

---

**THE EFFECT OF TEACHER MOTIVATION IN ENGLISH LEARNING  
ACHIEVEMENT OF TEN GRADE STUDENTS  
AT SMA NEGERI 1 SUNGAI PINYUH**

**Cici Wahyuni<sup>1</sup>, Dofir<sup>2</sup>, Kholilurrahim<sup>2</sup>**

Student<sup>1</sup> And Lecturer<sup>2</sup> Sekolah Tinggi Agama Islam (STAI) Mempawah

Contributor Email: ciciw530@gmail.com, dofir@gmail.com,  
kholilurrahim@gmail.com

---

***Abstract***

*This study aims to analyze the effect of teacher motivation on students' achievement in learning English. The research focuses on class X H students of SMA Negeri 1 Sungai Pinyuh. The problems formulated are: (1) How is teacher motivation related to English learning achievement of 10th grade students? and (2) What are the strengths and weaknesses of teacher motivation in English learning achievement? A descriptive qualitative approach was employed, and data were collected through interviews, classroom observations, and documentation.*

*The findings show that teacher motivation plays an essential role in creating a supportive learning environment, encouraging active participation, and improving learning outcomes. Motivated teachers tend to use more engaging strategies, provide constructive feedback, and build positive relationships with students, which overall enhance English learning achievement. However, weaknesses were also found, such as limited variation in teaching techniques and external factors influencing students' learning. The study concludes that teacher motivation is a key factor in students' academic achievement, and schools should support teachers to maintain high motivation levels.*

***Keywords:*** *Teacher Motivation, English Learning, Students' Achievement.*

**A. Introduction**

Teacher motivation has been proven to influence students' learning achievement. Hidayat (2022:5) emphasize that teacher motivation has a direct effect on student performance, as teachers' spirit in teaching raises students' spirit in learning. Similarly, Sujeewa (2021:3) underline that the quality of teaching is strongly associated with teachers' level of motivation. Therefore, it can be understood that motivated teachers positively affect students' achievement, especially in English learning which requires consistency, practice, and persistence.

In the Indonesian context, research on teacher motivation remains relatively limited. Most studies have focused more on students' learning motivation, while teachers' motivation has not been widely explored. Yet, teachers are the main agents who determine the success of the learning process. Fernanda Yuriansyah (2020:4), found that highly motivated English teachers are able to increase student engagement through both intrinsic and extrinsic motivation. Meanwhile Herawati (2023:7), pointed out that both internal and external factors play a significant role in shaping motivation, for teachers as well as for students. Hence, examining teacher motivation in English language teaching in Indonesia remains highly relevant.

The phenomenon of low learning motivation is also found at SMA Negeri 1 Sungai Pinyuh. Based on the researcher's preliminary observations, students' motivation in learning English is still low, as reflected in their lack of preparation during class, such as not bringing books or stationery, as well as their low participation in learning activities. This was also confirmed by English teachers at the school, who admitted that many tenth-grade students tend to be passive and less enthusiastic during English lessons. In addition, exam results also indicate that most students have not yet achieved satisfactory learning outcomes.

This situation highlights the importance of teachers' role in fostering students' learning motivation. Mishra, (2021:23) stated that human behavior in learning is influenced by the principle of pleasure and pain, in which individuals seek to maximize success and minimize failure. A motivated teacher will be able to present varied and enjoyable teaching methods that increase student engagement. Conversely, teachers with low motivation may worsen the already low motivation of students.

Furthermore, teacher motivation is also closely related to external factors such as school support, opportunities for professional development, and collaboration with colleagues. Richard M Ryan (2021:3), emphasize that a collaborative working environment can significantly increase teachers' motivation to perform better. In other words, teacher motivation is not only determined by internal factors but is also strongly influenced by supportive school environments and educational systems.

Considering these conditions, this research focuses on the effect of teacher motivation on the English learning achievement of tenth-grade students at SMA Negeri 1 Sungai Pinyuh. This study aims not only to analyze the extent to which teacher motivation contributes to students' achievement but also to identify the strengths and weaknesses of teacher motivation in the learning process.

The significance of this study lies in both theoretical and practical aspects. Theoretically, it reinforces the view that teacher motivation is one of the key factors in the success of English language learning. Practically, it may serve as an evaluation for teachers and schools to enhance motivation, either through professional development or by creating more supportive learning environments. By providing a deeper understanding of the relationship between teacher motivation and students' English achievement, it is expected that the teaching and learning process at SMA Negeri 1 Sungai Pinyuh will become more effective and result in better learning outcomes.

## **B. Research Method**

This research is descriptive qualitative research. Creswell (2018:142), as cited in Marczyk (2005:16), states that descriptive qualitative research is a research method used to explore and understand social phenomena by describing them naturally without manipulating variables. The descriptive qualitative research is divided into two main stages: preliminary study and data analysis. This study was conducted at SMA Negeri 1 Sungai Pinyuh in the 2024/2025 academic year with the participants of Class X H students, totaling 36 students (21 females and 15 males) and the English teacher.

