

**STUDENTS' MOTIVATION IN LEARNING ENGLISH AFTER THE
PRACTICE OF TEACHER-IN-ROLE (TiR)**

THESIS

*Submitted as a Partial of the Requirements to Obtain Bachelor of Education
(B.Ed) in English Language Education Program*



**LATIFAH SYUHADA
17018049 / 2017**

**ADVISOR
Sitti Fatimah, S.S, M.Ed, Ph.D
19720615 199903 2 002**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2021**

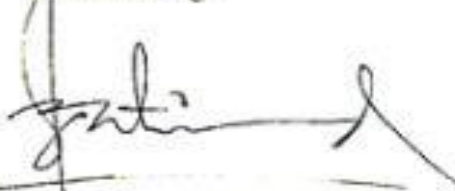
HALAMAN PERSETUJUAN SKRIPSI

Judul : *Students' Motivation in Learning English after
The Practice Of Teacher-in-Role*
Nama : Latifah Syuhada
NIM : 17018049/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2021

Disetujui oleh,

Pembimbing



Sitti Fatimah, S.S., M.Ed., Ph.D
NIP. 19720615 199903 2 002

Mengetahui

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah mempertahankan skripsi di hadapan Tim Penguji
Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang
dengan judul:

“Students’ Motivation in Learning English after The Practice Of Teacher-in-Role”

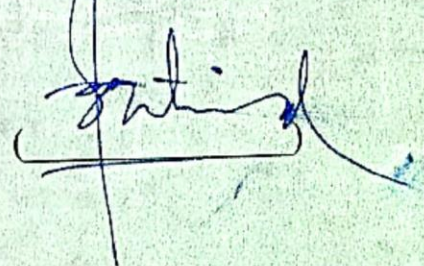
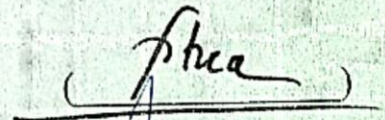
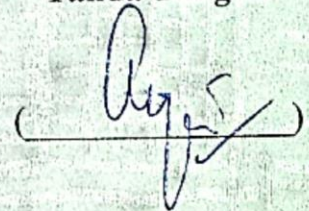
Nama : Latifah Syuhada
NIM/TM : 17018049/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2021

Tim Penguji,

1. Ketua : Dra. Aryuliva Adnan, M.Pd.
2. Sekretaris : Fitrawati, S.S., M.Pd.
3. Anggota : Sitti Fatimah, S.S., M.Ed., Ph.D.

Tanda Tangan





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Latifah Syuhada
NIM/TM : 17018049/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul "*Students' Motivation in Learning English after The Practice Of Teacher-in-Role*" benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Saya yang menyatakan,

Latifah Syuhada
NIM. 17018049

ABTRACT

Latifah Syuhada (2021). Students' Motivations in Learning English after the Practice of Teacher-In-Role. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Teacher's strategy in teaching English determines students' motivation in learning English. Having low motivation in learning English has been identified as having low competence for the students. This study intended to figure out how is Students' motivation in learning English after the practice of Teacher-in-Role (TiR). Teacher-in-Role is one of the elements of drama on the process and as the starting point for this research to find students' motivation in learning English. Students are encouraged to communicate their opinions and feelings while assessing attitudes and skills while taking into account others' feelings. The study employed descriptive qualitative and quantitative design. There were 32 students that have observed and were involved in this research. The information was gathered using a variety of equipment, namely: questionnaire sheet and focus group discussion (FGD). Based on the data analysis, it was found that, students' motivation after the practice of Teacher-in-Role has shown a good result. It concluded from three indicators of motivation that have been observed. Those are positive manner, desire to integrate and more persistence in learning English. The percentage of each aspect is quite higher. Students were excited, fun, and enjoy the learning process while they were practicing Teacher-in-Role, albeit some students uttered that they were worried and afraid of making mistakes while talking English because of the lack of vocabulary.

