



## Students' Motivation in Learning English after the Practice of Teacher-in-Role

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### Abstract

*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 enhance 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*

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## INTRODUCTION

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). In order to achieve the goals in English language teaching, the teaching methods must be well implemented. Whereas what often happens in the classroom is that students are not enthusiastic and less motivated in learning English.

Most students are not excited and not motivated in learning English. They just think about passing the course. Students do not listen to the teacher and don't learn anything because they do not have the enthusiasm to learn, even if they learn something they will quickly forget about it. The condition where the implementation teaching method are not well makes the learners sometimes feel incurious or unresponsive in the learning process. This situation has affected students' motivation because they are not interested in learning English.

The learning activities performed which is not in accordance with the students' interest will result in less propitious achievements. If the teaching 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 technique changes on a regular basis depending on the moods of the students who are learning English, because it is very difficult for learners to achieve effective learning without a desire to study (Alizadeh, 2016).

In education, ensuring motivation and a positive attitude towards learning pave the path to success and achievement (Helu, 2019). An approach that can be used in order to deliver the learning materials to the learners is drama education. Drama education is different from art performance. "With an emphasis on the process, participants engage in a series of structured improvisations of collaborative idea development" in drama education, rather than working toward 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. Process of drama was practiced several times and showed great results in motivating students to learn English language. Process of drama vary in form and are based on a principle. To bring the curriculum to life, the instructor can actively participate in an improvised performance with the students. (Dalziel & Piazzoli, 2019). This is one of the elements of Drama on process and as the starting point for this research to enhance students' motivation in learning English called Teacher in Role (TiR).

In this research, the researcher will focus on the analysis of junior high school students' motivation in learning English after the practice of TiR strategy. TiR refers to the teacher working in role, within drama class (Baldwin, 2019). Actually, TiR can be implemented in any school subject depending on how the teacher prepares the learning materials. Instead, it would be better within the involvement, the teacher and students can participate in the drama. Teacher should make students feel the presence and feel that the teacher is there and play a role with them. It is based on a theme, event, or pre-text that attracts and challenges the participants, rather than a pre-written script or scenario (Reed & Seong, 2013). Accordingly, Students are encouraged to communicate their thoughts and feelings while analyzing their own attitudes and skills while taking into account the opinions and beliefs of others in order to foster a good environment. 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.

Students' motivation in learning English determines the success of the learning purposes. According to Garner (1985) motivation was defined to include the amount of effort and also the emotional aspects of desire and attitude toward the learning activity. Students' motivation to learn and motivating learning experiences are two important things to reach sustained efforts and achievements. If students' motivation in learning English is stronger, their achievements will be good. Most people think of motivation as an individual trait that distinguishes one learner from another and determines their chances of success. (Lamb, 2016).

Based on the explanation above, the teacher's strategy in teaching English determines student motivation in learning. In order to achieve the goals in English language teaching, the teaching methods must be well implemented (Prihatin, 2019). If students are not motivated or if students' motivation is fluctuating, 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, 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 the 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 will conduct a research to junior high school students to figure out how is students' motivation in learning English after the practice of Teacher-in-Role (*TiR*) which focuses on looking at students' motivation in learning English.

## **RESEARCH METHOD**

The research design used is the descriptive method. Descriptive studies answer the question "How?" (Bijou, et al, 1968). According to Fraenkel and Wallen

(1993), the descriptive method is used to describe, explain, analyze, and classify something by various techniques, surveys interviews, questionnaires, and test.

The type of data used in this study was descriptive qualitative and quantitative because the data not only present description of situational settings but was also obtained in the form of numbers. Descriptive method is the appropriate method to conduct the research since this research tends to find out students' motivation in learning English after the practice of TiR. Furthermore, the researcher also investigated their opinions about TiR.

