

THESIS

**ANALYSIS OF STUDENT'S MOTIVATION IN ENGLISH LEARNING AT TENTH
GRADE SMK DARUSSALAM 2**



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DEGREE PREREQUISITES PAGE

**TEACHERS' TEACHING STRATEGY FOR STUDENTS'
LISTENING ABILITY AT SMK DARUSSALAM 2 ACADEMIC
2024-2025**

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MOTTO AND OFFERINGS

Motto:

“Hidup itu saling memandang. Jangan iri dan menghardik kehidupan orang lain. Jika diberi lebih ya kita syukuri dan jika ada yg kurang pas seharusnya kita sabar dan tidak mengeluh.”

-Abah Achmad Djazully Munajat-

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ABSTRAK

Ngulum , Moh Libasul. 2025. *Analysis Of Student's Motivation In English Learning At Tenth Grade Smk Darussalam 2* **Thesis**. English Education Department Faculty Of Tarbiya And Teacher Training Universitas Kh. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi 2025. Pembimbing : Moh Mahmud, M.Pd

Kata Kunci: Motivation, English, Learning

Penelitian ini bertujuan untuk menganalisis motivasi siswa dalam pembelajaran bahasa Inggris pada kelas X SMK Darussalam 2. Motivasi memiliki peran penting dalam keberhasilan belajar bahasa asing, karena dapat memengaruhi minat, perhatian, dan keaktifan siswa selama proses pembelajaran. Latar belakang penelitian ini didasari oleh fenomena rendahnya partisipasi sebagian siswa dalam kegiatan belajar bahasa Inggris, yang diduga dipengaruhi oleh tingkat motivasi yang bervariasi.

Metode penelitian yang digunakan adalah deskriptif kualitatif dengan subjek penelitian siswa kelas X SMK Darussalam 2 tahun ajaran 2024/2025. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menyoroti faktor-faktor yang memengaruhi motivasi siswa, baik faktor internal seperti minat, rasa percaya diri, dan tujuan pribadi, maupun faktor eksternal seperti metode mengajar guru, fasilitas sekolah, dan dukungan lingkungan.

Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki motivasi belajar bahasa Inggris pada tingkat sedang hingga tinggi, meskipun masih terdapat beberapa hambatan seperti metode pembelajaran yang kurang variatif dan fasilitas penunjang yang terbatas. Penelitian ini merekomendasikan agar guru menggunakan strategi pembelajaran yang lebih interaktif dan kreatif untuk meningkatkan motivasi siswa. Dengan meningkatnya motivasi, diharapkan prestasi belajar bahasa Inggris siswa dapat berkembang secara optimal.

ABSTRACT

Ngulum , Moh Libasul. 2025. *Analysis Of Student's Motivation In English Learning At Tenth Grade Smk Darussalam 2* **Thesis**. English Education Department Faculty Of Tarbiya And Teacher Training Universitas Kh. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi 2025. Pembimbing : Moh Mahmud, M.Pd

Key Word: Motivation, English, Learning

This study aims to analyze students' motivation in learning English at the tenth grade of SMK Darussalam 2. Motivation plays an important role in the success of learning a foreign language, as it can influence students' interest, attention, and activeness during the learning process. The background of this research is based on the phenomenon of low participation among some students in English learning activities, which is assumed to be influenced by varying levels of motivation.

The research method used is descriptive qualitative with the research subjects being tenth-grade students of SMK Darussalam 2 in the 2024/2025 academic year. Data were collected through interviews, observations, and documentation, and then analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. This study highlights the factors that influence students' motivation, both internal factors such as interest, self-confidence, and personal goals, and external factors such as teachers' teaching methods, school facilities, and environmental support.

The results of the study show that most students have moderate to high levels of motivation in learning English, although there are still some obstacles such as less varied teaching methods and limited supporting facilities. This study recommends that teachers employ more interactive and creative learning strategies to increase students' motivation. With increased motivation, it is expected that students' achievement in learning English can develop optimally.

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There is no reward that can be given by the author except only a prayer to Allah, the Most Gracious and the Most Merciful, may all their kindness be rewarded by Him.

There is no ivory that is not cracked, no human being is perfect. Likewise with this thesis/dissertation, of course there are still shortcomings. Therefore, with all humility, the author hopes for constructive suggestions and criticisms. And for all mistakes in writing this thesis/dissertation, the author apologizes as a dho'if person.

