THE INFLUENCE OF TEACHER SUPPORT ON STUDENTS' MOTIVATION IN LEARNING ENGLISH

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirement for the Degree of *Sarjana Pendidikan* in English Education

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APPROVAL

This research project entitled **"The Influence of Teacher Support on Students' Motivation in Learning English"** has been examined and decided acceptable by the Board of Examiners of English Education Program of Teacher Training and Education Faculty, Pancasakti University Tegal on:
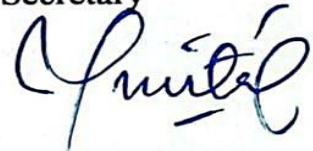
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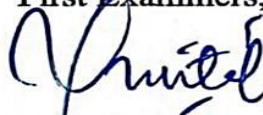   Date   : February 11th 2025

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STATEMENT OF ORIGINALITY

I state that my research project entitled "The Influence of Teacher Support on Students' Motivation in Learning English" is definitely my own work.

In writing this Research Project, I do not commit plagiarism or use citations inconsistent with the scientific ethics prevailing in the academic community.

I am completely responsible for the originality of the content of this Research Project. Opinions or findings from others included in this Research Project are properly quoted or cited in accordance with ethical standards.

Tegal, 25 February 2025

The Writer

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MOTTO AND DEDICATION

MOTTO

"Knowledge can never replace friendship. I'd rather be an idiot than lose you."

– Patrick Star

DEDICATION

I dedicate this research project to:

1. My late beloved mother, Salamah, and my father, Kastori, who have always been my source of strength, love, and guidance.
2. My fellow classmates in the English Department, especially the PMC Group, who have been my partners in learning and growing.
3. My dearest partner, Zulfa Pharkhanah, who has always stood by me with unwavering support and love.
4. The big family of the English Department at Pancasakti University Tegal, for creating a nurturing and inspiring environment for learning.

PREFACE

Praise and gratitude to Allah the Almighty for the abundance of grace and guidance, so that the research project discussing "The Influence of Teacher Support on Students' Motivation in Learning English" can be completed.

This research project is presented to the English Department of the Faculty of Teacher Training and Education, Pancasakti University Tegal as partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S1). Besides that, this research project is also conducted as a guide for everyone who wants to understand the dynamics of language learning and the crucial role of teacher support in fostering student motivation.

The writer considers that this research project could be completed due to the guidance and advice from several parties. Therefore, on this occasion, the writer would like to express heartfelt gratitude to:

1. Dr. Taufiqullah, M.Hum, as the Rector of Pancasakti University Tegal.
2. Dr. Yoga Prihatin, M.Pd, as the Dean of the Teacher Training and Education Faculty, Pancasakti University Tegal.
3. Yuvita, M.Pd, as the Head of the English Department, the Faculty of Teacher Training and Education, Pancasakti University Tegal.
4. Noeris Meiristiani, M.Pd, as the First Advisor, for the invaluable advice, guidance, patience, corrections, suggestions, and information from the beginning to the completion of this research project.
5. Sanday Jamaludin, M.Pd, as the Second Advisor, who has provided significant guidance and insightful information for this research project.
6. All lecturers of the English Department of Pancasakti University Tegal who have imparted knowledge and wisdom to the writer, whose names cannot be mentioned one by one.
7. All my friends in the English Department who have been an important part of my academic journey and personal growth.

ABSTRACT

Karisma, Rega Bela. 2025. 1620600006: "*The Influence of Teacher Support on Students' Motivation in Learning English*". Research Project. Strata 1 Program, Faculty of Teacher Training and Education, Universitas Pancasakti Tegal. The First Advisor is Noeris Meiristiani, M.Pd, and The Second Advisor is Sanday Jamaludin, M.Pd.

Key words: Teacher Support, Student Motivation, English Learning.

The objective of this Research Project is to analyze the influence of teacher support on students' motivation in learning English. Teacher support includes aspects such as Emotional Support, Providing Positive Feedback, Using Engaging Teaching Methods, Recognition and Reward, and Understanding Student Characteristics.

This research employs descriptive qualitative methodology. Data were collected through observation, questionnaires, interviews, and documentation. The participants included 30 students and 3 English teachers from MTs Al-Ikhlas Losari.

The results of the study indicate that teacher support significantly influences students' motivation in learning English. Teachers who provide emotional support, engaging teaching methods, and consistent feedback help foster a positive learning environment.

The findings show that students feel more motivated when teachers use interactive methods like group projects and games, provide regular feedback, and recognize their achievements both verbally and through material rewards. However, inconsistencies in teacher support, particularly in recognition and adapting to individual student needs, were found to affect student motivation negatively.

Based on these findings, it is recommended that teachers consistently provide emotional and academic support to students. Schools should conduct training programs to help educators develop effective teaching strategies that cater to different learning styles. Additionally, future researchers are encouraged to explore other factors influencing student motivation, such as peer support and parental involvement, to gain a more comprehensive understanding of the topic.

ABSTRAK

Karisma, Rega Bela. 2025. 1620600006: "Pengaruh Dukungan Guru terhadap Motivasi Siswa dalam Pembelajaran Bahasa Inggris". Penelitian Skripsi. Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Pembimbing Pertama: Noeris Meiristiani, M.Pd, dan Pembimbing Kedua: Sanday Jamaludin, M.Pd.

Kata kunci: Dukungan Guru, Motivasi Siswa, Pembelajaran Bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menganalisis pengaruh dukungan guru terhadap motivasi siswa dalam pembelajaran bahasa Inggris. Dukungan guru mencakup aspek-aspek seperti Dukungan Emosional, Pemberian Umpan Balik Positif, Penggunaan Metode Pengajaran yang Menarik, Pengakuan dan Penghargaan, serta Pemahaman terhadap Karakteristik Siswa.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi, kuesioner, wawancara, dan dokumentasi. Partisipan dalam penelitian ini terdiri dari 30 siswa dan 3 guru bahasa Inggris dari MTs Al-Ikhlas Losari.

Hasil penelitian menunjukkan bahwa dukungan guru berpengaruh secara signifikan terhadap motivasi siswa dalam belajar bahasa Inggris. Guru yang memberikan dukungan emosional, menerapkan metode pengajaran yang menarik, serta memberikan umpan balik secara konsisten membantu menciptakan lingkungan belajar yang positif.

Temuan penelitian ini menunjukkan bahwa siswa lebih termotivasi ketika guru menggunakan metode interaktif seperti proyek kelompok dan permainan, memberikan umpan balik secara teratur, serta mengakui pencapaian mereka baik secara verbal maupun melalui penghargaan materi. Namun, ketidakkonsistenan dalam dukungan guru, terutama dalam memberikan pengakuan dan menyesuaikan pendekatan dengan kebutuhan individu siswa, berdampak negatif terhadap motivasi siswa.

Berdasarkan temuan ini, disarankan agar guru secara konsisten memberikan dukungan emosional dan akademik kepada siswa. Sekolah sebaiknya mengadakan program pelatihan bagi pendidik untuk mengembangkan strategi pengajaran yang efektif sesuai dengan berbagai gaya belajar siswa. Selain itu, peneliti selanjutnya disarankan untuk mengeksplorasi faktor lain yang mempengaruhi motivasi siswa, seperti dukungan teman sebaya dan keterlibatan orang tua, guna memperoleh pemahaman yang lebih komprehensif mengenai topik ini.