The preliminary study involved classroom observation, interviews, and documentation to identify the effect of teacher motivation on English learning achievement and to find the strengths and weaknesses of teacher motivation in the teaching process. The data analysis stage covered reducing the collected data, displaying the findings, and drawing conclusions by using Miles and Huberman's model of qualitative data analysis. The findings were validated through member checking and triangulation, ensuring the credibility of information obtained from observations, interviews, and documentation.

### **C. Discussion**

The findings of this study reveal a strong relationship between teacher motivation and the English learning achievement of tenth-grade students in Class X H at SMA Negeri 1 Sungai Pinyuh. Data were collected through classroom observations and interviews with eighteen students and two English teachers. The analysis shows that although the teachers demonstrated very high levels of motivation and implemented various interactive learning strategies, the influence on student engagement and achievement was not evenly distributed. This indicates that teacher motivation alone does not automatically lead to significant increases in student participation or academic success.

Initial classroom observations revealed that student participation remained relatively low. Among the three key indicators active questioning, active answering, and vocabulary mastery only three students consistently displayed high performance in all aspects. The majority of students remained passive, rarely asking questions or responding when given the opportunity. This pattern suggests that despite the teachers' motivational efforts, most students were still unprepared or reluctant to take an active role in the English learning process.

Further observation showed that while a few students demonstrated curiosity and willingness to engage, many remained silent or hesitant when invited to interact. Speaking activities were the most challenging, as students appeared to lack the confidence to use English in front of their peers. When prompted by the teacher, most students responded with very short answers or chose to remain silent. These behaviors indicate the presence of psychological barriers such as fear of making mistakes and language anxiety that limit their classroom involvement.

In contrast, the two English teachers consistently showed high motivation throughout the learning process. They expressed a strong awareness of the importance of English as an international language and a professional responsibility to help students become competent communicators. Their intrinsic motivation was evident in their enthusiasm for teaching, while extrinsic factors such as career commitment and

job satisfaction further strengthened their dedication. This strong sense of purpose served as a key driver for their persistent efforts to encourage student engagement.

Interviews with students revealed significant linguistic and psychological obstacles. Many students reported difficulties in pronunciation, limited vocabulary, and problems understanding spoken English. These challenges made it difficult for them to comprehend lessons or express ideas clearly during class discussions. Several students also admitted feeling shy or embarrassed when asked to speak in front of their classmates, which further limited their willingness to participate. This lack of confidence emerged as a major factor preventing students from engaging actively in English learning activities.

Some students acknowledged having practical motivations for learning English, such as the desire to communicate with foreigners, understand movies without subtitles, or prepare for future education. However, these motivations were mostly instrumental and had not yet translated into consistent classroom engagement. Several students described English as “*quite difficult*” or “*confusing*”, especially during listening tasks or grammar exercises. These perceptions suggest that while motivation exists, it is not sufficient to overcome the linguistic and psychological barriers that inhibit active participation.

Interviews with the teachers supported these findings and provided deeper context. Both teachers reported that although students occasionally showed curiosity, many came to class unprepared, often forgetting to bring books or writing materials. This lack of preparation further limited students’ ability to follow the lessons and take advantage of the opportunities provided by the teachers. The issue of participation was therefore influenced not only by psychological factors but also by learning habits and students’ readiness to engage in the instructional process.

Further analysis revealed a clear misalignment between teacher motivation and student readiness. Teachers frequently introduced challenging materials, such as expository texts and fractured fairy tales, but students struggled to comprehend the content due to weak vocabulary and limited grammatical knowledge. Speaking activities designed to build confidence often received minimal responses, showing that

the gap between teacher efforts and student abilities remained significant. These findings highlight the need for gradual instruction and carefully tailored materials that match students' current skill levels.

Despite the overall passivity of most students, a small group showed noticeable improvement as a result of the teachers' motivational strategies. These students demonstrated gradual gains in vocabulary mastery, speaking confidence, and participation in class discussions. They reported that lessons became more enjoyable when the teacher praised their effort rather than focusing solely on correct answers. This progress illustrates that highly motivated teaching can have a direct and positive impact when combined with adaptive approaches and a supportive learning atmosphere.

Overall, the findings confirm that teacher motivation plays a critical but indirect role in improving students' English learning achievement. Motivated teachers are able to create a positive classroom atmosphere and implement engaging teaching methods, but these efforts must be complemented by confidence-building activities, step-by-step language instruction, and the strengthening of basic skills. The combination of teacher motivation, psychological support, and appropriately designed learning strategies is essential to closing the gap between teacher enthusiasm and student readiness, ultimately fostering meaningful and sustained improvements in English achievement.