This study used three types of data for a triangulation of the data. Those are by questionnaires and by focus group discussion. The questionnaire was based on William and Buren's (1997, cited in Dornyei, 2001) framework of L2 motivation and was designed to answer the study's research goals. Students were given statements about motivation on Likert scales ranging from strongly agree to strongly disagree while utilizing questionnaires as a first research instrument. Several questions from the English-language version of the Attitude/Motivation Test Battery (AMTB) for use with secondary school pupils studying English as a foreign language are asked during the interview by R. C. Gardner (2004) compare with the questionnaire motivation (Dornyei & Ushioda, 2009) with the indicators are positive manner, desire to integrated and more persistence in learning English language after the practice of. Focus Group Discussion is a qualitative way to get a more in-depth understanding of a topic that collects data from a small group of people ( Nyumba, et al., 2018). In this study, the researcher would give some questions to the students and to get the answer to the questions. It will use note-taking to support the data. In this role, the role 'insider' and outsider will be adopted. The researcher will consider herself as an insider during the practice of TiR. Here reasearcher positions herself as an outsider during focus group discussion and semi-structured interviews and most of the time for the observation where researcher takes the role of a researcher observing the implementation.(Dwyer & Buckle, 2009).

Given the description of the questionnaire and Focus Group Discussion the researcher seeks to find out students' motivation after the practice of TiR, the researcher will share a questionnaire containing 40 questions adapted from Gardner and Dornyei about motivation and TiR also taking note in focus group discussion by asking 12 questions about TiR taught by the related teachers. Learners' attitudes about positive manner, desire to integrate and more tenacity in learning English were examined using a total of 40 items divided into four subscales. The kids were given a point liker scale to rate each item (strongly agree, agree, disagree and strongly disagree). The questionnaires were distributed by the researcher, and the students were given 30 minutes to complete them. The researcher then conducts a Focus Group Discussion with the students regarding their motivation following TiR practice.

In order to find out the ratio of students' motivation in learning English after the practice TiR, the researcher will do transcribing and identifying the data. The researcher will use the term *Sdt* for *Student* in order to describe students' opinion. The researcher counted the total number based on the likert scale in the questionnaires. Gardner's (1985) socio-educational model of SLA was used to

develop the attitude motivation test battery –AMTB. It was because, based on more than 30 years of study, the AMTB model 3 has the highest validity and reliability when analyzing affective aspects in language learning (Tovar, 2019). Then, the researcher calculated all from each question to find out the percentage score of each student by using the formula suggested by Arikunto (2006).

**RESULTS AND DISCUSSION**

This chapter focuses on describing the results of the data analysis about students’ motivation after the practice of Teacher-in-Role (TiR) in learning descriptive text in grade 7 of SMP Negeri 12 Padang. The data were collected using questionnaires and focus group discussios. The subjects of the research were purposively chosen demanding of the need of the research.

**Students’ motivation after the practice of Teacher-in-Role (TiR)**

**Positive Manner**

The positive component of manner is concerned with how one acts and reacts in specific situations. The positive manner relates to cognitive attitude. Cognitive involves the beliefs of the students about students’ understanding in learning English and the knowledge that they receive.

Based on the finding of this research the students’ motivation after the practice of Teacher-in-Role (TiR) in learning English relatively high. The students give the positive responses toward motivation and after the practice of TiR.

**Table 1 My mood is always good in learning English**

No.	Likert Description	Scale Value	Frequency	Percentage	Score
1	Strongly agree	4	6	19%	24
2	Agree	3	20	63%	60
3	Disagree	2	5	16%	10
4	Strongly Disagree	1	1	3%	1
	<b>Total</b>		32	100%	95
	<b>Average</b>				2,97

Based on table above, it can be seen that (19%) of Students answered strongly agree the statement my mood is always good in learning English. While (63%) students answered agree with the statement my mood is always good in learning English. In addition (16%) of students answered that they did not agree and (3%) of the students strongly disagree with statement my mood is always good in learning English.

The average score obtained is 2,97. This score ranges on an interval scale 2,51 – 3,25. So that it can be seen that for students (my mood is always good in learning English) is relatively high.