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CHAPTER I

INTRODUCTION

This chapter, discusses the introduction which is divided into five parts: background of the problem, statement of the problem, conceptual/operational definitions, objective of the research and significances of the research.

1.1 Background of the Problem

Teacher a crucial component that must be present with the students. Being a teacher is not an easy job. Assuming the role of a teacher is a challenging responsibility, given the significant impact they hold in the educational process. Teachers are central to the potential for both success and failure in attaining the goals of learning and teaching within the school. As such, the teacher duties extend beyond merely educating, instructing, and training. The teacher also encompasses the ability to assess the classroom dynamics and understand the conditions of students while delivering lessons.

Based on Law Number 14 of 2005 on Teacher and Lecturers in the Article 10 paragraph 1 in Ministry of Law and Human Rights of the Republic of Indonesia, , "Teacher competence as referred to in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". Law No. 14 of 2005 specifies competencies that teacher must have in order to support students in teaching appropriately and accurately.

Usman (2006) claims that "competence is something that describes a person's qualifications or abilities, both qualitative and quantitative". The idea that "teacher competence as a qualitative picture of the nature of meaningful teacher behavior" is put out (Mulyasa, 2007).

Competence is defined as "a set of skills and behaviors that must be possessed, internalized, and mastered by teacher or lecturers in order to carry out professional duties" by Law of the Republic of Indonesia Number 14 of 2005 concerning Teacher and Lecturers. The way their responsibilities are carried out will be indicative of professional teacher as it will demonstrate their knowledge, feeling of responsibility, and human well-being. Therefore, argued that a teacher is a person who guides and imparts information to students in the classroom; as such, teacher should be respected as it is through them that students may grow and develop".

Hamalik (2006) says that "teacher competence is important in its relationship with learning activities and outcomes, that the learning process and the learning outcomes of students are not only determined by the school, pattern, structure, and content the curriculum. However, is largely determined by the competencies that teach and guide them".

Teacher performance will improve as a result of having the necessary instructional competencies. This will assist students meet a wide range of demands. In addition to meeting the needs of the subject matter, students can learn how to be decent social beings and help build their personalities.

As noted by Djamarah (2001), the teacher is identified as the individual imparting knowledge to students. Publicly perceived, a teacher is someone conducting education within various settings, not exclusively confined to formal educational institutions, but also in places such as mosques, surau, homes, and similar locations. A teacher is an individual who aids others in gaining knowledge, skills, or values. The term "teacher" refers to the title, position, and profession of someone dedicated to the field of education through structured educational interactions, in a formal and systematic manner. In schools, an educational institution, teacher play an important role in determining the quality of learning. The teacher represent the most critical element in the educational process for students. In fact, without the teacher role in fostering comprehensible content, all the educational programs included in the curriculum its mean nothing to learners. Makovec (2018) highlights that a teacher role pertains to their observable actions, defining it as what individuals engage in. Moreover, an individual's role can be shaped by the anticipated behaviors of others, particularly their own anticipations (i.e., the teacher themselves) or the anticipated behaviors of various parties like students, parents, colleagues, school leaders, society, and others.

Given that students invest a substantial amount of time with their teacher in school, the support provided by teacher holds significance for the academic progress of students. This influence extends beyond academic achievements to encompass their motivation levels as well. Support from teacher strengthens the bond between a teacher and a student. More specifically, teacher who

demonstrate support convey care and consideration for their students. Consequently, these students frequently respond in kind, displaying concern and respect for the teacher and adhering to classroom norms (Chiu and Chow, 2011; Longobardi et al., 2016, as cited in Lei et al., 2018). Conversely, instances where teacher resort to shouting, blaming, or employing aggressive disciplinary measures often result in diminished concern from students and a reduction in cooperative behaviors within the classroom (Miller et al., 2000 as cited in Lei et al., 2018).

Teacher support plays an important role in shaping the learning environment, promoting positive teacher-student relationships, and contributing to student overall well-being and academic success. Teacher support is a major factor influencing motivation. When students feel supported by their teacher, they are more motivated and likely to succeed academically and exhibit positive behaviors in a learning environment.

Motivation is an intricate aspect of human psychology and behavior that impacts individuals' decisions regarding time investment, the level of energy they dedicate to a specific task, their thoughts and feelings about the task, and the duration of their persistence in the task (Bakar as cited in Filgona et al., 2020). Bakar further stated that motivation is evident in the selection of learning tasks by students, the time and effort they put into it, their persistence in the learning tasks, and their overcoming of obstacles encountered during the learning process. Motivation is a process initiated by a physiological or

psychological deficiency or need, triggering a behavior or drive directed towards a goal or incentives (Fred Luthans, as cited in Filgona et al., 2020).

One of the main challenges for educators is motivating students to take an active role in their education (Sari, 2018). Students attitude toward learning are greatly influenced by their early school experiences, and motivated students are more likely to succeed academically and develop a lifelong appreciation of learning. The function of rewards, which has long been a topic of discussion and attention in the field of education, is one element of this motivation (Pintrich, 2003).

Motivation is a significant factor in student performance in English learning. Motivation assisted to ensure the success of language learning (Hayikaleng et al., 2016, as cited in Purnama et al., 2019). As per Kompri, (2015), students' motivation to learn English plays a crucial role in achieving their goals. Students may lack motivation to learn English due to perceived complexity and unsupportive teaching environments. Some argue that English language education for the National Examination is confined to theoretical comprehension.

Students' motivation can influence their efforts toward achieving learning objectives. Several researchers have studied students' motivation to study English as noted by Fachraini (2017), Djuwari et al. (2018), Susanto et al. (2018), Amalia et al. (2019), Hannah et al. (2021), Pranawengtias (2022) in Suryani (2023). Djuwari (2018) found that student interest in learning English as a foreign language is impacted by factors such as the local education system,

views regarding the target language, and teacher role. Teacher have an important role in motivating students to learn English.

In learning English, effective teaching methods significantly impact students' comprehension in the classroom. According to Baldwin (2019), teacher can employ role-playing techniques to gather successful students' responses. The teacher might immediately engage in the learning process by doing an activity linked to the subject of study.

The issue comes from both the students and the English teacher lack of enthusiasm for learning English in the classroom. English language teacher typically prioritize curriculum accomplishment over students comprehension. To align with textbook learning goals, teacher often adopt a traditional classroom approach in which they provide students with resources and educate them based on the coursebook.

Based on the experience of the writer who has practiced teaching in one of the schools in Losari Brebes, namely at MTS Al-Ikhlas Limbangan, Losari, Brebes. It has been found that there are some problems found at MTS Al Ikhlas Limbangan, Losari, Brebes in learning English for example, students' difficulties in vocabulary mastery, students have difficulty remembering vocabulary, students do not understand the meaning of vocabulary, lack of learning facilities, boring teaching methods, students feel confused when the teacher provides material, thus affecting student ability to speak English.

About the explanation above, the writer is interested how the influence of teacher support on students motivation in learning English. The reason the writer chooses motivation in learning English.

The writer emphasizes the crucial role of teacher in the learning process, particularly in fostering students' motivation. By highlighting the impact of teacher support on students' motivation, the writer underscores the significance of motivating students in achieving success in English learning.

The writer acknowledges the challenges students face in learning English, such as perceived complexity and unsupportive teaching environments. By addressing these challenges, the writer underscores the importance of motivation in overcoming obstacles and achieving language learning goals.

