

**THE TEACHERS' ROLES
IN ACTIVATING STUDENTS' MOTIVATION
IN ENGLISH LEARNING IN POST COVID-19 PANDEMIC ERA
AT EIGHT GRADE OF MTSN GRESIK**

THESIS

A Thesis Submitted to Islamic State University of KIAI HAJI Achmad Siddiq
Jember in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teachers Training
English Study Program



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FACULTY OF TARBIYAH TEACHERS TRAINING
ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM
JUNE 2023**

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Has been approved by advisor


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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning : “Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided.”.

(Q.S. An-Nahl 14:125)¹



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¹ Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the Noble Qur'an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A),

DEDICATION

I have proudly dedicated this thesis for;

1. My Beloved parents, Mr. Asrofik Asid and Mrs. Cicik Hidayati who has provided emotional support, material, labour love, affection that is infinite and prayers that are prayed for my success. thank you very much
2. My beloved brother and sister, M. syahru Ridlo and Berlian Maftuhatur Rizekiyah who have encouraged and entertained. Hopefully we can become children who make our parents proud.
3. My friends, who has always given me, encourages and support me when I was down while working on my thesis. I have to thanks my friends who have stayed beside me till I have finished my thesis.
4. My beloved advisor, Mrs. Praptika Septi Familia M.Pd. thank you for your support and your patience in helping me for finishing this thesis.
5. Last but not least, thank you so much for me who has worked to finish the thesis, by all those I have created myself who I am today. Hopefully Allah SWT always gives you healthy conditions, amen.

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ACKNOWLEDGMENT

Praise belongs to Allah, Lord of the Universe, To Whom we worship and we pledge for help. Shalawat may always be poured to the man of honesty, patience, devotion, noble, discipline, consistency, empathy, Rasulullah SAW (peace be upon to him), and to his followers to the end of the day. I express my highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. In arranging this study, a lot of people have provided motivation, advice, and support for me. In this valuable occasion, I intended to express my gratitude and appreciation to all of them.

The researcher realized the thesis would not finish without help from other people. Therefore I would like to express the gratitude to the following people;

1. The Rektor, Prof. Dr. H. Babun Suharto, SE,MM as a rector of the state Islamic University of KH. Achmad Siddiq Jember has allowed me to study at this University.
2. Prof. Dr. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH. Achmad Siddiq Jember has facilitated to study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program, thanks for giving permission for the researcher's research.
4. Mr. As'ari, M.Pd.I as the Head of the English Education Department
5. Mr. Praptika Septi Femilia, M.Pd. as my advisor has guided and motivated me to study English and finished my thesis.

6. All lecturers of Tadris English at the Faculty of Tarbiyah and Teaching Science Islamic State University of Kiai Haji Achmad Siddiq Jember.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Jember, 19 Juni 2023

Rikhlatul Fudlah



ABSTRACT

Rikhlatul Fudlah, 2023: *Teachers' Roles in Activating Students' Motivation in English Learning in Post Covid-19 Pandemic Era at Eight Grade of MTsN Gresik.*

Keywords: Teacher's Role, Students' Motivation.

Teachers' role when teaching is an important element in the world of education, especially during the learning process in class. Everything that happens in class, student enthusiasm, student participation and even student activeness occur those are some of the characteristics of students who have high motivation because the role of teacher. Students at eight grade of MTsN Gresik are enthusiastic students when learning English after the covid pandemic because the teacher is able to play his role well in the classroom.

This study has research focus namely: 1. What are the teachers' roles in activating students' motivation in English learning in post covid-19 pandemic era at MTsn Gresik? 2. How are the students' attitude toward English in post covid-19 in pandemic era?" The objectives of this research was to find out the teachers' roles in activating students' motivation in English learning in post covid-19 pandemic era at MTsn Gresik and to find out how are the students' attitude toward English in post covid-19 in pandemic era.

This research applied a qualitative approach with descriptive as research design. It was conducted in eight grade of MTsN Gresik. The data were gathered by observation, interview, and document review. While, technique and data source triangulation were used to validate data.

The result of this research indicated that there were positive in learning English in post pandemic covid-19. First, teachers' roles in activating students' motivation in English learning a) teacher as controller by creating teaching used smart TV, b) teacher as motivator by giving praise and verbal appreciation, c) teacher as evaluator by giving assessments using quiziz application, d) teacher as resource by looking for other learning resource via google, YouTube, e) teacher as tutor by providing lesson plan SK, SD, d) teacher as advisor by guiding students in the discipline of collecting assignments. Second, student's act positively in the classroom a) Students persevere in facing tasks by submit assignments on time, b) students are resilient in the face of adversity by looking at their notebooks when getting difficult tasks, c) Students showing interest in dealing with problems by understand the material explained, d) Students look happy to work independently by do their own work and avoid cheating, e) get bored quickly with routine tasks by giving conclusions about the material, f) students can defend his/her opinion by not easily influenced by their friends, g) students are not easy to let go of what you believe in by confident in themselves as shown by doing their own work, h) students looks enjoys finding and solving problems by do other English tasks without being ordered by the teacher.

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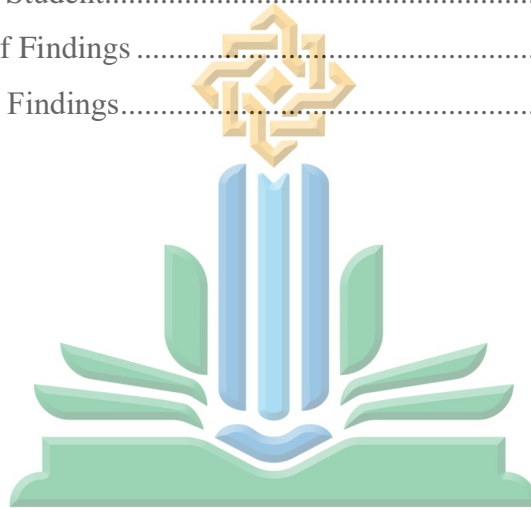
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CHAPTER I

INTRODUCTION

A. Background Of Research

The spread of the Coronavirus (Covid-19) has caused changes in activity patterns in all sectors of human life at this time. In response to the rapid spread of the virus, the government swiftly took policies in all fields including education. Through the Ministry of Education and Culture (Kemendikbud) Indonesia enforces the Learning at Home policy with a distance learning system through the online school method. Online school is applied to all Indonesian students. This online learning aims to break the chain of the spread of Covid-19.² When online learning was implemented, the student learning process experienced a lot of declines, starting with irregularities in learning, students became lazy, bored, and not excited. This situation lasted for approximately two school years. The implementation of face-to-face learning is one of the alternatives provided by the government in overcoming various kinds of problems in online learning. The learning process requires various kinds of preparations that need to be made to facilitate the learning process of students.

The re-implementation of face-to-face learning after the implementation of online learning which has implemented for almost 2 years certainly brings changes to students, one of which is learning motivation, currently many students have lost their motivation, save the Children points out that 646,000 schools in Indonesia were closed during the Covid-19 pandemic, leaving more

² I. Dhull & Sakshi, "Online Learning International Education", 2017

than 60 million children affected. As a result, they have to do distance learning online. Sadly, after almost 9 months of the pandemic, 4 out of 10 or 40% of parents say their children's motivation to learn has decreased. The main cause of children losing motivation to learn is 70% due to boredom, too many tasks, less fun learning methods, no interaction, fighting over facilities.³ To learn after this online learning. Motivation has an important role in the teaching and learning process. Students do learning activities happily because they are motivated.⁴ Many ways can be taken to increase student learning motivation, one of the efforts to increase student learning motivation is through teachers, because teachers interact with students almost every day during teaching and learning activities so that their influence is very large.⁵

The effort to increase student learning motivation in class, the role of a teacher when teaching is an important element in the world of education, especially during the learning process in class.⁶ Everything that happens in class, student enthusiasm, student participation and even student activeness occurs because of the role of the teacher. One of the roles of the teacher is to be a motivator for students, in this case the teacher expected be able to be a driving force for his students to be interested and enthusiastic about learning. The teacher acts as a facilitator such as prepare teaching materials for online learning in the form of images and audio visuals. Media selection adjusted to

³ Vania Rossa, "Due To The Pandemic, 40% Of Indonesian Students Lose Motivation To Study," suara.com, 16 desember 2020.

⁴ J. Brophy, "Motivating Students To Learn", (London: Lawrence Erlbaum Associates, 2004)

⁵ M. Sadeghi, "A Shift From Classroom To Distance Learning: Advantages And Limitation". (International Journal of Research in English Education, 2019)

⁶ M. Wahyudi "The Strategies Of The Teacher In Motivating Their Students In Learning English". Islamic Education and Teacher Training Faculty. The State Islamic Institute of Surakarta, 2017

the conditions and characteristics of students because in general, media is a tool that make it easier for teacher to convey material so that is easily understand by students. Choosing methods and strategies adjusted to need and characteristics of students, teacher use lecture, question and answer and assignment methods in online learning. During the learning process, teacher tries to arouse children's enthusiasm by involving children in learning, the role of teacher as an encourager such as, when learning take place and student focus begin to decline, the teacher will remind the students to stay focuse in learning. Teacher also appreciate students with short words in English that has a positive meaning such as you are excellent, good job and others. The teacher's role as assessor such as providing evaluation to students either directly such as giving questions related to the learning delivered

English language learning in the current situation require teacher to be creative in provide interesting English language learning and to support this learning require good collaboration between teacher and students. Teacher play a role in directing students to like and follow English lessons. Various kinds of strategies, methods, learning media must be selected and used appropriately by teacher in order to achieve English learning goals. Based on this, the teacher should be able to implement the role in learning. The teacher as person responsible for the education of his students, a teacher must pay attention to how to educate students in improving intellectually and morally, the teacher is a model for students both in learning and outside learning, as a teacher should show behaviour that can be modelled by students, because

basically students will look more at the teacher's behaviour it can trigger good things if the teacher gives a good example and bad things will happen if the teacher set a bad example to students, there are four teacher roles that considered and applied to English language learning to motivate students after the pandemic namely the teacher as controller, driver, assessor, resource, tutor and advisor.⁷

In preliminary research, the researcher did observation at MTsn Gresik. obtained information that at Mtsn Gresik, especially students of 8A class, During the observation, the researcher found that students at MTsN Gresik were more interested and excited and have high motivation in English face to face learning than other students. The researcher interviewed five students at MTsN Gresik. Based on the interview with the students, the Researcher found that the students were excited because of their teacher. Knowing the motivation by the students can influence the teachers' role in the learning process, teacher need to know the indicators of students' motivation because without student interest, learning cannot be accepted by the student themselves. Those who are interested in certain material will definitely have the ability to learn it faster and easier. In other words, interest in learning is an encouragement from within student to learn, which ultimately causes feelings of pleasure, benefit, and brings decisions in themselves.⁸ Therefore teacher must know what of teachers' role in students motivation and how the motivation can influence their learning, because of that, the researcher want to

⁷ Ratminingsih “*Metode dan strategi Pembelajaran Bahasa Inggris*”, (Depok: PT Rajagrafindo Persada,2017)

⁸ Dumiyati dan Mudjiono, “*Belajar dan Pembelajaran*”. Jakarta: Rineka Cipta,2009.

know the teachers' roles in motivate the students in English online learning that is teachers' strategies in the online English learning process.

Teacher has several roles / functions in the world of education, teacher can also act as class managers, demonstrators, parents, and as teachers, teachers in addition to their teaching duties also serve as parents for students at school. In addition to acting as a parent of students at school, the teacher also has a role as a motivator, therefore, the teacher as a motivator of learning, should create the learning environment that is interesting, fun and a sense of security in students by being open to students, helping them overcome learning difficulties, and building harmonious relationships, making them interesting, fun and safe, teacher always encourage students to be learning achievers and encourage students to be active learners. The learning process will be successful when students have motivation to learn.⁹ To obtain optimal learning outcomes, teachers are require to be creative in generating student learning motivation, so that effective student learning behaviors are formed.

Based on the background of the problem the researcher entitles the research **“The Teachers’ Roles in Activating Students’ Motivation in English Learning in Post Covid-19 Pandemic Era at Eight Grade of MTsn Gresik”**

⁹ Jeremy Harmer ,”*The Practice Of English Language Teaching*”, (London: Longmn Group UK limited,1999).

B. Research Focus

Based on the research above, the research question are state as follows:

1. What are the teachers' roles in activating students' motivation in english learning in post covid-19 pandemic era at MTsn Gresik?
2. How are the students' attitude toward English in post covid-19 in pandemic era?

C. Research Objective

1. To find out the teachers' roles in activating students' motivation in english learning in post covid-19 pandemic era at eight grade of MTsn Gresik
2. To find out how are the students' attitude toward English in post covid-19 in pandemic era

D. Research Significances

The result of this research expected are useful for:

1. Theoretical significance

The result of the study is expected to support or add the theory about students' motivation in post covid-19 pandemic era

2. Practical significance

- a. The English Teacher. The result of this research is expected to be useful information for english teachers to shape student motivation in learning English
- b. Other researcher. This result of this research is expected to be use as reference for other researcher to conducting in research especially

about student's motivation and teacher's roles in teaching english learning.

E. Definition Of Key Term

1. Role of Teacher in Learning English

The teachers' role in this research means the teacher's actions or actions performed in the learning process to achieve the set learning objectives, and discussion of the teachers' role is limited to each teachers' action that motivate their students. Teacher in learning English should fill a variety of roles, including teacher as controller, as resource, as tutor, motivator, evaluator, and as advisor, before teaching students, teacher must think from the students' point of view and in this way, students can interest and excited.

2. Students' Motivation

Students' motivation in this research mean tendency students in carrying out learning activities that was driven by the desire to achieve achievement or the best possible learning outcomes and students' motivation is also one of the indicators that can be influenced by the role of teachers in the classroom, especially after the pandemic era. Learning motivation is important, especially in the teaching and learning process for students. Therefore, to find out student learning motivation in English can be known from several indicators there are persevere in facing tasks, resilient in the face of adversity, showing interest in dealing with problems, happy to work independently, get bored quickly with routine

tasks, can defend his/her opinion, it's not easy to let go of what you believe in, enjoy the finding and solving problems.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this research, the researcher going to mention the previous study related with this topic. In this research there are similarities and differences from the research, there are:

1. The first “The Role of Teachers’ Motivation in Learning English in Classroom” conducted by Rahmat Ullah, Dr. Mirza Naveed Baig, Dr. Abdul Shakoor, Hazrat Ullah (2021) This study used quantitative descriptive and collected data from 40 undergraduate-level students in this study. The role of teacher behavior and student reaction is less important. where the coefficient value is -0.062 and the significance value is 0.510. This indicates that teachers' actions have no impact and are of low importance. The results of this study support the researchers' hypothesis that teacher motivation is somehow more effective when teaching English as a foreign language.
2. The second “Teachers’ Strategies In Increasing Students’ Motivation In On-Line English Learning At Mtsn 6 Tanah Datar” conducted by Afri Yandi (2021) This study used descriptive qualitative with the method of case study, the results of observations and interviews with several students at MTsN 6 Tanah Datar. The informants in this study were three English teachers at MTsN 6 Tanah Datar. The informants were selected using purposive sampling. In this study showed that there were six strategies

used by the English teacher in increasing students' motivation in online English learning. They are: 1) Giving video material, 2) Accepting students' assignment anytime 3) Using concise and dense material, 4) Using Learning Games 5) Giving students the praise/reward, 6) Give evaluating learning process.

3. The third "The Role Of Teachers In Increasing Student Motivation Of Students In Sman 2 Tolitoli During The Pandemic Covid-19" conducted by Saugadi, Novia Ildra Permata Sari (2020) This study used descriptive qualitative, using the method of case studies, observations and interviews with several students of MTsN 6 Tanah Datar. The informants for this survey were her three English teachers at MTsN 6 Tanah Datar. Informants were selected by targeted sampling. The study showed that an English teacher used her six strategies to motivate students when learning English online. they are:

- 1) Provide video materials, 2) Always accept student assignments, 3) Use concise and dense materials, 4) Use educational games, 5) Praise/reward students, 6) Evaluate the learning process.