Keywords: *Students' Motivation; Students' Opinion; Teacher-in-Role*

ABSTRACT

Latifah Syuhada (2021). Students' Motivations in Learning English after the Practice of Teacher-In-Role. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Metode guru dalam mengajar bahasa Inggris menentukan motivasi siswa dalam belajar bahasa Inggris. Rendahnya motivasi dalam belajar bahasa Inggris diidentifikasi memiliki kompetensi yang rendah bagi siswa. Penelitian ini bertujuan untuk mengetahui bagaimana motivasi siswa dalam belajar bahasa Inggris setelah praktik Teacher-in-Role (TiR). Teacher-in-Role merupakan salah satu unsur dalam proses drama dan sebagai titik awal penelitian ini bertujuan untuk melihat motivasi siswa dalam belajar bahasa Inggris. Siswa didorong untuk berpendapat dan mengemukakan perasaannya sambil menilai sikap dan keterampilan juga mempertimbangkan perasaan orang lain. Penelitian ini menggunakan desain deskriptif kualitatif dan kuantitatif. Ada 32 siswa yang telah terlibat dalam penelitian ini. Hasil penelitian ini ditulis dengan menggunakan kuesioner dan focus group discussion (FGD). Berdasarkan analisis data, ditemukan bahwa, motivasi siswa setelah praktik Teacher-in-Role menunjukkan hasil yang baik. Hal ini disimpulkan dari tiga indikator motivasi yang telah diamati. Yaitu sikap positif, keinginan untuk berintegrasi dan kegigihan yang lebih dalam belajar bahasa Inggris. Persentase setiap aspek cukup tinggi. Siswa senang dan menikmati proses pembelajaran saat mereka berlatih Teacher-in-Role, meskipun beberapa siswa mengatakan bahwa mereka khawatir dan takut membuat kesalahan saat berbicara bahasa Inggris karena kurangnya kosakata.

Keywords: *Motivasi Siswa; Pendapat Siswa; Teacher-in-Role*

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful Alhamdulillahirrabil'alamin. All praise belongs to Allah Subhanahu Wata'ala, the Lord of all living creatures, for his incalculable blessings, patience, mercy, kindness, and great guidance that have enabled the writer to complete this thesis entitled Students' Motivation in Learning English after the Practice of Teacher-in-Role (TiR) with good health, welfare, patience, and strength. Additionally, Shalawat and Salam are sent to the Prophet Muhammad Sallahu Alaihi Wasallam, the greatest human leader who transitioned his *ummat* from the dark era to the brilliant era.

The writer would like to express her sincere gratitude to her honorable advisor Sitti Fatimah, S.S., M.Ed., Ph.D., who has provided her with a great deal of attention, support, suggestions, the best guidance, insightful advice, and priceless time to supervise and help to complete this thesis from the beginning stage until the finishing stage. Her examiners, Dra. Aryuliva Adnan M. Pd., who also serves as her academic advisor and has consistently provided guidance and advice on academic matters, and Fitrawati, S.S., M.Pd., who has provided suggestions and excellent ideas for the completion of this thesis, are both given special thanks. Additionally, the author would like to thank Senorica Yulia Sari, S. Pd, M. TESOL as the validator. Also greatly appreciated are the Grade 7 competent students from SMP N 12 Padang who took part in this study.

The author also wants to express her deepest gratitude to her parents, Nurman and Helmalida, as well as to all the other members of the family, including her sister Nurfatimah Azzahra and her brother Ahmad Khairullah, who consistently offer their unending love, fervent prayers, and both emotional and material support.

The writer also wishes to acknowledge her dearest friends, Astin, Tia, Vita, Rahmi, Fitri, Yesi, Fatimah, and the entire Wisma Amanah family, who have been spending and enhancing her days since day one. They are appreciated for their unwavering support, precious inspiration, and hardships throughout the completion of this thesis. The writer would also like to express her gratitude to the K3 2017 class for sharing many things with her and for the priceless experiences she had while attending UNP's English Department. Last but not least, I want to thank myself for trusting prayers, believing in me, putting in the effort, for facing challenges, and for persevering through them.

