

Teacher Roles and Students' Motivation in Learning English at Junior High School

Inayah Salsabila

inayahsalsabila1365@gmail.com

Maemuna Muhayyang

maemarasyid@unm.ac.id

Muhalim

muhalim@unm.ac.id

Universitas Negeri Makassar

ABSTRACT

This study investigates how English teachers' roles contribute to students' instrumental and integrative motivation in learning English at SMP Negeri 18 Makassar. A qualitative case study design was employed with three English teachers and nine students from Grades VII, VIII, and IX. Data were collected through classroom observations, semi-structured interviews, and documentation and were analyzed using data reduction, data display, and conclusion drawing. The findings identified four teacher roles: authority, counselor, facilitator, and multi-role. The authority role was mainly associated with instrumental motivation because clear rules, learning objectives, explicit instructions, and monitoring supported students in completing academic tasks and pursuing school-related goals. The counselor role was mainly associated with integrative motivation because emotional support, encouragement, guidance, and positive teacher–student relationships increased students' confidence and willingness to communicate in English. The facilitator role supported both types of motivation through interactive, collaborative, and communicative learning activities. The multi-role approach strengthened students' motivation by flexibly combining structure, emotional support, and participation according to classroom needs. The findings suggest that teacher flexibility is important in supporting motivation in junior high school EFL learning

Keywords: Teacher Roles; Students' Motivation; Instrumental Motivation; Integrative Motivation; EFL Learning

INTRODUCTION

Motivation is an widely recognized as a crucial factor influencing students' success in learning English. Dörnyei (2020) state that students with high motivation tend to participate actively, persist in overcoming learning difficulties, and achieve better learning outcomes, whereas students with low motivation often show limited engagement in classroom activities. Since motivation plays a significant role in language learning, it is important to identify factors that can enhance students'

motivation. Among these factors, teachers are considered one of the most influential agents because they directly interact with students and shape the learning environment (Cahyono & Rusiadi, 2025).

Teachers contribute to students' motivation through various roles they perform in the classroom. According to Sadiq (2020), teachers may act as authorities, counselors, facilitators, and multi-role practitioners depending on classroom situations and students' needs. These roles can influence students' motivation in different ways. Through authority, teachers provide structure and guidance; through counselling, they offer emotional support; through facilitation, they encourage participation and interaction; and through multiple roles, they adapt their teaching practices to maximize students' learning experiences. Researchers first conducted preliminary observations at SMP Negeri 18 Makassar. During this observation, the students here lack the motivation to take the initiative to learn English, and there is an overall situation of insufficient learning motivation.

Many students lack confidence in themselves. In English classes, they dare not speak up, nor are they willing to actively participate in any classroom activities, remaining in a state of passive observation. Throughout the entire class, only a small number of inherently active students can engage in two-way communication and interaction with the teacher. In other words, the teacher-student interaction in the whole class is basically sustained by only a handful of active students. Among these students, each person's level of learning motivation varies. Some are able to maintain their drive, while others never develop an interest, resulting in a large gap in motivation between students. It is very important to clarify how the role played by teachers in the specific context of this school affects students' long-term interest in learning English.

Several previous studies have highlighted the relationship between teacher roles and students' motivation. First, Sadiq (2020) found that teachers' roles as authorities, counselors, and facilitators significantly influenced students' achievement and motivation in English for Specific Purposes (ESP) classrooms. Second, Ly (2024) argued that language teachers play multiple roles, including motivators, facilitators, mentors, and resource persons, which are essential for promoting learner-centered learning and enhancing students' engagement. Third, Grammens et al. (2022) reported that effective teaching requires teachers to combine pedagogical, social, managerial, and technical roles, which contribute to creating supportive learning environments that foster student participation and motivation.

Although these studies demonstrate that teacher roles are important in supporting students' motivation, they mainly focus on the general relationship between teacher roles and learning engagement. There has been little research carried out into how specific teacher roles contribute to different kinds of motivation, especially instrumental and integrative motivation, in the context of learning English. Furthermore, the available evidence from junior high schools in Indonesia is still

very limited. This situation is significant since students at junior high school level are going through a transitional phase in their cognitive, emotional, and social development, a period in which motivation has a major impact on their attitudes and level of engagement in learning English. Instrumental motivation is relevant here because a great many students study English in order to achieve academically, take examinations, and secure future educational or career prospects, whereas integrative motivation shows the students' interest in interacting with others and in understanding the English language and culture. By looking at both types of motivation it is possible to gain a more complete understanding of the way in which teachers' roles affect the reasons why students learn English.

Previous related studies have not clearly discussed this issue, indicating an existing research gap that requires further investigation. To address this gap, the present study focuses on teachers and students at SMP Negeri 18 Makassar as the research participants and conducts a targeted investigation into the role of teachers in fostering students' motivation to learn English. Specifically, this study seeks to examine the roles performed by teachers in motivating students to learn English and to explore how these roles contribute to students' motivation in the English learning process.