4. The fourth "The Role of Teachers in Increasing Student Motivation on Learning Indonesian Language" conducted by Marwanto (2020) This study is a quantitative description. There are significant correlations between teacher role variables and the Indonesian language learning process. Based on the guidelines for interpreting correlation coefficients, the relationship is reported to be very strong with a correlation coefficient

of 0.975. The results showed that Muhammadiyah Primary School Plus Salatiga always improves good communication as a principle of communication between teachers and students for successful learning. As mediators, facilitators and leaders, Muhammadiyah SD teachers take full responsibility for the advancement and improvement of their students' academic knowledge.

5. The fifth, "The Role of Teachers and Families in Improving Motivation and Learning Outcomes of Students" conducted by Firja Ahmad, Fatimah Saguni and Rustina (2019). This study used qualitative methods, the results of studying the role of teachers in improving students' learning motivation in MTs. Nida'ul Khairaat Pombewe at first clarified the learning objectives. Then, stimulate student interest through fun learning and spark student interest through extracurricular activities and personal development programs. The role of the teacher in this case is quite maximal with the efforts of the teacher.

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Table 2.1
The similarities and differences of previous research

No	Researcher	Title	Similarities	Differences
1.	Rahmat Ullah, Dr. Mirza Naveed Baig, Dr. Abdul Shakoor, Hazrat Ullah (2021)	The Role of Teachers' Motivation in Learning English in Classroom	- both of them are same in subject of the research -both of the design use qualitative research	- this previous study used quantitative research but this current research uses qualitative research
2.	Afri Yandi (2021)	Teachers' Strategies In	-both of them are same in subject of	- this previous study discussed

No	Researcher	Title	Similarities	Differences
		Increasing Students' Motivation In On-Line English Learning At Mtsn 6 Tanah Datar	the research -both of the design use qualitative research	about online learning but in this research discussed in offline learning - this previous study focus on teachers' strategies but this current research focus in teachers' role
3.	Saugadi and Novia Ildra Permata Sari (2020)	The Role Of Teachers In Increasing Student Motivation Of Students In Sman 2 Tolitoli During The Pandemic Covid-19	- both of them are same in subject of the research -both of the design use qualitative research	this previous study discussed about online learning but in this research discussed in offline learning
4.	Marwanto (2020)	The Role of Teachers in Increasing Student Motivation on Learning Indonesian Language	-both of them are same in subject of the research	-this previous study focus on students' in learning indonesia language but this current research focus on students' in learning english -this previous study used quantitative research
5.	Firja Ahmad, Fatimah Saguni and Rustina (2019)	The Role of Teachers and Families in Improving Motivation and Learning Outcomes of Students	- both of them are same in subject of research -both of the research focus on Learning English	-this previous research discussed about motivation and learning outcomes of students' but this current research discussed about students' motivation in learning english

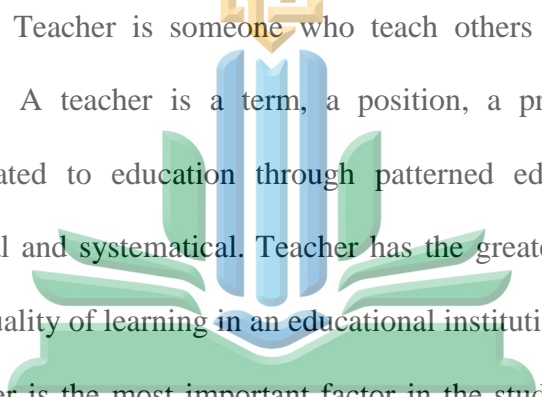
Based on the explanation above, it show that the similarities with previous research on subject of the research and focus of students'

motivation in english learning. Meanwhile the differences are previous research did not focus on the teacher's role however this research focuses on the strategies used based on teacher's role, it could be seen that the resesarches had their own ways to analyze their subject of the research.

B. Theoretical framework

1. Teachers' Role

a. Definition of teacher



Teacher is someone who teach others knowledge, skill, and value. A teacher is a term, a position, a profession for someone dedicated to education through patterned educational interactions, formal and systematical. Teacher has the greatest role in determining the quality of learning in an educational institution called a school. The teacher is the most important factor in the student event her training. Teachers who can understand students' learning difficulties and other difficulties beyond learning problems, especially those that may interfere with students' learning activities.¹⁰

Every teacher has a personality with corresponding personal characteristics. A characteristic that distinguishes a teacher from other teacher. Personality is really an abstract matter that can only be seen through appearance, behavior, language, dress, and the face of the problem. What was known is the appearance or container of all facets

¹⁰ Ramayulis, *"Teacher Profession And Ethics"*, (Jakarta: Kalam Mulia, 2013)

and aspects of life. In addition, teacher is are good people who make the others better. To be a teacher, we need ability and morals. To carry out their duties, principles of desired and expected behavior from all educational relationships apply. Communication knowledge and skills that can be systematically examined.

Based on definition above it can be concluded that teacher is a person have the greatest role in determining the quality of learning in an educational institution called a school.

b. Role of Teacher

According to Law No. 20 and Law No. 14 of 2003, in 2005, the teacher's role was changed to educators, instructors, mentors, directors, trainers, assessors, and evaluators of students. The teacher's role is a learning agent to improve the quality of education. The role of teacher as a learning agent that improve the quality of education of learning, as a facilitator, motivator, learning engineer, etc.

Teachers' role mean teacher as a motivator of students to increase their enthusiasm and development of their learning activities. Students often perform poorly, but this is not because they are less capable, but they are unwilling to learn from them, so he does not try to use all of his abilities.¹¹ In such cases, teacher as motivators, need to know the motivations leading to poor student performance that lead to poor learning outcomes. Teacher must inspire, encourage and reinforce

¹¹ Hendra,"*The Role Of Teachers In Increasing Student Motivation In Class XI Sociology Subjects In Malang Laboratory High School*" (Malang: Maulana Malik Ibrahim State Islamic University Malang,2017)

students in order to revive their enthusiasm and excitement for learning.

Regarding the teacher's role in language learning, there are five roles first the host teacher regulates the conduct of classroom learning, including providing information, explaining procedures, grouping students, and completing the study. In language learning, teacher need be able to give feedback, corrections and assessments. Teachers' Facilitator, especially in learning English as a foreign language, act as guides or facilitators when students have difficulty speaking due to their language skills. Participants, teacher do not dominate the learning process. As a resource person, teacher as a source of knowledge for students. as tutor, a teacher is not only an intermediary and resource, but also a tutor who provides instruction and direction for learning. and observer, when the teacher becomes an observer, the teacher controls and guides the student to complete the task


More specifically below suggest the teachers' role in learning english such us teacher as controller, motivator, evaluator, resource, tutor, advisor.¹² For more details about the teacher's role in learning English, can be explained as follows

1) Teacher as controller

As a controller, the teacher must be able to create a good interactive atmosphere allow the activity to develop on its own.

¹² Ratminingsih, "*Metode dan strategi Pembelajaran Bahasa Inggris*", (Depok: PT Rajagrafindo Persada.2017)

Language practice can thrive when students are given freedom of speech, although it is difficult to predict what they will say and do. A teacher must have a wise and careful plan (control) for a work to do.¹³ Teacher can also relinquish control over certain factors for students especially for spontaneous actions. This mean teacher work closely with students in creating interactive classes.¹⁴



Teacher as controller must be take full responsibility for their class, what their students do, say, and how they say it. Teachers assume this role when new languages are introduced and precise reproduction and training techniques was required. Teacher play a central role in this classroom for the most part. Teachers have the gift of teaching and inspiring through their knowledge and expertise, but does their role really leave enough time for student conversations? are learners really having fun? there is also a perception that this role may lack diversity of activity.

2) Teacher as motivator

Teacher as a motivator, the teacher should be able to encourage children students to be passionate and active in learning, In an effort to provide motivation, teacher can analyze the motives behind students' lazy learning and decreased

¹³ M. Sadeghi, "A Shift From Classroom To Distance Learning: Advantages And Limitation", International Journal of Research in English Education, 2017

¹⁴ Arianti, "Teacher Roles In Increasing Student Motivation", (didaktia jurnal pendidikan. 2018

achievement in school. Every time the teacher must act as a motivator because in educational interactions it is not impossible that there are students who are lazy to learn. Motivation can be effective when done by paying attention to the needs of students.

3) Teacher as evaluator

As an evaluator, the teacher is required to be an evaluator good and honest by giving an intrinsic assessment nor extrinsic. The assessment of the intrinsic aspects touches more on the personality aspects of students, namely value aspect. Thus, the teacher does not only assess the product, but also the process.

Teacher take on this role to review student performance and grades.¹⁵ Feedback and corrections are organized and implemented. There are various methods of grading learners. The reviewer role gives teachers the opportunity to correct learners. However, lack of attention and support can backfire on a student's self-esteem and confidence in learning the target language.

4) Teacher as resource

The implication of the resource role is that students take the initiative to approach teachers who are ready to meet them advice and guidance when students need it, classroom control, planning and management is required for this role.¹⁶

¹⁵ Muh. Arif. *"Teacher Guidelines And References"*,Gorontalo: Sultan Amal Press,2017.

¹⁶ H. Yau, *"Language Teacher Motivation:A Study Of Teachers Of English As A Second Language (ESL) In New Zealand Language Schools"*,School of Languages and Social Sciences Primary supervisor: Kevin Roach,2010

Teacher is a kind of walking resource center, providing assistance when needed or providing learners with the language they lack in carrying out communicative activities. As a resource, teacher can guide learners in their own use of available resources, such as the internet.¹⁷ The student is certainly not necessary it can have the detriment of making the student dependent on the teacher.

5) Teacher as tutor

The role of tutor obliges the teacher to move away from a managerial or directive role and let students find their own path to success, with guidance and gentle encouragement here and there. A teacher contributes greatly to the principle of intrinsic motivation by allowing students to explore language by using it pragmatically rather than telling them about language. Teacher act as coaches as students participate in project work and self-study.¹⁸ Teachers provide advice and guidance, helping students clarify ideas and limit assignments.

Perhaps the most difficult and important role a teacher has to play. The success of many activities depends on good organization and the students knowing exactly what to do next. In this role, setting the direction as important as setting the activity.

This role also allows teacher to participate and interact with

¹⁷ Weka, Setiawan Wahyuni, “*The Role Of Islamic Education Teachers In Increasing Student Motivation At SD Negeri 134 Kalupang, Bontotiro District, Bulukumba Regency*”,Makassar: Alauddin State Islamic University Makassar,2017.

¹⁸ Supentangin, Siti. “*Teachers' Efforts To Increase Student Motivation*”,Journal of Econmic Education , 2015, 75.

learners. Teacher also play a role in initiating and ending activities cleanly and providing content-relevant feedback.

6) Teacher as advisor

The teacher's role as an advisor means that the teacher must be able to provide input and advice to students, both intellectually and emotionally. Teacher encourage student participation and make suggestions on how students can proceed with activities.¹⁹ Teacher should help students only when necessary.

When a learner is literally speechless, the prompter can encourage the student with a discreet nudge. Students sometimes get lost or don't know how to proceed. A prompter can prompt in this regard, but always has a supporting effect.

c. The Importance of Teachers' Role

The important of teacher role is to be able to build the best possible interaction with students so as to create a pleasant learning atmosphere and this has an effect on motivating students to continue learning, efforts are always made so that student learning motivation continues to be maintained, one of which is by conducting evaluations whose results are then shown to students.²⁰ implementing teaching is an implication and application of what has been planned by the teacher

¹⁹ Wigati, Asri; Soejoto. "The Influence Of Intrinsic Learning Motivation And Extrinsic Learning Motivation On Learning Outcomes Of Class X IIS Students In Economics Subject At Sma Negeri I" Wonoayu Sidoarjo. Journal of Economic Educatio, 2016. 5-6

²⁰ Mujtahid, "Teacher Professional Development", (Malang: UIN-MALIKI Press, 2011) page 52

to help students maintain their interest and enthusiasm in carrying out learning tasks.²¹

Teacher as educator or trainer are a critical factor in the success of any educational project, such as the debate about revamping the curriculum and sourcing learning tools based on the talent produced by educational initiatives always comes down to faculty. This shows how important (important) the teaching profession in the world of education. The role of teacher in the teaching and learning process is very important, because it is the teacher's duty to guide or direct the students, this role gives teacher the responsibility to know a lot about their students' conditions and where their understanding comes from so that they can develop appropriate approaches and strategies to motivate them to learn.²²

2. Students' Motivation

a. Definition of Motivation

Motivation plays an important role in encouraging someone to do something positively. Motivation is an important aspect that must be present in any training. Motivation helps inspire students' enthusiasm and curiosity about the learning process and ensures that the presented material is easy for them to understand. Motivation is a process that begins with a psychological need to promote a particular behavior. When we motivate ourselves or

²¹ Suparlan, "Menjadi Guru Efektif", (Yogyakarta: Hikayat.,2005), Page 25

²² Mujtahid, "Teacher Professional Development", (Malang: UIN-MALIKI Press,2011) page 53

someone else, we develop incentives to start or stop behavior.²³ On the other hand motivation is a state of mind that drives a person to do something. Motivation to learn is a psychological state that promotes learning.

Student motivation is an essential prerequisite for the quality of education.²⁴ How can you know if your students are motivated? They are attentive and start working on tasks quickly, asking questions and answering spontaneously. They look happy and enthusiastic. Student said to be motivated if they showed good attitude in the learning process, it can be said that the student has been motivated. Motivation is a way to create a high level of enthusiasm for achieving organisational goals, and this situation is accommodated by satisfying some individual need. In other words, motivation is the step to make

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a person act in accordance with his needs to achieve the desired goal.

In the learning process, motivation is an early stage that needs to be increased, because without motivation, students will not want to learn. Motivation has several functions, including: 1) Encourage and activate students' interest and attention. 2) Draw

²³ Schunk, Meece, & Pintrich, " *Motivation In Education: Theory, Research, And Applications (4th Ed.)* ", (Boston, MA: Pearson, 2004).

²⁴ L. Saranraj & S. Zafar, " *Motivation In Second Language Learning* ". (A Retrospect: 2016) International Interdisciplinary Research Journal. Vol 4 (1).

your child's attention to specific tasks related to achieving learning goals. 3) Helps meet short-term and long-term results needs

Based on the explanations above, it can be concluded that motivation is an impulse that forms a process or action taken by someone to achieve a certain goal.

b. Indicators of Students' Motivation

There are several indicators of student learning motivation including²⁵:

1) Persevere with tasks

Persevering with a task is student understand the importance of school attendance, following learning in class and studying at home regularly. One of the learning perseverance of students is that students follow learning in class until the teaching and learning activities are completed²⁶, i.e. being able to work continuously for a long time, not stopping before it is finished, for a long time, not stopping before completion.

2) Resilient in the face of adversity

Resilient in the face of adversity, i.e. not easily discouraged in working on tasks to achieve the best working on tasks to achieve as well as possible. Student are able to respond to various difficulties in learning and understand what efforts

²⁵ Sardiman. *"Interaction And Teaching And Learning Motivation"* (Jakarta: Rajawali Press, 2011)

²⁶ Handoko, Martin, *"Motivation Of Behaviour"*, Jakarta: PT Rineka Cipta, 1992

are made to overcome them.²⁷ If students cannot overcome their problems, then they cannot learn well, because the attitude possessed by students affects the learning process,

3) Show interest in dealing with problems

Students have very good habits and enthusiasm in participating in lessons. Motivation arises because there is a need, so is interest so it is appropriate that interest is the main motivational tool. The learning process will run if accompanied by interest.²⁸ Someone who has an interest in something tends to pay close attention to it, interest is defined as the tendency to always pay attention and remember something continuously.²⁹

4) Enjoy working independently

Prefer to work independently, meaning that they prefer to work on their own tasks and not look at their friends' answers. Students can complete the task given by the teacher without being told to anyone. Independent learning is the process of mobilising the strength or impetus from within the individual who learns to mobilise his potential to learn the object of learning without any pressure or foreign influence from outside.³⁰

²⁷ Maslow, Abraham HAL. "Motivation And Personality", Bandung: Remaja Rosdakarya, 1993.