The writer emphasizes the important role of teacher in motivating students to learn English. By discussing the impact of teacher support on students' motivation, the writer underscores the responsibility of teacher in creating a supportive learning environment that fosters motivation.

According the information the writer tries to analyze this issue with the title **The Influence of Teacher Support on Students' Motivation in Learning English.**

1.2 Conceptual /Operational Definition

There are some key terms definition that accord to this research:

1. Teacher Support

   Students perceptions that their teacher regard, care about, and build connections with them are referred to as teacher support as mentioned by Fraser & Fisher (1982), Goodenow (1993), Trickett & Moos (1973) in Sharma (2016).

2. Motivation

   Based on Schunk (2012), motivation is the process of students engaging in activities that correspond with their goals and maintaining them consistently.

3. Learning English

   As stated Richards (2015), learning English is crucial for adapting to international interactions, literature, forms of media, and work, as now and in the future.

1.4 Objective of the Research

According to the statement of the background problem, the objective of this research is as follows:

"To investigate the specific forms of teacher support that influence students motivation in learning English"

1.3 Statement of the Problem

The background problems in this research are stated as follows:

"How do the specific forms of teacher support that influence students motivation in learning English?"

1.5 Significances of the Research

By analizing the influence of teacher support on students motivation in learning English. The writer hopes to give contributions as follows:

1.5.1 Theoretically

1. Ideally, the findings of this study provided appropriate information concerning the influence of teacher support on students motivation in learning English.

2. The result of this research may serve as a guide for a subsequent researcher conducting similar research.

1.5.2 Practically

The result of this research was beneficial:

1. For the writer

   This research provides an opportunity for the writer to deepen their understanding of the role of teacher support in enhancing students' motivation to learn English.

2. For the students

   By understanding the factors that influence their motivation, students can become more aware of how teacher support impacts their learning, helping them improve their engagement and performance in learning English.

3. For the teachers

   This study sheds light on the importance of emotional support, positive feedback, and engaging teaching methods in fostering student motivation. Teachers can use these insights to create a more supportive and effective learning environment in their English classes.

4. For future researchers

   The findings of this study can serve as a valuable reference for future research on similar topics, providing a foundation for exploring other aspects of teacher support and student motivation in different educational contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there are two major sections to be discussed here as the foundation of this research, namely: review of the previous studies and review of related theories.

2.1 Review of the Previous Studies

The first previous study is the research by Kasyulita & Armelida (2019), entitled "An Analysis of Students Motivation in Learning English After Given Rewards at the Eight Grade Students of SMPN 3 Rambah". The purpose of this research was to find out the eight-grades students' motivation in learning English after given reward sat the SMPN 3 Rambah. The students were low motivation in learning English. This research was designed a descriptive qualitative research and there were 2 instruments were used in collecting the data. The purpose of giving the questionnaire was to find out the students' motivation in learning English after given reward and interview given was purposed to find out the students' opinion of their English learning. The result of the research in the questionnaire showed that from 60 samples of the research, there were 57 students can be classified have strong motivation in learning English after given reward sand there 3 students can be classified have fair motivation. The calculation was taken from the students answer in questionnaire and converted to the numeric score on Likert scale. Based on the finding of this research, the researcher found that the average of students'

questionnaire score was 78,8 and it means that their motivation averagely can be classified good categories.

The second previous study is the research by Purnama et al. (2019), entitled "Students' Motivation in learning English''. The goal of this study is to know how students' motivation in learning English of eight grade at MTs Mathla'ul Anwar Sukaguna. This study used descriptive qualitative method. The data was carried out by using a questionnaire of students' motivation which have ten items adapted from Clement et al. (1994) and used an interview which have five questions. The data were processed in the percentage and descriptive explanation. The main findings described that the learners are entirety highly motivated. Based on this study's findings, students of eighth grade at MTs Mathla'ul Anwar have that motivation, it is based on the outcome of questionnaire and interview. From the output of questionnaire, most of students choose the agree statements. It means that students has a savor in learning English. Furthermore, the yield of interview expressed that student have highly interesting in learning English. But in this case, the teacher have to be more creative in using the media, strategy, or delivered material in teaching learning activity to improve students motivation.

The third previous study is the research by Pranawengtias (2022), entitled "Undergraduate Students Motivation on English Language Learning At Universitas Teknokrat Indonesia". The purpose of this research is to identify the factors that influence the learning motivation of Universitas Teknokrat Indonesia students. It also aims to reveal the motivational sub-factors that

affect the students learning process. This study uses a qualitative research method used questionnaire consisting of 2 intrinsic motivation factors and 3 extrinsic motivation factors, with a total of 30 questions. Questionnaire in the form of 5 Likert Scale. The sample amounted to 30 students from the majors in sports education, mathematics education, and English education. Data from the questionnaire were analyzed using statistical procedures and described descriptively. The results showed that extrinsic motivation contributed more to students learning motivation (39.66) compared to intrinsic factors (36.1). The results also show that the extrinsic motivation factor; giving rewards and punishments (41.4) as well as the quality of lecturers and the teaching and learning process (40.0) are the two dominant factors that can increase students learning motivation. Therefore, the appropriateness of giving rewards or punishments for students and the quality of lecturers must be improved because it will increase students' motivation in language learning.

Referring to the previous study, this research concentrated on teacher support in motivating students in learning, particularly in learning English. The importance of teacher support significantly influences students' motivation in learning English by fostering a positive learning environment, building confidence, providing individualized guidance, offering effective feedback, encouraging creativity, facilitating skill development, promoting a sense of belonging, and motivating students toward continuous improvement.

The topic and the research approach between this study and the previous studies are the same. There are three similarities. First, the topic is about

motivation in learning English. The second is instrument include questionnaire and interview and the third is methodology use qualitative research method to gather data, specifically descriptive qualitative research. There are three differences between this study and previous studies. First, research topics and objectives, the author's previous research focused on analyzing students motivation in learning English after receiving a reward (first study), focused on knowing how students motivation in learning English (second study), and identified factors that influence undergraduate students motivation in learning English (third study), while this study focus on examining the effect of teacher support on Students motivation in learning English, specifically investigating forms of teacher support that influence motivation. Second, research methodology, the previous study also used qualitative research methods, but the first study mainly used questionnaires and interviews, the second study used questionnaires and interviews and the third study used questionnaires with statistical analysis, while this study uses qualitative research with descriptive qualitative design, using observation, interviews, questionnaires, and documentation as data collection instruments. Third, sample characteristics, the previous study involved eighth grade students in certain schools (first and second research) and undergraduate students from various majors at a university (third research) while this study involved 90 8th grade students and 3 English teacher at MTS Al-Ikhlas Losari in the context of English language learning.

2.2 Review of the Related Theories

1. Teacher Support

   a. Definition of Teacher

   The main duty of a teacher is to educate, guide, direct, train, assess, and evaluate learners in formal education, elementary education, and secondary education, according to Law No. 14 Year 2005 on Teacher and Lecturers (Article 1).

   Ngalim (2003) states that educators who are able to comprehend their students learning challenges as well as challenges that go beyond learning issues, particularly those that may inhibit students ability to learn, and essential. A partially lasting behavioral change created by instruction or experience, he remarked.