LITERATURE REVIEW

Teacher Roles in English Language Learning

Teachers perform various roles depending on classroom objectives, students' needs, and learning contexts. According to Ly (2024), language teachers are expected to act as facilitators, motivators, mentors, and resource persons who adapt their roles based on learners' needs. Similarly, Grammens et al. (2022) argue that effective teaching requires teachers to combine pedagogical, social, managerial, and technical roles to support students' learning and engagement. This research applied the classification suggested by Sadiq (2020), which consists of four main teacher roles: authority role, counselor role, facilitator role and multi-role. The study makes use of Sadiq's (2020) classification as its main theoretical framework since this one particularly outlines the roles of teachers in classroom interaction. Each of these roles stands for a different manner in which teachers can affect students' learning experiences and may thus have different effects on both their instrumental and integrative motivation. The present study therefore looks at how the roles of authority, counselor, facilitator, and multi-role practices are reflected in classroom interactions and in students' motivational reactions.

Authority Role

Zohreh (2015) Teacher authority is the teacher's ability to create explicit rules, targets and standards around student expectations that can provide a framework for driving motivation and engagement. Authority is a legitimized power. It is more powerful and more enduring than force. It is a type of power, and it arises when

leaders use their influence to enlist followers. A teacher as the person in charge is someone who will have been followed because they know what, when and how to do things so concrete goal, rules of engagement, and expectations are set for pupils. In practice in the classroom, authority is shown by setting classroom rules, giving instructions, keeping an eye on students' performance, and providing feedback. Since these practices mainly promote instrumental motivation by helping students reach academic goals, finish their tasks, and get ready for exams, supportive authority can also encourage students to take part with confidence provided that the classroom expectations are communicated in a positive way.

Counselor Role

As counselors, teachers provide emotional support, encouragement, and guidance that help students overcome learning difficulties and develop confidence. According to Wentzel (2022), positive teacher–student relationships contribute significantly to students' motivation, emotional well-being, and academic engagement. Teachers who create supportive learning environments can reduce learners' anxiety and encourage active participation in classroom activities. Classroom counselling involves encouraging the students, listening to their difficulties in their studies, giving them personal guidance, and helping to establish a supportive atmosphere in the classroom. Since these practices are closely linked to integrative motivation, students become more confident, feel accepted as part of the classroom community, and are therefore more willing to communicate in English.

Facilitator Role

In this role, teachers hold and create the conditions, resources, and experiences in which students can learn. The primary role of the teacher is to develop and establish learning situations that will promote communicative interaction between students (Sadiq, 2020). During these activities taking place, teacher act in the role of advisor and monitor to guide the learners with their queries, manage their learning progress and ensure that learning is occurring and delivered effectively. As facilitators, educators plan games, group discussions, pair projects, and communication exercises that promote students' active engagement. By assisting students in completing assignments and enhancing their language proficiency, these strategies support instrumental motivation while also promoting integrative motivation through engagement, teamwork, and genuine communication.

Multi Role

Modern learning teachers are also sometimes described as multi-role, meaning, instead of the transmission of material, they have multiple, often complementary roles. As Ly (2024) explains, Language teachers are required to wear many hats in the classroom. They are motivators, facilitators, mentors and at times resources. Teachers often switch between the roles of facilitator, counselor, and authority

depending on the circumstances in the classroom. Teachers can concurrently address the academic and emotional needs of their students because to this flexibility. Therefore, depending on the learning situation, multi-role activities may enhance both instrumental and integrative motivation.

Students' Motivation in Learning English

Motivation is widely recognized as one of the key factors influencing second and foreign language learning. Dörnyei (2020) explains that motivation determines learners' effort, persistence, and engagement in language learning activities. Students with strong motivation are more likely to participate actively and achieve better learning outcomes. This study is informed by Gardner's motivation theory which distinguishes between integrative motivation and instrumental motivation in second language learning. Instrumental motivation is the tangible motivations for learning a language, such as getting good grades or preparing for and passing examinations in addition to improving career opportunities. On the other hand, integrative motivation describes learners who want to reach out to people, learn about new cultures and ultimately become members of a wider language community. In this study to determine instrumental and integrative motivation. Students who say they are learning English for tests, grades, future schooling, or employment opportunities are demonstrating instrumental motivation. When students show interest in interacting with others, talking in English, comprehending English-speaking cultures, or taking pleasure in the language-learning process, they are demonstrating integrative motivation.

Instrumental

Instrumental motivation is the practical advantages and rewards involved with studying English. According to Dörnyei and Ushida (2021) instrumental motivation refers to learning a language for practical benefits such as academic achievement, employment opportunities, or future career development.

In this study, the concept of "instrumental motivation" is first mentioned, and its specific manifestations have been clearly elaborated in the research. As long as a student does either of the following two things: one is to take the initiative to learn English, and the other is to exhibit behavior that meets requirements in class, and the purpose that underpins these behaviors is any one of the following three: first, to achieve one's academic goals; second, to continue one's studies for advanced education; third, to secure more opportunities for one's future career development then the motivation behind these behaviors meets the criteria for instrumental motivation defined in this study.

