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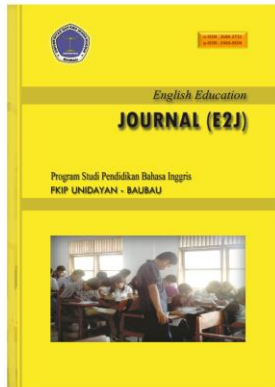
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EXPLORING TEACHERS' PERSPECTIVES ON STUDENT MOTIVATION IN ENGLISH LANGUAGE LEARNING AT MTsN 4 BUTON SELATAN

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Abstract

This research explores teachers' perspectives on strategies to enhance students' motivation in learning English at MTsN 4 Buton Selatan. The research identifies challenges such as student passivity and limited vocabulary, which hinder engagement in language learning. Using a phenomenological approach, data were collected from three teachers through semi-structured interviews and analyzed with NVivo software. The findings highlight that intrinsic motivation, driven by curiosity and personal interest, and extrinsic motivation, influenced by family, peers, and environment, were critical for fostering learning engagement. Teachers employed strategies such as creating supportive classroom environments, assigning meaningful tasks, offering praise, and providing constructive feedback to address motivational barriers. These approaches were crucial in enhancing students' willingness to participate and succeed. This research concludes by emphasizing the importance of holistic and adaptive teaching methods to balance intrinsic and extrinsic motivation for effective learning. Future research could focus on long-term impacts of motivational strategies and sociocultural influences on English language acquisition.

Keywords: English language learning, student's motivation, teachers' perspective, teaching strategies

Abstrak

Penelitian ini mengeksplorasi perspektif guru tentang strategi untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris di MTsN 4 Buton Selatan. Penelitian ini mengidentifikasi tantangan seperti kefasihan siswa dan keterbatasan kosakata, yang menghambat keterlibatan siswa dalam pembelajaran bahasa. Dengan menggunakan pendekatan fenomenologis, data dikumpulkan dari tiga guru melalui wawancara semi-terstruktur dan dianalisis dengan perangkat lunak NVivo. Temuan menyoroti bahwa motivasi intrinsik, yang didorong oleh rasa ingin tahu dan minat pribadi, serta motivasi ekstrinsik, yang dipengaruhi oleh keluarga, teman sebaya, dan lingkungan, sangat penting untuk menumbuhkan keterlibatan belajar. Para guru menggunakan strategi seperti menciptakan lingkungan kelas yang mendukung, memberikan tugas-tugas yang bermakna, memberikan pujian, dan memberikan umpan balik yang konstruktif untuk mengatasi hambatan motivasi. Pendekatan-pendekatan ini sangat penting dalam meningkatkan kemauan siswa untuk berpartisipasi dan berhasil. Penelitian ini menyimpulkan dengan menekankan pentingnya metode pengajaran yang holistik dan adaptif untuk menyeimbangkan motivasi intrinsik dan ekstrinsik untuk pembelajaran yang efektif. Penelitian selanjutnya dapat berfokus pada dampak jangka panjang dari strategi motivasi dan pengaruh sosiokultural terhadap penguasaan bahasa Inggris.

Kata kunci: Pembelajaran bahasa Inggris, motivasi siswa, perspektif guru, strategi pengajaran

1. INTRODUCTION

English has emerged as a crucial instrument for communication, academic achievement, and professional progression in today's globalized world. Crystal [1] emphasizes that English serves as a global lingua franca, facilitating communication across cultural and professional boundaries. Its dominance in fields such as science, technology, and international business makes it an essential skill for individuals aiming to succeed in global contexts.

Motivation is recognized as a crucial factor influencing success in language acquisition. Gardner [2] emphasizes that "motivation is the impetus for the energy and persistence that learners demonstrate in acquiring a second language." Students' motivation to learn English frequently fluctuates, shaped by personal, social, and institutional factors. According to Dörnyei [3], motivation is a key

determinant of second language acquisition, significantly influencing learners' effort and persistence. Motivation is not static but varies depending on individual learner characteristics and external circumstances, such as peer influence, family support, and societal expectations. Motivated students typically demonstrate increased effort, persistence, and enthusiasm in their educational pursuits. In contrast, Ryan and Deci [4] assert that "low motivation can result in disengagement, diminished achievement, and hesitance to participate," posing a considerable challenge for teachers.