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CHAPTER I

INTRODUCTION

1.1 Research Background

English is one of the essential subjects taught at all levels of education, including SMK Darussalam 2, due to its role in global communication and the professional world. However, not all students have a high interest in learning it. Many perceive English as a difficult and less enjoyable subject.

One of the main reasons is the significant grammatical differences compared to their native language. Sentence structure, the use of tenses, and other grammatical rules often pose challenges that make students struggle (Harmer, 2007). Additionally, limited vocabulary mastery also hinders their understanding of English texts or conversations (Nation, 2001).

Students' confidence in using English is another issue. Many feel afraid to speak due to fear of making mistakes or being mocked by their peers. A learning environment that lacks support for practicing English also results in students having fewer opportunities to improve their skills outside the classroom (Brown, 2000).

The teaching methods applied in class can also affect students' interest. An overly theoretical approach without engaging activities may quickly bore them. Learning that focuses solely on memorization without real-life application often makes students feel that English is irrelevant to their needs (Harmer, 2007).

It is essential for teachers at SMK Darussalam 2 to create a more enjoyable and interactive learning atmosphere. One way to

achieve this is by implementing more communicative teaching methods, such as group discussions, language games, or conversation simulations in real-life situations. With this approach, students can actively participate and perceive English not just as theory but as a useful skill for their lives.

Moreover, integrating technology into learning can also help increase students' interest. Educational videos, language learning applications, and engaging digital content can make it easier for students to understand the material. By seeing and hearing English in various contexts, they will become more familiar and confident in using it (Nation, 2001).

Support from the school environment also plays a crucial role in enhancing students' motivation. Encouraging the use of English in daily activities, such as through an English Day program or language clubs, can provide more opportunities for students to practice without pressure. With a more supportive atmosphere, they will no longer be afraid to try and learn from their mistakes.

Ultimately, changing students' perceptions of English requires the right and continuous approach. By creating a more enjoyable learning experience, providing more practice opportunities, and building their confidence, students at SMK Darussalam 2 are expected to be more motivated to master English. This will not only benefit them academically but also prepare them for the professional world and global communication in the future.

Besides adopting a more engaging learning approach, students' intrinsic motivation also plays a crucial role in increasing their interest in English. They need to understand that English proficiency is not just about meeting academic requirements but also

an essential asset for their future. By connecting English learning with career opportunities and daily life, they will be more motivated to master it.

The role of teachers and the surrounding environment is also influential in fostering students' interest. Teachers who can create a comfortable learning atmosphere and provide positive encouragement will help students gain more confidence in learning. Additionally, peer support through group study or English extracurricular activities can make them feel more comfortable practicing and developing their skills without fear of criticism.

In the end, changing students' perspectives on English requires efforts from multiple parties. With a more interactive approach, a supportive learning environment, and strong intrinsic motivation, students can enjoy and master English more effectively. This will be discussed in this proposal, titled *"Analysis Of Student's Motivation In English Learning At Tenth Grade Smk Darussalam 2"*

1.2 Research Problem

Based on the background described previously, the research question is formulated into:

1. Why do students feel unmotivated to learn English?
2. What Are the effective motivation in engaging student?

1.3 Research Objective

This research aims to find out the teacher's strategies in teaching English at the tenth grade of SMK Darussalam 2 of Banyuwangi. The specific objectives of the research are :

1. To find out the student feel unmotivated to learn English
2. To describe the effective motivation in engaging student

1.4 Research Significances

This research is expected to provide solutions for teachers, both theoretically and practically, by understanding the characteristics of students and selecting teaching materials that match their level. By understanding the factors that cause students to be less interested in learning English, this research can serve as a basis for developing instructional designs, thus laying the foundation for effective learning strategies. The benefits expected from this research are as follows:

1. Theoretical Benefits

- 1) Expanding knowledge and references on the factors influencing students' low interest in learning English.

This research will enrich the understanding of the barriers students face in learning English, from psychological, pedagogical, and environmental perspectives. With broader references, educators and researchers can identify patterns causing students' lack of interest in this subject and find appropriate solutions to overcome them.

- 2) Contributing to the development of theories on more effective teaching strategies to enhance students' interest in English.

By analyzing various teaching approaches and methods, this research can aid in designing more engaging and interactive learning strategies. The findings of this research can serve as a basis for developing a curriculum that better suits students' needs, making the learning process more enjoyable and effective.

