine the obstacles in implementing the teacher's role. Hopefully this research can help provide information and data in future research.

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