Integrative

Integrative motivation is a kind of motivation in which the person is integrated or having desire to learn English to communicate, integrate or even to be part of the desired language group. According to Dörnyei and Ushida (2021), Integrative motivation refers to learners' desire to identify with, communicate with, or become closer to members of the target language community. In this study, integrative

motivation when a student shows a real desire to speak English. This can mean they want to talk with classmates and teachers using English. They might also want to learn about cultures where English is spoken. Or they simply enjoy studying English even when it's not required for a class. Some classroom actions point to this kind of motivation. For example, a student who volunteers to speak English during lessons. Another sign is joining in on discussions without being pushed. Showing curiosity during speaking tasks (like asking questions or trying new words) also counts as integrative motivation.

Teacher Roles and Students' Motivation

Previous studies have all noted that when teachers assume different roles in the classroom, their impacts on students' learning motivation are completely distinct. Each role carries different priorities, and the direction of learning drive that can be mobilized is also different. Teachers who act as "authorities" mainly stimulate students' instrumental learning motivation. The instrumental motivation mentioned here refers to the learning motivation generated by students to achieve specific academic goals, such as earning good grades or meeting the requirements of learning tasks. Teachers in this authority role will put forward clear requirements for students, maintain classroom discipline, lead the whole class to advance step by step toward specific learning goals, and push students to complete their academic tasks, which perfectly fits the needs of instrumental motivation.

Teachers who act as "counselors" mainly cultivate students' integrative learning motivation. This integrative motivation refers to the learning motivation in which students are willing to communicate in English from the bottom of their hearts, have confidence, and take the initiative to integrate into English usage scenarios. Teachers working as counselors will provide sufficient emotional support for students and build a positive and friendly teacher-student relationship with them. Once students let go of their concerns, they will naturally gain more confidence and be more willing to speak and communicate in English.

Teachers who act as "facilitators" can cultivate both types of motivation. These teachers do not cram knowledge into students; instead, they organize interactive learning activities to lead everyone to study together. While helping students refine their language abilities and improve their academic-related language test scores to meet the demand for achieving academic outcomes, they also encourage everyone to engage in meaningful communication in English, which aligns with the internal demand of being willing to use English proactively, thus meeting the growth requirements of both types of motivation at the same time.

Some teachers adopt a multi-role practice, instead of confining themselves to a single identity. They can flexibly apply these roles according to different situations in the classroom: acting as an authority when it is necessary to establish rules, a counselor when it is necessary to ease emotions, and a facilitator when it is necessary to lead activities. This approach can not only help students consistently

achieve good academic performance, but also gradually cultivate their long-term interest in learning English and sense of engagement. This study is based on this theoretical framework of how teacher roles affect learning motivation, and conducts an in-depth exploration within the specific context of SMP Negeri 18 Makassar, to examine what impacts the four aforementioned teacher roles authority, counselor, facilitator, and the multi-role approach with flexible switching respectively exert on students' instrumental and integrative learning motivations.

METHOD

Design and Samples

The collected data was subjected to a thematic analysis. The researcher organized the information from observations, interviews, and documentation before identifying relevant comments and classroom behaviors. The data was then categorized using the teacher roles—authority, counselor, facilitator, and multi-role. Students' motivating answers were separated into instrumental and integrative motivation based on the variables found in the literature study. The researcher then compared the outcomes of instructors' classroom activities with students' responses to identify patterns in the relationship between teacher responsibilities and students' motivation. Data from observations, interviews, and documentation were compared using triangulation to improve the validity of the findings. Member verification also involves confirming relevant material with the participants to ensure that the interpretation accurately reflected their experiences and statements.

The participants in this study included a total of three English teachers and nine students, all from Grades VII, VIII, and IX at SMP Negeri 18 Makassar. These three English teachers were recruited through comprehensive sampling, which means all teachers responsible for English teaching in these classes were included in the study, with no eligible teacher left out. The student group participating in the study consisted of nine students, with three selected from each of the three grades. The proportion of participants from each involved grade in the study was completely equal, avoiding a situation where too many or too few participants from one grade would affect the study's sampling. These students were selected through stratified purposive sampling, whose core purpose was to collect diverse views from students in different situations regarding their English learning experiences and learning motivation. When selecting students within each grade, researchers picked them based on the learning motivation levels observed in regular classes. Three students with completely different states were selected from each grade: one with relatively high learning motivation, one with average motivation, and one with relatively low motivation. The purpose of this screening criterion was to collect different experiences and authentic feedback from students with varying levels of engagement regarding the teacher's classroom role, rather than only obtaining views from students with a single state.

Whether selecting teachers or students, all participants' inclusion criteria were centered on whether they could provide information directly related to the core research questions, and no one unable to provide valid content for the study was selected. The teachers would share details of their daily classroom practices and the various roles they actually assumed during English teaching; the students would narrate their English learning experiences, authentic feedback on their teachers' instruction, and the specific reasons why they learned English. Finally, the researchers singled out all students' feedback to conduct analysis from the perspectives of instrumental motivation and integrative motivation, sorting out all views put forward by the students within the context of the study.