Teachers are essential in identifying and responding to these motivational disparities. Ryan and Deci's [4] Self-Determination Theory highlights the critical role of teachers in fostering both intrinsic and extrinsic motivation. Teachers who provide autonomy-supportive environments and emphasize relevance in their teaching can significantly enhance students' willingness to engage with the language. Harmer [5] further asserts that teachers' strategies, such as the use of authentic materials and engaging activities, profoundly impact students' enthusiasm and success in language learning.

Their perceptions, strategies, and insights can profoundly influence students' engagement and success in acquiring English language proficiency. As noted by Williams and Burden [6], effective teaching involves understanding the unique motivational dynamics of each learner and tailoring strategies accordingly. By addressing these motivational disparities, teachers can create supportive learning environments that empower students to achieve their full potential in acquiring English proficiency.

Comprehending the determinants of motivation and examining effective pedagogical strategies are essential for cultivating an environment favorable to language acquisition. Harmer [5] asserts, "teachers who utilize engaging materials and cultivate a positive classroom environment can significantly impact their students' eagerness to learn." These expert viewpoints highlight the significance of addressing motivational elements in English language acquisition.

This research examines teachers' viewpoints regarding student motivation in

acquiring the English language. It aims to identify the challenges experienced English teachers encounter, their strategies, and their insights on motivated versus unmotivated learners. The results are anticipated to offer significant insights for educators, policymakers, and curriculum developers to improve motivation and learning outcomes in English classrooms.

1.1. The Importance of Motivation in Language Learning

Motivation is considered a crucial element in second language acquisition [2]. It affects the degree to which learners are inclined to exert effort, surmount obstacles, and maintain their dedication to learning. Dörnyei [3] classifies motivation into intrinsic and extrinsic categories, both of which are essential for language acquisition. Intrinsic motivation arises from an individual's personal interest or enjoyment in the learning experience, whereas extrinsic motivation is influenced by external rewards or pressures.

1.2. The Role of Teacher in Boosting Student Motivation

Teachers significantly influence students' perceptions of learning. Effective teaching strategies, including the use of engaging materials, the establishment of realistic goals, and the provision of constructive feedback, can significantly enhance student motivation [4]. A supportive classroom environment promotes a sense of belonging and encourages students to engage in risk-taking during language learning.

1.3. Challenges in English Language Instruction

There are many difficulties in teaching English, especially as a second or foreign language. Large class sizes, a range of skill levels, and a lack of resources can all make it harder to teach effectively. Brown [7] points out that "teachers often contend with significant classroom constraints, such as varied student abilities and insufficient materials, which complicate their ability to address all learners' needs." Furthermore, teachers often face the difficult task of addressing their students' lack of motivation.

Harmer [5] says these problems can show up as not paying attention, not being interested, and not putting in much effort. It means that "students' lack of motivation often results in disengagement and passive behavior in the classroom."

1.4. Strategies for Motivating Learners

Research identifies a variety of strategies that teachers can use to increase motivation. According to Harmer [5], effective methods include creating a positive and engaging classroom environment, using authentic materials, and connecting lessons to students' interests. Furthermore, setting attainable goals and acknowledging students' efforts can boost their sense of accomplishment and motivation.

1.5. Characteristics of Motivated and Unmotivated Learners

Motivated learners are typically distinguished by their enthusiasm, perseverance, and active participation in educational activities. They are frequently goal-oriented and willing to take risks with the language [2]. Unmotivated learners, on the other hand, may exhibit behaviors such as reluctance to participate, ineffectiveness, and disinterest in the subject matter. Identifying these characteristics allows teachers to tailor their instructional approaches.

