THE MOTIVATIONAL VALUES IN EFL TEACHERS TALK AT SMAN 8 TANA TORAJA

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ABSTRACT ARWIN BARAPADANG,2023.The Motivational Values In EFL Teachers Talk At SMAN 8 Tana Toraja**.** The objective of the research is to find the motivational values in EFL when teachers talk at SMAN 8 Tana Toraja.This study aims to assist teachers and student in understanding the value of motivation and practice in education.

This research methodology uses a qualitative design in the form of observation. The source of this research data is the teacher of the SMAN 8 Tana Toraja english Program which consists of one teacher then take video. Through these results,we can find ten types of motivational values, , namely the values of humanity, religious, achievement, power, universalism, security, self-direction, benevolence, and conformity value,but what I found in my research were only six motivational values.

INTRODUCTION

As a good educator, Lecturers must have good communication skills. In conveying knowledge, an educator must be able to understand the conditions in the surrounding learning environment. Without support and encouragement as well as good communication, a learning process will not run smoothly. On the other hand, if an educator is able to understand the conditions of the learning environment, a conducive and effective learning atmosphere will be created. A good educator, according to McArthur (1983), is someone who can provide the direction and motivation that a student requires without motivation, one's enthusiasm or willingness and desire to learn will certainly not go as expected. Therefore, giving motivation to students is very necessary for an educator. Giving motivation occurs when there is a similarity between the delivery of the message and the person receiving the message can follow it and produce something useful. Therefore, motivation depends on the ability to be able to give and understand each other.

Motivation is the urge that arises in a person consciously or unconsciously to perform an action for a particular purpose. For someone who is not excited or is sad, a word of motivation might make him get back up. By communicating, the attitudes and feelings of a person or group can be understood by other parties. Giving motivation will be effective if the message conveyed. Giving motivation is also a form of human interaction that influences aech other intentionally and unintentionally (Shannon and Weaver C. Shannon and W. Weaver 1949). In general, motivation can be said as a goal or driving force. Goals are the main motivating factor for a person in trying to achieve what he wants, both positively and negatively. English is the language that gave us the word "motivation." However, the original word is motive (Malay), which also means the intention of trying to convince someone to do something. So, in conclusion, it may be said that motivation is a change in a person who seems to have psychological symptoms, sentiments, or emotions that prompt others to act or behave for a specific reason.

Based on the opinion above it can be said that motivation is a process that makes someone do something to achieve his goals. So it can be concluded that learning

motivation is the overall driving force within students that gives rise to learning activities ensuring continuity and giving direction to learning activities so that the desired goals can be achieved. In learning motivation, encouragement is the mental strength to carry out activities in order to fulfill expectations and encouragement, in this case, is the attainment of goals. Motivation is essential to the learning process since those who lack it will find it difficult to engage in learning activities. Motivation is needed in determining the intensity of learning effort for students.

In the learning procces many student do not understand well what is the value of motivational so that many students are not motivated because they do not understand the value in a motivational. there are two types of motivation, the first is intrinsic, that is a person is motivated to do something because of encouragement within himself. Examples of intrinsic motivation: participate in the race because you want to enjoy of the race and the second extrinsic motivation. Motivation extrinsic is motivation is active motivation and function because of external stimulus or factor from outside, for example: participate in competitions because they want to bring prizes for that motivational values is used as a title because there are many phenomena, especially in UKI Toraja when the lecturer gives a motivational example of what you start today that will determine where your direction and goals go in the future, but many students do not understand and do not understand the meaning of this motivation.

SOME PERTINENT IDEAS

A. TEFL

a) Definition of TEFL

According to Krahnke (2010), TEFL is most commonly referred involves teaching english as foreign language in countries where English is not the primary language. TEFL (Teaching English as Foreign Language) is English material that teaches English as a foreign language because the context is that English is a language that is not the domestic language or is not the basic language in Indonesia, therefore in the TEFL material it is mentioned as a foreign language. Any country may offer English language instruction to foreigners. English language learners study the language for a variety of reasons, including exam preparation, professional advancement, furthering their education, etc. in most nations. English as a Foreign Language is included in the curriculum.