Instrument and Procedure

The data for this study was collected through three core categories of methods there are nonparticipatory structured observation, semi-structured interviews, and supplementary research materials. Non-participatory structured observation refers to a practice where researchers do not participate in the observed setting, and only record all events occurring in the setting in accordance with pre-established unified standards. Semi-structured interviews mean that when conversing with interviewees, researchers do not strictly read from a fixed list of questions, but instead extend questions appropriately based on the respondents' answers to gather all necessary information. The final set of collected supplementary research materials refers to all types of materials related to the study content, which are organized and retained together. After entering the specific observation phase, researchers first categorized four roles of teachers: authority, counselor, facilitator, and multi role. In addition to the teachers' roles, the status of students throughout the entire process was also fully recorded including whether students participated in classroom activities, whether they devoted themselves to learning earnestly, and whether they interacted with teachers and peers; none of these details were omitted.

Interviews were divided into two groups: teachers and students. Interviews targeting teachers focused primarily on their teaching methods and the approaches they used to stimulate students' learning motivation. Interviews targeting students focused on understanding their learning experiences, their feedback on teachers' behaviors, and whether they exhibited relevant manifestations of instrumental learning motivation or integrative learning motivation—the former refers to the motivation to learn only to achieve a specific practical goal, while the latter refers to the motivation to learn in order to integrate into a certain language or cultural group. In addition to the core content obtained from observations and interviews, the collected supplementary research materials also included on-site classroom photos used for auxiliary corroboration, and notes recorded at any time during the observation process.

Data Analysis

A thematic analysis was performed on the gathered data. Prior to identifying pertinent remarks and classroom behaviors, the researcher arranged the data from observations, interviews, and documentation. The teacher roles—authority, counselor, facilitator, and multi-role were then used to classify the data. Based on the variables identified in the literature research, students' motivational responses were divided into instrumental and integrative motivation. In order to detect trends in the relationship between teacher duties and students' motivation, the researcher then contrasted the results from instructors' classroom activities with students' responses. To increase the validity of the results, triangulation was used to compare data from observations, interviews, and documentation. In order to make sure that the interpretation appropriately reflected the participants' experiences and statements, member checking also involved verifying pertinent information with the participants.

RESULT AND DISCUSSION

The Contribution of Teacher Roles to Students' Motivation

This segment elucidates the results pertaining to the second research inquiry: In what ways do educators' functions enhance students' motivation in acquiring English? The results were derived from classroom observations, semi-structured interviews with three English educators and nine pupils, as well as supplementary material. The evidence indicates that educators enhanced student motivation by assuming four positions: authority, advisor, facilitator, and multi-faceted roles. Each position was manifested through particular teaching methodologies and affected students' motivation in various manners.

Authority Role and Instrumental Motivation

The results suggest that the authoritative role significantly enhanced students' instrumental motivation via three pedagogical strategies: establishing classroom regulations and learning goals, offering robust direction, and overseeing students' concentration and involvement. Establishing classroom regulations and educational goals. Classroom observations indicated that each of the three educators commenced the lesson by elucidating classroom regulations and educational goals prior to initiating the learning tasks. The educators communicated to the students the aims of the lesson, the anticipated classroom conduct, and the assignments required for completion. This assertion was corroborated by MA, who elucidated:

“As the teacher, I establish class rules, learning objectives, and expectations at the very beginning of the learning process. I develop these class rules together with the students during the first meeting of the semester through discussion and question and answer, so that students are directly involved in determining the mutually agreed-upon rules and understand the consequences they will face if they violate those rules.”

In a similar vein, ME asserted that learning objectives aided pupils in comprehending the goals they were anticipated to reach throughout the class. (Extract 3).

".. 'I usually explain the class rules clearly at the beginning of the lesson and outline the learning objectives so that students know what is expected of them during the lesson. With these objectives in mind, students have a better understanding of their goals in learning English...'"

Learners affirmed that well-defined educational objectives enhanced their drive to attain academic aspirations. AH elucidated:

"I feel that my English teacher explains the learning objectives very clearly and in detail, so that I can understand what I need to learn and achieve. Because I know the learning objectives from the start." (Extract 10)

Similarly, Q indicated that the learning objectives inspired her to get higher grades, as English was among her preferred courses

"When the teacher explains the learning objectives, it certainly motivates me to learn english. Plus, English is one of my favorite subjects, so this really motivates me to get even better grades" (Extract 11).

The findings from observations and interviews regularly indicate that the formulation of classroom regulations and educational goals aided pupils in comprehending academic standards and concentrating on reaching learning objectives. Consequently, this educational approach primarily fostered instrumental motivation, since learners linked English acquisition to grades, tasks, and scholarly success.

Providing firm guidance

Observation data indicated that educators routinely offered explicit explanations and sequential guidance prior to students engaging in classroom tasks. In project-oriented tasks and written assignments, educators elucidated the processes prior to instructing pupils to commence the activity.

MA elucidated:

"I usually explain the material briefly and then instruct student to complete the assignment. With clear instructions, students understand what they need to do during the lesson." (extract 4)

In a like manner, MS articulated the provision of systematic direction throughout project-based learning by delineating each phase students are required to undertake

"during the learning process, I provide guidance and instructions; for example, in project-based activities, I explain the steps students need to take. With this guidance, students can follow the lesson in a more structured way."(Extract 5).