1.6. Factors Influencing Low Motivation

Students' low motivation to learn English can be attributed to a variety of factors, including a lack of interest, negative attitudes toward the subject, and external pressures such as family expectations or academic performance [7]. Furthermore, socioeconomic factors, insufficient resources, and ineffective teaching methods can exacerbate the situation.

2. METHODS

This research used a phenomenological approach to focus on individual perceptions. With a phenomenological approach, the researchers sought to understand the meaning of the participant's experience, perspective, or point of view [8].

The participants in this research were secondary school teachers in MTsN 4 Buton Selatan. The selection of subjects was based on the purposive principle, which was selected in advance by the researchers because the researchers knew that the subject had experienced the topic under study and had predetermined criteria [9]. In this case, the researchers took three subjects.

Data were collected through semi-structured interview techniques for about 30 minutes for each participant, which were recorded using an audio recorder application on a smartphone.

The data analysis commenced with the organization of data, subsequently formatted as transcripts. The transcripts were repeatedly analyzed to obtain a comprehensive understanding of the data and to identify segments that might elucidate aspects of the phenomenon [9]. Subsequently, the data was subjected to conceptualization, classification, categorization, theme identification, and integration with theoretical constructs. The interpretation of the data involved reorganizing, analyzing, and discussing the textual information to convey the participants' original insights. The data analysis procedure employed NVivo 12 software.

3. RESULTS AND DISCUSSION

This research interviewed three teachers as the participants. Interview data from the three participants were compiled as transcripts and then imported into NVivo 15 software for further analysis.

One of the features of NVivo software for visually displaying text was Word Frequency Query. This feature helped the researcher display the frequency of interesting and informative words. Based on the search results with this feature, a collection of the most frequently occurring words in the data was obtained, which was shown in Figure 1. The word "siswa" dominated the participants' conversation with a frequency of 4.55% of all data, followed by the words "dalam", "belajar," "bahasa," and "Inggris."

Figure 1. The Most Frequently Occurring Word from the Data



The research data analysis reveals that the word "siswa (students)" dominated the participants' conversations, accounting for 4.55% of the total data. This frequency highlights students' central role in teachers' perspectives when discussing motivation in English language learning. The prominence of this term suggests that teachers view students as the most critical factor influencing the success or failure of learning processes in English classrooms. This emphasis aligns with the central aim of education: addressing students' needs and fostering their development.

The frequent occurrence of "siswa (students)" in the data indicates that teachers are highly attentive to the behaviors, attitudes, and challenges faced by students in their learning journey. Teachers emphasized understanding students' motivations, which can vary widely depending on individual and contextual factors. As motivation directly affects students' engagement, participation, and learning outcomes, its significance in English language learning cannot be overstated. Teachers often referred to the necessity of tailoring strategies to meet students' needs, suggesting that student-centered approaches are essential for fostering motivation.

The words "dalam (in)", "belajar (learn)", "bahasa (language)", and "Inggris (English)" further contextualize the discussions. The frequent mention of "dalam" reflects how teachers situate student motivation within the broader framework of the learning environment. They discussed how factors such as classroom dynamics, cultural contexts, and societal expectations shape the way students approach English learning. This word serves as a linguistic marker that ties the broader discussions to specific teaching practices and motivational strategies within the classroom setting.

"Belajar (learn)" was another recurring term, reflecting the core activity that teachers aim to enhance through motivational strategies. Teachers repeatedly highlighted the importance of creating engaging and meaningful learning experiences that resonate with students. The act of "belajar" is not merely about absorbing knowledge; it encompasses participation, curiosity, and the active application of language skills. Teachers'

discussions emphasized that fostering a desire to "*belajar*" requires addressing both intrinsic and extrinsic motivational factors, including personal interest, relevance of the material, and external rewards or recognition.