2. Practical Benefits

a) For Students:

This research can help students understand the importance of English in their lives, both for academic purposes and in the professional world. In the modern era, by identifying the factors that hinder their interest, students can be provided with suitable solutions to increase their learning motivation. Additionally, this research can suggest more enjoyable learning methods, such as using technology, educational games, or project-based learning, which can make them more enthusiastic about learning.

b) For Teachers:

The results of this research can be a valuable evaluation tool for teachers in developing teaching methods that are more aligned with students' characteristics and needs. Specifically, teachers need to understand each student's character. If the current teaching methods are too focused on theory and lack opportunities for active practice, this research can provide insights into the importance of communicative methods that involve students in dynamic speaking, listening, reading, and writing activities. Thus, teachers can adapt their approach to be more engaging and relevant to the times.

c) For Schools and Pesantren:

The school environment plays a significant role in shaping students' interest in a particular subject. Therefore, the findings of this research can provide recommendations for schools and pesantren in creating a more conducive learning atmosphere for English education. For example, schools can organize English Day programs, and pesantren can offer regular extracurricular English courses.

Additionally, providing more technology-based learning media can help students become more accustomed to and comfortable with using English. With support from both schools and pesantren, students are expected to be more motivated to learn and develop their language skills.

d) For Other Researchers:

This research can also serve as a reference for future studies exploring issues in English language learning more deeply. The findings of this research can be a foundation for further research focused on developing more innovative learning strategies, applying technology in language learning, or exploring psychological factors influencing students' interest in learning. Thus, this research is expected to contribute more broadly to the academic and educational fields.

With this research, efforts to increase students' interest in learning English can be more focused and have a positive impact on education. If various parties, including teachers, schools, and students, collaborate to create a more enjoyable and supportive learning environment, the challenges in learning English can be minimized, and students can become more confident in mastering the language.

1.5 Scope and Limitation

This research limits to teacher English who teach in the tenth graders of SMK Darussalam 2 which consists difficult interest of English lesson, in Academic Year of 2024-2025. It focuses only student motivation in learn english lesson.

1.6 Definition of Terms

1. Motivation

Motivation is the drive that encourages students to understand and master a subject. According to Santrock (2017:414), “Motivation is the process that energizes, directs, and sustains behavior.” In the context of learning English, motivation plays a crucial role in determining students' engagement. If motivation is low, students tend to be more passive, such as falling asleep due to difficulties in understanding the material.

2. English

English is a germanic language first spoken in england the early middle ages and is currently the most commonly spoken language worldwide, and english is global language that important cause in this era language needs more in the world. Crystal (2000; 1) states that english is a global language. This a statement represent the meaning that english is used by various nations to communicate with nations around the world. Thus, english is one of the international languages as well as a global language.

3. Learning

Learning is the process of acquiring new knowledge, skills, or understanding through experience, observation, or formal education. It can happen by reading, listening, hands-on practice, or interacting with others. Learning is not just about memorizing but also about understanding and applying what has been learned in daily life. This process lasts a lifetime and helps individuals grow and adapt to changes around them.

CHAPTER II

RIVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This teory taken from previous review by someone who has been directly involved in teaching life, how student experience obstacles to the psychology of learning motivation. The key to learning motivation is a strong internal drive to achieve a desire goal, such as understanding material, developing skills or achieving academic performance. Good lerning motivation allows individuals to stay enthusiastic and persevere in the face of challenges, and maintain interest in learning. So the researcher will discuss the previous theory as a reference to complete this final project.

Motivation

Learning motivation is one of the key factors that influence students' success in the learning process. According to Sardiman (2018), learning motivation is the internal and external drive within a person who is learning, aimed at bringing about behavioral changes, generally supported by several indicators or contributing factors. Motivation serves as the main driving force for students to achieve learning goals.

In educational psychology, there are several theories that explain learning motivation, including:

1. Behaviourist theory

This theory holds that motivation originates from external factors, especially through the use of rewards and punishments. According to Skinner (as cited in Winkel, 2009), learning behavior can be shaped through reinforcement, which can be either positive or negative. Therefore, students

will be more motivated to learn when they are rewarded for their achievements or punished for their negligence.

2. Humanistic theory

This theory views motivation as something that comes from within the individual and is related to perception, expectations, and goals. According to this theory, students learn because they understand the importance of the knowledge they acquire in achieving specific objectives. It also emphasizes the role of self-regulation and self-efficacy in fostering motivation to learn (Santrock, 2012).

3. Achievement Motivation Theory

This theory focuses on an individual's drive to achieve and excel. McClelland (as cited in Uno, 2016) stated that achievement motivation is the need of an individual to attain excellence and succeed in challenging tasks. In learning, students with high achievement motivation tend to be more diligent, persistent, and resilient.