Padang,
November 2021

The Writer

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problems	7
1.3 Limitation of the Research	7
1.4 Formulation of the Problems	7
1.5 Research Question	8
1.5 Purpose of the Research	8
1.6 Significance of the Research	8
1.7 Definition of the Key term	9
 CHAPTER 2 Review of Related Literature	 10
2.1 Review of Related Theories	10
2.1.2 English Foreign Language Teaching.....	10
2.1.2 English Foreign Language in Indonesian Secondary School ...	10
2.1.3 Drama Education	11
2.1.3.1 Overview of Drama Education.....	11
2.1.3.2 Characteristics of Drama Education.....	13
2.1.3.3 The Elements of Drama Education.....	13
2.1.4 Motivation in Language Learning	17
2.2 Relevant Research	19
2.3 Conceptual Framework	21
3.1 Research Design	21
3.2 Population and Sample	21
3.4 Instrumentation.....	22
3.5 Technique of Data Collection.....	22
3.6 Technique of Data Analysis	24

CHAPTER IV	26
FINDINGS AND DISCUSSIONS.....	26
4.1 Data Description.....	26
4.2 Interpretation of Findings.....	64
CHAPTER V CONCLUSSION AND ESTION.....	67
5.1 Conclusion.....	67
5.2 Suggestion	67
References	69
Appendices.....	74
Appendix 1	74
Appendix 2.....	77
Appendix 3.....	79
Appendix 4.....	80
Appendix 5	85

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

The first thing that must be considered to emphasize the quality of education is to maximize the roles of a teacher in teaching, particularly in English Language Teaching(ELT) because “English has never been widely used and spoken in the Indonesian society” (Prihatin, 2019:26). In order to achieve the goals in English language teaching, the teaching methods must be well implemented. The role of the teacher is important in inspiring the students, thus the English teacher must have a deeper understanding of the students when selecting approaches and methods. (Rahmi,2016). It all depends on the teacher as a decision maker to which direction the lesson will be directed in the classroom. The condition where the implementation teaching method are not well makes the learners sometimes feel incurious or unresponsive in the learning process. Due to their lack of interest, this situation has affected the motivation of the students.

One of the challenges in learning English is to make the students more enthusiastic and be motivated in learning process. In contrast, it frequently occurs in the classroom that students are less enthusiastic and motivated to learn English. This occurs as a result of students not comprehending the importance of the English language. Since English is not widely spoken in the community, there is no chance to use it in daily conversations. Students who reside in nations where English is taught as a foreign language (EFL), such as Indonesia, often speak the language more with their friends than with native English speakers (Gunantar, 2016).

Similar views are expressed by Khajlo (2013) who stated that Lack of enthusiasm and desire for studying English is one of the issues with teaching and learning English to students. The preliminary results support the notion that one of the biggest challenges to learning English was that students found the instructional strategies uninteresting. The majority of pupils are only concerned with passing the course and are not motivated to learn English. Because they lack motivation to study, they do not pay attention to the teacher and do not pick up any new information; even if they do, they will rapidly forget it. Because teaching is much tougher than most people realize, the teacher needed to appreciate the actual teaching process.

On the other hand, Lamb (2007) who conducted research on Indonesian students found that increasing complaints about English that affected students' motivation occurred in junior high schools. In line with the survey data, teachers and classroom practices are under growing fire. Student A, for instance, makes a negative comparison between the current teacher and the former teacher. Additionally, they become quite bored in class if they merely study from books and do not practice enough. More often teachers were criticized not for their methodology. Further, Lamb also found that the students complained that the teacher is "a person who gets irritated easily" and added, "If you don't like your teacher, you can't understand English" (p.767). Another statement was also expressed by Budiana and Djuwarin (2018) who stated that students' motivation is one of the key elements in learning English. Low English proficiency has been linked to students who lack enthusiasm to study the language. They are unable to converse confidently in English as a result.

Recently, the researcher conducted interview with an English teacher to obtain preliminary data. This was conducted to obtain preliminary data on students' motivation in

learning English in the class. The teacher conveyed that the motivation of the students depend on the teaching method. If the teacher could handle the class, the students would give better feedback. The learning activities performed which is not in accordance with the students' interest will result in less propitious achievements. If the teacher methods were not going well, it has caused those students to be passive. In the absence of half-hearted students' attraction in following the learning process which makes them not motivated to learn. As a result, the teaching approach is regularly adjusted based on the students' intentions toward learning English. Because effective learning is exceedingly difficult for students to achieve without a desire to learn (Alizadeh, 2016). According to Hayikaleng, et al. (2016), motivation is seen as a key factor in determining whether students succeed in their English-language studies.