The words "*bahasa* (language)" and "*Inggris* (English)" indicate the specific subject under focus in these motivational discussions. Teachers acknowledged the unique challenges of teaching English as a second or foreign language, particularly in contexts where it may not be used outside the classroom. Motivation to learn "*bahasa Inggris*" is influenced by factors such as students' perception of its importance, societal attitudes toward English, and the availability of resources. Teachers discussed strategies to make English more accessible and relevant, such as using real-world examples, incorporating multimedia resources, and connecting lessons to students' personal goals.

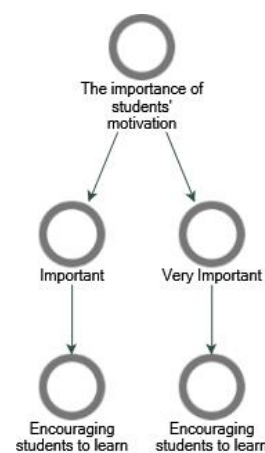
Therefore, the frequent occurrence of terms such as students, learning processes, and contextual challenges underscores the interconnected themes central to teaching English. Scholars like Dörnyei [3] emphasize that understanding and addressing student motivation is pivotal to effective language learning. Teachers' perspectives reveal that focusing on student needs, as proposed by Ryan and Deci's [4] Self-Determination Theory, is fundamental to fostering intrinsic motivation in learners. By creating supportive and engaging environments, educators aim to enhance students' motivation, as well as their overall language acquisition outcomes [6].

This approach aligns with the principles of Vygotsky's [10] Sociocultural Theory, which emphasizes the role of interaction and contextual support in learning. Teachers are urged to adopt holistic and adaptive strategies, as suggested by Harmer [5], that cater to the dynamic and multifaceted nature of student motivation, including personal, social, and environmental factors. In doing so, they address barriers to learning and empower students to succeed in their English language journeys.

Furthermore, the researchers present the results of teacher interviews through project maps which can be seen in the pictures below. The project map was created based on the themes of the coding results that can be used in exploring and presenting data relationships.

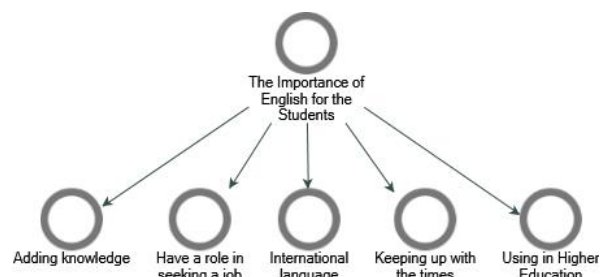
Based on the project map created, eight components about teachers' perspectives on the factors influencing student motivation in English language learning at MTsN 4 Buton Selatan were obtained, namely the importance of motivation for students, the importance of English for students, problems in teaching, strategies used to motivate students, types of motivation needed by students, factors that influence low student motivation, characteristics of unmotivated students, and characteristics of students who are motivated to learn English in the classroom.

Figure 2. The Importance of Students' Motivation



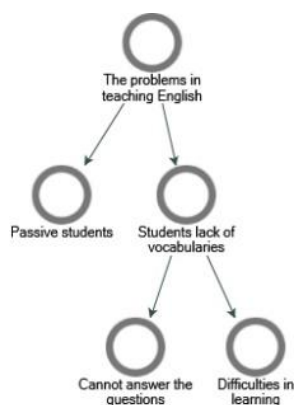
Based on the results of the interviews with the respondents at MTsN 4 Buton Selatan, it was found that the respondents regarded students' motivation in learning English as having two levels of significance: Important and Very Important. Both categories lead to the same result, it was encouraging students to learn. Whether teachers see motivation as "important" or "very important," their ultimate goal is to foster environments where students feel inspired and empowered to engage in the learning process.