A Factor of motivation

Learning motivation is one of the key components that determine the success of the learning process. Without motivation, learning cannot take place optimally. Sardiman (2011:75) defines learning motivation as “the overall driving force within students that gives rise to learning activities, ensures the continuity of those activities, and provides direction to the learning process so that the intended goals can be achieved.” This implies that motivation is not only an initial push but also a sustaining force that maintains students' engagement and direction in learning.

Learning motivation does not arise spontaneously but is influenced by various factors. Uno (2011:23) classifies the factors affecting learning motivation into two categories: internal factors, which originate within the students themselves, and external factors, which come from the students' environment. Both categories of factors interact and contribute to shaping and maintaining students' motivation to learn.

1) Internal factors

Abraham Maslow, in his book "A Theory of Human Motivation" (1943), explains that humans have five levels of needs, ranging from basic needs physiological, safety needs, social needs, esteem needs, and to self-actualization. In the educational context, students will be more motivated and enthusiastic about learning if their basic needs, such as affection, a sense of security, and recognition, are met.

Student motivation in learning is highly influenced by how well their needs in Maslow's hierarchy are met. If basic needs like food and safety are not fulfilled, it will be difficult for them to focus on studying. Conversely, if they feel appreciated and have opportunities to grow, they will be more eager to reach their full potential. Therefore, the role of teachers, parents, and the school environment is crucial in creating conditions that motivate students to continue learning and developing.

If we look at Abraham Maslow's motivation theory, especially in the field of education, we can understand that students learn best when their needs are met. Maslow explains human needs in a hierarchy, from the most basic to the most complex. If lower-level needs are not fulfilled, a person will find it difficult to focus on higher-level needs. This concept is highly relevant to student motivation in learning.

2) External factors

External factors refer to influences from the student's environment that also play a significant role in shaping learning motivation. These include;

1) Family Environment

The role of family is vital in shaping students' attitudes and enthusiasm for learning. Families that offer support, attention, and proper learning facilities can enhance motivation. Conversely, family conflict, absentee parenting, or lack of involvement can reduce students' interest in school. Slameto (2010:72) notes that a harmonious and supportive family environment contributes positively to students' learning motivation.

2) School Environment

Schools serve as the primary setting for formal education. The classroom atmosphere, teaching methods, and social interactions between teachers and students all affect motivation. Teachers who are creative, approachable, and attentive to students' needs can significantly boost students' enthusiasm for learning. Nurkancana and Sunartana (1992:168) stress that the teacher's ability to create an engaging learning environment strongly influences student motivation.

3) Peer Influence

In adolescence, peers become one of the dominant social influences. Peer groups can act as motivators when they

promote positive behavior, such as study groups or academic encouragement. However, they may also hinder learning if they promote distractions or negative behavior. Sardiman (2011:89) highlights that the student's social environment, particularly their peers, has a substantial impact on motivation, both directly and indirectly.

4) Media and Technology

Technological advancement provides opportunities for developing interactive learning media. The use of videos, digital platforms, and educational apps can increase interest and motivation when used wisely. Arsyad (2013:21) argues that varied learning media can stimulate attention and interest, encouraging students to engage more actively in the learning process.