   Atmaka (2004) defines an adult educator as someone who helps students improve physically and spiritually. To become self-sufficient, individuals must perform their tasks as God's creatures, engage in social activities, and develop independence. According to Mulyasa (2003), educators must have academic qualifications, be in good physically and spiritual health, and be capable of achieving National Education goals.

   Moreover, teacher are excellent individuals who inspire others to be good people. To become a teacher, one must have competence, moral character, and respect to Pancasila values. The spirit of Pancasila guides teacher in fulfilling their obligations by establishing

required behavior in all educational settings. Demonstrates effective communication skills and a methodical approach. Teacher have some traits that are specific to their vocation, such as:

1) Have the role and social importance that the community has gained from public.

2) Based on the particular abilities learned during schooling.

3) Show expertise validated by some particular discipline

4) Have an ethics code that acts as a guide for members' behavior and provides unmistakable strong evidence against etic code infractions.

5) The right to receive material or financial rewards was granted to members of the profession by people or groups as a result of their accomplishments and service to the community.

b. Teacher competence

Based on Law Number 14 of 2005 on Teacher and Lecturers in Article 10 paragraph 1, "Teacher competence as referred to in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". Law No. 14 of 2005 specifies competencies that teacher must have in order to support students in teaching appropriately and accurately. Here's a description of the four teacher competency standards.

1) Pedagogical Competence

Pedagogic competence refers to a teacher capacity or skill in managing the learning process or teaching and learning interactions with students. There are seven dimensions of pedagogic competence that must be mastered, including:

    a) Characteristics of learners

    b) Theories and principles of educational learning

    c) Curriculum development

    d) Educational learning

    e) Developing students' potential

    f) Communication strategies

    g) Assessment and evaluation of learning outcomes

2) Personal Competencies

Personality competence is related to the teacher character, which must be present in order to provide an example for students. Furthermore, teacher must be able to educate their students so that they can develop a positive personality. Teacher must have various personality traits, including:

    a) Stable personality, supports social norms and is glad to be a teacher.

    b) A mature personality, showing independence as an educator and a strong work ethic as a teacher.

c) A wise personality acts in ways that benefit students, schools, and communities, and they are open in their ideas and actions.

d) An authoritative personality is characterized by behavior that has a favorable impact on students and is respected.

e) Noble morals include adhering to religious norms and having students model appropriate behavior.

3) Professional Competence

This professional competence refers to the capacity or skill that teacher must possess in order to accomplish their responsibilities appropriately and accurately. These skills are technical in nature and have a direct impact on teacher performance. Indicators of professional competence of teacher include:

a) Mastering the subject matter that is taught, including the lesson's structure, concept, and scientific a mindset.

b) Understanding the Standar Kompetensi (SK), Kompetensi Dasar (KD), and learning objectives from the lessons given.

c) Capable of developing subject matter in a creative manner, resulting in broader and deeper knowledge.

d) Capable of acting in a thoughtful manner in order to continuously improve professionalism.

e) Capable of utilizing information and communication technology (ICT) for learning and self-development.

4) Social competence

Teacher' social competence is defined as their capacity to communicate effectively with students, education staff, parents/guardians, and the surrounding community. These capabilities include the following:

a) Act objective and non-discriminatory regarding gender, religion, race, physical condition, family background, and family socioeconomic standing.

b) Communicate effectively, empathetically, and cordially with other educators, education staff, students' parents/guardians, and the community as large.

c) Adapt to working in all regions of the Republic of Indonesia with socio-cultural diversity.

d) Communicate both vocally and in writing.

Teacher performance will improve as a result of having the necessary instructional competencies. This will assist students meet a wide range of demands. In addition to meeting the needs of the subject matter, students can learn how to be decent social beings and help build their personalities in Article 10 paragraph 1 of Law Number 14 of 2005.

Based on the explanation regarding teacher competency, it can be concluded that teacher support on students' motivation in learning English falls under the pedagogical competency of teacher. This competency is essential as teacher play a primary role during the teaching and learning process and students' interaction. Teacher can identify each students' characteristics and understand theories and learning models that are suitable for students to stay motivated and enthusiastic. Teacher can recognize the potential in each student and use appropriate strategies to tap into that potential.

Based on the definition above, in conclusion that in essence, teacher play a pivotal role in shaping the educational landscape, and their distinct characteristics and responsibilities contribute to the overall development and success of students and the broader community.

c. Definition of Teacher Support

The quality of friendship, support, and care a teacher gives to their students is measured by teacher support. In order to develop an environment in the classroom which supports effective teaching and learning, teacher are essential. Consequently, how a learning environment is set up, including students participation and classroom discipline, has a significant impact on academic success.

Students perceptions that their teacher regard, care about, and build connections with them are referred to as teacher support based

on Fraser & Fisher (1982); Goodenow (1993); Trickett & Moos (1973) in Sharma (2016).

Support from teacher improves a teacher connection with a students. In particular, educators who assist students demonstrate their care and consideration for their students, so such students frequently respect the teacher and show them that you appreciate them by following classroom standards (Longobardi et al., 2016, Chiu & Chow, 2011, as cited in Lei et al., 2018). When educators yell at students, place the blame on them, or harshly discipline them, these students frequently exhibit fewer worry for their instructors and a decline in cooperative learning actions (Miller et.al., 2000, as cited in Lei et al., 2018).

d. Aspects of Teacher Support

The support of teacher in motivating students to learn English can be seen from various aspects according to experts. These aspects include:

1) Emotional Support

Teacher play an important role in creating an emotionally supportive environment. According to Ryan & Deci (2000) intrinsic motivation can be enhanced by fostering positive and supportive relationships between teacher and students. By paying attention to students' feelings and needs,

teacher can help students feel more confident in learning English.

Indicators of emotional support provided by teachers to establish positive relationships with students include:

a) Creating a Safe Learning Environment

Teachers establish an atmosphere free from fear or embarrassment, where students feel comfortable asking questions and trying without the fear of making mistakes.

b) Offering Appropriate Praise and Recognition

Teachers provide positive reinforcement for students' efforts, which can boost their confidence in learning.

c) Engaging in Positive and Supportive Interactions

Teachers actively interact with students in a supportive and constructive manner, such as offering verbal encouragement or correcting mistakes constructively.

2) Providing Positive Feedback

Constructive and positive feedback is essential in enhancing students' motivation. Hattie & Timperley (2007) stated that effective feedback can help students understand their progress and provide encouragement to keep trying. In

the context of English learning, this feedback can take the form of constructive corrections in grammar, pronunciation, or vocabulary usage.

Indicators of positive feedback that can enhance student motivation, as identified by Hattie and Timperley (2007), include:

a) Clarity in Providing Feedback

Clear and direct feedback helps students identify areas for improvement and recognize what they have done well.

b) Constructive Approach

Feedback is delivered in a non-judgmental way, focusing on how students can improve their skills, whether in grammar, vocabulary, or pronunciation.

3) The Use of Engaging Learning Methods

Based on Gardner (2006), teacher who use enjoyable approaches, such as language games, project-based activities, or group discussions, can enhance students' motivation to actively participate in learning English. Engaging learning will cultivate students' interest in the language.

Indicators of engaging teaching methods to improve student motivation in learning English, as suggested by Gardner (2006), include:

a) Variety of Teaching Methods

Using different methods, such as language games, project-based activities, or group discussions, increases student interest and involvement in learning.

b) Learning Opportunities for Collaboration

Group discussions or teamwork provide students with opportunities to exchange ideas, encouraging more active and enjoyable learning.

c) Use of Interactive Media

Incorporating technology or interactive learning media (such as apps, videos, or computer-based games) creates a more appealing learning environment.