Figure 3. The Importance of English for the Students



The findings of the interview found that the respondents agreed English was important for the students for some reasons. It explains the teachers of MTsN 4 Buton Selatan are aware of the importance of English for the students because 1) English acts as a gateway to vast amounts of information, especially in scientific, technological, and cultural domains. Proficiency in English allows students to access academic resources, such as books, research articles, and online materials, which are predominantly published in English so that the students can add their knowledge by mastering English. Then, 2) English had a role in seeking a job. In the global job market, English proficiency is often a key requirement. Employers value employees who can communicate effectively in English, as it facilitates collaboration with international clients and partners, 3) English is as an international language. English is the most widely spoken second language globally, serving as a lingua franca. Students proficient in English can communicate across cultural boundaries, which is essential in today's interconnected world; 4) In the digital era, English is the dominant language of the internet, social media, and technology. Mastery of English helps students stay updated with global trends, innovations, and developments; and 5) English will be used in Higher Education. Many universities worldwide use English as the medium of instruction, especially in postgraduate programs. Students proficient in English have better opportunities to pursue higher education abroad and access academic programs in prestigious institutions.

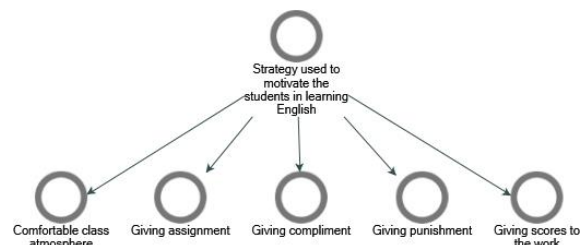
Figure 4. The Problems in Teaching English



Based on the interview, the findings claimed there were two problems faced by the teachers at MTsN 4 Buton Selatan in teaching English, they were the students were passive in the class and the students were lack of vocabularies. This challenge highlights that some students lack active participation in English classes. Passivity can stem from low confidence, fear of making mistakes, or a lack of interest in the subject. Such behavior limits their engagement and reduces their learning outcomes. Ellis [11] shows that student passivity in language classrooms is often linked to a lack of intrinsic motivation and fear of negative evaluation. To address this, teachers must create a supportive environment and use engaging activities that promote active participation.

A common barrier in learning English is insufficient vocabulary. Without a strong foundation of words, students struggle to comprehend texts, form sentences, or express themselves effectively. Vocabulary deficiency leads to further challenges, such as: 1) Cannot Answer the Questions: Students with limited vocabulary often find it difficult to understand questions or formulate coherent responses during discussions or examinations. 2) Difficulties in Learning: A lack of vocabulary hampers overall comprehension, making it harder for students to grasp grammar rules, practice reading, or engage in communication activities. According to Nation [12], limited vocabulary severely restricts students' ability to understand and produce language. Teachers must prioritize systematic vocabulary teaching, including frequent recycling and contextual practice.

Figure 5. The Teachers' Strategies to Motivate the Students in Learning English



Based on the interview results, the respondents stated that the strategies used by teachers of MTsN 4 Buton Selatan to motivate the students to learn English include creating a comfortable class atmosphere, assigning

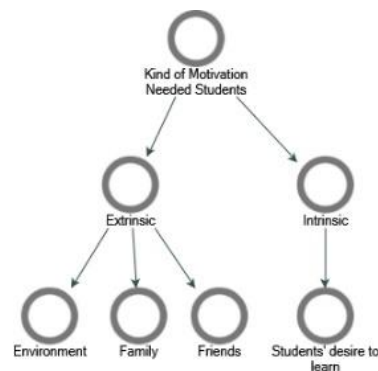
assignments, providing compliments, punishing students, and assigning scores to student work.