#### **D. Conclusion**

The results of the study show that the English teachers at SMA Negeri 1 Sungai Pinyuh demonstrate a high level of motivation in teaching. Their motivation is evident in both intrinsic and extrinsic forms, as seen in their enthusiasm for delivering lessons, their commitment to improving students' English ability, and their consistent effort to make learning meaningful. The teachers view English as an important international language and strive to create a positive atmosphere that encourages students to participate in the learning process.

The strengths of teacher motivation lie in their ability to maintain enthusiasm, design varied learning activities, and provide positive reinforcement that encourages students to try speaking English even when their skills are limited. This strong

motivation helps create a supportive classroom environment and gives students the opportunity to gradually improve their vocabulary and communication skills despite their initial hesitation.

However, the study also reveals several weaknesses related to the effect of teacher motivation. Despite the teachers' high motivation, many students still face challenges such as limited vocabulary, pronunciation difficulties, low confidence, and lack of readiness to participate actively. These obstacles prevent teacher motivation from fully translating into improved English achievement. Therefore, while teacher motivation is a crucial factor, it must be supported by gradual instruction and confidence-building activities to ensure meaningful progress in students' English learning.

## References

- Ankit, Kumar., et al. 2023. *Observation Method: A Review Study. Library Philosophy And Practice (E-Journal)*.
- Azhar, Ali Sorrayaei, & Huang, Ying. 2025. *Discourse in ESL Classrooms: A Critical Literature Review. The European Journal Of Humour Research*.
- Cinar, Sabahattin Yesil. 2021. *Motivational strategies in language learning: Student teachers' perceptions and views*. Journal of Education.
- Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (3rd ed.). New Delhi: Sage Publications.
- Creswell, J. W., & Creswell, J. D. 2018. *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

- Creswell, J. W. 2022. *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research* (4th ed.). New Delhi: Pearson Education.
- Elisha, Shella. 2019. *The Effectiveness Of Using Printed Mass Media To Encourage Reading Skill At State Junior High School 7 Metro* (Undergraduate thesis). State Institute for Islamic Studies IAIN Metro.
- Herawati. 2023. *The Student Motivation In Learning English Skills Through Video Confernces (Microsoft Teams) at SMA Negeri 7 Pinrang* (Undergraduate thesis). Universitas Negeri Makassar.
- Hettiarachchi, Sujeewa. 2021. *English Language Teacher Motivation In Sri Lankan Public Schools*. Journal Of Language Teaching And Research. 4.
- Hidayat, et al. 2022. *The Effect Of Teacher Motivation On Student Achievement In Islamic Senior High School*. International Journal Of Educational Qualitative Quantitative Research. 1.
- Ismail, Shajna., et al. 2023. *Malaysian In-Service Teachers' Intrinsic And Extrinsic Motivation Towards Teaching English*. Journal Of Educational Studies.
- Kambuga, Yusuph Maulid. 2023. *Teacher performance in Tanzania: Discovering the influence of salary as a motivational catalyst*. Journal of International Trade, Logistics and Law.
- Marczyk, Geoffrey., DeMatteo, David., & Festinger, David. 2005. *Essentials of research design and methodology*. Hoboken, NJ: John Wiley & Sons.
- Mishra, Savita., et al. 2023. *Motivation To Work Of Teacher Educators At Elementary Level Of Teacher Education Institution*. International Journal Of Social Learning. 4.

- Pratomo, Herdiyanto Wahyu, & Kuswati, Yeti. 2022. *The Effect Of Teacher Motivation On Student Achievement In Islamic Senior High School. International Journal of Educational Qualitative Quantitative Research*. 1.
- Ratnasari, Dine Trio., et al. 2023. *The Effect Of Discipline And Motivation On Teacher Achievement At Elementary Schools. Journal*.
- Ratasipirong, Paul., et al. 2020. *Mental Health And Burnout Among Teachers In Thailand. Journal Of Health Research*.
- Rijali, Ahmad. 2018. *Analisis Data Kualitatif. Journal Alhadroh*. 17.
- Riyanti, Dwi. 2022. *The Role Of Motivation In Learning English As A Foreign Language. Journal Of English Language Teaching Innovations And Materials*. 1.
- Ryan, Richard M., & Deci, Edward L. 2021. *Intrinsic And Extrinsic Motivation: Classic Definitions And New Directions. Contemporary Educational Psychology*.
- Sujeewa Hettiarachchi. 2021. *English Language Teacher Motivation In Sri Lankan Public Schools. Journal Of Langue Teaching And Research*.
- Wiraningsih, P., & Dewi, N. L. P. E. S. 2020. *The Roles Of EFL Teachers In Promoting Learner Autonomy. Jurnal Pendidikan dan Pengajaran*.
- Yuriansyah, Fernanda. 2020. *Exploring Teacher Motivation In Teaching English: A Case Study Of Experienced English Teacher At Senior High School 1 Bangkinang Kota (Undergraduate Thesis). Universitas Riau*.

Yusnawati., et al. 2021. *School Environment And Teacher Work Motivation On Teacher Professionalism*. Atlantis Press.