²⁸ Abdul Majid "Learning Strategy", (Bandung: Remaja Rosdakarya, 2013) hal 313

²⁹ Alisuf Sabri, "Educational Psychology", (Jakarta: Pedoman Ilmu Jaya, 1995), Hal 84

³⁰ Surya Hendra, "Tips For Overcoming Learning Difficulties" (Jakarta : Elex Media Komputindo, 2005), hal 114

5) Get bored quickly with routine tasks

Things that are repetitive things are less desirable because they do not hone creativity, and things that are mechanical.³¹

6) Can defend their opinions

Students must be able to defend their own opinions in the teaching and learning process, when students' confidence is high then students are not easily influenced by their friends, because when students who have little knowledge will find it difficult to defend their opinions in contrast to students who have broad insight will be more active and creative. Students who have broad insight will be more active and creative to participate and build their thoughts when the teaching and learning process is being to participate and build their thoughts when the teaching and learning process is ongoing.³²

7) Does not easily let go of things that are believed

Sensitive and responsive to common problems, and think of ways to solve them³³

³¹ Purwanto, Ngalim, "Educational Phsycology", Bandung: PT Remaja Rosdakarya, 2003

³² Nugroho, Aditya, "The Effect Of Motivation And Interest On Student Achievement On Occupational Safety And Health At SMK Negeri 1 Sedayu, Program Pascasarjana, Universitas Negeri Yogyakarta, 2013

³³ Hawadi, Reni Akbar, "Psychology Child Development: Recognising The Traits, Talents And Abilities". Jakarta: Grasindo, 2001

8) Enjoy finding and solving problems

Enjoy finding and solving problems, i.e. looking for problems to work on problems to work on.³⁴

So from the indicators of student learning motivation above students who have motivation in learning will carry out learning activities well so that the learning objectives that have been set can be achieved, that have been set can be achieved, it can be understood that the increase in student learning motivation can occur because of the presence of an encouragement that leads to student behaviour towards the teaching and learning process.

3. English Learning

English language learning is one of the skills that is currently a necessity to be able to move forward both nationally and internationally. English is the connecting language in this world, almost everyone knows English both as a beginner and as a native speaker.³⁵

There are four language components that applied to English language learning namely listening, speaking, reading, writing by learning the four abilities can provide a foundation for students to be able to communicate and apply English in their lives.³⁶

³⁴ Sardiman. *"Interaction And Teaching And Learning Motivation"* (Jakarta: Rajawali Press,2011)

³⁵ Ratminingsih, N. M., *"Metode dan strategi Pembelajaran Bahasa Inggris"* (Depok: PT Rajagrafindo Persada,2017)

³⁶ H. Usman., Utami, & O. Fajarianto, *"Model Of English Teaching Materials For Elementary Schools Based On Contextual Approaches"*, (Jurnal Teknologi Pendidikan,2019) 21(3), 232.

The English learning process to be accepted by all students, educators are able to show fun interactions so that the classroom atmosphere is comfortable teacher interaction in the learning process, using appropriate teaching methods and techniques, because educators must be able to read the changing atmosphere of the class.³⁷ In the learning process, sometimes students feel bored, this is where the need for the role of educators in classroom management, so that motivated students remain enthusiastic about to follow the learning process until the end of the lesson.

The English language learning material presente is generally divided into 4 subjects, namely listening, speaking, reading, and writing. The challenge here is the delivery of listening and speaking material. These two materials are closely related and must be delivered according to the rules and pronunciation according to the English accent so that it is more flexible and effective to be delivered directly or face-to-face. However, when implemented online, problems and challenges arise for teachers and students.

³⁷ Pullias. Earl V & Jamas D. Young, "*A Teacher Is Many Things*", (Indiana:University Press, 1997).

CHAPTER III

RESEARCH METHODS

A. Approach and Type of Research

This research used qualitative research method with descriptive qualitative. Qualitative research was research that intends to understand phenomena about what was experience by way of the usage of research approach.³⁸

Descriptive method is method of examining the status of human groups, objects, sets of conditions, thought systems, or class events in the present tense. The purpose of this descriptive research was to describe, explain or depict the relationships between the facts, features and phenomena under study in a systematic, factual and accurate manner.³⁹

This research used descriptive qualitative method this research use descriptive qualitative research method and will try to describe the teachers' role in activating students' motivation in english learning in post covid 19.

B. Research Location

The location of this research was at MTsn Gresik Benjeng sub-district, Gresik Regency. The research location method was carried out purposively, namely how to take the research area by considering known reasons of the research area⁴⁰

³⁸ Farida Nugrahani, "*Qualitative Research Methods In Language Education Research*", (Surakarta:2014) Hal. 4

³⁹ Riyanto Yatim, "*Educational Research Methodology*", (Surabaya : SIC, 2010).

⁴⁰ Sugiyono, "*Research Methods Education*"(Bandung: Alfabeta,2010)

The basis for determining the location because this school is one of the favourite public school in Gresik, at this school many students interested and excited and have high motivation in English face to face learning than other students.

C. Research Participant

The participant in this study consisted of English teachers at MTsn Gresik. other subject in this study were some students of eight grade at MTsn Gresik, totalling 4 students, The students that were chosen were 2 active and 2 passive students in the learning process according to the observation result. Active student refers to someone that taking a lot of action, while passive student refers to someone that was not take action. The researcher also chosen the 8th grade students of MTsn Gresik because they were the most enthusiastic and eager in learning English face-to-face compared to other classes.

D. Data collection technique

The data collection techniques used in the study are as follows:

1. Observation

Observation is a technique or way of collecting data by making direct observations of an ongoing activity. From observation, you will get data about a problem, so that you can get an understanding or as a re-checking or proving tool for information / information previously obtained.⁴¹

⁴¹ Nana Syaodih, “*Educational Research Methods*”, (Bandung: PT. Remaja Rosdakarya, 2013)

In this study non participant was used in data collection. The researcher observe the participants without directly interacting with them, meaning that in the process of collecting data, the researcher makes observations and listens carefully. Data collection process, the researcher makes observations and listens as carefully as possible to the smallest possible detail.⁴²

The researcher made an instrument in the form of a checklist according to the indicators of the teacher's role and also student motivation so here the researcher will see directly the conditions in the classroom. The researcher will make observation behind the students and also record the learning activities at that time in the classroom, the researcher was not only stay behind the students but also goes around monitoring how the attitude of the students and also the way the teacher teach when the learning take place whether it is in accordance with the form of checklist or not.

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Table 3.1
Observation Checklist for Teacher

This instrument is use to observe the teachers' roles during
the teacher learning process

No	Indicators	Statement
1.	Strategys' done by the teacher as controller in the class	The Teacher create an interactive classroom by using interesting games/strategies
		The teacher provides opportunities for students to ask questions about material that has not been understood.

⁴² Suharsimi Arikunto, *"Research Procedures In Practice Approach"*, (Jakarta: Rineka Cipta, 2002), p.1

No	Indicators	Statement
2.	Strategy's done by the teacher as motivator in the class	The teacher gives appreciation and praise in the form of "good job, good luck etc." so that the students are excited
		The teacher given learning spirit quotes before starting the core learning activities
		The teacher given additional marks to motivate students to be disciplined in submitting assignments.
		The teacher motivates the students by bringing interesting media such as pictures, real media, etc.
3.	Strategys' done by the teacher as evaluator in the class	Teachers assess learners before and after the lesson.
		The teacher asked questions to the students about the English material as a form of assessment of student activeness
4.	Strategy's done by the teacher as resource in the class	The teacher can answer all questions asked by the learners
		The teacher explains the material clearly and was understood by the learners
		The delivery of material that was not monotonous can be seen from the concentration of students during learning.
5.	Strategy's done by the teacher as tutor in the class	The teacher prepare teaching materials in accordance with SK, KD, and indicators
		The teacher explained in a voice that can be heard by all students clearly
6.	Strategy's done by the teacher as advisor in the class	The teacher given students an understanding of the values of discipline
		The teacher guides students in done learning tasks in groups
		The teacher directs students to always be disciplined in Task collection.

Table 3.2
Observation Checklist for Student

No.	Indicators	Statement
1.	students persevere in facing tasks	Students focus on paying attention to the teacher explaining
		Students immediately do the tasks given by the teacher
2.	students are resilient in the face of adversity	Students try to do difficult tasks by looking at notes/asking the teacher
3.	Students showing interest in dealing with problems	Students asked the teacher about things they do not understand
		Students discuss with friends about material that cannot be understood
4.	Students looks happy to work independently	Students underline/made small notes and marks in the text or notebook.
5.	Students easy to get bored quickly with routine tasks	Students who get bored quickly with monotonous things in class are seen from responses such as smiling, or gloomy, and lethargic.
6.	Students can defend his/her opinion	Students who defend their opinions and was not influenced was seen during group discussions / when responding to questions asked by the teacher.
7.	Students not easy to let go of what you believe in	Students done the tasks given by the teacher without cheating friends
8.	Students looks enjoys finding and solving problems	Students completed the task without disturbing other friends and not crowded

2. Interview

Interview is the process of obtaining information for the purpose of research purposes by means of question and answer while looking face to

face between the the questioner or interviewer with the answerer or respondent using an interview guide. using an interview guide.

In this study, researcher used semistructured interview for the teacher and questionnaire for students. The semistructured interviews were based on a series of open-ended questions. This method allowed for new questions to arise due to the answers given by the interview so that during the session more in-depth information can be extracted.⁴³ While questionnaire for students used by researcher because it is suitable for use in collecting data in large numbers, namely students.

The researcher interviews the teacher in the teacher's room, not during the lesson, and also recorded the interview. And also for students use interview, researchers asked students for free time during break and asked students that the researcher has distributed.

Table 3.3
Interview Semi structured For Teacher

No.	Indicators	Question
1.	Teacher as controller	- What kind of games or strategies done teachers used to create an interactive classroom?
2.	Teacher as motivator	- What forms of media done by teachers used in motivated students?
		- How done teachers give students additional marks for discipline in submitted assignments?
3.	Teacher as evaluator	- How were students who were active in class assessed?
4.	Teacher as resource	- Do the teacher also study before teaching?

⁴³ Sugiyono, “*Quantitative, Qualitative & Rnd Research Methods*” (Bandung:2017), p 208

		- What kind of material delivery techniques do teachers usually used so that the delivery was not monotonous and bored? And why choose that technique
5.	Teacher as tutor	- What was the teacher preparation before teaching?
		- What do you do when students was not listen or was busy when the teacher gives an explanation?
6.	Teacher as advisor	How done teachers given directions to students to be disciplined in submitted assignments?

Table 3.4
Interview of Student Motivation

No.	Indicator	Question
1.	Students Persevere with tasks	Every time there was an English assignment, students immediately done it. Students do English assignments seriously earnestly Students complete English assignments on time
2.	Students Resilient in the face of adversity	Students believe can do well on difficult English assignments If students' English grades were bad, then they were lazy to study again
3.	Students Showing interest in dealing with problems	Students prefer to talk with his friends and not listen to the English teacher's explanation well. Students asked the English teacher about material that she/he do not understand. Students asked his friends who are smarter about English materials that she/he doesn't understand.
4.	Students Happy to work independently	Students satisfied with her/his work, when doing English assignments. Students do not copy friends' answers because students believe his/her answers when doing English assignments.

No.	Indicator	Question
5.	Students Get bored quickly with routine tasks	Student quickly get bored of learning English because when learning only take notes
6.	Students Can defend his/her opinion	Students try to defend his/her opinion during discussion
		If there is a different opinion, then students will respond.
7.	Students not easy to let go of what you believe in	Students more confident by doing assignment than copying her/his friends' assignment myself rather than copying friends' assignment
		Students easily influenced by the work of friends' work when doing assignments.
. 8.	Enjoys looks finding and solving problems	Students try to do the questions in the English book/module/LKS even though the teacher has not instructed me to do so.
		Students try to answer questions/problems from the the teacher even though his/her have not been appointed

3. Document

Documents were record of event that have passed in the form of writings, pictures, or monumental works of a person.⁴⁴ Research results from observation and interview more credible if supported by supporting documents. The document sheet studied as a research instrument contain a description of the learning activities document. The documents used in this study are, daily task books, teacher teaching materials etc. Thus the researcher will borrow some of these documents from students and teacher and then document them by taking photos.

⁴⁴ Sugiyono, *"Quantitative, Qualitative & Rnd Research Methods"* (Bandung:2017), p 329

E. Data analysis

Data analysis is the process of organising order of data, organising it into a pattern, category, and basic description unit. Basic description so that the data is easier to read and conclude.⁴⁵ The analysis technique used descriptive data analysis technique, namely by collecting factual data and describing it. Data come from all information obtained from interview and documents through several stages, After data collection, data recording, researcher conducted interaction analysis consisting of data reduction, data presentation and verification. The analysis of this research took place along with the data collection process, or done after the data is collected.

According to Miles and Huberman qualitative data evaluation used three steps, those are:

1. Data Condensation

Data condensation was an activity of summarising, selecting key things, focusing on important things, and looking for themes and patterns. The data that was reduced will provide a clearer picture and make it easier to collect data.⁴⁶

Researcher selected data the researcher conducted several activities. She made the interview transcription. Then, provided the code of transcription for each informants.

⁴⁵ Moleong, "*Qualitative Research Methods*", (Bandung: CV Remaja, 2002)

⁴⁶ Imam Gunawan, "*Qualitative Research Method*", (Jakarta: Bumi Aksara, 2013) p.211

2. Data Display

Data display as a set of information was organised, and given the possibility of drawing conclusions and taking action. Presentation of data to further enhance understanding of the case and as a reference for taking take action based on understanding and analysing the data presentation.⁴⁷

In this step, the researcher analyzed teachers' role in activating students' motivation in online English learning in post covid 19. The researcher displayed the data in tabular form in find out teacher role in activating students' motivation in online English learning in post covid 19.

3. Conclusion drawing/ verification

Conclusion or verification was the final stage in the data analysis process. In this part, Researcher maked conclusion based on data that has been processed through data reduction and display. In this activity, the researcher made conclusion and verified the data by concluding teacher role in activating students' motivation in online English learning in post covid 19.

F. Data validity

The data validity technique is checking in this research by using triangulation. Triangulation is a data validity checking technique by utilising something else outside the data for the purpose of checking or comparing the data. In this study, researcher used two types of triangulation, namely source triangulation and technical triangulation.

⁴⁷ Imam Gunawan, “*Qualitative Research Methods*” (Jakarta: Bumi Aksara, 2013) p.211

1. Source triangulation

Source triangulation is to test the credibility of data by checking the data that has been obtaining through several sources. This source triangulation was used by researcher to check the data obtained from 8 grade students of MTsn Gresik, and English teacher.

2. Technical triangulation

Triangulation technique, namely to test the credibility of the data carried out by checking data to the same source with different techniques. This triangulation technique was used by researcher comparing the result of three data collecting method, namely interview, observation, and document.

G. Research Procedure

The steps of the research outline which dealt with the planning of research done by the researcher; it was started with the introductory study, the design of the study, actual research, and writing of the report.⁴⁸

The steps of this research are:

1. Pre field research stage

This first stage was determining what must be done before a researcher comes to the field of research object. There were three pre-field stages, which are:

⁴⁸ Louis Cohen, et. Al, *Research Methods In Education* (New York: Routledge, 2007),144.

- a. Exploration study was a visit to a research location earlier than implementation with the purpose of understanding the research location conditions to be studied.
- b. Licensing means this research required the subsequent permission and approached, specifically a request for a cover letter from the state Islamic University of KH. Achmad Siddiq Jember as a permit application submitted to school.
- c. Preparation of research instruments, included; a) make an observation sheet that included the research subject and the process of learning activities, b) made an interview questions list c) record the necessary documents in accordance with this research.

2. Field research stage

The second procedure after obtaining a research license was the researcher entered the research object informants to collect data by observation and interview to obtain information about the used of the student worksheet in speaking skill. In this research, the researcher selected participants according to observation result of the active students and passive students in the learning process.

In the observation process, the researcher observed the conditions and situations of this school, the way teachers teach student in learning process and the behavior of the students in learning process to the observation checklist. Meanwhile, for the interview process, the researcher asked teachers and students about the teachers' role in learning English.

3. Data analysis stage

This is the next stage after collecting data. This stage is analyzing data which includes data compaction, data display, drawing and verifying. In the data compaction process, the researcher condenses the data obtained from observations and interviews, the review process by selecting data about teachers' role in activating students' motivation in learning english in post covid-19 pandemic era , then the researcher removed data that was not in accordance with the research question. Furthermore, in the process of presenting the data, the researcher analyzed and compiled the data to make it relevant, and then the data was concluded to answer research questions.