Learners indicated that this direction enhanced their comprehension of the lesson. K articulated:

“My teacher guides me by checking my understanding and explaining things again if I don’t get it, so I feel more confident because I can understand the material better.”(Extract 12)

AH similarly articulated that supplementary instruction and reiterated clarifications enhanced her confidence as she did not confront learning challenges in isolation:

“When I had trouble understanding the lesson, my teacher provided extra guidance by explaining the material again. This made me feel more confident because I didn’t feel alone when facing difficulties learning English.”(Extract 13).

These results indicate that offering clear direction primarily enhanced instrumental motivation, as students grew more adept at fulfilling assignments and attaining academic goals. Simultaneously, the heightened confidence expressed by students also bolstered their eagerness to engage in English classes.

Monitoring Students’ Focus and Engagement

Classroom observations additionally shown that educators consistently supervised pupils during the educational experience. Educators intervened with pupils who had become distracted, posed inquiries to recapture their attention, and offered prompt feedback throughout class exercises.

MS explained:

“by paying attention to students who aren’t very active in class. When I notice someone like that, I try to approach them and make sure they’re keeping up with the lesson. This way, the students feel that I care about them, and they become more focused and motivated to participate.” (Extract 8)

Likewise, ME indicated that she promptly intervened if pupils lost focus during classroom tasks:

“...to monitoring the class, I pay attention to how engaged the students are during the activity. When they start to get distracted or lose focus, I immediately provide guidance or a prompt to get them engaged again. That way, their attention stays focused.” (Extract 9)

Learners likewise regarded this exercise well. N elucidated:

“Teachers often use the question-and-answer method when explaining the material, which makes me feel more confident speaking in class.”
(Extract 14)

The evidence from observations and interviews indicates that tracking students' engagement facilitated their concentration on classroom tasks and promoted

involvement. This approach predominantly bolstered instrumental motivation by sustaining students' involvement in learning activities, while also demonstrating a beneficial impact on integrative motivation as students exhibited increased readiness to engage in classroom discourse. The authoritative role primarily fostered instrumental motivation by offering organization, explicit expectations, and scholarly direction that motivated students to reach their educational objectives.

Counselor Role and Integrative Motivation

Providing Emotional Support

Classroom observations indicated that educators often motivated pupils who were reluctant to respond or erred while communicating in English. Rather than admonishing children, educators affirmed that errors are an integral aspect of the learning process. MS elucidated:

"...so I always reassure them that it's normal to make mistakes when speaking English. That way, the students feel more confident about trying to speak English." (Extract 16)

In a similar vein, MA indicated that vocal reinforcement and commendation enhanced pupils' sense of support and bolstered their confidence in utilizing English:

"I provide verbal encouragement such as cheering on the students and acknowledging their efforts. That way, the students feel supported and more confident about trying to use English..." (Extract 15).

The students' replies indicated comparable experiences. Q articulated:

"The teacher always encourages us to be brave enough to try speaking English, so we are not afraid to speak English in class" (Extract 28)

KY further elucidated:

"The teacher's support makes me feel confident, heard, and more comfortable" (Extract 29)

The data from observations and interviews indicate that emotional support alleviated students' apprehension about errors and bolstered their confidence in English communication. These traits suggest integrative motivation, as learners exhibited increased readiness to engage and utilize English in classroom discourse. The role of the counselor mainly increased the integrative motivation of students. That role was evidenced by the listening to students, offering encouragement, lowering anxiety and forming a positive classroom environment. Students also explained that at times teachers can offer emotional support, allowing them to feel more confident using English and mitigates fears of making mistakes. This resulted in their participating more with the class and communicating in English. Overall, it appears that the role of the counselor fosters a willingness for students to get

involved in using the language and engages with others, which are traits of integrative motivation.

Guiding Students in Solving Learning Problems

Educators additionally learners by offering supplementary clarifications and more straightforward instructions whenever pupils encountered academic challenges. MA elucidated that she augmented learning resources with further clarifications and progressive exercises:

"I also reinforce the material by providing additional explanations and step-by-step exercises so that the students can gain a deeper understanding of the material."(Extract 18)

ME indicated that she streamlined explanations to facilitate student comprehension of the course:

"...I help students when they're struggling by providing guidance and simpler explanations. This helps them understand the material better. With this understanding, students become more motivated to achieve their academic goals such as completing assignments and earning good grades and feel more confident using English."(Extract 20).

Scholars validated this procedure. KY elucidated:

"They provide guidance by letting us ask any questions we have about English that we don't understand. And that has made me more confident and more open."(Extract 26)

In a similar vein, A asserted that instructor support enhanced both self-assurance and eagerness to learn English:

"And teacher guidance usually makes me feel more confident and even more motivated to learn English." (Extract 27).

These results indicate that educators' support assisted students in surmounting academic challenges and enhancing their confidence in engaging during English classes. This approach primarily fostered integrative motivation as students felt inspired to communicate and participate more actively in classroom interactions.