**Table 2 Learning English in a role is really great**

No,	Likert Description	Scale Value	Frequency	Percentage	Score
1	Strongly agree	4	10	31%	40
2	Agree	3	15	47%	45
3	Disagree	2	3	9%	6
4	Strongly Disagree	1	4	13%	4
	<b>Total</b>		32	100%	95
	<b>Average</b>				2,97

In the table above, it can be seen that (31 %) of Students answered strongly agree that learning English in a role is really great. While (47%) students answered agree that learning English in a role is really great. In addition (9%) of students answered that they did not agree and (13%) of the students strongly disagree that learning English in a role is really great.

The average score obtained is 2,97. This score ranges on an interval scale of 2.51-3.25. So that it can be seen that for students learning English in a role is really great is relatively high.

According to the data analysis, it found that learners reported positive motivation towards TiR, there was a definite upward trend in SiR confidence, in the sense that it assisted them in reaching their learning objectives and determining their motivation. In the motivation aspects are divided into three sub-indicators; positive Manner, desire to integrate and more persistence based theory of Gardner and Dornyei. All of the indicators showed well responses and higher motivation to learn English after the practice of TiR. It is in line with Maniam et al., (2019) in Malaysia that was also show the great motivation and enjoyment after the practice of TiR in the classroom.

In Positive Manner , the percentage of students who are motivated in learning English after the practice of TiR is relatively high. The intervale scale that shows low result comes from negative sentence such as Studying English language is not enjoyable which mean it represents high scale for positive meaning. The intervale scale of students' answer claimed that in-act activity was fun and enjoyable. Their interest to play a role with the teacher is high as well. It showed that after the practice of TiR students's motivation is sufficient and the writers discovered that most of students have positive manner in learning English.

### **Desire to integrate**

Where motivation is one of the most important factors in reaching the desired language. It takes a lot of energy from kids to take action, to put in additional effort, and to keep taking action. A person who is not motivated will have no drive to learn the target language. When pupils are motivated to learn English, they will concentrate and be more productive in their studies.

**Table 3 I am interested in the way English is used in a role**

Likert Description	Scale Value	Frequency	Percentage	Score
Strongly agree	4	7	22%	28
Agree	3	18	56%	54
Disagree	2	2	6%	4
Strongly Disagree	1	5	16%	5
<b>Total</b>		32	100%	91
<b>Average</b>				2,84

Based on table above, it can be seen that (6%) of Students answered strongly agree the I am interested in the statement way English is used in a role. While (63%) students answered agree with the statement I am interested in the way English is used in a role. In addition (13%) of students answered that they did not agree and (19%) of the students strongly disagree with statement I am interested in the way English is used in a role.

The average score obtained is 2,84. This score ranges on an interval scale 2,51 – 3,25. It shows that for students (I am interested in the way English is used in a role) is relatively high.

**Table 4 I find changing role with my teacher in learning English really interesting**

Likert Description	Scale Value	Frequency	Percentage	Score
Strongly agree	4	3	9%	12
Agree	3	24	75%	72
Disagree	2	2	6%	4
Strongly Disagree	1	3	9%	3
<b>Total</b>		32	100%	91
<b>Average</b>				2,84

Based on table above, it can be seen that (9%) of Students answered strongly agree the statement I find changing role with my teacher in learning English really interesting. While (75%) students answered agree with the statement I find the changing role with my teacher in learning English really interesting. In addition (6%) of students answered that they did not agree and (9%) of the students strongly disagree with statement I find changing role with my teacher in learning English really interesting.

The average score obtained is 2,84. This score ranges on an interval scale 2,51 – 3,25. So that it can be seen that for students (I find changing role with my teacher in learning English really interesting) is relatively high.

### More persistence in learning English

Pupils' motivation to learn English is also influenced by their desires, for example, students who study English because they enjoy it. When students have intrinsic drive, they will demonstrate it in the classroom by stating that they want to study English because they enjoy it. 2017 (Fachraini).