1. A supportive and welcoming classroom environment helps reduce anxiety and encourages participation. When students feel at ease, they are more likely to engage in activities and take risks in practicing the language. According to Dörnyei and Murphey [13], a positive classroom climate is essential for fostering motivation. Teachers can create a comfortable atmosphere by encouraging collaboration, respecting diversity, and providing emotional support.
2. Assignments provide students with opportunities to apply what they have learned. They help reinforce concepts and encourage students to take responsibility for their learning. When designed creatively, assignments can also spark interest and intrinsic motivation. Assignments are an essential part of learning as they promote self-regulation and reinforce material. Brown [14] highlights that task-based assignments focusing on real-world applications can make learning English more meaningful and engaging.
3. Compliments and praise are critical for building student confidence. Positive reinforcement through compliments boosts students' confidence and motivates them to perform better. Recognition of their efforts and achievements makes students feel valued and encourages persistence. According to Harmer [5], positive reinforcement encourages active participation and persistence in language learning.
4. Punishment, when used constructively, can correct negative behaviors or attitudes toward learning. However, excessive or inappropriate punishment can demotivate students, so it should be applied carefully and paired with positive strategies. While controversial, constructive punishment can redirect students toward desired behaviors. Ur [15] suggests that punishment should focus on correcting behavior rather than penalizing the individual, ensuring it remains a part of an overall positive teaching strategy.

5. Assigning scores or grades provides students with tangible feedback on their progress. Clear and fair evaluation helps them understand their strengths and areas for improvement, driving them to work harder and set goals for themselves. Scores provide concrete feedback and serve as a motivator for improvement. Brookhart [16] emphasizes that clear grading criteria help students understand expectations and foster a growth mindset.

By combining positive reinforcement, constructive feedback, and a supportive classroom atmosphere, the teachers can address individual student needs and enhance their overall learning experience. While certain strategies, like punishment, require careful application, their role in complementing other motivational techniques can contribute to a balanced teaching approach.

Figure 6. Kinds of Motivation Needed Students



Based on the findings, the respondents claimed that the students of MTsN 4 Buton Selatan needed internal and external motivation. The internal motivation related to the students' desire to learn English language and the external motivation associated with family, friends, and environment.

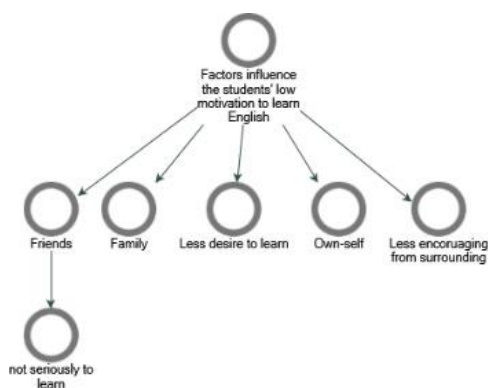
Intrinsic motivation originates from within the student and is driven by a genuine desire to learn and improve. It is characterized by students' desire to learn. This represents the internal curiosity and passion for acquiring knowledge and skills without reliance on external rewards. Dörnyei [17] argues that fostering intrinsic motivation involves creating opportunities for autonomy, competence, and relatedness, which allow students to take ownership of their learning.

Meanwhile, extrinsic motivation arises from external factors that influence a student's behavior. These factors include:

1. Family. Support and encouragement from family members often motivate students to perform well in academics. Hill et al. [18] highlight that parental involvement and encouragement are key drivers of academic success. Families who emphasize education often provide emotional and material support that motivates students.;
2. Friends. Peer influence can inspire students to engage in their studies, as friendships often provide emotional and social support. Peer relationships significantly impact motivation, as stated by Wentzel and Muenks [19]. Students are more likely to participate and achieve higher levels of performance when they feel socially connected to their peers.
3. Environment. The classroom, school infrastructure, and overall learning environment can greatly impact students' motivation. According to Deci and Ryan [20], a conducive learning environment enhances students' motivation by reducing anxiety and fostering a sense of belonging. An interactive and resource-rich environment promotes student engagement.

The findings effectively highlights the dual nature of motivation required for the students of MTsN 4 Buton Selatan. While extrinsic motivation provides the initial push through external factors such as family, friends, and environment, intrinsic motivation sustains long-term learning by fueling students' inner drive and curiosity. Teachers and parents should work together to balance both forms of motivation to maximize students' potential and academic success.

Figure 7. The Teachers' Strategies to Motivate the Students in Learning English



Based on the results, the respondents answered various factors that affected the low motivation of students at MTsN 4 Buton Selatan in learning English. This figure explored the factors influencing students' low motivation to learn English, highlighting key external and internal elements that hinder engagement and learning. These factors include friends, family, less desire to learn, self-related issues, and insufficient encouragement from surroundings.