4) Recognition and Reward Giving

As highlighted by Yahaya (2022), recognition of students' achievements and the provision of rewards can increase students' motivation to keep striving. These rewards do not always have to be material, they can also take the form of praise or recognition that appreciates students' progress in

learning. This provides encouragement for students to continue working towards their academic goals.

Indicators of recognition and rewards that can motivate students in English learning, as proposed by Yahaya (2022) include:

a) Providing Non-Material Rewards

Rewards may come in the form of praise, certificates, or recognition for students' efforts or progress in learning English, rather than solely material rewards.

b) Giving Public Recognition

Teachers reward students openly in front of the class or during specific events to boost their confidence and set an example for their peers.

5) Understanding Students Characteristics

Teacher who understands student backgrounds, interests, and learning styles can provide more effective motivation. Sternberg (2003) mentions that teaching that is tailored to the individual needs of students will better enhance their motivation to learn English.

Indicators of understanding student characteristics that can boost English learning motivation, as outlined by Sternberg (2003), include:

a) Recognizing Students' Interests

Teachers make an effort to understand students' personal interests and connect them to English learning materials to increase their engagement.

b) Developing Individualized Learning

Teachers provide opportunities for students to learn according to their needs and abilities, whether through tailored assignments or varied methods.

Based on the description of the aspects of teacher support above, it is possible to conclude that aspects of teacher support are supported by teacher awareness or teacher in the learning process to provide support to students so that students feel comfortable with the support and attention given by teacher and used to help students in the process of learning at school.

e. Factors Influencing Teacher Support

Teacher support is influenced by several of factors, such as: including, which is defined as follows:

1. Leadership Style by Kande (2011)

The level to which employees believe that management supports students and is welcoming of feedback, ideas, and suggestions is known as leadership or teaching style.

2. Education by Prasetyo et al. (2018)

The educational background and qualifications are the two components of the education factor. The level of education obtained through education is known as an individual's educational qualification.

Based to the explanation above, there are many factors that influence the support provided by teacher or teacher support to students at school, including educational factors and the leadership styles that teacher provide to their students. Education, which is the teacher background as a teacher, will have a significant impact on the learning model provided, as well as how to respond to various problems that will be encountered in class. Leadership style, which is how a teacher is able to bring students obedient to every responsibility in their academics at school, and how the teacher responds so that students are able to accept every response and suggestion given in improving the quality of education.

Based on the definition above, in conclusion, the role of teacher in providing support to students is multifaceted and crucial in shaping the learning environment and promoting academic success. Teacher, as defined by various sources, are not only educators but also mentors, guides, and role models who possess a combination of competence, moral character, and commitment to educational values. They play a pivotal role in facilitating learning, understanding students' individual characteristics, and fostering positive teacher-students' relationships.

Teacher support has several competences, including educational competence, personality competence, professional competences, and social competence, as specified in Law Number 14 of 2005 on Teacher and Lecturers. These competences allow teacher to successfully manage the learning process, set a good example for their students, show subject matter competence, and communicate effectively with students and other stakeholders.

In summary, teacher support is defined by the quantity and quality of care, empathy, and attention that teacher provide their students. It creates a supportive learning atmosphere in which students feel appreciated, respected, and motivated to succeed. Finally, the aspects of teacher support discussed stress the importance of teacher knowledge and participation in the learning process to improve students' comfort, confidence, and academic achievement.

2. Motivation

   a. Definition of motivation

   Motivation is the term used to describe the motivations behind participating in particular activities, such as writing and language acquisition.

   Various experts have different definitions of motivation. According to Hayikaleng et al. (2016), motivation is thought to be a key factor in student performance when learning English. Another way to think about motivation is as a person's path toward behavior or what makes them want to repeat an action and inversely (Alizadeh, 2016). Furthermore, motivation and academic success as measured by grade point average are positively connected at all educational levels, from elementary to college (Tambunan et al., 2016, as cited in Prastyo, 2023)

   Uno (2007) defines motivation as an instinct that pushes a person to perform in such a way that he has the capacity within himself to reach a previously defined objective. Kompri (2015) explained motivation as a person's desire to shape behavior in a specific way based on the goal being achieved. According to Ormrod (2008), motivation is regenerated, directed, and maintained. Motivation is an indicator or supporting media for every human being who maintains strong morale and takes full responsibility for their task. Motivation cannot be seen

immediately, but it may be identified by observing changes in attitudes or conduct. As a result, motivation is important in life since it acts as an energy source, inspiring people to achieve success in the world.

In the process of teaching and learning, motivation plays a crucial role. Higher motivated students will have a greater chance than lesser motivated students to complete their learning activities and meet their objectives. According to Harmer in Prastyo (2023), students motivation is an internal force that propels them to engage in an activity. It was considered that learning to achieve something requires motivation. It's a method that guides students toward goals through activities.

b. Type of Motivation

Regarding their motivation, they can be differentiated into two categories, which are:

1. Integrative Motivation

As stated by Rehman et al. (2014) in Purnama et al. (2019), learners who are integrative motivated seek to acquire the target language in order to improve their understanding of and familiarity with speakers of the language as well as to blend in with their culture.

As defined by Gardner and Lambert in Santosa (2018), integrative motivation comes from a students' desire to integrate

into the culture and language that the students studying. Students who show this motivation typically have a great desire to learn the language properly.

2. Instrumental Motivation

Based on Alizadeh (2016), learners who aspire to integrate into the second language group's culture and participate in social interactions are said to possess integrative motivation.

As explained by Gardner and Lambert in Santosa (2018), instrumental motivation is motivation based on the idea that by acquiring a foreign language or English, a person would be able to advance in their career or position. Language serves as a tool for achieving certain goals.

Both intrinsic and extrinsic motivation are the two categories into that Schunk (2008), classifies motivation.

1. Intrinsic Motivation

Motivation for an activity's own sake is referred to as intrinsic motivation. Motivation from within requires doing something out of self-desire. The motivation came from inside. Intrinsically motivated students have a strong desire to learn and are going to study hard in class because they are motivated by a deep inner desire to achieve.

In the research by Lai (2011) claims that students' comfort, happiness, and interests are examples of intrinsic

motivation. Schiefele in Filgona et al. (2020) mentions that students with intrinsic motivation are motivated to engage in academic activities, because they are engaged in learning and like the process of learning. As per Csiksezentmihalyi and Nakamura in Filgona et al. (2020) persons who are intrinsically motivated have characteristics such as: they engage in physical and mental activities holistically, they have a high level of focus throughout those activities with well-defined goals, they're self-critical, they realistically reflect on their own actions, and they are typically calm and unafraid to make mistakes when learning.

Students with intrinsic motivation are more likely to be easier and more passionate learners, which makes intrinsic motivation better for them. Because intrinsic motivation comes from inside, students who possess it will also be able to accomplish their goals more quickly and easily.

2. Extrinsic Motivation

Harmer (2001) defines extrinsic motivation as external influences like exam preparation, financial rewards, or future travel opportunities. Moreover, Dörnyei et al. (2021) highlight this Extrinsic motivation refers to performing an action for a reward or to avoid negative consequences. For example, an employee may study English if they want to work out of the country. They would not study it otherwise.

