

ABSTRACT

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This research dealt with the teacher's motivation in teaching reading. The objectives of this study were: (1) to investigate factors of teacher's motivation occur on teaching reading class dominantly. (2) to analyze the way of teacher's motivation realized in teaching reading . (3) to analyze the reasons teacher's motivation realized in teaching reading in the way they are. The data were obtained from interview transcripts, participant observation, and field notes and the source of data was a female teacher who taught in science and social class. The research design of this study applied descriptive qualitative and observational case study. The data were collected by records and notes. The results of data analysis in general were (1)types of teacher motivation in teaching reading in science class: intrinsic motivation 5.03% and extrinsic motivation: amotivation 3.5%, external regulation 6.5%, introjections 38.8%, identification 35.3% and integration 10.8%. (2)types of teacher motivation in teaching reading in social class: intrinsic motivation 5.1% and extrinsic motivation: amotivation 5.8%, external regulation 6.7%, introjections 33.6%, identification 36.5% and integration 10.9%. (3)the ways of teacher's motivation in teaching reading in science class (16 items): well manage class 37.5%, purposefully program 0%, variety style and sources 6.25%, high rate questioning 25% and feedback and praise 31.5%. (4)the ways of teacher's motivation in teaching reading in social class (23 items): well manage class 13.04%, purposefully program 17.4%, variety style and sources 7.4%, high rate questioning 30.4% and feedback and praise 21.7%. (5) reasons of teacher's motivation in science and social class in interview: (1) personal/social 13.3%, socio economic status 6.67%, students' behavior 13.3% and self confidence/ personality of teacher 66.7%. (6) reasons of teacher's motivation in science class by class observation (82 items): personal/social 2.4%, classroom environment 13.4%, students' behavior 67.1% and self confidence/ personality of teacher 17.1%. (7) reasons of teacher's motivation in social class by class observation (82 items): personal/social 3.7%, classroom environment 3.7%, students' behavior 59.8% and self confidence/ personality of teacher 32.9%. (8) reasons of teacher's motivation in science class in field note (39 items): personal/social 2.5%, classroom environment 10.3%, students' behavior 41.02% and self confidence/ personality of teacher 46.2%. (9) reasons of teacher's motivation in social class in field note (48 items): (1) classroom environment 8.3%, students' behavior 37.5% and self confidence/ personality of teacher 54.2%. Implication: teacher showed different motivation in teaching reading in different class in same level.

Key words : teacher's motivation, realization, reasons

ABSTRAK

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Penelitian ini membahas motivasi guru dalam pembelajaran membaca. Tujuan dari penelitian ini adalah: (1) untuk menyelidiki faktor motivasi guru yang dominan dalam pembelajaran reading. (2) untuk menyelidiki cara motivasi guru dalam pembelajaran membaca. (3) untuk menginvestigasi alasan motivasi guru dalam pembelajaran membaca. Data yang diperoleh dari transkripsi wawancara, observasi dan catatan lapangan dan sumber data seorang guru perempuan yang mengajar di kelas sains dan sosial. Rancangan penelitian ini menggunakan deskriptif kualitatif dan observasi studi kasus. Data dikumpulkan dengan rekaman dan catatan. Hasil analisis data pada umumnya adalah (1) tipe motivasi guru dalam pembelajaran membaca di kelas sains: intrinsic motivasi 5,03% dan extrinsic motivasi: amotivasi 3,5%, regulasi eksternal 6,5%, introjeksi 38,8%, identifikasi 35,3% and integrasi 10,8%. (2) tipe motivasi guru dalam pembelajaran membaca di kelas sosial: intrinsic motivasi 5,1% and extrinsic motivasi: amotivasi 5,8%, regulasi eksternal 6,7%, introjeksi 33,6%, identifikasi 36,5% and integrasi 10,9%. (3) cara motivasi guru dalam pembelajaran membaca di kelas sains (16 items): pengaturan kelas yang baik 37,5%, program yang bertujuan 0%, beragam gaya dan sumber 6,25%, rerata pertanyaan 25% and umpan balik dan pujian 31,5%. (4) cara motivasi guru dalam pembelajaran membaca di kelas sosial (23 items): pengaturan kelas yang baik 13,04%, program yang bertujuan 17,4%, beragam gaya dan sumber 7,4%, rerata pertanyaan 30,4% dan umpan balik dan pujian 21,7%. (5) faktor alasan motivasi guru di kelas sains dan sosial pada saat wawancara: (1) personal/social 13,3%, status socio economic 6,67%, tingkah laku siswa 13,3% and kepercayaan diri/ kepribadian guru 66,7%. (6) faktor alasan motivasi guru di kelas sains pada saat observasi kelas (82 items): (1) personal/social 2,4%, lingkungan kelas 13,4, tingkah laku siswa 67,1% and kepercayaan diri/ kepribadian guru 17,1%. (7) faktor alasan motivasi guru di kelas sosial pada saat observasi kelas (82 items): (1) personal/social 3,7%, lingkungan kelas 3,7%, tingkah laku siswa 59,8% dan kepercayaan diri/ kepribadian guru 32,9%. (8) faktor alasan motivasi guru di kelas sains dengan catatan lapangan (39 items): (1) personal/social 2,5%, lingkungan kelas 10,3%, tingkah laku siswa 41,02% dan kepercayaan diri/ kepribadian guru 46,2%. (9) faktor alasan motivasi guru di kelas sosial dengan catatan lapangan (48 items): (1) lingkungan kelas 8,3%, tingkah laku siswa 37,5% dan kepercayaan diri/ kepribadian guru 54,2%. Implikasi: guru menunjukkan motivasi yang berbeda dalam pengajaran membaca pada kelas yang berbeda walau setingkat.

Kata Kunci : motivasi guru, realisasi, alasan