English is a required subject in senior and junior high schools in Indonesia. English is not a required course. The students may be taught it as a local content subject. Teaching English to those whose first language is not English, particularly those from a place where English is not spoken, is known as teaching English as a foreign language. Brown defines teaching as guiding and promoting learning, enabling the learner to learn, and creating the conditions for learning. It mean that teaching English as foreign language to help English language learner to learn English as foreign language. Haycraft said is teaching English for all ages and for all countries as well as an awareness of learning processes and of how language works as a meduim of communication (2011). It means that everyone has a chance to learn and teach English wherever the human live. According to Nunan, English is employed as a foreign language in situations where it is neither a common language of communication nor a language of instruction. It indicates that English is the official language in use.

According Geoffrey English as foreign language is taught in schools often widely but it does not play an essential role in national or

social life. This indicates that learning a foreign language is typically motivated by using it. Modern language instruction in schools has an educational purpose. An older learner who consciously sets out to learn English typically has a very specific instrumental goal in mind, such as the desire to be able to speak with friends or tourist.

b) The scope of TEFL

All elements of English language studies, including language components, language skills, and the variables influencing the teaching or learning of English as a foreign language, are included in the scope of teaching English as a foreign language. Hayes states that there are various skills of a language; receptive skill and productive skill.8 It means that teaching English as foreign language is teaching language various skill. Listening is understanding the spoken language and reading is understanding the written language which are receptive skill. Speaking and writing are productive skill.

Another theory comes from Tricia Hedge, that offer four framework of teaching English, they are:

1) Framework for teaching and learning
It focus on discussion about the learners and learning, classroom and contexts, the communicative classroom, learner autonomy and learner training.
2) Teaching the language system
It focus on discussion about teaching vocabulary and grammar.
3) Developing the language skills
It focus on discussion about teaching reading, listening, speking and writting.
4) Planning and assessing learner
It focus on discussion about assessment and testing.

The scope of learning and teaching English as a foreign language is based on Tricia Hedge's framework for teaching English. This indicates that learning and teaching are discussed in the field of teaching English as a foreign language. When learning is taking place, pupils are the main focus. For instance, take a look at how pupils approach learning the English language. In addition, the teacher is the main focus when it comes to teaching English in the classroom, classroom teaching methods, etc.

Harmer also identified the concepts in English language teaching, they are:
1) Teaching language include teaching grammar, lexis and vocabulary, and pronunciation.
2) Teaching methodology.
3) Teaching language skill, include how to teach listening, speaking, reading and writing.
4) Managing learning and teaching.
5) Planning, resources, and assessment.

It states that lesson planning and assessment are also discussed in the field of teaching English as a foreign language. It has to do with how the teacher teaches the English lesson to the pupils. Kind of assessment that students should do. So that, researcher can use all scope of teaching English as foreign language to cathegories the the trend on teaching English as foreign language research. It involves teaching language skill, classroom management, teaching technique, learners strategies.

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C. Teachers Talk

Making the most of the student's opinions and ideas that are already there in your classroom is possible by utilizing the participatory resource known as lectures speak. Language teaching and learning are successful when the professor and students interact. Because they spend a large portion of class time giving

instructions, outlining activities, and ensuring that students are understanding and using the target language, lecturers play a crucial role in the interaction between students and the teacher in English as a Foreign Language (EFL) classroom. Defining lecturer talk, as per Ellis as described in Hui (2010:46), entails that lecturers engage classroom language learners in a different manner than they address other types of classroom learners. Lecturer talk is a tool for carrying out a lesson plan, therefore it is crucial for both classroom teaching organization and students' language learning during the process of learning a foreign language.

The primary source of understandable target language input that students are likely to encounter in a foreign language course is lecturer's talk. As a result, lecturers can employ simulation techniques with their students, such as questioning, inviting, and providing guidance. By providing feedback to the students, the level of engagement of the students in the classroom also rises. However, there are times when a teacher uses full English in the classroom without being aware of it, which causes certain students to not understand what is being said, leading some students to believe that learning English is difficult and not enjoyable.