In education, guaranteeing motivation and a positive attitude toward learning lay the way for success and achievement (Helu, 2019). Drama education is a method that can be utilized to give the students their learning material. One of the components of theater education started to be discussed with the teacher during the preliminary interview. The teacher compared it to exhibiting one's art at a gathering. In actuality, art performance and theatre instruction are distinct. In drama classes, participants "engage in a series of structured improvisations with an emphasis on the process of collaborative discovery and idea development" rather than working towards a performance (Kana & Aitken, 2007: 700).

Baldwin (2004) claimed that, as drama practitioners, teachers have had ongoing and fruitless debates about drama in schools and theater, so it is neutralized that drama education focuses on process. Of course, this is very different from theater which is oriented towards the final appearance. Drama education develops from a theme, setting, or

pre-text that attracts and challenges the participants rather than from a pre-written screenplay or scenario (Reed & Seong, 2013).

Drama education is referred to as "creative work" and "coping work" as the important life experiences for a developing individual (Heathcote, 1970). Drama education was used numerous times over the course of the last few centuries and demonstrated excellent results in encouraging pupils to learn the English language. New developments include the 1950 appointment of Dorothy Heathcote to the Institute of Education at Newcastle-upon-Tyne University (Bolton, 2007). These drama educations come in a variety of formats and are founded on the idea that teachers can actively participate in students' improvised performances to connect curriculum "facts" to real-world experiences (Dalziel & Piazolli, 2019). This is one of the elements of Drama education and as the starting point for this research to enhance students' motivation in learning English called Teacher- in- Role (TiR).

A component of drama education called "Teacher-in-Role" (TiR) is described as a teaching strategy that uses dramatic techniques to increase students' motivation in learning English (Baldwin, 2019). TiR refers to the teacher working in role, within drama class. In this research, the researcher focus on the analysis junior high school students' motivation in learning English after the practice of TiR strategy. Teacher should make students feel the presence and feel that the teacher is there and play a role with them. Accordingly, students are encouraged to express their thoughts and feelings while evaluating their own attitudes and skills as they consider the feelings and beliefs of others. Positive attitude creates positive atmosphere. Positive atmosphere develops motivation to learn English because one of the most important factors to learn the language is students' motivation.

Actually, TiR can be implemented in any school subjects depending on how the teacher prepare the learning materials. Instead, it would be better because within the involvement, the teacher and students can participate in the drama. Students' understanding depends on teacher strategy in teaching.

Teacher can protect drama from failure in a role, encourage greater language use, point out consequences, summarize ideas and, engage the students in the dramatic action. Teacher in role can be used to gain, focus and sustain the student's attention on a particular character and/or situation and also stimulate and provoke cognitive and affective responses. Being in a role allows the teacher to continue to create drama by questioning, challenging, organizing thinking, engaging students and managing adversity (Baldwin, p 31, 2004).

TiR is challenging as the teacher can take on various roles throughout the drama. In the process of teaching, teacher does not have to share roles with other participants. In the case that the teacher has signed the role using certain objects, for example a book, then the student holding the book can take the role temporarily. By using this TiR technique, students' motivation in learning English is very visible.

TiR is an invaluable technique for shaping the dramatic process and developing students' learning (Farmer, 2011). TiR is a holistic teaching method designed to integrate critical thought and does not require great acting skills. 'Stepping into somebody else's shoes' is the strategy that involves for a while to put forward their point of view. This can be done by subtly changing the tone of voice and body language to communicate key attitudes, emotions and viewpoints.

Based on the explanation above, the teacher's strategy in teaching English determines student motivation in learning. If students are not motivated or if students' motivation is fluctuation, then learning outcomes will be affected. Hence, the teacher needs to build positive atmosphere in the class to maintain students motivation in learning English.