**Table 5 I look forward to going to class because my English class is so interesting**

Likert Description	Scale Value	Frequency	Percentage	Score
Strongly agree	4	5	16%	20
Agree	3	18	56%	54
Disagree	2	5	16%	10
Strongly Disagree	1	4	13%	4
<b>Total</b>		32	100%	88
<b>Average</b>				2,75

Based on table above, it can be seen that (16%) of Students answered strongly agree the statement I look forward to going to class because my English class is so interesting. While (56%) students answered agree with the statement I look forward to going to class because my English class is so interesting. In addition (16%) of students answered that they did not agree and (3%) of the students strongly disagree with statement I look forward to going to class because my English class is so interesting.

The average score obtained is 2,75. This score ranges on an interval scale 2,51 – 3,25. So that it can be seen that for students (I look forward to going to class because my English class is so interesting) is relatively high.

**Table I like my English class so much, I look forward to studying more English in the future.**

Likert Description	Scale Value	Frequency	Percentage	Score
Strongly agree	4	8	25%	32
Agree	3	18	56%	54
Disagree	2	4	13%	8
Strongly Disagree	1	2	6%	2
<b>Total</b>		32	100%	96
<b>Average</b>				3,00



Based on table above, (25%) of Students answered strongly agree the statement I like my English class so much, I look forward to studying more English in the future. While (56%) students answered agree with the statement I like my English class so much, I look forward to studying more English in the future. In addition (13%) of students answered that they did not agree and (6%) of the students strongly disagree with I like my English class so much, I look forward to studying more English in the future.

The average score obtained is 3,00. This score ranges on an interval scale 2,51 – 3,25. So that it can be seen that for students (I like my English class so much, I look forward to studying more English in the future) is relatively high.

Persistence is evidenced by a willingness to keep on to try in the face of challenge. For students, this persistence can be a driving force to help them achieve their academic goals and to represent their motivation in learning. It reveals that students motivation to learn English after the practice of TiR is high enough from the excitement to learn English in the future. Based on the results, it has shown that although a great number of the students reported persistence in learning English there was a good answer that they are motivated to learn English. The study reveals the practice of TiR explore learners' motivation.

In the stage of desire to integrated and more persistence in learning English. It shows the level of integrative motivation on desire to integrated is also high. It claims that integrative focused students were more persistent and deliberate in their drive than other students. It's possible that the majority of responders are intrinsically driven by those activities.

### **Students' Opinions toward the Practice of Teacher-in-Role (TiR)**

During the activity, ten students were asked 10 questions on their thoughts on TiR after they had practiced it. Due to the activity, the researcher conducted a Focus Group Discussion with the students in Bahasa Indonesia, which was then translated into English.

Question No.1 *How excited are you in the classroom during the practice of Teacher-in-Role?*

*I'm very excited, because this is my first time learning English like this.*

(Student 1,2,3,4,7,8,9)

*Happy, but I don't really confidence talking in English (student 6)*

*Like it, but I'm shy (student 10)*

*I like watching my friends, but not doing it. (Student 5)*

Student 2 was the first to respond, and the rest of them (Students 1,3,4,7,8,9) agreed with their friend's response. The general consensus was that they were ecstatic throughout the TiR, despite the fact that they had only seen it and were hesitant to participate. This suggests that they were engaged and interested in the lesson during English class as a result of this method. Based on the 10 responses of the students, it is clear that they were all included in the lecture, even though they were only observing other people's performances.

Students' responses to the question No. 3 (*How do you feel with the amount of time you spend taking a role with your teacher or your classmates?*)

*When you ask us to play a role at the first time, I feel nervous.* (Student 2, 4)

*It is fun to learn how to act.* (Student 3)

*It is fun when we act in "Lost and Found Center" it was funny and make me laugh.* (Student 1)

Two pupils admitted to being nervous when they first attempted to perform. Because it was their first time undertaking such activities, the researcher noticed that the pupils were also perplexed when asked to perform alongside the teacher. Students enjoyed playing innovative roles but were nervous at the same time, according to the research. They discovered TiR exercises to be amusing and made them chuckle.