Interaction between the pupils is crucial as well. when they appropriately respond to the lecturer's speech. It indicates that they are conversant in the academic language. The principal setting for frequent exposure to a foreign language for language learners is the classroom. The lecture speak refers to the language that lecturers use to impart information in the classroom. Lectures frequently simplify their speech in an effort to interact with their students, giving it many of the features of foreigner talk and other reduced forms of speech aimed at students Ricards cited in Xiaoyan (2006:5).

D. Motivational Values

The root of the word motivation is from the Latin word "movore", which means motion or encouragement to move. Motivational values are is the value contained in motivation that has deep meaning to achieve greater goals and meaning in life.

a) Types meaning of motivational values:

(1) Achievement

Achievement motivational is defined as an individual's ability to building up their skills and behaviors so that they can tap into their highest potential.an example would be and individual working toward becoming a better public speaker.

(2) Attitude

Attitude motivation is the practice of motivating people by influencing their thoughts and behaviors.an example a gym trainer helps people have fun during their workouts with a gret attitude.

(3) Competence motivation

Competence motivation is a theory that centers on the idea that people are driven to engage in activities to develop or demonstrate their skill. An example: an employee spares his free time to learn something, like a new skill.

(4) Power motivation value

The power motive is the desire to have impact on other people, to affect their behavior or emotions.

(5) Humanity motivation value

Humanity motivational value is the process of motivating individuals to take action in order to achieve a goal.

(6) Self-direction motivational value

Self-direction motivational value is Independent thought and action-choosing,

creating, exploring. Stimulation excitement, novelty and challenge in life.

(7) Conformity motivational values

Conformity motivational values is the restraint of actions and impulses that may upset or hurt the group or society and that violate the social rules and social expectations

(8) Security motivational value

Security motivational value is is tuned to partial, uncertain cues of potential threat, rather than the recognition of imminent danger.

(9) Universalism motivational value

Universalism motivational value is broadmindedness; wisdom; social justice; equality; a world at peace; a world of beauty; unity with nature; protecting the environment; inner harmony.

(10) Benevolence motivation value

Benevolence motivation value is emphasize voluntary concern for others' welfare, (helpful, honest, forgiving, responsible, loyal, true friendship, mature love) [sense of belonging, meaning in life, a spiritual life.

E. Types Of Motivation

Motivation can influence a person to do something in his life. There are two types of motivation, including the following:

a) Intrinsic Motivation

Intrinsic motivation is encouragement or stimulation that is constant and usually not easily influenced by the outside environment. Intrinsic motivation is very influential on behavior change, if someone has a tendency to continue to learn and be the best, then there is a desire to be disciplined at work and obey the rules that apply. In addition, intrinsic motivation is synonymous with the calling of the soul, namely encouragement that arises from within and is already part of oneself. Examples include a person's perception of himself, self-esteem, personal expectations, needs, desires, and the resulting achievements. Extrinsic motivation is a learning activity that grows from one's drives and needs that are not absolutely related to one's own learning activities. This motivation does not grow as a result of encouragement from outside one's self such as encouragement from other people and so on, or like a student asking to buy a computer so that learning activities can be carried out, he is diligent in studying, learning is easy to complete. Purchasing the computer was a self-made excuse. When students study seriously in hopes of moving up a grade, getting this prize is a motivation that grows according to their needs which are not absolutely related to learning activities. The examples of intrinsic motivation include:

(1) Fun, learning because you feel happy and feel a lot of challenges.

(2) Curiosity learning because they believe their existing knowledge does not align with what the teacher is attempting to teach.

(3) Control, learn because you can provide assistance to friends who cannot understand the material.