Extrinsic motivation refers to motivation that comes from factors outside of oneself. Extrinsic motivation, according to Hamalik (2004) is motivation brought on by circumstances beyond of one's control. According to Marsh (2010) students experience extrinsic motivation when they obtain praise for a specific conduct, escape punishment, or gain recognition for an action unrelated to the job at hand. Based on the aforementioned statement, it is presumed that extrinsic motivation arises from external influences that affect students. It may originate from peers, parents, instructors, the environment, etc.

Extrinsic motivation, according to Harmer (2001), can be pushed on by a variety of external causes, such as the necessity to pass a test, the prospect of advancement, or the expectation of financial gain. Furthermore, Marsh describes

in Harmer (2001) motivation as an outside input that happens in reaction to a certain action. Therefore, any external stimulation that propels a learner through the learning process is known as extrinsic motivation. According to Hayikaleng et al. (2016), extrinsic motivation is the act of an individual performing a task in order to obtain a reward such as high marks or a pay raise or, conversely, to avoid punishment. Here, students' external motivation to study English is stoked by their desire to apply for jobs, take exams, and other activities.

As stated by Uno (2007), there are many aspects that are related to extrinsic motivation in students, including:

a) The teacher must understand all that the students say.

b) During the learning and teaching process, the teacher employs various techniques.

c) Provision of guidance and respect for individual students or teacher.

d) The teacher should have extensive knowledge of the subject matter.

e) Most importantly, the teacher should like their profession in the educational field.

Dörnyei et al. (2021) defines four categories of extrinsic motivation:

a) External Regulation External regulation is dependent on external resources like appreciation or threats, indicating a lack of self-determination due to extrinsic motivation.

b) Introjected Regulation Introjected regulation refers to outside regulations that students must accept and comply with.

c) Identified regulation. Identified regulation occurs when a learner recognizes and adopts attitudes that benefit themselves through an action.

d) Integrated Regulation Integrated regulation emphasizes students' identity, needs, and values, resulting in the most complex form of extrinsic motivation.

Intrinsic motivation is generally stronger than extrinsic motivation. Self-motivation is more effective in persuading students to achieve their goals. The teacher role is to encourage students' enthusiasm in learning, particularly English in this class.

c. Indicator of Motivation

Learning motivation is determined through indicators. As defined by Uno (2007), learning motivation is measured by five indicators:

1. Desire for success

2. Encouragement

3. Hopes for the future

4. Appreciation

5. A conducive learning environment for effective study

Based on the definition above, in conclusion, motivation is a multifaceted concept that plays a pivotal role in learning and academic success. It can be defined as the driving force behind individuals' participation in various activities, such as language acquisition and writing. Experts offer different perspectives on motivation, highlighting its significance in students' performance and achievement across educational levels. Motivation can be classified into two main types: intrinsic and extrinsic.

Intrinsic motivation stems from internal desires and self-rewards, driving individuals to engage in activities for their own sake. Students with intrinsic motivation exhibit a strong desire to learn and are often more passionate and self-directed in their academic pursuits. In contrast, extrinsic motivation is fueled by external factors such as rewards, praise, or avoidance of punishment. While extrinsically motivated students may put effort into their work to

achieve tangible rewards, intrinsic motivation is considered more sustainable and conducive to long-term learning outcomes.

Understanding the different types of motivation is essential for educators in creating conducive learning environments that foster students' intrinsic motivation. By nurturing students internal drive to learn and providing meaningful learning experiences, educators can enhance students' engagement, enthusiasm, and ultimately, their academic success.

3. Learning English

    a. Learning English

    Learning is key for everyone's success in life. Experts provide numerous definitions. A study conducted by Hergenhahn et al. (2008) in Maulidina (2022) learning involves changing abilities, knowledge, and attitudes through engagement with the environment. Learning involves creating and enhancing information, skills, techniques, beliefs, attitudes, and behaviors. Cognitive, linguistic, physical, and social abilities can be acquired through many methods based on Schunk (2012).

    Alizamar (2016) identifies numerous components in the learning process. These are:

    1) A learner seeks, receives, and stores learning to reach their goals.

2) Teacher or educators are administrators who facilitate effective learning activities.

3) Goals refer to the desirable behavioral changes achieved by learners during learning activities, such as cognitive, psychomotor, and affective changes.

4) Content refers to information in the form of facts, principles, and concepts required to achieve learning objectives.

5) Method refers to providing learners with knowledge to help them achieve their goals.

6) Media refers to learning materials applied with or without equipment to deliver knowledge to learners.

7) Evaluation is an assessment of a process and results using a specific method. This evaluation assesses all aspects of learning activities, regardless of setting.

The components listed above construct a unit called the learning system. To achieve goals, teacher must enhance students' interactions with other components to provide practical learning activities. Schunk (2012) identified three learning criteria. There are:

1) Learning refers to change

People understand when something can be done differently. Learning is an inference. Learning is evaluated based on what is said or written, rather than being observed

personally. Learning involves being accompanied by a change in the ability to act. Individuals often conceal their abilities, knowledge, and ideas when studying.

2) Learning is a constant activity

It excludes transitory changes in behavior based on by particular factors. The behavior changes to its initial condition upon removing of the cause, so the change is only transitory. However, since forgetting occurs, learning may not stay around for a lifetime. Although the amount of time needed for changes to be considered learnt is up for debate, most individuals agree that changes that last only a few seconds cannot be considered learned.

3) Experience is the source of learning

The real development of a specific method A person's actions are influenced by their environment. Language offers a useful illustration. Humans have a developing vocal apparatus that can create language, but the words themselves are acquired through social interactions. So, practice and social interactions with friends, parents, and teacher have a big impact on how well someone achieves.

Uno (2007) defines learning as an interaction between participants and teacher in a learning environment to achieve specific goals. The primary principle is the involvement of

students self-potential and meaning in their current and future lives. Learning English remains an important part for students to gain an understanding of the language.

English is an important language in all countries and is considered an international language. According to Lie (2007) English is often considered the most important and influential language in the world. Furthermore, Oxford (2003) believes students learn foreign languages more easily the sooner they start. Linguists use the word competence to basically define what we have called expertise and ability thus far. Johnson (2017) states that competence is the knowledge and abilities that are considered as communication skills involved in language usage. It is important to note that lots of people today are motivated to learn English as an international language due to the new era and globalization.

Learning skills in English has significant implications for all aspects of life. According to O'Brien (2010) more individuals are studying English than at any other time in history since it is essential for communicating with one another. Learning English is also necessary for today's youth as they adapt to global communication, literature, media, and professional opportunities now and in the future (Richards, 2015). It is interesting that a lot of people focus their study of English very seriously, and after

understanding how important it is, they are committed to learning it since it will make it easier for them to interact with others in the world.

b. The Goal of Learning English

The main goal in language learning is to develop four key skills: listening, speaking, reading, and writing. Speaking and writing are considered productive skills because they involve the production of language, while listening and reading are receptive skills as they involve understanding and receiving language (Harmer, 2007). As stated by Richards (2008), language learning encompasses productive skills (speaking and writing) as well as receptive skills (listening and reading). The goal is to help students develop the ability to communicate in the target language.