Building trust and Positive Relationship

Observation data additionally indicated that educators fostered a classroom environment in which students felt secure in articulating their thoughts. Educators embraced errors as an integral aspect of the learning process and reacted favorably to students' efforts to communicate in English. ME elucidated:

"I usually start by creating a safe classroom environment, where making mistakes is seen as part of the learning process.... This helps reduce their fear and gradually builds their self-confidence."(Extract 23)

Learners expressed analogous viewpoints. Q asserted that the support from teachers fostered a welcoming classroom environment in which pupils felt comfortable speaking English:

“He always encourages us to be brave enough to try and speak English, so the classroom atmosphere is warm and we aren’t afraid to speak English.”
(Extract 28).

The results suggest that fostering trust and constructive connections enhanced students' readiness to engage and contribute in English classes. Consequently, this approach evidently enhanced integrative motivation. The job of the counselor primarily fostered integrative motivation, as emotional support, guidance, and positive relationships empowered students to interact with confidence and participate actively in English learning.

Facilitator Role and Both types of Motivation

The results indicate that the facilitator's participation enhanced both instrumental and integrative motivation via interactive learning activities, collaborative dialogs, and opportunities for individual study.

Designing Interactive and Communicative Activities

Observation data indicated educators facilitating role-playing, games, project-oriented learning, public speaking exercises, and kinesthetic vocabulary activities. MS elucidated:

“...I use project-based activities, such as making videos, so that students can use English to express something they enjoy. That way, they’re more motivated to engage in learning...” (Extract 31)

ME similarly asserted that role-playing and project-oriented tasks motivated students to articulate their thoughts and engage with peers in English:

“...I design activities that require students to be active, such as role-playing and project-based tasks... this motivates students to use English meaningfully, not just for assignments but to express their ideas and interact with others” (Extract 32).

Scholars validated these findings. AH articulated that kinesthetic activities facilitated her comprehension of prepositions and enabled her to accomplish tasks with greater ease:

“My teacher teaches preposition exercises with movements, so it’s not boring and I find it easier to understand the material and do the assignments”
(Extract 39).

N also remarked that engaging in games and public speaking endeavors rendered the process of learning English more pleasurable:

“Teachers often use games and public speaking exercises to make learning more engaging and enjoyable.” (Extract 40).

These results suggest that interactive tasks enhanced instrumental motivation by deepening students' comprehension of educational content, while concurrently promoting integrative motivation via significant dialog.

Encouraging Group Discussion

Observation data indicated that educators arranged pupils into clusters to deliberate on educational subjects and share perspectives. MA elucidated:

“...I use group discussions so that students can exchange ideas and practice using English with their classmates. Through these activities, students become more active in communicating” (Extract 33)

Learners moreover characterized group conversations as occasions to boost their English speaking skills. Q said that group conversations facilitated students' practice of speaking and engaging in English:

“My English teacher usually organizes group discussion activities. These activities help us students practice speaking and interacting in English.” (Extract 41),

whereas KY elucidated that these talks enabled students to use English in quotidian contexts:

“There are also group discussions and other activities. These activities help us or me practice speaking and interacting in English in everyday situations.” (Extract 42).

The findings from observations and interviews indicates that group discussions predominantly enhanced integrative motivation, as students utilized English for interaction and communication with their peers.

Helping Students Independently

Educators likewise employed problem-based and project-based learning methodologies to motivate pupils to accomplish tasks autonomously while offering feedback during the educational journey. MA elucidated that projects facilitated students' comprehension of learning materials via practical application:

“...In the second phase, students will be given assignments... Some of the strategies I use include problem-based learning and projects. Through these assignments, students can understand the material through hands-on practice. This helps them become more active in their learning” (Extract 36)

MS asserted that projects inspired students as they employed English to articulate subjects of personal interest:

"...during the project, I usually provide guidance, direction, and feedback. That way, students can work on their assignments with greater focus, and they'll be intrinsically motivated because they're using English to express something they're truly passionate about."(Extract 37).

Learners saw these activities as advantageous for their tasks and assessments. AH indicated that the activities facilitated her comprehension of content and enabled her to finish assignments and examinations more effectively:

"This activity helps me understand the material more easily and is useful in doing assignments and exams." (Extract 43).

A similarly articulated that consistent practice bolstered confidence in responding to assignments and assessments:

"I think it's very helpful for my exams and assignments because if I've heard it and repeated it, I can remember it, remember it better, and be more confident in answering assignments or exams." (Extract 44).

These results indicate that autonomous learning endeavors bolstered instrumental motivation as students concentrated on effectively finishing academic assignments, whereas project-oriented activities fostered integrative motivation by enabling students to articulate their interests in English. The facilitator's position enhanced both instrumental and integrative motivation by merging academic education with avenues for communication, collaboration, and purposeful language application.

Multi Role and Motivation Strength

The results suggest that educators infrequently engaged in a singular function throughout a lesson. They integrated the roles of authority, counselor, and facilitator based on classroom contexts and the learning requirements of pupils.