(4) Fantasy, learning because it's not boring and there are many models used in learning.

b) Extrinsic Motivation

Extrinsic motivation is a form of motivation that is active and operates as a result of outside stimuli or motivation that is influenced by elements from outside the learning environment. Extrinsic motivation is a subset of external motivation, which is impacted by other individuals. In short, extrinsic motivation is a type of

motivation caused by external encouragement. The weakness of this motivation is that it must always be supported by the environment, facilities, and people who supervise it, because awareness within the individual has not grown. The examples of extrinsic motivation include:

(1) External setting, learning because of punishment.
(2) Setting introjection, learning because of exams and quizzes.
(3) Identification setting, studying because of his desire to get the highest ranking.
(4) Integration settings, learning because they feel needed and important for themselves and others.

Motivation is essential to the learning process since, without it, a person would not be able to engage in learning activities. The level of effort pupils put into their learning must be determined by their motivation. According to Woodworth dan Marquis, motivation is classified into three types, namely:

(1) Organic needs. eating, drinking, moving, resting/sleeping, and other needs-based behaviors are examples of these motivational types.
(2) Emergency motivation. comprised of the impulse to defend oneself, the urge to strike back, the urge to try, and the urge to pursue. This motivation arises if the situation demands the emergence of fast and strong activities from a person. In emergency motivation, motivation does not arise because of someone's desire but because of external stimuli.
(3) Objective motivation. Motivation directed to objects or goals around us. This motivation includes the need for exploration, manipulation and interest. This motivation arises because of the urge to face the world effectively.

Meanwhile, according to Fradsen, motivation is divided into 5, namely:

(1) Physical drive. Innate motivation is referred to by this phrase (unlearned motives).
(2) An affiliation need is an affiliative desire with the term learned motivation (learned motives).
(3) Cognitive motives. This motive alludes to inner symptoms, specifically those related to personal fulfillment. Humans have the ability to experience personal fulfillment, which often manifests as mental activities and outcomes.
(4) Self-expression. Individuals not only understand the causes and consequences of events, but are also capable of influencing them. Anyone who wants to achieve self-actualization must have creativity and imagination.
(5) Self-enhancement. Self-advancement is increased through self-actualization and competency growth. One of everyone's desires is to reach new heights and improve themselves.

Chaplin claims that motivation can be separated into two categories, namely:

(1) Physical drive. physical compulsions like sex, hunger, and thirst.
(2) Social motives. the drives that are motivated by concerns for other people, such as aesthetics, the need to always act morally, and ethical.

1) Motivation function

Motivation is always related to one goal, so that motivation will affect activities. The following is an explanation of the function of motivation:

a) The function of motivation according to Hamalik (2011):
(1) Encouraging a behavior or an action to emerge. Without motivation, there won't be any actions, like learning and other things.
(2) As a director, it entails steering actions in the direction of reaching the intended outcome.
(3) As a mover, the degree of motivation will ultimately define one's employment.

b) The function of motivation according to Djamarah (2002):

(1) Motivation as a driver of action. Motivation serves as a driving force to influence the attitude that should be taken by someone.

(2) The role of motivation as an action-driver. Attitudes toward someone are created by the existence of a psychological drive, which in turn creates psychophysical activity.

(3) Motivation as a director of action. Someone who has motivation can choose which actions to do and which actions to ignore.

2) Factors that can generate motivation

In an effort to increase children's learning motivation in learning activities at school, there are several steps that teachers can take as revealed by Sardiman (2014), namely:

a) Give numbers Numbers in this case as a symbol of the value of learning activities. Many students actually to achieve good grades/grades. So that what is being pursued is only a test score or a good report card value. These good numbers are a very strong motivation for students.

b) Prizes can be a strong motivation, where students are interested in a particular field that will be given a prize. This is not the case if a prize is given for work that students find uninteresting.

c) Competition Competition, whether individual or group, can be a means to increase learning motivation. Because sometimes if there is competition, students will become more enthusiastic in achieving the best results.

d) Ego-involvement raise awareness for students to feel the importance of assignments and accept them as challenges so that working hard is an important form of motivation.

In order to strive for high student learning motivation, a teacher according to Winkel (Suprihatin, 2015) should always pay attention to the following matters:

a) A teacher should be able to optimize the application of learning principles, in principle he must see that the presence of students in class is a learning motivation that comes from students.

b) Teachers should be able to optimize dynamic elements in learning, because in the learning process, a student can sometimes be hampered by various problems. This can be caused by physical or mental fatigue of students, so a teacher must try to revive students' desire to learn.