In this section, the researcher described the data in a narrative form so that it can be meaningful. The final stage was about drawing and verifying conclusions. At this stage the researcher drawn conclusions about the data the researcher get related to the research questions. The researcher continuously analysed and verified the validity of the data by triangulation of observations and interviews.

4. Reporting stage

The stage of prepared this report was the last stage of the qualitative research process and procedure. At this stage the researcher made a written report used the data obtained from the observation and interview that had been previously analyzed by the researcher.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explained the research finding and discussion related to the answer to the problem statement as mentioned in chapter 1. These findings were divided into three parts. The first was about the research object of MTs Negeri Gresik. The second part was found the Teachers' Roles in Learning English. The third part was about the discussion of Activating Students' Motivation in English Learning in Post Covid-19 Pandemic Era at Eight grade of MTs Negeri Gresik.

A. Description of Research Object

1. The profile of MTsN Gresik

MTs Negeri Gresik is one of the only Madrasah Tsanawiyah Negeri School in Gresik Regency. This school have a lot of students, therefore a space system was formed which consists of consisting of a superior room 1, namely room U and the rest were medium classes which were classes A, B, C, D, E, E, G, and H. MTs Negeri Gresik was located in the village of Metatu Benjeng District Gresik Regency approximately 21 km from Gresik city. This school was build on an area of 21,711 M² with the status of state land and Waqf, of the large area used building area of 3,410 M², the rest of the yard, student bicycle parking and which has not used 18,301 M², This school has been accredited "A".⁴⁹

⁴⁹ Documentation of MTsN Gresik Profile, obtained on 14 march 2023

2. Duty and Function of MTs Negeri Gresik

a. Duty :

- 1) To educate students
- 2) Preserving Islamic culture
- 3) Improving the quality of students in the field of science and technology and Berakhlaqul Karimah
- 4) Prepare students to continue their education to higher education.

b. Function

In carrying out its duties, MTsN Gresik has the following functions:

- 1) Development of students' potential
- 2) Dissemination of cultural and moral heritage values
- 3) A place to fulfil educational needs

3. Identity of MTs Negeri Gresik

Madrasah Name : MTs NEGERI GRESIK

Status : Negeri

Phone/Fax Number : (031) 799 4837 / 799 4838

Address : Jl. Raya Metatu No. 31

Village : Metatu

Sub-district : Benjeng

Regency : Gresik

Province : East Java

Postcode : 61172

Year Established : 1980

NSM : 1211.35.25.0001
 NIS : 210010
 NPSN : 20582916
 Website : www.mtsngresik.sch.id

Accreditation

a. Accreditation Level : A (Very Good)
 b. Accreditation Number : 200/BAP-S/M/SK/X/2016
 c. Date : 25 October 2021

Land Status : Freehold

Land Area : 21.711 M²

Total Building Area : 3.410 M².

Yard Area : 18.301 M².

Name of Head of Madrasah : PAMUJI, S.Pd, M.Pd

NIP. 197101021994011001

B. Research Findings

At this stage, the researcher present some of the data obtained during the research activity. The data obtained then flow into this chapter according to the researcher's research methodology. Data was presented in detail according to the findings of the study site, either observation or interview data. In this discussion, the researcher described the real situation and Teachers' Roles in Activating Students' Motivation in English Learning in Post Covid-19 Pandemic Era at MTs Negeri Gresik. The data obtained by the researcher resulted in the followed:

1. Teachers' Role

The researcher found an interesting phenomenon the teachers who taught English for students with face to face learning. The researcher interviewed on March 06/2023 for informant 1 on March 09 2023 for informant 2. After the data collected, the researcher found there was some way Teachers' Roles in Activating Students' Motivation in English Learning in Post Covid-19 Pandemic Era at eight grades of MTsn Gresik, after the pandemic, the role of the teacher was very important for students to remain enthusiastic about done their learning obligations even though they were not at school. Teachers must have various ways so that learning continued well and students remain motivated. Here was interviewed and observation the role of the teacher in activating students' motivation.

Teacher as controller in classroom the teacher had carried out his duties as a controller. Learning with play methods and strategies created a learning process that is not only one-way, but interactive between teachers and students and student with other student. The strategy used by teachers during online learning was only used the WhatsApp application and used zoom meetings to explained the material, and teachers felt that during online learning students were less enthusiastic. Based on the results of the interview, the teacher performs her role as a controller because the result of the interview was followed, interviewed with the 8A English teacher she explained that.

“kalo dalam penggunaan game atau strategi setelah pandemi murid kebiasaan menggunakan gadget dirumah begitu juga saat

pembelajaran online, sebelumnya hanya menggunakan aplikasi whatsapp lewat gadget juga yang membuat siswa tidak bisa lepas dari internet jadi cara saya agar siswa semangat kembali dengan menggunakan TV smart sebagai media, TV smart juga fasilitas dari sekolah yang ada setelah pandemic berakhir, jadi bisa memanfaatkan itu juga karena sebelum pandemic media itu belum ada”⁵⁰

"In the used of games or strategies after the pandemic, students were accustomed to used gadgets at home as well as during online learning, previously only used the whatsapp application via gadgets as well which maked students unable to escape the internet so my way of getting students excited again by using smart TV as media, smart TV was also a facility from the school that exists after the pandemic ends, so they can take advantage of it too because before the pandemic the media did not exist".

The researcher also interviewed another 8B English teacher who said that

*“kalo untuk strategi dan game yang digunakan saat pembelajaran agar kelas interaktif tergantung materinya semisal untuk materi iklan saya menyuruh murid membuat vlog karena disesuaikan juga dengan kondisi saat ini yang serba digital dan juga menyesuaikan keadaan sisw kadang juga memakai gambar print out sebagai media sebelumnya pembelajaran online dan tiba tiba offline kembali”*⁵¹

"As for the strategies and games used during learning so that the class was interactive, it depends on the material, for example, for advertising material, I asked students to make vlogs because it was adapted to the current conditions that were all digital and also adjust the situation of students, sometimes also use printout images as media, before learning online and suddenly offline again."

This was also in accordance with the results of observation made by researcher when in the classroom, the teacher create an interactive classroom by using interesting games/strategies. In learning, teachers used media or tools to explain material to students. Teaching media used

⁵⁰ English Teacher, *interview*, Gresik, 06 march 2023

⁵¹ English Teacher, *interview*, Gresik, 06 march 2023

include smart TV, power point, questions and answers or other technology, as for an example of one of the interactive learning models used by teachers, namely with picture and picture, first the teacher explained what competencies achieved then the teacher presents the learning material as an introduction. The teacher also presents pictures related to the material at that time, the teacher appoints students to sort the pictures, install and so that a logical new picture was formed. The teacher asked the students what was the basis of the students' thinking so that they sort the pictures like that, based on the reasons and the order of the pictures, the teacher begin to instil a concept of thinking, and the next step was for the teacher to made a conclusion or summary.⁵²

Picture 4.1



Teacher use smart TV for media to make the class interactive

⁵² Observation, MTsN Gresik, 13 march 2023

Picture 4.2

Teacher bring media by picture to make class interactive

From the results obtained by the researcher, that the steps used by the teacher have shown that the teacher has acted as a controller by providing students with learning through interactive and interesting strategies that can made students excited and motivated in learning.

Teacher as a motivator was one in which the teacher always appreciates his students. Appreciation can be given in the form of praise, congratulations, or expressions of pride. The form of the teacher's role as a motivator can be seen when the teacher given an impression message to his students, The teacher given additional marks to motivate students to be disciplined in submitted assignments. From the previous online learning, which according to the teacher was less effective because the teacher's role as a motivator at that time was only to given encouraging text messages via whatsapp, which may be the encouraging sentences given by the teacher was only read or even ignored, the teacher performed his role as a motivator because the results of the interviewed with English teacher in 8A class she said that

*“ada perbedaan siswa saat pembelajaran online dan offline, saat pembelajaran online sebagai motivator hanya memberi pesan teks kepada siswa saya lewat whatsapp, hal itu kurang berpengaruh untuk siswa dan pembelajaran tatap muka dikelas saya saat ini juga memberikan pujian serta memainkan permainan atau sekedar menyanyi bersama-sama dengan peserta didik dikelas kalau saat online tidak bisa karena terbatas ruang hal itu supaya anak senang dan menumbuhkan rasa semangat intinya supaya mereka tidak bosan karena siswa memerlukan pujian pujian dan apresiasi, ketika pembelajaran offline lebih bebas berekspresi karena betatap muka langsung”.*⁵³

"There were differences in students when learning online and offline, when learning online as a motivator only given text messages to my students via whatsapp, it has less effect on students and face-to-face learning in my current class also given praise and played games or just sing together with students in class if when online it cannot be because of limited space it was so that children was happy and foster a sense of enthusiasm the point was that they were not bored because students need praise and appreciation, when offline learning was free to express because face to face".

The researcher also interviewed English teacher in class 8 revealed that

*“kalau online kemarin kurang sebelum pembelajaran dilaksanakan biasanya saya mengajak murid ice breaking setelahnya saya memberi sedikit motivasi quotes, terkadang ditengah pembelajaran saya juga menyemangati dengan pujian setelah mereka mengerjakan tugas kalaupun online kemarin kegiatan seperti ice breaking tidak dilakukan karena menurut saya lebih bisa dilakukan ketika offline”*⁵⁴

"If online yesterday was lacking before the learning was carried out, I usually invited students to ice breaking afterwards I gave a little motivational quotes, sometimes in the middle of the lesson I also encouraged them with praise after they was the task when online yesterday activities such as ice breaking was not done because I thought it could be done more when offline".

⁵³ English Teacher, interview, Gresik, 06 march 2023

⁵⁴ English Teacher, interview, Gresik, 06 march 2023

This was also in accordance with the results of observations made by researchers when in the classroom ,the teacher has carried out his role by given messages at the beginning of the lesson to focus on listening and paying attention during the lesson, and given quotes about the importance of learning the material that delivered at that time, the teacher also appreciated students with the phrase "Good Job" when the student was able to answer questions from the teacher, and also when the teacher seen students have followed the learning process in an orderly and good manner the teacher given praise with the phrase "You have followed the lesson very well today. I am very proud of you!". At the end of the lesson the teacher showed a video or quoted about the message to always be diligent and on time in submitting assignments via smart TV. ⁵⁵

Picture 4.3



the teacher invites students to ice breaking before the learning begins

From the explanation above, it can be concluded that the teacher has carried out his role as a motivator with effort to help and direct students solely to made students have the enthusiasm to learn.

⁵⁵ Observation,MTsN Gresik, 13 march 2023

Teacher as evaluator to collect data or information about the success of the learning that has been done. By conducting an assessment, the teachers know or determine the success of students in achieved learning objectives. The assessment used by the teacher during online learning was only collected assignments via WhatsApp without students known the points the students get, and also the tasks given by the teacher were difficult tasks so that and the teacher's explanation was short because of limited time and space made students often lazy. The teacher performs his role as a evaluator because the results of the interview with English teacher she said that

“untuk penilaian saat pembelajaran online hanya memberi tugas setelah itu dikumpulkan di whatsapp dan nilai yang didapat siswa sama tapi untuk sekarang bentuk penilaian yang saya gunakan seperti memberikan tugas terlebih dahulu kepada siswa setelah itu menilai tugas siswa, biasanya juga siswa banyak yang meminta quiz untuk nilai tambahan, saya menggunakan aplikasi quiziz sebelumnya saat pembelajaran online juga menggunakan quiziz tapi menurut saya kurang efektif dan mencoba menggunakan aplikasi itu saat pembelajaran offline untuk digunakan untuk menilai kemampuan belajar siswa setelah materi dijelaskan dan hasilnya lebih efektif”⁵⁶

"For assessment during online learning, I only given assignments after that they were collected on whatsapp and the grades obtained by students were the same but for now the form of assessment that I used like given assignments first to students after that assessing student assignments, usually also many students asked for quizzes for additional grades, I used the quiziz application before when online learning also used quiz but in my opinion it was less effective, and tried to used the application during online learning to be used to assess students' learning abilities after the material was explained and the results were more effective."

⁵⁶ English Teacher, interview, Gresik, 06 march 2023

This was also in accordance with the results of observations made by researcher when in the classroom, the teacher given individual assignments to students as an assessment material for students whether students understood the material taught, the teacher also assesses student activeness by giving quiz as an additional value for those who answer and raise hands early and the answers put forward by the students, it can be concluded that the teacher has acted as an evaluator in the class by giving appropriate grades to students who were passionate about learning English.⁵⁷

Picture 4.4



Teacher as resource In this case the teacher acts as a disseminator of educational wisdom and knowledge by transferring knowledge, the teacher was also able to answer all questions from students, and also the teacher was also able to provide explanations that was easily understood by students. When learning online for 2 years ago the teacher felt confused in terms of found ways to made students was not felt bored and

⁵⁷ Observation, MTsN Gresik, 13 march 2023

excited in understanding the material. The thing that the teacher was at that time only explained with the lecture method through the zoom meeting and could not control the state of the students directly listening to the material or even not at all. The teacher performed his role as resource because the results of the interviewed with English teacher revealed that

“pembelajaran online selama 2 tahun saya merasa kebingungan bagaimana cara agar siswa memahami materi karena terbatasnya waktu dan ruang ketika belajar hanya lewat online setelah melihat siswa yang bermalas malasan ketika pembelajaran online dan ketika pembelajaran tatap muka kembalikan dilaksanakan saya sebagai guru yang berperan sebagai resource memaksimalkan pembelajaran tatap muka dengan mempersiapkan materi dan mempersiapkan teknik apa yang akan saya pakai untuk pembelajaran, saya juga mencari sumber belajar yang lain lewat gooogle, youtube agar mampu menjelaskan dan menjawab pertanyaan siswa. biasanya memakai lagu Bahasa inggris lewat smart TV untuk menambah kosa kata siswa dan sebisa mungkin mampu menjawab semua pertanyaan yang diajukan siswa, penggunaan TV Smart lumayan berpengaruh untuk siswa salah satu media yang membuat siswa tidak merasa bosan dengan keadaan dikelas”⁵⁸

"online learning for 2 years I feel confused about how to made students understood the material because of the limited time and space when learning only through online after seeing students who were lazy when learning online and when face-to-face learning was restored I as a teacher who acts as a resource maximise face-to-face learning by preparing material and preparing what techniques I used for learning, I also look for other learning resources through google, youtube in order to be able to explained and answer student questions. I usually used English song through smart TV to increase student vocabulary and as much as possible be able to answer all questions asked by students, the used of Smart TV was quite influential for students, one of the media that made students not felt bored with the situation in class"

This was also in accordance with the results of observations made by researchers when in the classroom the teacher has carried out his role

⁵⁸ English Teacher, interview, Gresik, 06 march 2023

as a resource, in the classroom the teacher conveyed the material to students clearly not only by the lecture method but the teacher also explained used the media in the classroom, namely used smart TV, the teacher also used picture media as practice if needed. When students asked about things that was not understood during the process of explained the material the teacher can always given answers to the students, it can be concluded that teachers always tried to interact with students in a fun way so that students was not felt bored when in class.⁵⁹

Picture 4.5



the teacher is explaining the material to students by using additional smart TV media so that students understand better

Teacher as a tutor was that the teachers prepared teaching materials in accordance with SK, KD, and indicators. The teacher explained in a voice that can be heard by all students clearly. Teacher during online learning felt there was a time limit in teaching so sometime the delivery of material cannot all be conveyed and also preparation before teaching according to teacher was easier because learning was only

⁵⁹ Observation, MTsN Gresik, 13 march 2023

brief. The teacher performed his role as tutor because the results of the interviewed with English teacher he revealed that

“persiapan materi pada saat online biasanya Saya hanya membaca sekilas materi karena menurut saya sudah mampu memahami dan waktu yang diberikan pada saat pembelajaran online terbatas, tetapi pada saat pembelajaran tatap muka dilaksanakan kembali untuk persiapan materi seperti lesson plan, SK, SD, sudah saya persiapkan sebelum pembelajaran, saya mengajar sesuai RPP, tapi mungkin semua guru kaya gitu setelah pembelajaran online selama 2 tahun ini dan untuk sekarang dilakukan pembelajaran tatap muka lagi kadang ada anak yang tidak mau mendengarkan ketika saya menjelaskan saya menegurnya dengan menyuruh siswa tersebut menggantikan saya menjelaskan didepan kelas teguran seperti itu membuat siswa menciut dan setelahnya siswa akan lebih menghargai guru dan hal itu tidak bisa dilakukan ketika pembelajaran online ”⁶⁰

“material preparation during online usually I only skim the material because I think I am able to understand and the time given during online learning was limited, but when face-to-face teaching was held again for material preparation such as lesson plans, SK, SD, I definitely prepared before learning, I teach according to the lesson plan, but maybe all teachers were like that after online learning for 2 years and for now face-to-face learning was carried out again sometime there were children who was not want to listen when I explained I reprimand them by telling the student to replace me explaining in front of the class such reprimands made students shrink and afterwards students respect the teacher more and that cannot be done when learning online”.