Combining Teacher Roles Flexibly

Data from observations indicated that educators commenced lessons as authoritative figures by delineating objectives and classroom regulations, transitioned to facilitators during cooperative tasks, and assumed the role of counselors when students required motivation. MS elucidated:

"...in learning, I can be an authority when setting rules, a facilitator during activities, and a counselor when students need support. This way, learning can be more effective, and students feel more comfortable and motivated to participate in learning activities." (Extract 46)

In a comparable manner, MA elucidated that she adapted several roles fluidly based on the circumstances and requirements of the students:

"...I flexibly integrate my roles as an authority, counselor, and facilitator to suit the students' situations and needs. This way, student feel more supported in my learning and find it easier to adapt to the learning environment." (Extract 45).

Learners also acknowledged this adaptability. AH indicated that the educator elucidated objectives, offered direction, and devised engaging learning tasks within the same session:

"I feel like my teacher is playing multiple roles at once, such as explaining objectives, providing guidance, and creating engaging learning activities.." (Extract 52)

KY stated that these varied responsibilities enhanced pupils' comfort and motivation in learning English:

"And I feel like the teacher's role has a huge impact on my enthusiasm and motivation to learn. I feel more comfortable, motivated, and encouraged to be more active in learning English." (Extract 51).

Results also showed that teachers rarely donned one such role in a vacuum. Rather, they integrated authority and counselor and facilitator roles as dictated by classroom circumstances and students' needs. The multi-role was found to be one of the significant predictors for students motivation.

Adjusting Roles According to Classroom Needs

Educators additionally articulated that they modified their responsibilities based on the classroom circumstances of their students. MA indicated that her approach varied, requiring her to be assertive at times, supportive at others, and even a mediator, contingent upon the classroom dynamics:

"And I feel like the teacher's role has a huge impact on my enthusiasm and motivation to learn. I feel more comfortable, motivated, and encouraged to be more active in learning English." (Extract 48).

MS likewise articulated that she assessed the pupils' circumstances prior to determining whether to use a more assertive approach or offer additional instruction:

"...I observe the students' conditions in class so I can adjust my approach, whether I need to be more assertive, more guiding, or give them more space. With this approach, students become more comfortable learning and more easily engaged in learning activities." (Extract 49).

Learners validated this procedure. N articulated that educators amalgamated several functions based on the requirements of students, fostering a sense of caring and heightened enthusiasm for engaging in classroom activities:

"My teacher combines all roles according to the students' needs in the class. This way, students feel more cared for and are more engaged in learning"

because the teacher adapts her approach to our individual needs." (Extract 53).

K also remarked that this adaptability assisted pupils in maintaining concentration and motivation, since the learning became more suited to their requirements:

"My teacher often combines several teaching roles, depending on the needs of the students in the class. This helps us stay focused and more motivated because the learning is more tailored to our needs." (Extract 54).

The results indicate that the multi-role approach fostered both instrumental and integrative motivation as educators integrated organized advice, emotional support, and interactive learning experiences based on classroom requirements. Instead of indicating a distinct category of motivation, the multi-role practice illustrates educators' adaptability in amalgamating many roles to sustain students' involvement and engagement during English instruction.

Table 1.

Mapping Teacher Roles, Classroom Practices, Student Responses, and Motivation Types

Teacher Role	Classroom Practice	Student Response	Motivation Type
Authority	Establishing classroom regulations, elucidating educational goals, providing explicit directives, and overseeing student participation	Learners concentrated on coursework, assessments, evaluations, and fulfilling academic responsibilities	Instrumental
Counselor	Providing emotional support, acknowledging errors, supplying further direction, fostering constructive partnership	Learner has heightened confidence, comfort, support, and eagerness to communicate in English.	Integrative
Facilitator	Group discussion, games, role plays, project-based learning, independent learning activities	Learners comprehended classes more effectively, fulfilled assignments, engaged in speaking practice, and interacted with peers	Instrumental and integrative

Teacher Role	Classroom Practice	Student Response	Motivation Type
Multi Role	Combining authority, counselor, and facilitator roles according to classroom situations	Learners had intellectual and emotional support, sustained engagement, and demonstrated active participation	Instrumental and integrative

Results show that students' instrumental motivation was mostly influenced by the authority role. Throughout the lesson, teachers observed students' participation, set clear directions, and established classroom rules and learning objectives. These methods established a structured learning environment that assisted students in understanding what was expected of them rather than just upholding classroom discipline. According to this research, students saw clear objectives and direction as means of achieving academic success, which shows that authority promotes instrumental motivation. Because expectations were made clear, students were inspired to finish work, adhere to classroom rules, and attain positive learning outcomes. While Noviana and Ayu (2022) explain that structured learning settings boost students' motivation when learning is linked to academic accomplishment, Dörnyei (2020) contends that clearly defined goals give students direction and purpose.