1) Listening

The same to other language abilities, listening is certainly very important. Mirhadizadeh (2016) define that listening as the ability to recognize and comprehend what other people are saying. This includes understanding a speaker's accent or pronunciation, his or her grammar and vocabulary, and comprehending what they are trying to say. As one of the four English language abilities, listening is an important that must be achieved before language learners can acquire another ability (Chelli, 2013). According to Ahmadi et al. (2011), the most common and primary problem with listening is the inability to comprehend information that is quickly heard for a few minutes before being forgotten. In simple terms, listening is paying close attention to what they hear or taking something seriously.

2) Speaking

Speaking is an important ability that allows one to express ideas, thoughts, and information. Speaking abilities are defined by Reed et al. (2016) as the ability to produce well-formed sounds or words in order to express thoughts, ideas, and feelings. a students' learning a language, particularly English, may find it difficult to communicate at first. According to Lestari et al. (2019), a student has to know

how to utilize language and be proficient in utilizing it. Speaking difficulties generally come on by: trouble vocally expressing ideas, limited vocabulary, poor layout skills, language that is difficult to understand and follow to the rules that are correct, poor word pronunciation that makes it difficult to say the word correctly, and the latter's lack of courage to speak up because of fear of being incorrect. It should be noted that speaking is an ability to articulate ideas, feelings, and thoughts by words.

3) Reading

As stated by Somadayo (2011) reading is an interactive activity aimed at extracting and understanding the meaning contained in written materials, involving cognitive processes and comprehension.

4) Writing

Many components are explored in writing, including unity, coherence, vocabulary, grammar, and content. In the words of Hyland (2003) mastering writing abilities is the most difficult. First, unlike speaking, which a student learns in another language as part of their normal development, writing must first be learned. Second, another factor is the audience. Third, because linguistic is complex. The fourth problem was how to present our ideas in an appropriate order

and sequence. It is important to remember that writing is more than just creating words and phrases; it also requires the ability to construct coherent writing that is grammatically and logically linked, with the goal of providing to the readers' needs.

The language of language acquisition that is planned and executed programmatically is called foreign language learning. Based on Catalano et al. (2015) imitation, practice, encouragement, and formation of habits are the main components of language learning, and language learning is heavily influenced by biological, cognitive, and social maturation factors as well as teaching factors in the teaching and learning process. Furthermore, according to Reeb et al. (2004) there are eight basic concepts about language, including the following: language is a system, language is oral (speech sound), language is constructed by arbitrary symbols, each language is unique, language is an instrument for interaction, language has a strong connection to local culture, and language is ever-changing. It is important to note that learning English has the goal to help students acquire this ability so they can converse in the language at specific literacy levels.

c. The Framework of the English Language Learning Process

The process of learning English changes behavior because it impacts the human organism in the same way that experience changes it mechanically. Anderson (2005) states that learning involves various cognitive processes, such as memory, attention, and problem-solving. Additionally, Anderson emphasizes that learning experiences can alter the brain's structure and strengthen neural connections related to the information being learned. According to Scrivener (2005) learning English involves five steps: doing, remembering what happened, reflecting on what was done, drawing conclusions from the reflection, and using those conclusions to guide to become prepared for more practical experience. In simple terms, learning English is a process that someone engages in to gain information and skills.

d. Parts in the process of learning English

There are four parts to the classroom English learning process, as noted by Brown (2000) they are listed in the following order:

1) The first step in learning anything is to pay attention. For the majority of us, paying attention to something that interests or excites us comes naturally. It is the responsibility of the teacher to provide lessons that have a personal connection for

the students; this may be achieved by linking the material to the students' experiences.

2) Memory is the intricate process that a person uses to receive, use, store, and retrieve information. It consists of three systems. Instructions may be important for memory-challenged students both verbally and in writing, and providing examples of expectations can benefit all students.

3) In schools, language serves as an important means of communication for the transfer of knowledge. On the other side, linguistic problems may decrease a students' ability for clear and effective communication, as well as for storing and comprehending written and spoken knowledge, understanding what others are saying, and maintaining connections with others.

4) Organization: There are two basic methods to analyze and arrange information: sequentially and simultaneously. We employ a technique called simultaneous processing to arrange information in chronological order. On the other hand, information is arranged or sorted using sequential processing in both time and sequence.

As the previous explanation makes clear, a crucial component of the process of learning English is creating perfect conditions for the teaching and learning process. As a result, it

will facilitate learning for both teacher and students since inappropriate conduct will cause the teaching and learning process to malfunction.

e. Difficulties in learning English

Students in schooling might have difficulty in learning English. Lynch (2008) claims that one of the biggest problems with learning English is that a lot of students find the subject to be monotonous and hardly. As a result, many dislike English classes and even choose English as one of the subjects where they have trouble to understand the material, which has an effect on their poor English achievement.

As explained by Brown (2000) a students' ability to learn a second language is influenced by several types of factors. The first is intrinsic, or something that a person possesses when learning a language, and the second is extrinsic, or sociocultural variables that are present in the learners' environment. Additionally, research from Sintadewi et al. (2020) shows that students lack of enthusiasm to learn English, their inability to recall word meanings in the language, their disinterested teacher, and their perception of English as boring all relates to their learning difficulties.

Learning problems are a symptom that can show in a variety of behaviors and have several characteristics (Khajlo, 2013).

First, poor educational outcomes are associated with students' achievement that falls short of expectations. Second, taking too long to complete study tasks is indicative of time; some students require longer time than their peers to complete the work. Thirdly, the results achieved are not proportional with the effort created, which is correlated with the degree of students' involvement in the learning process; nonetheless, the results are constantly poor. Fourth, abnormal attitudes are associated with resistance and apathy. The final one, habit development, has to do with acting in a way that sets them apart from their friends, such coming late, not doing their school work, interfering with friends, and skipping to take notes.

Furthermore, Abrar et al. (2018) discovered that problems with learning English included teacher competency, students lack of prior English knowledge, their lack of confidence, an inappropriate curriculum, their lack of motivation, encouragement and learning strategies, and not practicing speaking the language. In summary, it's critical to identify learning problems, whether they arise inside or outside of the classroom. These problems may mostly be attributed to the family of the students, their prior education, their self-esteem, or a topic they find impossible.

A learning difficulty are both a psychological and an instructional/pedagogical issue. There are many factors causing the challenges faced when learning English. Jain et al. (2008) stated that learning English presents a number of challenges, including the following issues:

1) Motivation

The key to effectively managing the learning process is motivation, which is correlated with increased interest in learning and, to a level, with basic learning.

2) Strengthening

When a teacher provides reinforcement, it is a constructive reaction intended to boost students' response rates. Reinforcement can be delivered in response to any environmental happening that is planned. like praise, real rewards, activity rewards, token rewards, symbolic rewards, and material rewards.

3) Memory

The process of memorizing has many steps. They are taking note, holding, remembering, and identifying. If students are unable to properly understand the linguistic idea, they will not be able to employ it. As a result, students thought it was hard to learn English vocabulary. For

improved memory, the teacher should make an effort to make their lessons clear and easy.

4) The creation of habits

Since habit is conditioned behavior, learning a language entails developing a language-using habit, particularly if one wants to acquire English as a second language. This is a result of the fact that habit development, or exposure to learning English, requires daily practice of the desired behavior in order to maintain the acquisition of English habits.

Based on the definition above, in conclusion, in this study delves into the intricate process of language acquisition, particularly English, within the educational context. Through an extensive exploration of learning components, goals, frameworks, and challenges, it becomes evident that effective teaching and supportive environments significantly impact students' motivation and proficiency in English.