The influence of peers can significantly shape students' attitudes toward learning. If a student's friends are not interested in studying or view English as unimportant, it can lead to a lack of seriousness in learning. This is further depicted by the sub-point not seriously to learn. Peers influence students' learning behaviors through group dynamics and social interactions. Wentzel and Muenks [19] explain that when students are surrounded by peers who do not value education, they are less likely to take learning seriously. Promoting positive peer influences can mitigate this issue.

Family support plays a vital role in student motivation. A lack of encouragement or negative attitudes toward education within the family can contribute to low motivation to learn English. According to Hill et al. [18], children from families that do not actively support or value education tend to exhibit lower academic engagement and effort.

The factor of less desire to learn points to a lack of intrinsic motivation or interest in English, often stemming from a lack of understanding of its value or relevance to the students' goals. Ryan and Deci [20] emphasize the importance of fostering students' intrinsic interest through autonomy, competence, and relevance in the curriculum.

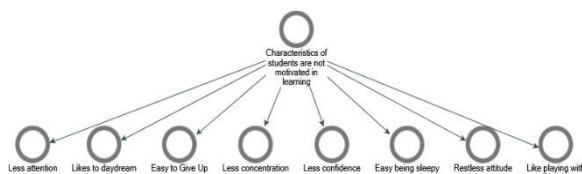
Personal factors, such as low self-confidence, anxiety, or a fixed mindset, can diminish a student's drive to learn English. These internal barriers prevent students from engaging fully in the learning process. Dörnyei [17] suggests that addressing individual motivational barriers requires building students' confidence through small achievements and positive reinforcement.

External environments, such as unsupportive teachers, inadequate school facilities, or negative social norms, can create an environment where students feel

unmotivated to engage in learning English. Bandura [21] highlights the importance of creating a supportive learning environment, where teachers and communities work together to inspire learners.

These factors effectively identify the key factors contributing to low motivation among students learning English. Addressing these issues requires a collaborative effort from teachers, families, and peers. Strategies such as fostering positive peer influence, enhancing family involvement, building self-confidence, and creating supportive environments can significantly improve students' motivation to learn English.

Figure 8. The Characteristics of Students are Not Motivated in Learning English



Based on the result of interview, the respondents mentioned some characteristics to students that were not motivated in learning English. These characteristics included less attention, daydreaming, easily giving up, low concentration, low confidence, sleepiness, restless attitudes, and a preference for playing with friends.

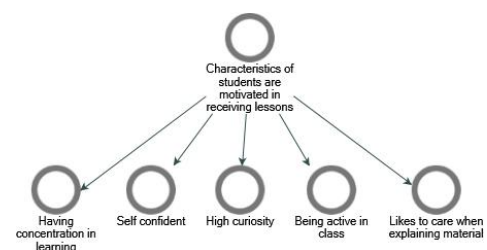
1. Less Attention. According to Schunk et al. [22], attention is a prerequisite for effective learning. Lack of attention often stems from poorly structured lessons or mismatched teaching strategies that fail to engage students.
2. Likes to Daydream. Ryan and Deci [20] suggest that students disengage and daydream when they perceive lessons as irrelevant or monotonous. Providing meaningful and relatable content can reduce this behavior.
3. Easy to Give Up. Persistence is a hallmark of intrinsic motivation. Dörnyei [17] emphasizes that unmotivated students tend to avoid challenges because they fear failure or lack the skills to persevere.
4. Less Concentration. Ellis [11] highlights that low concentration is often a result of external distractions or internal stress. Encouraging active learning and reducing

classroom distractions can improve concentration.