Efforts that can be made by a teacher according to Dimyati (Suprihatin 2015) are by:

a) Give students the opportunity to express the learning barriers they experience.

b) Requesting opportunities for parents of students to provide opportunities for students to actualize themselves in learning.

c) Make use of environmental elements that encourage learning.

d) Using time in an orderly manner, reinforcers and happy atmosphere focused on learning behavior.

e) Stimulating students with reinforcement gives them confidence that they can overcome all obstacles and will surely succeed.

f) The teacher optimizes the use of students' experiences and abilities. The learning behavior shown by students is a series of behaviors shown in their daily life.

Factors that influence achievement motivation Sukadi (Suprihatin, 2015) says that there are several factors that influence achievement motivation, namely as follows:

a) Experience in the first years of life

The existence of differences in past experience in each person causes variations in

the level of the tendency to achieve in a person.

b) The cultural background in which a person was raised. A person will have a strong drive to succeed if they are brought up in a culture that values tenacity, hard effort, initiative, and competitiveness. They will also be raised in an environment that always encourages people to solve problems on their own, without being paralyzed by thoughts of failure.

c) Modeling through modeling, children take or imitate many of the characteristics of the model, including the need for achievement if the model has this motivation in a certain degree.

d) The surroundings in which learning takes place. The learning environment is enjoyable, non-threatening, and supportive of students' learning. It tends to stimulate enthusiasm in learning and tolerating a competitive environment without fear of failure.

e) Parents' expectations of their children, parents who expect their children to work hard and strive to achieve success will encourage the child to behave that leads to achievement.

F. Lecturers

a. Defenition Of Lecturers

Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. The ability of the lecturers who teach the students English is essential to their success in learning the language, particularly in speaking. Due to a lack of practice, a limited vocabulary, issues with the organ of speech, and a tendency to talk passively in the target language, Indonesian students generally struggled to study and express themselves in English. In order to foster an environment where students like learning, lecturers are expected to provide encouragement.

METHOD

In conducting research need a research design. The research design is one approach can be used to ensure that the research follows the criteria and will not deviate. The research design makes it easier to achieve research objective. The research design used is qualitative. Qualitative research is a research method that employs descriptive data in the form of written or spoken word from observable person and act. Qualitative research is carried out to explain and examine phenomena, events, social dynamics, attitudes, beliefs, and perceptions of an individual or group toward something. The collected data throught out the research is then interpreted.

This research is focused on knowing how does the motivational values in English as a foreign language lecturers talks at SMAN 8 Tana Toraja. So the goal is to make a systematic, factual, and accurate explain. In this case, the researcher used descriptive qualitative. Descriptive qualitative is a research method based on the philosophy of post-positivism which is commonly used to examine the condition of natural objects, where the researcher act as a key instrument anconduct research on a situation objectively or based on visible fact Sugiyono (2018). The result of the research focused on more on the data interpretation found in the field. The result are not written in the form of fiures abd tbles with statistical measure, but it is explained in the form of describing words and is presented in the narrative. The participant in this research were 1 teacher at SMAN 8 Tana Toraja. This research tookplace at

SMAN 8 Tana Toraja in class X IIS 1, XI IIS 2, and X IIS 2 on Wednesday, February 9, 2023. Jalan poros rembon-ulusalu,ratte talonge kec.saluputti,kabupaten tana toraja,Sulawesi selatan 91861. To collect data for this study, the researcher will observasion and then take video when teaching the teacher will be on video three meetings." To obtain data, researchers conducted interviews using semi-structured interviews, Sugiyono (2010) defines semi-structured interviews as interview guidelines conducted to find problems more openly, where relevant parties are invited to ask each other for opinions, and ideas in depth. The researcher started from creating and designing a question instrument related to Encouraging students to speak English that would be used in the observation procces, the research take 3 videos.