This was also in accordance with the results of observations made by researcher when in the classroom. The teacher when in the classroom taught in accordance with the SK, KD and existing indicators. The teacher also explained loudly that can be heard by students even though they were

⁶⁰ English Teacher, interview, Gresik 06 march 2023

seated at the back, it can be concluded that the teacher as a tutor has done well according to his role.⁶¹

Picture 4.6



the teacher is explaining the material in a voice that can be heard by all students by going around the class.

Teacher as advisor was the teacher provides an understood to students about the values of discipline; the teacher guided students in done learning tasks in groups. The teacher directed students to always be disciplined in collected assignments. The teacher's role as a mentor during online learning was try to guide students about the discipline of collecting assignments and class attendance by giving direction via text messages on whatsapp. The teacher performed his role as advisor because the results of the interviewed with English teacher she revealed that

*“cara saya memberikan arahan sebagai guru yang berperan pembimbing , saat online learning ini memang disiplin siswa tentang pengumpulan tugas memang sering molor mereka lebih sering mencopy paste pekerjaan temennya selama online learning beda halnya dengan pembelajaran offline bisa dipantau yakni ketika belajar kelompok saya membimbing memantau siswa secara langsung, memberi instruksi tentang pengumpulan tugas dengan disiplin, disiplin berpakaian biasanya instruksi diberikan sebelum memulai pembelajaran melihat kerapian siswa secara langsung,”.*⁶²

⁶¹ Observation, MTsN Gresik, 13 march 2023

⁶² English Teacher, interview, 06 march 2023

"The way I given directions as a teacher who played a guiding role, during online learning, student discipline regarding the collection of assignments is often delayed, they more often copy and paste their friend's work during online learning, unlike online learning, which can be monitored, namely when learning in groups I guide monitoring students directly, given instructions about collecting assignments with discipline, discipline in dress, usually instructions were given before started learning to see student tidiness directly".

This was also in accordance with the results of observation made by researcher when in the classroom. When in the classroom at the beginning of the lesson the teacher told about the rules in the classroom such as not being busy when the class started and if it is done the teacher reprimands and given punishment, the punishment given was memorize some words in English that have never been known. The teacher also performed his role when his students work on group assignments, the teacher monitors by going around to one group to another, and asked if there were any difficulties when working on.⁶³



the teacher is giving directions
to students about working on group assignments

⁶³ Observation, MTsN Gresik, 09 march 2023

From the explanation above, it can be concluded that the role of the teacher as an advisor to his students was also one of the roles needed in the formation of the enthusiasm and motivation of his students to learn.

2. Students' Motivation in Learning English

From the results of interviewed and observation by researcher, the followed were the results when examined the stated of students when learning English taken place.

First, **Persevere with tasks** in learning activities, students face tasks to evaluate their abilities. When students were diligent in done their assignments, it mean that they have high learn motivation based on the results of the interviewed, students act as persevere with tasks because the results of the interview with student of 8A class, she said

"kalo saat online saya sering telat mengumpulkan tugas karena saat pengumpulan tugas kadang guru sering lupa, tapi saat tatap muka semisal bu guru memberi tugas dan soal saya langsung mengerjakan, mengerjakan soal yang menurut saya mudah, saya tidak menunda nunda mengerjakannya karena gurunya juga tegas dan pelajaran bahasa inggris ketika tatap muka sekarang lebih seru karena guru menggunakan media tv smart".⁶⁴

"When online learning, I am often late in submitted assignments because when collected assignments sometimes teachers often forget, but when face-to-face, if the teacher given assignments and questions, I immediately work on them, working on questions that I think was easy, I was not delay done it because the teacher was also firm and English lessons when face-to-face were now more exciting because the teacher used smart tv media. "

Also as for the interview with student of class 8B said

"lebih senang pembelajaran tatap muka karena lebh seru gak bosan ,aku sendiri kalo diberi tugas langsung mengerjakan karena

⁶⁴ Student 1, *Interview*, 13 march 2023

suka pelajaran Bahasa Inggris juga dan bisa mengerjakannya dengan tepat, tapi kadang kalau gapaham nanya sama yang bisa”⁶⁵

"I prefer face-to-face learning because it was more exciting and not bored, I myself when given an assignment, I immediately done it because I like English lessons too and can done it correctly, but sometimes if I was not understand it, I asked someone who can."

This was also in accordance with the observation made by researchers when learning English in class all students listen to the explanation presented by the teacher, all students focus on paying attention. After that, when the teacher given English assignments, students start worked and focus on their own.⁶⁶ It can be concluded that students persevere in facing tasks because they have the criteria for this, namely focusing when the teacher explained and done the tasks given by the teacher. This is also influenced by the role of teacher as controller where the teacher provided interactive media and games so that students understood the material and when given assignments students submit on time.

Resilient in the face of adversity was students who were not easily discouraged while learning process. Students always tried to found out things that they may not understand such as asked the teacher or looked at noted from other book sources. Students act as Resilient in the face of adversity because the results of the interviewed conducted by researchers with 8B class students

⁶⁵ Student 3, *Interview*, 09 march 2023

⁶⁶ Observation, MTsN Gresik, 09 march 2023

*"jika ada soal yang sulit sih saya mencoba mengerjakan dulu sebisanya kalau merasa tidak bisa baru bertanya ketemen, Cuma saya makin semangat mengerjakan bukan tambah malas karna soal yang diberikan bentuknya tidak monoton jadi membuat saya tertantang untuk mencari tau jawabannya, kalo pas online soal dalam bentuk pertanyaan biasa sekarang pake quiziz lebih seru"*⁶⁷

"If there was a difficult question, I try to done it first as best I can if I felt I can't then asked my friends, but I gotten more enthusiastic about worked instead of gotten lazy because the questions given was not monotonous so it made me challenged to found out the answers, if when online the questions were in the form of ordinary questions, now used quiziz were more exciting"

As for the statement from student of 8A class

*"pembelajaran online beda sama tatap muka saat online males mengerjakan karena soalnya cuma lewat grup whatsapp kalau sekarang pas tatap muka mengerjakan soal Bahasa inggris yang sulit sih berusaha mengerjakan sendiri tidak yang langsung nyerah, tapi selama ini pelajaran Bahasa inggris tidak membuat males belajar"*⁶⁸

"Online learning was different from face-to-face when online was lazy to work because the questions were only through whatsapp groups, if now when face-to-face working on difficult English questions, I tried to work on my own, not immediately give up, but so far English lessons have not made me lazy to learn."

This was also in accordance with the observations made by researcher when learning researcher seen that when the teacher explained in class, many students taken notes on the teacher's explanation even though the teacher only explained without writing on the board, but the teacher also used media to attract students' attention to stay focused and if you pay attention to the student's book, students really taken notes on the material presented by the teacher, and at the end after the presentation of

⁶⁷ Student 3, *Interview*, 09 march 2023

⁶⁸ Student 4, *Interview*, 09 march 2023

the material by the teacher when the teacher asked "is there any question so far?", many of the students in the class asked things that they was not understand.⁶⁹ From the explanation above, it can be concluded that students were very enthusiastic when the teacher explained but not only with the lecture method that made students eager to learned and stayed focus when learning taken place. This was due to the act teacher as evaluators where the used of quiziz application can made students not felt bored so that students also listen to the teacher and focus on listening.

Showing interest in dealing with problems in this case students who were happy to asked new things or things that have not been studied before was one indicator of student motivation. Students act as student showed interest in dealing with problems because the results of the interview conducted by researcher with 8B class students

*"kalau pada saat online hanya melakukan zoom meeting yang kadang membosankan tapi saat tatap muka ketika guru menjelaskan materi didepan kelas saya mendengarkan dan tidak berani asik mengobrol dengan teman lain, didalam kelas tidak membosankan karena kegiatan saat pembelajaran menarik, saya lebih aktif dan bebas berekspresi ketika dikelas juga kadang juga saya bertanya ketika ada penjelasan yang kurang dimengerti"*⁷⁰

"When online, I only done zoom meeting which was sometime bored, but when face-to-face the teacher explained the material in front of the class I listen and was not dare to chat with other friends, in class it was not bored because the activities during learning were interesting, I am more active and free to express myself when in class and sometimes I also asked questions when there was an explanation that was not understood".

⁶⁹ Observation, MTsN Gresik, 13 march 2023

⁷⁰ Student 1, Interview, 09 march 2023

A student of class 8B, also said

“jika materi yang dijelaskan guru sangat mudah dipahami dan tidak membosankan membuat saya focus mendengarkan meskipun terkadang saya mengantuk tapi tidak membuat saya asik mengobrol dengan teman lain tapi saya kadang saat kurang paham dengan materi dan malu bertanya saya bertanya dengan teman yang sekiranya bisa menjawab ketikpahaman saya”⁷¹

"If the material explained by the teacher was very easy to understand and not bored, it made me focus on listening even though sometime I am sleepy but it was not made me chat with other friends but sometimes when I was not understand the material and am embarrassed to asked, I asked a friend who can answer my understanding."

This was also in accordance with the observations made by researcher when the teacher given assignments to be done in groups by solving problems, students were very happy and was not complain but often asked the teacher alone, students also asked group friends who were considered capable by them.⁷² The conclusion was that students were very enthusiastic about new things and was not complain when given difficult tasks. This was due to the act teacher as resource, where teachers who looked for other sources to delivered clear and good material made students understood the explanation given by the teacher because the teacher can answer questions from students.

Look happy to work independently because the results of the interview conducted by researcher with 8A class students

“ketika mengerjakan tugas saya senang mengerjakan sendiri dan tidak suka mencontek maupun dicontek teman saya, lebih senang mengerjakan sendiri karena guru selalu memebri catatan serta

⁷¹ Student 3, *Interview*, 09 march 2023

⁷² Observation, MTsN Gresik, 13 march 2023

nasehat agar tidak mencontek teman dan harus lebih percaya dengan diri kita begitu,"⁷³

"when done assignments I like to done it myself and was not like cheating or being cheated on by my friends, I prefer to do it myself because the teacher always given noted and advice so as not to cheat on friends and have more confidence in ourselves."

Interview with student 8A

*"lebih suka mengerjakan sendiri karena lebih yakin dengan jawaban sendiri daripada jawaban teman, kadang saya senang kalau dapat nilai bagus lalu guru memuji saya"*⁷⁴

"I prefer to work on my own because I was more confident in my own answers than those of my friends; sometimes I am happy if I get good grades and then the teacher praises me."

This was also in accordance with the observations made by researcher when learning English, the researcher saw in the notebook that students used coloured notes, and many of the students underlined important things about the material, but not all students, only a few students did that. From here it can be concluded that students who do this can be called students who done assignments independently, these students include students who were enthusiastic and learn at the time of observation, the researcher saw in the notebook that students used coloured notes, and many of the students underlined important things about the material, but not all students only a few students did that. From here it can be concluded that students who done this can be called students who done assignments independently, these students include students who were enthusiastic and learn, this was due to the act teacher

⁷³ Student 2, *Interview*, 09 march 2023

⁷⁴ Student 2, *Interview*, 09 march 2023

as motivator, where teacher activities that appreciate students and motivate students can make students do their own work without cheating on their friends.

Bored with routine tasks the classroom situation can be seen from their facial expressions. Students act as students easy to get bored quickly with routine tasks because the results of the interview conducted by researchers with 8A class students

*"karena sebelumnya belajar online saya menyadari kalau cepat bosan dengan kegiatan online learning yang seperti itu saja, tapi semenjak kelas offline saat pelajaran Bahasa Inggris tidak bosan karena kadang guru memberikan game saat materi, atau lainnya pokoknya kegiatan di kelas sekarang tidak membosankan apalagi ada TV smart"*⁷⁵

"Because before learning online, I realised that I would get bored quickly with online learning activities like that, but since the offline class during English lessons, I was get bored because sometimes the teacher given games during the material, or others, the main thing was that class activities were not bored now, especially with smart TV."

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Also Interviewed with 8B class

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*"ketika guru menjelaskan saya juga mencatat jika itu menurut saya penting, karena guru mengajar juga tidak hanya ceramah di zoom meeting lagi tapi kadang penjelasan dengan membawa media, dan juga guru menjelaskan dengan jelas dan semua murid dapat mendengar suara bu guru jadi tidak membuat mengantuk"*⁷⁶

"When the teacher explained I also taken noted if it was important to me, the way the teacher taught also not only lecturing at the meeting but sometimes explained by bringing media, and also the teacher explained clearly and all students can hear the teacher's voice so it was not made them sleepy."

⁷⁵ Student 1, *Interview*, 09 march 2023

⁷⁶ Student 3, *Interview*, 09 march 2023

This was also in accordance with the observations made by researchers when learning English researchers seen that at the beginning of learning students were very enthusiastic because English lessons were very fun, this was influenced by the role of the teacher, the teacher had interesting learning ideas, when the teacher explained some students were often seen yawning, but when the teacher used media such as smart tv students were happy and paid attention, or when used the game method in the middle of the lesson students were very enthusiastic.⁷⁷ From the explanation above, it can be concluded that students prefer learning by using the media because it was interest and there was a challenge, This was due to the act teacher as tutor where the teacher who explained in a loud voice heard by students and it made students not sleepy and also students can made conclusions after the material was finished this was due to good teacher preparation as well.

Can defend their opinions when in class were one of the indicators of students who were active in learning and enthusiastic about learning. Students act as students who can defend their opinions because the results of the interviewed conducted by researchers with 8A class students

“kalo saya pada saat ada kelompok sangat senang karena pengerjaan tugasnya bisa dibagi tapi kadang banyak teman saya yang mengerjakan hanya mengandalkan beberapa orang saja itu rasanya tidak adil ketika ada sesi berdebat jika saya merasa pendapat saya benar saya akan mempertahankan pendapat itu.

⁷⁷ Observation,MTsN Gresik, 13 march 2023

Tapi guru memberi arahan yang membuat tugas menjadi ringan, guru juga lebih aktif saat offline learning ”⁷⁸

"When there were groups, I was very happy because the work can be shared but sometimes many of my friends only rely on a few people to done the work, it feels unfair when there was a debate session if I felt that my opinion was right I defend it. But the teacher given directions that made the task lighter, the teacher was also more active during offline learning."

This interviewed also in accordance with the observations made by researcher when learning English From observations made by researcher when in class, we seen that when there was group activities, some students from the groups were very active in arguing, namely when the answer was considered correct and the student was not want to lose to his other friends, this made students were able to think critically, This was due to the influence of teachers as advisors, where teachers guided and direct students in group and individual assignments.

Not easy to let go of what you believe in mean that Students who work on their own tasks without the help of their friends and do not easily believe their friends' answers. Students act as students not easy to let go of what you believe in because the results of the interview with student of 8A class stated

“ saya lebih yakin jika mengerjakan tugas sendiri daripada melihat teman saya, lebih baik bertanya kepada guru karena jawabannya sudah pasti ”⁷⁹

"I am more confident if I did the assignment myself rather than looking at my friends, it is better to asked the teacher because the answer is certain"

⁷⁸ Student 4, *Interview*, 09 march 2023

⁷⁹ Student 1, *Interview*, 09 march 2023

This interviewed also in accordance with the observations made by researchers when learning English students in the first minute after the assignment was given were indeed very enthusiastic about reading the questions and working individually, but when they had difficulty with other questions, students discussed with their other friends to make sure the answers were correct or not.⁸⁰ It can be concluded that in fact students were able to do the task by themselves but when they saw a different friend's answer students then doubt again, lack of confidence in themselves. This is due to the influence of the teacher as advisor, which is to provide understanding to students who make the rest confident in their own answers.