The results, however, also demonstrate that authority was not solely based on strictness. When teachers blended supportive guidance with discipline, students responded favorably. This suggests that when authority decreased uncertainty instead of inciting fear, it became inspiring. As a result, the authority role served as a source of academic structure that motivated students to engage and successfully finish assignments. The results, however, also demonstrate that authority was not solely based on strictness. When teachers blended supportive guidance with discipline, students responded favorably. This suggests that when authority decreased uncertainty instead of inciting fear, it became inspiring. As a result, the authority role served as a source of academic structure that motivated students to engage and successfully finish assignments.

The role of the counselor was identified as a significant factor in enhancing students' integrative motivation, primarily by fostering an emotional bond with the learning experience and facilitating classroom interactions. Teachers played a crucial role by offering encouragement, actively listening to students' challenges, providing guidance during difficulties, and establishing trusting relationships. These approaches alleviated students' anxiety and cultivated a classroom environment where they felt secure in their ability to communicate in English. The results suggest that emotional support played a pivotal role in motivating students to engage, as they began to perceive mistakes not as failures but as integral components of the learning journey. This perspective aligns with Wentzel (2022), who highlights that

nurturing teacher-student relationships bolster students' confidence and involvement, and with Quin (2021), who posits that positive relationships enhance students' readiness to engage in classroom activities. While guidance in problem-solving also aided students in completing academic tasks, its primary impact was on integrative motivation, as students became increasingly inclined to ask questions, share their views, and communicate in English. In essence, the counselor's role inspired students through emotional security and a sense of belonging, rather than relying solely on academic pressure. Providing Emotional Support

The facilitator role promoted both instrumental and integrative motivation, in contrast to the authority and counseling roles. Teachers facilitated group conversations, created interactive exercises, and pushed students to study on their own through individual and group projects. These exercises encouraged students to use English in meaningful interactions while also assisting them in understanding the course. According to the results, students' increased engagement in finishing assignments and enhancing their academic achievement suggests that facilitator techniques boosted instrumental motivation. Additionally, they encouraged integrative motivation by providing students with English-language communication, teamwork, and idea expression chances. While Dörnyei and Ushioda (2021) explain that learner autonomy grows when students are given meaningful assignments and helpful direction, Dörnyei (2020) contends that meaningful communicative activities boost learners' motivation to interact. According to this research, interactive learning activities are especially crucial in junior high school classes because kids are more motivated when they see English as a communication tool rather than just a subject.

The results show that during English classes, teachers did not always play a single role. Rather, they alternated between positions of facilitator, counselor, and authority based on the needs of the students and the circumstances in the classroom. This adaptable approach shows that teaching positions are dynamic rather than static. Because different classroom scenarios called for different forms of motivational assistance, the multi-role method supported both instrumental and integrative motivation. Teachers served as facilitators when students needed chances to actively participate, as counselors when students needed emotional support, and as authority figures when students needed structure and discipline. This interpretation backs with Ly's (2024) claim that English teachers must play a variety of roles depending on the demands of their students and the classroom environment.

The multi-role strategy is especially pertinent for junior high school pupils, which is a significant conclusion of this research. Students are still honing their social skills, emotional self-assurance, and academic responsibility at this stage. As a result, the varied motivating demands of pupils might not be met by relying solely on one teaching position. Teachers can create a friendly and communicative learning atmosphere in the classroom while maintaining order thanks to flexible role

adjustment. The results also revealed differences between teachers. While some teachers prioritized authority through effective classroom control, others more often exhibited counselor or facilitator behaviors through interactive learning activities and emotional support. Despite these variations, when teachers modified their roles to fit the needs of the classroom, students consistently reported feeling more motivated. This implies that the primary factor sustaining students' enthusiasm to learn English was role flexibility rather than a single dominant role.

CONCLUSION

This research investigated the impact of English teachers' roles on student motivation in learning English at SMP Negeri 18 Makassar. The results indicated that teachers adopted four primary roles during classroom instruction: authority, counselor, facilitator, and multi-role. Each of these roles influenced student motivation in distinct manners. The authority role primarily bolstered instrumental motivation by establishing clear learning objectives, classroom regulations, structured guidance, and ongoing monitoring, which motivated students to fulfill academic tasks and reach learning objectives. The counselor role mainly enhanced integrative motivation by offering emotional support, fostering trust, and assisting students in overcoming learning challenges, thereby boosting their confidence and willingness to engage in English learning. In contrast, the facilitator role promoted both instrumental and integrative motivation by fostering interactive, collaborative, and meaningful learning experiences that encouraged students to complete tasks while also engaging in communication and interaction in English. Lastly, the multi-role approach illustrated that teachers' adaptability in blending authority, counselor, and facilitator roles according to classroom circumstances was crucial for sustaining students' motivation and engagement. The primary contribution of this research lies in the recognition of role flexibility as a significant pedagogical practice in English language instruction. Instead of adhering to a single role consistently, teachers transitioned between various roles in response to students' academic, emotional, and social requirements. This finding enhances the comprehension of teacher roles by demonstrating that motivation is reinforced not solely through classroom management or emotional support in isolation, but through the dynamic integration of multiple roles within authentic classroom settings. This study does have several limitations. Firstly, the research was conducted in a single junior high school, SMP Negeri 18 Makassar, which means that the findings.

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