FINDINGS

In this section, the researcher displays the data as result of processing collected through observation. The data was collected from the English teacher at SMAN 8 Tana Toraja. There is only one English teacher at SMAN 8 Tana Toraja, He has been teaching English since ten years ago. The data were taken by using video recording. It aims to find out the motivational values contained in teacher talk at SMAN 8 Tana Toraja in English teaching. The observation by using video recording were taken in three classes, namely class X IIS 2, XI IIS 1, and X IIS on Thursday, February 9, 2023.But of the ten motivational values I only got six from my research and than Below is the celaboration of the finding:

1. **Attitude Value**

When conducting teaching, the teacher Explained material about sorts of connecting sentences but there is a student named Glorya noisy and it really disturbs the other friends. Then, teacher motivated the student as following quotation:

Teacher *"hargailah gurumu saat menjelaskan di depan karena saya adalah orang tua kamu saat di sekolah orang tua kamu menitipkan kalian ke guru di sekolah agar kalian bisa mendatkan sedikit saja ilmu untuk kalian bawa ke rumah dan menjadi bekal untuk kalian"*

[Appreciate your teacher when explaining in front because I was your parent when at school your parents entrusted you to the teacher at school so that you can gain a little knowledge for you to bring home and be a provision for you].

This motivation contains the value of attitude because it teaches how to respect the teacher in front because the teacher is the student's parent when in school and leads students to gain knowledge to be used as a provision for the future.

Teacher: *"jangan paksakan orang tua kalau memang tidak ada uang untuk beli hp,kebanyakan anak-anak sekarang suka marah-marah sama orang tuanya kalau tidak di turuti kemauannya"* [don't force your parents if you really don'have money to buy a cell phone,most children now get angry if they don't do what they want]

This motivation contains the value of attitude because in taking a good attitude not to force parents because they are unable.

When conducting teaching ,the teacher about the personal letter then 5 minutes later a student named Silwanus late and wearing a different uniform and pak andarias told the student to sit down.

Then, teacher motivated the student as following quotation:

Mr andarias" *jangan datang hanya sekedar formalitas saja bahwa kamu anak sekolah tetapi beljarlah di siplin dari rumah sampai di sekolah kamu bukan preman*

kamu anak sekolah jadi belajarlah disiplin".[don't come just a formality that you're a schoolboy but learn in disipline from home to school you're not a thug you're a schoolboy so learn discipline.]

This motivation contains the value of attitude because it teaches students to be disciplined in terms of dressing or how to behave so that students can understand discipline from an early age.

2. **Achievement Value**

When conducting teaching, the teacher Explained material about opinions and facts and then Teacher gave an example of the fact that in class XI IIS 2 that there is a student named Emiliana always ranked in the class and often represents SMAN 8 Tana Toraja in the field of music and that is a very remarkable Achievement. Then, teacher motivated the student as following quotation:

Teacher *"pertahankan terus prestasimu emiliana dan tetapi jangan itu menjadikanmu alasan untuk berpuas diri naikkan lagi bakatmu dan untuk siswa yang lain kalian juga bisa seperti emiliana jika kalian punya kemauan yang kuat".*[Keep up your achievements Emiliana and but don't that makes you an excuse to be complacent about raising your talents again and for other students you can also be like Emiliana if you have a strong will]

This motivation contains achievement value because it motivates students named Emiliana to maintain and develop the achievements they have achieved and motivates other students to have the will to achieve achievements.

When conducting teaching ,the teacher about opinions and facts and search for as many examples of opinions and facts on the internet or books.

Teacher"*usahakan pikiran kalian luas dan dapat mencakup segalah hal agar pelajaran akan lebih muda masuk ke pikiran kalian perluas lagi wawasan kalian".*[try to keep your mind broad and be able to cover everything so that the lessons will be younger to enter your mind to expand your horizons again"]

This motivation contains the value of achievement because it motivates students to think broadly so that their knowledge can increase.

3. **Power value**

When conducting teaching ,the teacher Explained material about personal letters and then there is an example of a personal letter in the book about not being able to continue studying because of cost problems.