Enjoys looks finding and solving problems is students who work on tasks in the worksheets or modules before giving teacher instructions, and when they did not understood they asked the teacher was an indicator of student enthusiasm for learning. Students act as enjoys looks finding and solving problems because the results of the interviewed with students in 8B class.

“kalau dibandingkan pada saat belajar online hanya diberi soal dan dikumpulkan tanpa tau hasil nilainya. Dan saya lebih suka sekarang karna pembelajarannya kadang menggunakan quiziz saya tidak menjadikan tugas sebagai beban jika tugasnya masih sesuai dengan materi yang diberikan guru, sejauh ini soal atau quiziz yang diberikan juga beragam, kadang malah saya mengerjakan soal dari internet sebagai contoh agar lancar mengerjakan, dan saat tau hasil nilai yang didapat membuat saya senang ketika guru memberi soal soal baru ”⁸¹

⁸⁰ Observation, MTsN Gresik, 13 march 2023

⁸¹ Student 2, Interview, 09 march 2023

" compared to when learning online, I was only given questions and collected without knowing the results of the score. And I like it better now because the learning sometimes uses quizzes, I don't make the task a burden if the task is still in accordance with the material given by the teacher, so far the questions or quizzes given are also diverse, sometimes I even do questions from the internet as an example so that I can do it smoothly, and when I know the results of the scores obtained, it makes me happy when the teacher gives new questions.."

This interviewed also in accordance with the observations made by researchers when learning English when in class there were several students who actively asked questions when they did not understand and there were students who were very diligent in working on the module even though the teacher had not given instructions to work, but that was only done by a few children 1-4 students were not dominant, but this made the teacher enthusiastic and felt appreciated because it was not only the teacher who learned and prepared the material but students really learned before the learning took place.⁸² This is because the act teacher as evaluator, namely giving grades in a new way, makes students happy and enthusiastic because it cannot be done offline and makes students dare to answer questions in order to get grades.

Table 4.1

Teacher's Role	Students Attitude
As controller by providing games in the middle of learning and ice breaking at the beginning of learning and also creating teaching used smart TV as media when learning takes place.	Persevere with tasks: students are able to do and submit assignment on time
	Happy to work independently:

⁸² Observation, MTsN Gresik, 13 march 2023

Teacher's Role	Students Attitude
As motivator by giving praise, verbal appreciation and encouraging sentences to students directly.	students can underline/make small notes and marks in the text or notebook about material that explain by teacher and student are able to do their own work and avoid cheating friends
As Evaluator by using the quiz application in assessing students about assignment work.	Enjoys looks finding and solving problems: students are able and brave to ask or answer questions about things they do not understand and are also able to do other English tasks without being ordered by the teacher.
	Resilient in the face of adversity: students are able to do difficult tasks given by the teacher and not easily discouraged
As resource by looking for other learning resources other than based on the package book, the teacher looks for learning resources via Google, youtube in order to be able to answer and provide information that is easy for students to understand.	Showing interest in dealing with problems: students are able to understand the material explained by the teacher and willing to listen when the teacher explains
as Tutor by preparing teaching materials and media that have been planned before learning activities are carried out, such as when teaching must be in accordance with the lesson plan,SK, SD that has been made.	Get bored quickly with routine tasks: students are able to give conclusions about the material and note important things to note and listen to the teacher carefully.
As Advisor by providing instructions by giving invitation and motivation sentences to students about the discipline of collecting assignments and also guiding students in working on group and individual assignments	Can defend his/her opinion: students are more able to defend their opinions and are not easily influenced by their friends.
	not easy to let go of what you believe in: students are more confident in themselves as shown by doing their own work without asking their friends.

Table 4.2

Teachers' Role as Motivator	Students' Attitude
<p>Giving Praise: The teacher give praise with words such as "great, good job, amazing, smart" to student</p>	<ul style="list-style-type: none"> • Enjoys looks finding and solving problems: students are able and brave to ask or answer questions about things they do not understand and are also able to do other English tasks without being ordered by the teacher. • not easy to let go of what you believe in: students are more confident in themselves as shown by doing their own work without asking their friends
<p>Giving Appreciation: the teacher makes simple objects such as star shapes, stickers, to be attached to the students' notebooks.</p>	<ul style="list-style-type: none"> • Persevere with tasks: students are able to do and submit assignment on time • Get bored quickly with routine tasks: students are able to give conclusions about the material and note important things to note and listen to the teacher carefully.
<p>Encouraging sentences: The teacher gives praise in the form of the sentence "Thank you for trying hard to do this project well and honestly. In the next project, you can definitely do better", "You have done very well in the lesson today. The teachers are very proud of you!" and also teacher give quotes about life, education etc. to get motivated</p>	<ul style="list-style-type: none"> • Happy to work independently: students can underline/make small notes and marks in the text or notebook about material that explain by teacher and student are able to do their own work and avoid cheating friends • Resilient in the face of adversity: students are able to do difficult tasks given by the teacher and not easily discouraged • Showing interest in dealing with problems: students are able to understand the material explained by the teacher and willing to listen when the teacher explains • Can defend his/her opinion: students are more able to defend their opinions and are not easily influenced by their friends

C. Resesarch Discussion

In this section, the researcher described and discussed the research finding covering the Teachers' Roles in Activating Students' Motivation in English Learning in Post Covid-19 Pandemic Era at Eight grade of MTsN Gresik is as follows:

1. Teachers' Roles in Learning English

This research conducted at the eight grade students at MTsN Gresik. The objectives of this research were to know the teachers' roles in activating students' motivation in English learning in post covid-19 pandemic era. .

Based on finding the teacher's role as a controller to motivate students the teachers create an interactive classroom by using interesting games/strategies. Teaching media used include smart TV, power point, questions and answers or other technology. The teacher also gives students the opportunity to ask anything about the material discussed. This was in accordance with the theory, stated by Arianti that the teacher can also relinquish control over certain factors for students especially for spontaneous actions. It mean that teacher work closely with students in creating interactive classes.⁸³ From the results obtained by researchers that the teacher has carried out and shown his role as a controller.

Based on the finding, the teacher's role as a motivator to motivate students. Teacher who helps and directs students by giving appreciation

⁸³ Arianti, "Teachers Role In Increasing Student Motivation", didaktia education journal.(2018),118

and praise in the form of words such as “good job!” when students successfully answer questions asked by the teacher. The teacher as a motivator was also a teacher who provides quotes via smart TV before learning begins so that students are motivated. This was in accordance with the previous study in “Teachers’ Strategies In Increasing Students’ Motivation In On-Line English Learning At Mtsn 6 Tanah Datar” because the researcher there were six strategies used by the English teacher in increasing students’ motivation in online English learning one of them is giving students praise/reward. It can be concluded that the teacher had carried out his role as a motivator well which is also a factor in the success of a lesson.

Based on finding the teacher's role as a evaluator to motivate students, teachers as evaluators, giving assessments to students as a form of appreciation for the work of a student, the assessment carried out by the teacher was given students assignments after that assessing them, the teacher given assignments through quizz or given questions from the smart TV display, the teacher gives questions to his students and those who can answer will be given additional grades. This is in accordance with the arif theory that states about teacher take on this role to review student performance and grades.⁸⁴ From the explanation above, it can be concluded that the teacher as a controller is one of the roles of the teacher that affects the motivation of learning.

⁸⁴ Arif. “*Teacher Guidelines And Reference*” Gorontalo: Sultan Amal Press.2012

Based on finding the teacher's role as a resource to motivate students, the teacher as a resource, the teacher was able to answer questions from students, the teacher also explains the material during learning clearly and can be understood by students because the teacher explains little by little so as not to make students confused, the delivery made by the teacher was also not boring because it is interspersed with games, or the use of smart TV by playing English songs to increase student vocabulary. It's related with the theory weka that stated about teacher can guide learners in their own use of available resources, such as the internet.⁸⁵ From the result above, it can be concluded that the teacher tries to make his students stay focused during learning and so that the material conveyed can be accepted and understood by students.

Based on finding the teacher's role as a tutor to motivate students, the teacher as a tutor is preparing a lesson plan to re-read and study the lesson plan, the teacher also prepares SK, SD teaching materials, the explanation that the teacher does can also be heard by all students in the class, during teaching the teacher has carried out his role as a tutor. This is in accordance with the siti theory that states about teacher act as coaches as students participate in project work and self-study⁸⁶

Based on finding the teacher's role as a advisor to motivate students, From the results of interviews with teachers, researchers can

⁸⁵ Weka, Setiawan Wahyuni, "The Role Of Islamic Education Teachers In Increasing Student Motivation At SD Negeri 134 Kalupang, Bontotiro District, Bulukumba Regency" Makassar: Alauddin State Islamic University Makassar, 2017.

⁸⁶ Siti. "Teachers' Efforts To Increase Student Motivation" Journal of Economic Education , 2015, 75

seen that the teacher as a teacher advisor provides an understanding to students about the value of discipline in the classroom such as discipline in collecting assignments, discipline about uniform, always remind students directly to immediately do assignments without delay. The teacher also guides students when working on group assignments. According Wigati stated about teacher encourage student participation and make suggestions on how students can proceed with activities.⁸⁷

From the discussion above, it can be concluded that the teacher always try to interact with students in any way so that students were enthusiastic about learning and comfortable when in their classroom.

2. Students' Motivation in Learning English

Based on the data obtained through interviews and observation with students about how students motivation in learning English in post pandemic covid 19, there are as follows:

Based on the finding, the student motivation as a students persevere in facing tasks, the researcher seen that almost students have listened to the teacher who is explaining the material in front of the class, and also when doing the assignments given by the teacher, students did not delay in doing it, because they were diligent and there were also some students who think because they feel the teacher is strict. It related to Martin statement, that said: learning perseverance of student is that students follow learning in class until the teaching and learning activities

⁸⁷ Wigati. "The Influence Of Intrinsic Learning Motivation And Extrinsic Learning Motivation On Learning Outcomes Of Class X IIS Students In Economics Subject At Sma Negeri 1 Wonoayu Sidoarjo. *Journal Of Economic Education*", 2016. 5-6

are completed⁸⁸ This is also influenced by the act teacher as controller, namely creating an interactive class that can make students focus on paying attention and always giving students the opportunity if they want to ask questions, this can made students when given assignments will work on time.

Based on finding the student motivation as students from the results of resilient in the face of adversity, the researcher seen that students when work the assignments given by the teacher after and if they had difficulty when working, students sometimes opened notes or asked the teacher if they felt they were unable to answer. This is in accordance with the Maslow theory that stated about student are able to respond to various difficulties in learning and understand what efforts are made to overcome them.⁸⁹ This can be attributed to the role of teacher as evaluator because the way teachers assess their students, one of which is by using the quiz application can make students more enthusiastic and will not give up quickly with difficult questions given by the teacher.

Based on finding the student motivation as a students showing interest in dealing with problems when the teacher finishes explaining the material, some students are active in asking questions when they do not understand some of the teacher's explanations, there are also students who when embarrassed to asked the teacher directly. They asked friends to discuss things that were not understood. This is in accordance with the

⁸⁸ Martin, "*Motivation Of Behaviour*", Jakarta: PT Rineka Cipta, 1992

⁸⁹ Maslow, "*Motivation And Personality*, Bandung: Remaja Rosdakarya, 1993.

theory that Alisuf stated about someone who has an interest in something tends to pay close attention to it, interest is defined as the tendency to always pay attention and remember something continuously.⁹⁰ This is related to the role of teachers as resources because teachers who provide clear explanations and ways of delivering material that is not monotonous can make students understand the teacher's explanation.

Based on finding the student motivation as a students happy to work independently that working on assignments independently can indeed made motivated people more focused and diligent. Based on the results of interviews and observations conducted by researchers, they saw that students were happier and believed in their own abilities rather than having to copy the results of their friends' assignments. Some students also make sticky notes in their books to record and underline sentences that they think are important to note. This is in accordance with the theory that stated Hendra about independent learning is the process of mobilising the strength or impetus from within the individual who learn to mobilise his potential to learn the object of learning without any pressure or foreign influence from outside.⁹¹ This is influenced by the role of teacher as motivator, namely appreciation and enthusiasm and words of praise from the teacher will made students happy and believe in their own abilities so that students did not think about cheating on friends.

⁹⁰ Alisuf, "Educational Psychology", (Jakarta: Pedoman Ilmu Jaya, 1995), page 84

⁹¹ Hendra, "Tips For Overcoming Learning Difficulties" (Jakarta : Elex Media Komputindo, 2005), hal 114

Based on finding the student motivation get bored quickly with routine tasks, students were active in class was shown by the expressions of students who were very enthusiastic when the teacher gave games in the middle of learning process or also gave assignments with challenges, students did not feel bored in class because the classroom atmosphere was not boring. This is in accordance with the theory that Purwanto stated about things that are repetitive things are less desirable because they do not hone creativity, and things that are mechanical.⁹² This is associated with the role of teacher as tutor because teachers who prepare teaching materials and prepare well at the time of learning will affect students so that students listen carefully to the teacher's explanation.

Based on finding the student motivation as a students can defend his/her opinion that motivated teacher tend to be able to defend students opinions because they believe that it is the right thing for students when doing group assignments, discussing some of those who are confident will still maintain an opinion that they think is right, this shows that they were sure that what they say is right and confident. This is in accordance with the theory that Nugroho states about students who have broad insight will be more active and creative to participate and build their thoughts when the teaching and learning process was being to participate and build their thoughts when the teaching and learning process is ongoing.⁹³ This is

⁹² Purwanto, "Educational Psycology", Bandung: PT Remaja Rosdakarya, 2003

⁹³ Nugroho, "The Effect Of Motivation And Interest On Student Achievement On Occupational Safety And Health At SMK Negeri 1 Sedayu," Program Pascasarjana, Universitas Negeri Yogyakarta, 2013

influenced by the role of teacher as advisor, where the teacher given direction and understanding to students about many things, one of which is about discipline so that they believe in their own opinions and are not easily influenced.

Based on finding the student motivation as a students it's not easy to let go of what you believe in the students who did not easily believe in their friends' answers and prefer to completed their own assignments did not cheat on their friends in interviews conducted also students were more confident by asking the teacher. This is in accordance with the theory that Akbar stated sensitive and responsive to common problems, and think of ways to solve them⁹⁴. This is related to the role of teacher as advisor, namely guiding and giving directions so that students are confident and in working on assignments they are more confident in the teacher's answers than asking their friends.

Based on finding the student motivation as a student's enjoys finding and solving problems that seeing several active students scrambling to answer questions from the teacher before being appointed and asked, students also learn before starting the lesson this is evidenced by student worksheets that have been done before the teacher orders work. This is in accordance with the theory that sardiman states enjoy finding and solving problems, i.e. looking for problems to work on problems to

⁹⁴ Akbar, "Psychology Child Development" Recognising the Traits, Talents and Abilities. Jakarta: Grasindo, 2001

work on.⁹⁵ This is influenced by the role of teacher as evaluator because the way the teacher assesses will affect students' courage in answering questions from the teacher because the value according to students was very important and can be a benchmark. It can be concluded that the influence and role of the teacher for students was needed, students trust their teachers as mentors.



⁹⁵ Sardiman. *“Interaction And Teaching And Learning Motivation”* (Jakarta: Rajawali Press, 2011)

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research that has been conducted, it can be concluded that Teachers' Roles In Activating Students' Motivation In English Learning In Post Covid-19 Pandemic Era At Mtsn Gresik, including:

1. **Teachers' roles in activating students' motivation in English learning in post COVID-19 pandemic era at MTsn Gresik**, a) **teacher as controller**, by creating an interactive class with games or strategies with Teaching media used include smart TV. b) **teacher as motivator**, by helping and directing students by giving verbal appreciation and praise in the form of words. c) **teacher as evaluator** by giving assessments via quiziz application. d) **teacher as resource** by looking for other learning resource via google, YouTube. e) **teacher as tutor**, by providing material according to the lesson plan and SK, SD. f) **teacher as advisor**, by guiding students in discipline of collecting assignments, giving directions when doing difficult assignments.
2. **Students' attitude positively in the classroom** by the result, shown with several things, a) **persevere in facing tasks**, Students are able to submit assignments on time b) **are resilient in the face of adversity**, students who are able to do difficult tasks by looking at their notebooks or asking the teacher. c) **showing interest in dealing with problems**, Students are able to understand the material explained by the teacher and willing to

listen when the teacher explains **d) look happy to work independently**, Students are able to do their own work and avoid cheating friends. **e) get bored quickly with routine tasks**, Students are able to give conclusions about the material and note important things to note. **f) can defend his/her opinion**, Students are more able to defend their opinions and are not easily influenced by their friends. **g) are not easy to let go of what you believe in**, Students are more confident in themselves as shown by doing their own work. **h) looks enjoys finding and solving problems**, students able to do other English tasks without being ordered by the teacher.