5. Less Confidence. Low confidence undermines motivation. Bandura [21] states that fostering self-efficacy through small, achievable goals can help students build confidence in their skills.
6. Easy Being Sleepy. Sleepiness in class can result from a lack of engagement. Harmer [5] recommends using varied teaching methods and interactive activities to energize students.
7. Restless Attitude. Restlessness is often a symptom of boredom or unaddressed learning needs. Wentzel and Muenks [19] argue that incorporating active learning strategies can reduce restlessness and improve focus.
8. Like Playing with Friends. While socializing is natural for students, excessive focus on peers over academics can hinder learning. Some students prioritize social interactions over learning, choosing to spend time with peers rather than focusing on academic tasks. Vygotsky's [10] Sociocultural Theory suggests using collaborative learning activities to channel social interactions productively.

This finding effectively outlines behaviors associated with low motivation in learning. Addressing these characteristics requires a holistic approach, combining engaging teaching methods, personalized learning support, and a supportive classroom environment. By understanding these traits, educators can implement targeted interventions to rekindle students' interest and motivation in learning.

Figure 9. The Characteristics of Students are Motivated in Learning English



The result showed that the respondents highlighted the characteristics of students who were motivated in learning English, focusing on behaviors and attitudes that demonstrate engagement and enthusiasm for learning. These characteristics include having

concentration in learning, self-confidence, high curiosity, being active in class, and caring when explaining material.

1. Schunk et al. [22] emphasize that concentration is a critical factor in academic success. Students who stay focused during lessons are more likely to retain information and apply it effectively. Teachers can foster concentration by minimizing distractions and creating structured lesson plans.
2. Confidence in one's skills is essential for motivation. According to Bandura [21], self-efficacy, or the belief in one's capacity to succeed, directly influences learning outcomes. Teachers can build students' confidence by setting achievable goals and providing positive feedback.
3. Curiosity is a hallmark of intrinsic motivation. Ryan and Deci [20] highlight that fostering curiosity leads to deeper engagement and better learning outcomes. Encouraging open-ended questions and project-based learning can enhance students' curiosity.
4. Active participation reflects a student's interest and commitment to learning. Harmer [5] explains that interactive and collaborative teaching methods promote classroom engagement and motivate students to contribute actively.
5. Helping peers reinforces students' own understanding of concepts. Vygotsky's [10] Sociocultural Theory suggests that peer teaching and collaborative learning enhance comprehension and build a sense of community in the classroom.

The figure effectively outlines the behaviors of motivated students, emphasizing their engagement and positive attitudes toward learning. These characteristics demonstrate the importance of intrinsic motivation, confidence, curiosity, and active participation in academic success. Teachers of MTsN 4 Buton Selatan should cultivate these traits through supportive, interactive, and student-centered teaching approaches.

4. CONCLUSION

This research provides insights into the perspectives of teachers at MTsN 4 Buton Selatan regarding students' motivation in learning English, addressing key factors that

influence motivation, challenges encountered, and strategies implemented to foster engagement. The findings reveal that teachers perceive motivation as a critical element in learning English, emphasizing its role in enhancing students' willingness to engage and succeed academically. Motivated students were characterized by behaviors such as high curiosity, concentration, active participation, and confidence, while unmotivated students displayed traits like low attention, daydreaming, and low self-esteem.

The research identifies various strategies employed by teachers, including creating a comfortable class atmosphere, assigning meaningful tasks, providing compliments, and offering constructive feedback. Teachers also highlighted the importance of balancing intrinsic and extrinsic motivation, with intrinsic motivation being driven by students' personal interest and curiosity, and extrinsic motivation shaped by family, peers, and environmental factors.

The findings underscore the necessity for holistic and adaptive teaching strategies that address the dynamic and multifaceted nature of student motivation. Teachers and other stakeholders, such as parents and policymakers, must collaborate to create supportive environments that nurture both intrinsic and extrinsic motivational drivers.

Future research could explore the long-term impact of these strategies on student outcomes, investigate the role of digital tools in enhancing motivation, or assess how sociocultural factors further shape motivational dynamics in English language learning. These directions could contribute to refining pedagogical practices and fostering more effective learning environments.

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