Then, teacher motivated the student as following quotation:

Teacher" *jika kalian tidak ada biaya untuk kuliah jangan patah semangat dan jangan berpikir wa saya tidak akan sukses,yakinlah setiap orang punya nasib yang berbeda untuk itu mulai dari sekarang belajar baik-baik agar kalian mempunyai bekal untuk nantinya di dunia kerja ataupun di tempat kalian berada".*[if you don't have any fees for college don't be discouraged and don't think wa I won't be successful, rest assured everyone has a different fate for it from now on studying well so that you have provisions for later in the world of work or where you are.]

This motivation contains a sense of power Because it gives mental strength to students not to break if they don't have the cost to go to college and gives motivation to the power of spirit so that they can learn from now on to become provisions for the future of students.

When conducting teaching ,the teacher Explained material about personal letters and students can also use cellphones to find examples of personal letters on

the internet and a student named Edward does not have a cellphone and his does not want to lend his phone.

Then, teacher motivated the student as following quotation:

Teacher: *"kalau kamu tidak mempunyai hp jangan jadikan itu alasan untuk kamu patah semngat dan tidak belajar kamu bisa menggunakan buku atau apapun di sekelilingmu,tidak semua informasi ada di hp".*[If you don't have a cellphone, don't make it an excuse for you to break down and not learn you can use books or anything around you, not all the information is on your cellphone.]

This motivation contains power values because it is to motivate Edward did not to be discouraged from learning because he does not have a cellphone and can use books or other supports to get a mentor.

4. **Benevolence value**

When conducting teaching ,the teacher Explained material about opinions and facts then MR. andarias asked the meaning of opinions to a student named ziclin and ziclin can't replied Because ziclin did not know the meaning of opinion.

Then, teacher motivated the student as following quotation:

Teacher "*jikalau kamu tidak tahu bertanya ke temanmu dan saling dan bantu temanmu yang tidak mengerti karena apa yang kamu ketahui belum tentu temanmu tahu dan apa yang temanmu tahu belum tentu kamu tahu untuk itu saling berbagi dengan temanmu jangan pelit".*[if you don't know ask your friends and help each other and help your friends who don't understand because what you know is not necessarily what your friends know and what your friends know not necessarily you know for that sharing with your friends don't be stingy.]

The motivation contains the value of benevolence motivation because it wants students to help each other in terms of the lesson to make it easier for students to understand the lesson.

Teacher: "*makanya jangan game terus,atau chatingan sama pacar orang tua kalian belikan hp untuk apa?belajar bukan untuk game dan whatsaapan",*[so don't keep palying games or chatingan with your boyfriends or girlfriens what are you buying cellphones for?learning right is not for games and whatsapp]

This motivation contains the value of conformity because invite children to use cellphones for something useful like studying.

5. **Self-direction value**

When conducting teaching ,the teacher about the narrative text material and giving questions and then the student named punu sirenden did not do the question because he answered his friend.

Then, teacher motivated the student as following quotation:

Teacher"*belajarlah kerja sendiri jangan berharap ke temnmu Karen belum tentu jawaban temanmu benar usahakan mandiri guanakan kemampuan sendiri".*[learn to work yourself don't expect to you friends because not necessarily your friend's answer is right try to be independent using your own abilities]

This motivation contains self-direction value because it teaches students not to rely on friends and use their own abilities to train these students to be independent.

Teacher: "*,tapi ingat kalian juga harus konsisten pada pendapat kalian jangan muda terpengaruh asal itu stay positif".*[but remember you also be consistent in your opinion,don't be easily influenced as long as it stay positive]

This motivation contains self-direction value because motivate yourself so that you are not easily affected by opinios others.

6. Security value

When conducting teaching ,the teacher about the personal letter and the student named Kesya wanted to come forward answering but other students intimidated that the answer must be wrong and heard by Mr. Andarias.

Then, teacher motivated the student as following quotation:

Teacher *"jangan pernah* membuat *teman kalian down dia hanya mencoba jikalau salah pun kita bisa memperbaiki jawan tersebut dan Kesya jangan takut bahwa jawaban kamu akan salah tidak apa-apa mencoba".*[never make your friend down he just tries if it's wrong we can fix the jawan and don't be afraid that your answer will be wrong it's okay to try]

This motivation contains security value because it motivates students not to be afraid of other people's opinions and to try something without fear of failure.