In the students' opinion, the positive reviews occurred after the practice of TiR. This method helped the students to build their confidence in speaking English and to learn English more fun without the pressure, albeit there were opinions that utter their anxiety by feeling shy and worries if they made mistakes. It happened behind the reason that they don't understand the words. Hence, TiR method can be considered as one of the best tools to emerge the students in English class.

## **Discussion**

Based on the finding of this research the students' motivation and opinion after the practice of Teacher-in-Role (TiR) in learning English absolutely good. The students give positive responses toward motivation and opinion after the practice of TiR.

According to the findings of the data analysis, learners are confident or self-satisfied in their ability to learn English during TiR exercise. However, subsequent investigation revealed that the two sets of questions differed significantly. That is, although most of the participants (80%) reported positive motivation towards TiR, there was a clear trend of increasing on the confidence to SiR, in the sense that helps achieve their learning goals and find out their motivation. On the other hand, they also showed a certain level of anxiety, which is 34,6 % of them are worries and feel shy to do SiR. In this way, according to the set theory, the practice of TiR is in a great part .

In the motivation aspects are divided into three sub-indicators; positive Manner, desire to integrate and more persistence. All of the indicators showed well responses and higher motivation to learn English after the practice of TiR. It is in line with Maniam et al., (2019) in Malaysia that was also show the great motivation and enjoyment after the practice of TiR in the classroom.

In Positive Manner , the percentage of students who motivated in learning English after the practice of TiR is higher. The students claimed that in-act activity was fun and enjoyable. Their interest to play a role with the teacher is higher as well. It showed that after the practice of TiR students's motivation is sufficient.

In the stage of desire to integrate and more persistence in learning English. It shows the level of integrative motivation on desire to integrate is higher. Gardner (1985) in Widesti (2016) According to the study, integrative-focused students exhibited more consistent and intentional motivation than other students. It claims that integrative focused students were more persistent and deliberate in their drive than other students. It claims that integrative-focused students were more persistent

and deliberate in their drive than other students. It states that integrative-focused students were more persistent and deliberate in their drive than other students. It could conclude that most of the respondents intrinsically motivated by those activities which represents by the 3 highest motivation items.

Motivation determines students' succeed in learning English. The conclusion of the research deals with the answer of the statement of the study based on the findings and discussions. Learning English as foreign language is not easy for Indonesian students, some of them would be bored and unmotivated. Despite the fact that teachers and school authorities emphasize the advantages of learning a foreign language, some pupils struggle to find motivation to study the language (Tovar, 2019). These condition cause the teacher to have variety of method to deliver the material to the students in order to increase students' motivation in learning English. Based on the results, it has shown that although a great number of the students reported positive desire and motivation in learning English, there was good confidence to learn English. The study reveals the practice of TiR explore learners' motivation.

In the students' opinion, the positive reviews occurred after the practice of TiR. This method helped the students to build their confidence in speaking English and to learn English more fun without the pressure, albeit there were opinions that utter their anxiety by feeling shy and worries if they made mistakes. It happened behind the reason that they don't understand the words. Hence, TiR method can be considered as one of the best tools to emerge the students in English class.

## CONCLUSION

There are various inferences that can be formed based on the research findings in Chapter IV. First, pupils' motivation has improved as a result of their TiR practice. 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. Second, The perception of the students also gave positive impact after the practice of TiR in the classroom. Simply put, students were excited, fun, and enjoy the learning process while they were practicing TiR, albeit some students uttered that they were worried and afraid of making mistakes while talking English because of the lack of vocabulary.

The result of this research indicated that there is notable influence between students' motivation after the practice of TiR. Therefore, students' motivation after the practice of TiR does not yet reach to full engagement but it has reached more than half of it. Perhaps, the results of this research can be useful as a reference to help students who work with the same purposes.

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