B. Suggestions

Based on the research that has been conducted, the researcher can provide the following suggestions

1. For English Teacher

Teacher should pay more attention and understand each difficulty experienced by students because each student must have different understanding and learning problems about the role of the teacher affects student learning motivation.

2. For other reseachers

It is suggested for other researchers to conduct similar research in school that will use hybrid learning researchers can use this research as material to examine the similar problem but with different teacher or school profiles.

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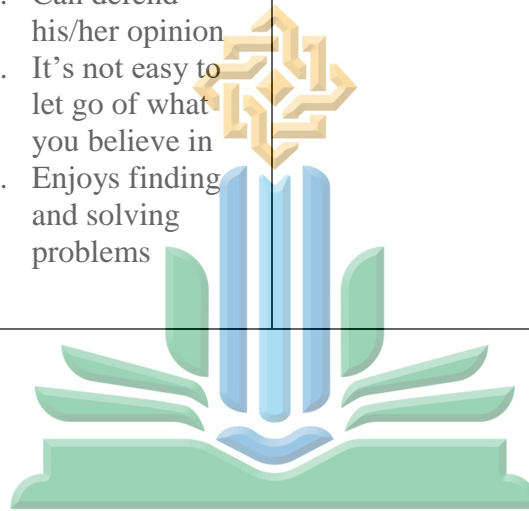
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J E M B E R

Appendix 1

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	General Question
Teachers' Roles in Activating Students' Motivation in English Learning in Post Covid-19 Pandemic Era at MTsn Gresik	Teachers' Roles	1. Teacher as controller 2. Teacher as motivator 3. Teacher as evaluator 4. Teacher as resource 5. Teacher as tutor 6. Teacher as advisor	- Teacher - Student	1. Approach and kinds of research: Qualitative Approach and descriptive research 2. Data Collection: -Observations -Interviews -Document 3. Data Analysis - Data Condensation Data Display - Conclusion Drawing/Verification 4. Triangulation - Source Triangulation	1. What are the teachers' roles in activating students' motivation in english learning in post covid-19 pandemic era at MTsn Gresik? 2. How are the students' attitude toward English in post covid-19 in pandemic era?
	Student Motivation	1. Persevere with task 2. Resilient in the face of adversity 3. Showing interest in dealing with problems 4. Happy to work independently			

		5. Get bored quickly with routine tasks 6. Can defend his/her opinion 7. It's not easy to let go of what you believe in 8. Enjoys finding and solving problems		- Technical Triangulation	
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Appendix II

Research Instruement

This instrument is used to observe the teachers roles during the teacher learning process

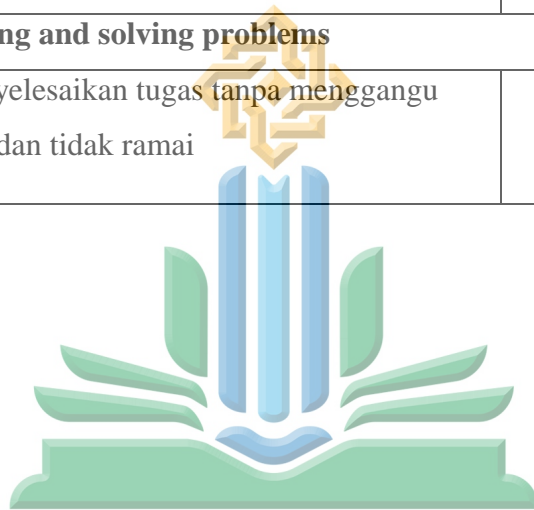
No	Statement	Result		description
		Done	Not do done	
1. Teacher as controller				
	Guru dapat menciptakan kelas yang interaktif dengan menggunakan game/strategi menarik			
	Guru memberikan kesempatan pada siswa untuk bertanya tentang materi yang belum dipahami			
2. Teacher as motivator				
	Guru memberikan apresiasi dan pujian dalam bentuk ucapan “good job,good luck etc.” agar siswa bersemangat			
	Guru memberikan quotes semangat belajar sebelum memulai kegiatan inti pembelajaran			
	Guru memberikan nilai tambahan sebagai motivasi peserta didik dalam disiplin pengumpulan tugas.			
	Guru memberikan motivasi semangat dengan membawakan media menarik seperti gambar, media asli, etc.			
3. Teacher as evaluator				
	Guru memberikan penilaian pada peserta didik saat sebelum dan			

No	Statement	Result		description
		Done	Not do done	
	selesai pembelajaran.			
	Guru mengajukan pertanyaan kepada siswa seputar materi Bahasa Inggris sebagai bentuk penilaian keaktifan siswa			
4. Teacher as resource				
	Guru dapat menjawab semua pertanyaan yang diajukan oleh peserta didik			
	Guru memberikan penjelasan tentang materi secara jelas dan dipahami oleh peserta didik			
	Penyampaian materi yang tidak monoton dapat dilihat dari konsentrasi peserta didik saat pembelajaran berlangsung			
5. Teacher as tutor				
	Guru menyiapkan bahan ajar sesuai dengan SK, KD, dan indikator			
	Guru menjelaskan dengan suara yang dapat didengar oleh seluruh siswa dengan jelas			
6. Teacher as advisor				
	Guru memberi pemahaman kepada siswa tentang nilai-nilai kedisiplinan			
	Guru membimbing siswa dalam mengerjakan tugas belajar didalam kelompok			
	Guru mengarahkan siswa untuk selalu disiplin dalam pengumpulan tugas.			

Student Motivation

No	STATEMENT	Result	
		Yes	No
1. Persevere with tasks			
	Siswa fokus memperhatikan guru sedang menjelaskan		
	Siswa langsung mengerjakan tugas yang diberikan oleh guru		
2. Resilient in the face of adversity			
	Siswa berusaha mengerjakan tugas yang sulit dengan melihat catatan/ bertanya kepada guru		
3. Showing interest in dealing with problems			
	Siswa menanyakan hal hal yang belum dipahami kepada guru		
	Siswa berdiskusi kepada teman tentang materi yang tidak dapat dipahami		
4. Happy to work independently			
	Siswa menggaris bawah/ membuat catatan kecil dan tanda tanda tertentu pada teks atau buku tulis		
5. Get bored quickly with routine tasks			
	Siswa yang cepat bosan dengan hal yang monoton dikelas dilihat dari respon seperti tersenyum, atau murung, dan lesu		
6. Can defend his/her opinion			
	Siswa ang mempertahankan pendapatnya dan tidak terpengaruh dilihat pada saat berdiskusi		

No	STATEMENT	Result	
		Yes	No
	kelompok/ pada saat mengangapi pertanyaan yang diajukan guru		
7. It's not easy to let go of what you believe in			
	Siswa mengerjakan tugas yang diberikan guru tanpa mencontek teman		
8. Enjoys finding and solving problems			
	Siswa menyelesaikan tugas tanpa mengganggu teman lain dan tidak ramai		



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Appendix III

Interview Semistructured For Teacher

1. Teacher as controller

- Bagaimana bentuk game atau strategi yang dilakukan guru dalam menciptakan kelas yang interaktif?

2. Teacher as motivator

- Bentuk bentuk media seperti apa yang guru gunakan dalam memotivasi siswa?
- Apakah ada peningkatan motivasi belajar siswa setelah guru menggunakan media tersebut dalam pembelajaran?
- Bagaimana cara guru memberi nilai tambahan siswanya dalam disiplin pengumpulan tugas ?

3. Teacher as evaluator

- Bagaimana cara guru dalam penilaian bagi siswa yang aktif didalam kelas?

4. Teacher as resource

- Apakah guru juga belajar sebelum mengajar?
- Teknik penyampaian materi seperti apa yang biasanya dipakai guru agar penyampaian tidak monoton dan membosankan? Dan kenapa memilih teknik itu

5. Teacher as tutor

- Apa saja persiapan guru sebelum mengajar ?
- Apa yang guru lakukan ketika siswa tidak mendengar atau ramai saat guru memberikan penjelasan?

6. Teacher as advisor

- Bagaimana cara guru memberikan arahan kepada siswanya agar disiplin dalam pengumpulan tugas?

Interview Question Student Motivation

1. Persevere with tasks

- Setiap ada tugas Bahasa Inggris yang diberikan guru siswa langsung mengerjakannya
- Siswa menyelesaikan tugas Bahasa Inggris dengan tepat waktu

2. Resilient in the face of adversity

- Siswa yakin tugas dari guru yang sulit bisa dikerjakan
- Jika nilai Bahasa Inggris jelek, maka siswa malas untuk belajar lagi
- Siswa mencari pinjaman catatan materi Bahasa Inggris dari teman apabila berhalangan hadir/tidak masuk sekolah

3. Showing interest in dealing with problems

- Siswa lebih senang berbicara sendiri dengan teman dan tidak mendengarkan penjelasan guru Bahasa Inggris dengan baik.
- Siswa bertanya kepada guru Bahasa Inggris mengenai materi yang belum dipahami
- Siswa bertanya kepada teman yang lebih pandai mengenai materi Bahasa Inggris yang belum dipahami.

4. Happy to work independently

- Siswa puas dengan hasil pekerjaan sendiri ketika mengerjakan tugas Bahasa Inggris.
- Siswa tidak mencontoh jawaban milik teman karena percaya dengan jawaban sendiri ketika mengerjakan tugas Bahasa Inggris

5. Get bored quickly with routine tasks

- Siswa cepat bosan belajar Inggris karena pada saat pembelajaran hanya mencatat dan mendengar penjelasan

6. Can defend his/her opinion

- Siswa berusaha mempertahankan pendapat saat diskusi kelompok
- Jika ada pendapat yang berbeda, maka siswa akan menanggapi

7. It's not easy to let go of what you believe in

- Siswa lebih yakin dengan mengerjakan tugas sendiri daripada mencontoh pekerjaan teman.
 - Siswa mudah terpengaruh dengan hasil pekerjaan teman ketika mengerjakan tugas yang diberikan guru
8. Enjoys finding and solving problems
- Siswa berusaha mengerjakan soal-soal di buku/modul/LKS Bahasa Inggris meskipun belum diperintahkan guru
 - Siswa mencoba menjawab pertanyaan/soal dari guru meskipun belum ditunjuk



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Appendix IV

INTERVIEW TRANSCRIPT

Interview for Teacher	Code
<p>Q: Bagaimana bentuk game atau strategi yang dilakukan guru dalam menciptakan kelas yang interaktif setelah pandemic ini?</p> <p>T1: kalo dalam penggunaan game atau strategi setelah pandemi murid kebiasaan menggunakan gadget dirumah begitu juga saat pembelajaran online, sebelumnya hanya menggunakan aplikasi whatsapp lewat gadget juga yang membuat siswa tidak bisa lepas dari internet jadi cara saya agar siswa semangat kembali dengan menggunakan TV smart sebagai media, TV smart juga fasilitas dari sekolah yang ada setelah pandemic berakhir, jadi bisa memanfaatkan itu juga karena sebelum pandemic media itu belum ada</p> <p>T2: kalo untuk strategi dan game yang digunakan saat pembelajaran agar kelas interaktif tergantung materinya semisal untuk materi iklan saya menyuruh murid membuat vlog karena disesuaikan juga dengan kondisi saat ini yang serba digital dan juga menyesuaikan keadaan siswa sebelumnya pembelajaran online dan tiba tiba offline kembali</p>	Teacher as controller
<p>Q: Bentuk bentuk media seperti apa yang guru gunakan dalam memotivasi siswa?</p> <p>T1: dikelas saya saat ini juga memberikan pujian serta memainkan permainan atau sekedar menyanyi bersama-sama dengan peserta didik dikelas kalau saat online tidak bisa karena terbatas ruang hal itu supaya anak senang dan menumbuhkan rasa semangat intinya supaya mereka tidak bosan karena siswa memerlukan pujian pujian dan apresiasi,</p> <p>T2: kalau media ya saya bawaan print picture dari rumah atau kalau tidak begitu memakai TV smart</p>	

Interview for Teacher	Code
<p>Q: Apakah ada peningkatan motivasi belajar siswa setelah guru menggunakan media tersebut dalam pembelajaran?</p> <p>T1: ada perbedaan siswa saat pembelajaran online dan offline, saat pembelajaran online sebagai motivator hanya memberi pesan teks kepada siswa saya lewat whatsapp, hal itu kurang berpengaruh untuk siswa</p> <p>T2: pasti ada peningkatan kalau online kemarin kurang</p> <p>kalausaat online kemarin kegiatan seperti ice breaking tidak dilakukan karena menurut saya lebih bisa dilakukan ketika offline</p> <p>Q: Bagaimana cara guru memberi nilai tambahan siswanya dalam disiplin pengumpulan tugas ?</p> <p>T1: biasanya memakai quiz yang dapat menjawab cepat akan mendapat nilai tambahan</p> <p>T2: nilai tambhan dari saya tentang bersikap saat didalam kelas saja jadi menurut saya nilai bersikap ketika didalam kelas etika yang baik itu sangat penting jadi kalua ada murid yang tidak mendengarkan atau tidur didalam kelas akan berpengaru kenilainya</p>	Teacher as motivator
<p>Q: Bagaimana cara guru dalam penilaian bagi siswa yang aktif didalam kelas?</p> <p>T1: untuk penilaian saat pembelajaran online hanya memberi tugas setelah itu dikumpulkan di whatsapp dan nilai yang didapat siswa sama tapi untuk sekarang bentuk penilaian yang saya gunakan seperti memberikan tugas terlebih dahulu kepada siswa setelah itu menilai tugas siswa, biasanya juga siswa banyak yang meminta quiz untuk nilai tambahan, saya menggunakan aplikasi quiziz sebelumnya saat pembelajaran online juga menggunakan quiziz tapi menurut saya kurang efektif, dan mencoba menggunakan aplikasi itu saat pembelajaran offline untuk digunakan untuk menilai</p>	

Interview for Teacher	Code
<p>kemampuan belajar siswa setelah materi dijelaskan dan hasilnya lebih efektif</p> <p>T2: seperti sebelum pandemi jadi cara saya menilai yang memnberi tugas soal lalu menilai hasil tugas mereka .</p>	Teacher as evaluator
<p>Q: Apakah guru juga belajar sebelum mengajar?</p> <p>T1: iya tentu belajar materi yang akan saya sampaikan kepada siswa</p> <p>T2: hamper semua guru atau pengajar mempelajari materi sbelum mengajar dan saya juga melakukan itu</p> <p>Q: Teknik penyampaian materi seperti apa yang biasanya dipakai guru agar penyampaian tidak monoton dan membosankan? Dan kenapa memilih teknik itu</p> <p>T1: kalua untuk tekhnik yang dipakai si beragam tergantung materi yang di sampaikan aja sih, contoh materi iklan saya menyuruh siswa untuk membuat vlog</p> <p>T2: memaksimalkan pembelajaran tatap muka dengan mempersiapkan materi dan mempersiapkan teknik apa yang akan saya pakai untuk pembelajaran. saya juga mencari sumber belajar yang lain lewat googele, youtube agar mampu menjelaskan dan menjawab pertanyaan siswa.biasanya memakai lagu Bahasa inggris lewat smart TV untuk menambah kosa kata siswa dan sebisa mungkin mampu menjawab semua pertanyaaan yang diajukan siswa,</p>	Teacher as resource
<p>Q: Apa saja persiapan guru sebelum mengajar ?</p> <p>T1: persiapan materi pada saat online biasanya Saya hanya membaca sekilas materi karena menurut saya sudah mampu memahami dan waktu yang diberikan pada saat pembelajaran onine terbatas, tetapi pada saat pemeblajaran tatap muka dilaksanakan kembali untuk</p>	