Teacher*:" makanya kalian terutama yang cewek karna kalian sudah dewasa jangan cepat termakan godaan laki laki".*[especially for girl,because you are already adults,don't quickly devoured men's whims.

This motivation contains security value because it motivates students don't be quickly deveoured men's whims so that nothing happens to her.

DISCUSSION

Following the previous research with my research, namely what is contained in the research of yanti ismayati, Ridho (2022) that the usefulness in English lessons and the high low interest of students in learning English lies with the value of motivation. We can know that the value contained in each motivation can affect a student's interest in learning or in everyday life, for that a teacher is advised to always motivate students.

The next similarity in the research contained in Kholid (2017), motivation is indeed very influential in the field of foreign language teaching (EFL).It cannot be denied that motivation is obviously very influential in the field of teaching, for example, EFL students will be able to or students can understand foreign languages (EFL) if they get a motivation from the teacher. And the other hand this present study was different with several studies such as;

The findings did not support the findings from previous;

Conducted by Kholid (2017) on Kholid's research, the value of motivation carried out in processing data is only two, namely: instrumental motivation and integrative motivation, while in the research of Yanti Ismayati (2022) the research conducted only discusses motivation in general, namely Ekstrensic motivation and intrinsic motivation. But if you want to examine more deeply about motivation, it must be accompanied by values and in Schwarz and collagues research (Schwarz 1992;and boehnke,2004) there are ten more related motivational values, namely;conformity, security, power, universalism, human, self-direction, benevolence, achievement, attitude.And maybe there are many more motivational values that will appear but those ten motivational values became my handle in doing research at SMAN 8 Tana Toraja and the data that I can connect to the ten motivational values to make them more related;

1. Acievemnt value

This motivation contains achievement value because it motivates students named Emiliana to maintain and develop the achievements they have achieved and motivates other students to have the will to achieve achievements.

This motivation contains the value of achievement because it motivates

students to think broadly so that their knowledge can increase.

2. Power value

This motivation contains a sense of power Because it gives mental strength to students not to break if they don't have the cost to go to college and gives motivation to the power of spirit so that they can learn from now on to become provisions for the future of students.

This motivation contains power values because it is to motivate Edward did not to be discouraged from learning because he does not have a cellphone and can use books or other supports to get a mentor.

3. Attitude value

This motivation contains the value of attitude because it teaches how to respect the teacher in front because the teacher is the student's parent when in school and leads students to gain knowledge to be used as a provision for the future.

This motivation contains the value of attitude because in taking a good attitude not to force parents because they are unable.

This motivation contains the value of attitude because it teaches students to be disciplined in terms of dressing or how to behave so that students can understand discipline from an early age.

4. Self-direction

This motivation contains self-direction value because it teaches students not to rely on friends and use their own abilities to train these students to be independent.

This motivation contains self-direction value because motivate yourself so that you are not easily affected by opinios others.

5. Benevolence value

The motivation contains the value of benevolence motivation because it wants students to help each other in terms of the lesson to make it easier for students to understand the lesson.

6. Security value

This motivation contains security value because it motivates students not to be afraid of other people's opinions and to try something without fear of failure.

This motivation contains security value because it motivates students don't be quickly deveoured men's whims so that nothing happens to her.

CONCLUSION

Based on the results of the discussion (discussion), the findings are the answer to the research problem (research question)The motivational values that I have researched at SMAN 8 Tana Toraja when the teacher teaches there are 10 motivational values, namely the values of humanity, religious, achievement, power, universalism, security, self-direction, benevolence, and conformity value and the facts that motivation and motivational values are closely related to teaching objectives because motivation determines the high and low interest of students in learning and if students apply those motivational values it will help the teacher when teaching to achieve the teaching objectives.

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Schwarz 1992;and boehnke,2004) *there are ten more related motivational values, namely;conformity, security, power, universalism, human, self-direction, benevolence, achievement, attitude.*