According to the study, there are many different components that interact with one another during the learning process, including learners, educators, goals, material, techniques, and assessments. All of these components combine to create a cohesive whole that influences the educational process and highlights how crucial support from teacher is to enabling

engaging learning activities. Additionally, it highlights the importance of English competence globally, driven by components like as globalization and the necessity for communication in a variety of contexts.

Furthermore, the study methodically separates into the four language skills—speaking, writing, listening, and reading—each of which has particular difficulties and problems. There are several challenges to learning English, including speaking nervousness to comprehension problems. However, the study finds both internal and external factors that affect students' language learning process, from reinforcement and motivation to memory and habit building.

Essentially, the study emphasizes how important teacher support is in supporting students become more motivated and proficient in their English language acquisition. Through recognizing and addressing every challenge that students face, teacher can establish supportive learning environments that enable students to overcome obstacles and acquire language competency. In the end, the study creates a comprehensive strategy for teaching languages that gives the same importance to students' wellbeing and pedagogical quality.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present the research methodology contain several part. They are research design, subject of the research, type of data, data collecting technique, instrument of the research, and procedures of analysing data.

3.1 Approach and Design of the Research

The qualitative research approach was used in this research. Sugiyono (2012) defines qualitative research as research methods used to investigate the conditions of natural objects, in which the writer provides a key instrument, triangulation is used to collect data, inductive analysis is used to analyze data, and research results highlight the significance of the results.

The format of the research report is descriptive. Descriptive research aims to characterize "what exist" in terms of factors or circumstances. Descriptive research is used to manage focus groups, interviews, and participant observation (Macqueen et al., 2005). On the other hand, this method acquires information through a thorough interview with the person being interviewed.

The writer focused on teacher support in motivating students to learn, particularly in learning English.

3.2 Subject of the Research

The subject of this research are 3 Teachers and 30 Students in MTS Al – Ikhlas Losari Brebes.

3.3 Role of the Research

In this research, the role are designing, interviewing, analyzing, verifying, and reporting.

1. Designing

   The preparation and planning of the methodology's procedure occurs through the design stage in Anne Sofie (2000). Choosing the type of interview to conduct is the next stage when using an interview as the technique of choice.

2. Interviewing

   Interviews are organized in accordance with a writer interview, which outlines the topics to be discussed throughout the interview in Anne Sofie (2000). The open-ended nature of the questions encourages respondents to provide lengthy, comprehensive responses. The writer intends to record the interview using a cell phone.

3. Analyzing

   Analyses should be considered going from the specific to the overall in Anne Sofie (2000). The analysis's findings ought to be related with each another.

4. Verifying

The validity, reability, and generalizability of the findings are the main areas of focus for data analysis verification based on Anne Sofie (2000). According to Kvale in Morse et al. (2002), verification is important at all stages of the process and should be completed before the outcome is reported.

5. Reporting

Reporting is the point in the research process that the writer compiles their findings into a report.

3.4 Type of the Data

The type of data used in this research is qualitative, and the analysis focused on research findings. In this research, the writer find the specific forms of teacher support influencing students motivation in learning English.

3.5 Data Collecting Technique

Interviews, document analysis, observation, and audiovisual analysis are some of the data collection methods used in qualitative research as stated by Creswell (2012). In this research, the writer used documentation, questionnaires, observations and interviews with the teacher.

1. Documentation

Sugiyono (2012) argues that documents are archives of events in the past. It could be a piece of writing, an image, or a massive human creation. If there are already images or pieces of art, the research's conclusion will

be more irrational. The subject uses the camera as a tool to help the writer document the data when collecting it. Creswell (2012) explains that a document could be private or public, like emails or personal journals, or it could be a newspaper or official report.

2. Questionnaire

In uncertainty, according to Richards (2002) that one of the primary methods used in any research project to gather data is the questionnaire. But the most important thing is that writer should ensure that their questionnaires are clear, ambiguous, and valid while creating. The questionnaire uses open-ended questions. According to Johnson (2007) participants are free to answer an open-ended question anyway they see fit. Open-ended questions are usually studied subjectively, while occasionally the replies are counted in order to study the answers numerically. In addition, an open-ended question such as this one, "How many times have you removed the students from your class for disciplinary reasons in the last year?" can yield quantifiable data.

3. Interview to Teacher

The writer conducted an interview with the teacher for this research. Semi-structured interviews, according to Cohen et al. (2005) allow the interviewer to probe the informant for more details, obtain in-depth knowledge, and clear up any misunderstandings.

4. Observation

Djaali (2020) defines observation as a data gathering strategy that involves systematic observation and recording of occurrences or research variables.

3.6 Instrument of the Research

Patton (2002) stated that in qualitative research, the writer plays a central role in gathering and interpreting data. This makes the writer flexible in responding to changing circumstances and collecting various data needed for analysis. As an instrument, the writer employed teacher interviews, observations, questionnaires, and documentation.

Interview guides, recording devices, and documentation tools helped writer collect data. This is carried out to make data collecting and retrieval simpler.

3.7 Procedures of Analysing Data

In order to ensure that the results and interpretations are accurate, the writer must ascertain the validity of the results. This can be done by using a variety of methods, including triangulation by Creswell (2012). Three instruments are used for data analysis:

1. Documentation

The writer used a document checklist as the method for data analysis in this step. The process involves consistently completing the checklist for the scientific method criteria that have been determined for the analysis of specific form influencing students motivation.

2. Questionnaire

In this step, the writer described the result of the questionnaire descriptively.

3. Observation

At this stage, writer conducted observations. Observations made to teacher by giving questions to 3 respondents of teacher related to the constraints of lack of students to learn and 30 students taught by the teacher, especially in English language learning and strategies carried out by teacher to motivate students.

4. Interview to Teacher

In addition, interviews are an useful supplementary tool for questionnaires as they provide the interviewer with the opportunity to expand on their questions and obtain further information in the areas of interest by Stewart (2003).

Three steps are involved in data analysis, according to Miles and Huberman in Supardi (2016), data reduction, data display, and data verification.

a. Data Reduction

According to Miles and Huberman in Supardi, (2016), data reduction is a crucial component of analysis and is not anything separate from it. Less data will enable the writer to see patterns more clearly and allow for the collection of further data. Qualitative and quantitative analysis are similar in the reduced data. The goal of data reduction in

qualitative and quantitative analysis is to reduce the amount of data without noticeably losing information.

b. Data Display

Display data is the next stage in data analysis after reduced data. According to Miles and Huberman in Supardi (2016), data displays press, organize, and collect information. It may be simpler to comprehend what is happening when the data is displayed. Data displays are utilized in each part because they make it possible to arrange and summarize the data, they highlight the results of the study, and they provide assistance for additional research. Data can be displayed using a network, chart, matrix, etc.

c. Data Verification

Data verification is the final phase in the qualitative analysis of data. It might be able to resolve the specified issue, or it might not be able too because the issues are transient and will arise once the writer has completed their investigation. Data verification, or verifying, is the purpose to decrease the data and present the data are to support in drawing conclusions, according to Miles and Huberman in Supardi (2016).

3.8 Technique Reporting Data

Writer used a descriptive explanation to explain the results of the research. It offers information from presenting results and conversations to reporting data. Data on how they learn English, their difficulties to learn English, and their opinions on teacher support in encouraging students to learn English were presented from English teacher and students who are starting to be motivated to learn English.