Interview for Teacher	Code
<p>persiapan materi seperti lesson plan ,SK,SD, sudah saya persiapkan sebelum pembelajaran, saya mengajar sesuai RPP</p> <p>T2: materi yang saya pakai ya sesuai lesson plan yang saya buat dan kadang persiapan untuk media yang saya gunakan aja sepertiminiatur, picture dll</p> <p>Q: Apa yang guru lakukan ketika siswa tidak mendengar atau ramai saat guru memberikan penjelasan?</p> <p>T1: menegur karena saya sendiri agak tegas kesiswa jadi kebanyakan siswa segan</p> <p>T2: ngasih teguran pastinya kalau sudah keterlaluhan saya suruh keluar kelas atau saya suruh menjelaskan tentang materi yang saya sampaikan sebelumnya</p>	Teacher as tutor
<p>Q:Bagaimana cara guru memberikan arahan kepada siswanya agar disiplin dalam pengumpulan tugas?</p> <p>T1: saya menasehati siswa agar segera mengumpulkan tugas sesuai aturan awal yang saya berikan tapi memang diawal sudah ngasih nasehat juga tentang pengumpulan tugas dan aturan di kelas saya seperti apa begitu.</p> <p>T2: saat online learning ini memang disiplin siswa tentang pengumpulan tugas memang sering molor mereka lebih sering mencentang paste pekerjaan temennya selama online learning beda halnya dengan pembelajaran offline bisa dipantau yakni ketika belajar kelompok saya membimbing memantau siswa secara langsung, memberi</p>	Teacher as advisor

Interview for Teacher	Code
instruksi tentang pengumpulan tugas dengan disiplin, disiplin berpakaian biasanya instruksi diberikan sebelum memulai pembelajaran melihat kerapian siswa secara langsung	

Interview For Student	Code
<p>Q: apakah kamu ketika ada tugas Bahasa Inggris yang diberikan guru siswa langsung mengerjakannya?</p> <p>S1: iya kak kalo saat online saya sering telat mengumpulkan tugas karena saat pengumpulan tugas kadang guru sering lupa, tapi saat tatap muka semisal bu guru memberi tugas dan soal saya langsung mengerjakan, mengerjakan soal yang menurut saya mudah, saya tidak menunda nunda mengerjakannya</p> <p>S2: iya bu saya selalu mengerjakan tugas tepat waktu meskipun kadang kalau mengumpulkan itu agak telat</p> <p>S3: iya kak lebih senang pembelajaran tatap muka karena lebih seru gak bosan, aku sendiri kalo diberi tugas langsung mengerjakan karena suka pelajaran Bahasa Inggris juga dan bisa mengerjakannya dengan tepat</p> <p>S4: iya kak Cuma kadang kalo soalnya sulit saya melewati dan mengerjakan yang lain Cuma kalo ada tugas dari guru langsung tak kerjakan meskipun banyak yang gabisa.</p> <p>Q: Apa kamu termasuk siswa yang menyelesaikan tugas</p>	<p>Persevere with tasks</p>

Interview For Student	Code
<p>Bahasa inggris dengan tepat waktu?</p> <p>S1: iya kak saya selalu mengerjakan tugas sesuai perintah guru</p> <p>S2: iya bu tepat waktu tapi kadang telat karena soal yang sulit Cuma kadang nanya temen</p> <p>S3: iya kak saya mengerjakan tepat waktu karenan gurunya tegas jadinya agak takut</p> <p>S4:iya kak saya berusaha mengerjakan tepat waktu karena gurunya killer.</p>	
<p>Q: apa kamu yakin tugas dari guru yang sulit bisa dikerjakan?</p> <p>S1: saya si yakin bisa mengerjakan dan berusaha kalo nanya ke guru kalo dirasa sangat sulit</p> <p>S2: yakin Cuma terkadang ragu karena kemampuan saya sendiri Cuma alhamdulillah gurunya memberikan penjelasan yang jelas dan mudah dipahami</p> <p>S3: jika ada soal yang sulit sih saya mencoba mengerjakan dulu sebisanya kalau merasa tidak bisa baru bertanya ketemen</p> <p>S4: sekarang pas tatap muka mengerjakan soal Bahasa inggris yang sulit sih berusaha mengerjakan sendiri tidak yang langsung nyerah,</p> <p>Q: Apa Jika nilai Bahasa inggris jelek, maka malas untuk belajar lagi?</p>	<p>Resilient in the face of adversity</p>

Interview For Student	Code
<p>S1: saya makin tertantang mengerjakan si kak</p> <p>S2: saya tidak malas belajar Bahasa inggris kak karena saya suka pekerjaan Bahasa inggris</p> <p>S3: Cuma saya makin semangat mengerjakan bukan tambah malas karna soal yang diberikan bentuknya tidak monoton</p> <p>S4: selama ini pelajaran Bahasa inggris tidak membuat males belajar</p> <p>Q: apakah kamu akan berusaha mencari pinjaman catatan materi Bahasa inggris dari teman apabila berhalangan hadir/tidak masuk sekolah?</p> <p>S1: saya punya teman sebangku yang rajin mencatat kak dan kalo missal saya absen ngga masuk sekolah biasanya pinjem dia</p> <p>S2: saya kalau gamasuk kadang malu buat tanya ketemen Cuma biasanya tanya langsung tidak melina catatannya</p> <p>S3: iya kak saya minjem temen deket saya</p> <p>S4:iya kak kalo waktu Bahasa inggris kemarin gamasuk biasanya saya meminjam temen saya.</p>	
<p>Q: apakah saat dikelas kamu lebih senang berbicara sendiri dengan teman dan tidak mendengarkan penjelasan guru Bahasa inggris?</p> <p>S1: saya tidak berani berbicara dengan teman yang lain karena takut ketahuan guru</p>	<p>Showing interest in dealing with problems</p>

Interview For Student	Code
<p>S2: tidak bu karena saya takut gurunya akan mengeluarkan dari kelas kalo ketahuan berbicara atau ramai</p> <p>S3: tidak kak karena saya lebih suka dan tertarik dengan media yang dibawa guru</p> <p>S4: tidak kak karena focus ke pelajaran aja biar bisa</p> <p>Q: apakah kamu berani bertanya kepada guru Bahasa Inggris mengenai materi yang belum dipahami?</p> <p>S1: saya berani karena kalau tidak begitu ya saya banyak ngga pahamnya</p> <p>S2: saya berani kak kalau merasa gapaham sama penjelasan guru</p> <p>S3: saya biasanya nanya ketemen yang bisa si kak tapi kalau nanya ke guru nya langsung ketika pelajaran berakhir</p> <p>S4: saya agak pemalu kak Cuma kadang nanya ketemen saya.</p> <p>Q: apakah kamu akan bertanya kepada teman yang lebih pandai mengenai materi Bahasa Inggris yang belum dipahami?</p> <p>S1: iya kak tapi lebih sering nanya ke gurunya langsung</p> <p>S2: iya kak karena kalau gapaham Bahasa Inggris tuh takut ketinggalan materinya</p> <p>S3: iya kak lebih berani nanya ketemen</p>	

Interview For Student	Code
S4:iya kak nanya ketemen deket saya	
<p>Q: apakah kamu puas dengan hasil pekerjaan sendiri ketika mengerjakan tugas Bahasa Inggris?</p> <p>S1: iya kak lebih bangga dengan hasil dan nilai sendiri</p> <p>S2: pastinya iya kak meskipun kadang saya bertanya keteman saya kalau ngga bisa</p> <p>S3: iya kak karean pak guru juga selalu memberi nasehat harus mengerjakan tugas sendiri</p> <p>S4: iya kak saya lebih senang mnegerjakan sendiri</p> <p>Q: apakah kamu lebih memilih tidak mencontoh jawaban milik teman karena percaya dengan jawaban sendiri ketika mengerjakan tugas Bahasa Inggris?</p> <p>S1: kalau merasa bisa sendiri ya tidak mau mencontek</p> <p>S2:iya kak lebih yakin dengan jawaban sendiri</p> <p>S3:berusaha mengerjakan sendiri saja kak</p> <p>S4: tidak kak saya tidak suka mencontek</p>	Happy to work independently
<p>Q: apakah kamu cepat bosan belajar Inggris karena pada saat pembelajaran hanya mencatat dan mendengar penjelasan?</p> <p>S1: iya kak karena efek pembelajaran online kemarin, tapi</p>	Get bored quickly with routine tasks

Interview For Student	Code
<p>untungnya gurunya ngga membosankan</p> <p>S2: tidak kak sekarang lebih senang pelajaran Bahasa Inggris karena sering diplay lagu di tv smart</p> <p>S3: tidak kak penjelasan dengan membawa media, dan juga guru menjelaskan dengan jelas dan semua murid dapat mendengar suara bu guru jadi tidak membuat mengantuk</p> <p>S4: kalau sekarang ngga bosan lagi karena suara guru saat menjelaskan dapat didengar dan mengharuskan murid untuk mendengar juga</p>	
<p>Q: apakah kamu akan berusaha mempertahankan pendapat saat diskusi kelompok?</p> <p>S1: kalo saya pada saat ada kelompok sangat senang karena pengerjaan tugasnya bisa dibagi tapi kadang banyak teman saya yang mengerjakan hanya mengandalkan beberapa orang saja itu rasanya tidak adil ketika ada sesi berdebat jika saya merasa pendapat saya benar saya akan mempertahankan pendapat itu.</p> <p>S2: iya kak tapi kadang saya kurang bisa mempertahankan pendapat sendiri karena tidak yakin dengan jawaban sendiri sih</p> <p>S3: iya kak saya bisa mempertahankan pendapat saya sendiri dan gak gampang terpengaruh teman atau guru</p> <p>S4: iya kak saya yakin dengan pendapat saya</p>	<p>Can defend his/her opinion</p>

Interview For Student	Code
<p>Q: dan Jika ada pendapat yang berbeda, apa kamu akan menanggapi?</p> <p>S1: saya akan menanggapi perbedaan pendapat itu kalau berbeda pendapat dengan saya</p> <p>S2: iya kak kadang menimpali pendapat gitu</p> <p>S3: iya kak sering sih menanggapi teman yang beda pendapat sama saya</p> <p>S4: iya kak menambahi dan menyangkal sih</p>	
<p>Q: apa kamu lebih yakin dengan mengerjakan tugas sendiri daripada mencontoh pekerjaan teman?</p> <p>S1: iya kak lebih yakin mengerjakan sendiri</p> <p>S2: iya kak karena guru juga membimbing kasih nasehat</p> <p>S3: iya kak lebih puas dan yakin karena saya juga yakin dengan kemampuan saya sih</p> <p>S4: lebih percaya Kediri sendiri sih paling kalau merasa sulit baru nanya bu guru</p> <p>Q: apa kamu mudah terpengaruh dengan hasil pekerjaan teman ketika mengerjakan tugas yang diberikan guru?</p> <p>S1: tidak kak dan guru juga kalau kasih tugas kasih tau gaboleh mencontek</p> <p>S2: tidak kak lebih yakin dan ngga mudah terpengaruh dengan jawaban teman</p>	<p>It's not easy to let go of what you believe in</p>

Interview For Student	Code
<p>S3: saya ngga mudah terpengaruh jawaban teman lebih yakin jawaban saya sendiri</p> <p>S4: tidak kak Cuma kadang kalua tidak paham nanya maksutnya aja ketemen tapi lebih sering nanya ke guru</p>	
<p>Q: apakah kamu berusaha mengerjakan soal-soal dibuku/modul/LKS Bahasa inggris meskipun belum diperintahkan guru?</p> <p>S1: iya kak karena ingin mendapatkan nilai tambahan juga</p> <p>S2: kadang malah saya mengerjakan soal dari internet sebagai contoh agar lancar mengerjakan, dan saat tau hasil nilai yang didapat membuat saya senang ketika guru memberi soal soal baru</p> <p>S3: iya kak kadang karena soal yang diberikan guru lewat aplikasi quiziz di smart tv bikin seru</p> <p>S4: iya kak saya mengerjakan sebelum guru masuk kelas kadang juga mengejakan saat belajar Bahasa inggris dirumah</p> <p>Q: apakah kamu mencoba menjawab pertanyaan/soal dari guru meskipun belum ditunjuk?</p> <p>S1: saya sering kayak gitu kak menjawab pertanyaan yang diajukan guru</p> <p>S2: kadang iya kak kalo saya mampu menjawab ya angkat tangan dan menjawab</p>	<p>Enjoys finding and solving problems</p>

Interview For Student	Code
S3: iya kak kalau saya bisa menjawab	
S4: iya kak sering kak biar dapat nilai tambahan	



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Appendix V



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136
Website [www.http://iainhas-jember.ac.id](http://iainhas-jember.ac.id) Email: iahas-jember@gmail.com

Nomor : B-0188/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala MTs Negeri Gresik

Jl. Raya Mertatu No.13 Benjeng Gresik

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196046
Nama : RIKHLATUL FUDLAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "TEACHERS' ROLES IN MOTIVATING STUDENTS' ENGLISH LEARNING IN POST COVID-19 PANDEMIC ERA AT MTSN GRESIK

" selama 2 (dua) hari di lingkungan lembaga wewenang Bapak/Ibu Pamuji, S.Pd, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Januari 2023

Wakil Dekan

Wakil Dekan Bidang Akademik,

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

MASHUDI

Appendix VI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN GRESIK
MADRASAH TSANAWIYAH NEGERI
Jalan Raya Metaku Nomor 31 Benyeng Gresik Telepon (031) 7994537 Fax : (031) 7994538
NPSN 20582916 Website : www.mtsngresik.go.id

SURAT KETERANGAN

Nomor : 291/Mts.13.19.1/PP.00.9/03/2023

Yang bertanda tangan dibawah ini :

Nama : PAMUJI, S Pd , M Pd
NIP : 197101021994011001
Pangkat/Golongan : Pembina Tingkat I (IV/b)
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri Gresik

Menerangkan dengan sebenarnya bahwa :

Nama : RIKHLATUL FUDLAH
N I M : T20196046
Tempat Tgl Lahir : Gresik, 30 November 2001
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Semester/ Tapel : Genap/ 2022-2023
Nama Lembaga : UNIVERSITAS ISLAM NEGERI KH. AHMAD SIDDIQ JEMBER

Telah melaksanakan penelitian dalam rangka penyelesaian tugas akhir (Skripsi) pada tanggal 16 Januari s.d. 18 Maret 2023, Dengan judul Penelitian "Teachers' Roles In Activating students' motivation in english learning in post covid-19 pandemic era at mtsn gresik"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

K I A I H A J J A C H M A D S I D D I Q
J E M B E R

Gresik, 18 Maret 2023

Kepala Madrasah,



PAMUJI, S.Pd, M.Pd
NIP. 197101021994011001

Appendix VII

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Rikhlatul Fudlah
NIM : T20196046
Program : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KH Achmad Siddiq Jember

State that thesis entitled “**The Teachers’ Roles in Activating Students’ Motivation in English Learning in Post Covid-19 Pandemic Era at Eight Grade of MTsN Gresik**” is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Author





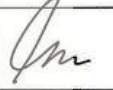


Rikhlatul Fudlah

T20196046

Appendix VIII

RESEARCH JOURNAL

Name : Rikhlatul Fudlah
 Student Number : T20196046
 Tittle : Teachers' Roles in Activating Students' Motivation in English Learning
 in Post Covid-19 Pandemic Era at MTsN Gresik
 Location : MTsN Gresik

No	Day/date	Activity	Signature
01.	Monday, 16 th January 2023	The researcher confirm the research permission	
02.	Wednesday, 01 st March 2023	Data collection in the form of school profiles, vision and mission of MTsN Gresik	
03.	Monday, 06 th March 2023	The Researcher interview with English Teacher	
04.	Thursday, 09 th March 2023	The Researcher interview with eight grade student of MTsN Gresik	
05.	Monday, 13 th March 2023	Observe the classroom activity in teaching of MTsN Gresik	
06.	Thursday, 16 th March 2023	Complete the research data and Document Review	
07.	Sunda, 19 th March 2023	The Researcher asking the letter of Research finishing	

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix IX

BIOGRAPHY



Name : Rikhlatul Fudlah
NIM : T20196046
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Address : Jl. Sunan Kalijaga RT.04 RW.02 Wadeng Sidayu
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Major : English Education Department
Email : faricha2323@gmail.com

Educational Background

TK Muslimat NU 76 Nurul Huda	(Graduated in 2007)
SDN 3 Wadeng	(Graduated In 2013)
MTs Nurul Huda	(Graduated In 2016)
MA Kanjeng Sepuh	(Graduated In 2019)