To support these reasons and explanation that has been given above, the researcher assembled several studies that have been conducted about teacher in role. A research conducted by Maniam, et al., (2019) entitled “*The use of Teacher in Role to Facilitate Teaching and Learning History: Lesson in a Primary School*” found out the contribution of TiR method in facilitating teaching and learning history lesson which was successful in the implementation. The students were excited when the teacher played a role with them.

Another research was conducted by Nawi (2014). His research focused on the impact of using drama pedagogy in English as a Second Language (ESL) / English as a Foreign Language (EFL) classrooms. In his research, he took on the role of chairman of Mensa's Teacher in Role (TiR), welcoming back Students in Role (Sir) to their acceptance speeches in front of thousands of their peers. This discovery has a number of implications. First, it is about how English Language Teaching (ELT) practitioners can use the drama methodology and what impact it has on student learning. Although the main focus is on the Malaysian context, aspects of the findings are internationally accepted. Second, it is a suggestion for a reflective practice model that other ELT practitioners interested in using drama methodology could use in their teaching. Third, it aims at developing a more comprehensive syllabus for the use of drama pedagogy in teacher training programs in Malaysia.

Concerning the statement above, TiR on students' motivation in learning English for Indonesian students becomes a big question that must be answered. None one of previous investigated TiR in Indonesia, whether in the design of experimental research or descriptive research. So, because of the lack of students' motivation in learning English and its relationship with TiR. The researcher conducted research to junior high school students which focus on looking at students' motivation in learning English. The previous

explanations are the reasons to see the effect of TiR on students' motivation. The researcher had preliminary research at SMPN12 Padang and discovered that students' motivation is fluctuation.

Regarding with the background above, this study conducts research entitled, "Students' motivation in learning English after the practice of Teacher in Role.

1.2 Identification of the Problems

Based on background above, this research seeks to find Students' motivation in learning English after the practice of TiR at SMPN 12 Padang. This research encourages readers to act, think, or feel, in fact to react in the way intended by the drama. Most of them are confused in increasing students' motivation in learning English. It helps the students to reduce their incurious feeling or unresponsive in the learning process. The role play can also be studied based on the learning materials in 2013 curriculum. The researcher focuses on the students' motivation to find out whether it goes up, down or does not change.

1.3 Limitation of the Research

Based on the background and identification of the problem, the problem in this study is limited to students' motivation in learning English after the practice of Teacher in Role SMP Negeri 12 Padang.

1.4 Formulation of the Problems

Based on the limitation of the problem above, the problem is formulated as students' motivation in learning English after the practice of Teacher in Role at SMPN 12 Padang.

1.5 Research Question

The problem can be clarified into the research questions below:

1. How is students' motivation in learning English after the practice of Teacher in Role at SMPN 12 Padang?
2. What are students' opinions about learning English that involved the practice of Teacher in Role at SMPN 12 Padang?

1.5 Purpose of the Research

The purpose of this research can be stated as follow:

1. to identify the implementation of teacher in role on students motivation in learning English,
2. to find out how is the impact of teacher in role on students motivation in teaching English to Junior High School students

1.6 Significance of the Research

1. Theoretical benefits

The result of this study are theoretically expected benefit the researcher, lecturers, the students, other researchers, and public. The researcher conducts this research to increase the researcher's knowledge about translation study.

2. Practical Benefits

This result of this study are practically expected to contribute thoughts and be very beneficial for lecturers to work in role and has responsibility for structuring the drama lesson. It can stimulate and provoke cognitive and affective responses and sustain the

student's attention on a particular character. Moreover, it is highly engaging for students in junior high school to have fun in learning English while the teacher maintaining students' attentions and activities. For the other researchers, the result of this study can be used as comparison and can provide information as a reference for conducting research related to teacher in role.

1.7 Definition of the Key term

1. Teacher in Role

Teacher in Role is an element of drama education which invites students and teachers to play a role together. In a drama lesson, the teacher is responsible for designing the lesson's structure to advance students' learning in addition to performing in roles.

2. Motivation

Motivation is a term used to describe students' attitude and desire to succeed in studying English.