2.2 Previous Studies

Table 1 Previous Study

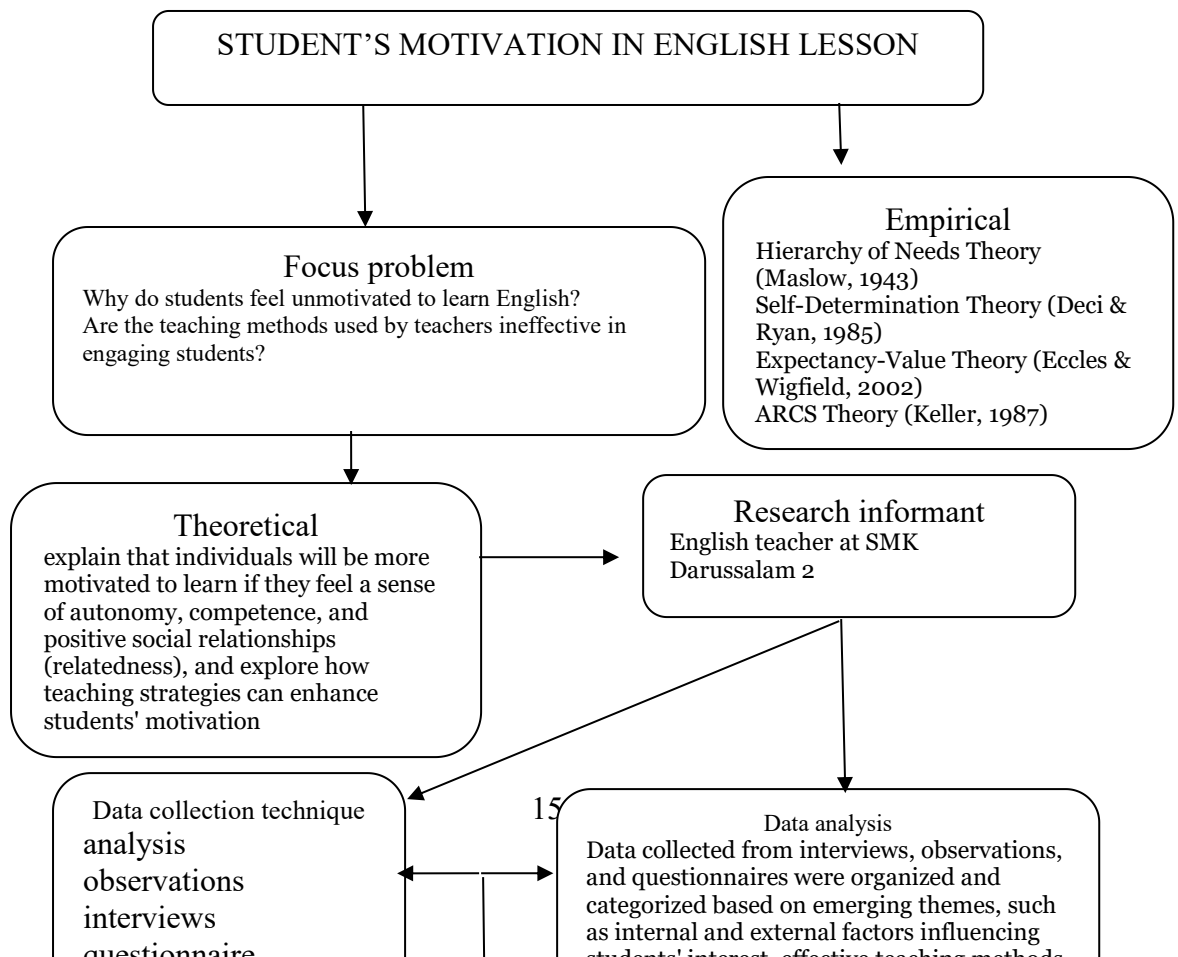
No .	Researcher (Year)	Research Title	Research Objective	Research Findings	Conclusion
1.	Supriadi (2021)	The Influence of Cooperative Learning Method on Students' Motivation and Learning Outcomes in Vocational	To determine the influence of cooperative learning methods on students' motivation and learning	Cooperative learning methods enhance students' learning motivation and outcomes.	Cooperative learning can be an effective strategy to increase student motivation in vocational high

		High School	outcomes in vocational high schools.		schools.
2.	Yulianti & Sari (2019)	The Effectiveness of Problem-Based Learning (PBL) Method in Increasing Students' Learning Motivation in Vocational High School	To examine the effect of PBL methods on students' learning motivation in technical subjects at vocational high schools.	PBL methods have a positive impact on students' learning motivation.	PBL methods can increase students' learning motivation, especially in technical learning.
3.	Setyowati (2018)	Comparison of the Effectiveness of Lecture and Discussion Methods on Students' Learning	To determine whether the lecture or discussion method is more effective in enhancing	The discussion method is more effective in increasing students' motivation compared to	The discussion method is more effective in enhancing students' motivation in

		Motivation in Vocational High School	students' learning motivation.	the lecture method.	vocational high schools.
4.	Ardiansyah & Dwi (2020)	The Impact of Gamification in Learning on Students' Motivation in Vocational High School	To examine the impact of gamification on students' learning motivation in vocational high schools.	Gamification increases students' motivation through challenges and rewards.	Gamification is an effective strategy to enhance student motivation.
5.	Sari (2022)	Project-Based Learning Strategy to Improve Learning Motivation in Vocational High School	To explore how project-based learning can enhance motivation and skills in vocational high school students.	Project-based learning increases motivation and skills in vocational high school students.	Project-based learning is an effective strategy to improve student motivation in vocational high schools.

2.3 Research Thought Flow

Basically, the conceptual framework can be realized using a flowchart which explains the flow of thinking in research. In this research line of thinking there are things that researchers do in their research:



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research method used in this study is a qualitative approach with a case study design. A qualitative approach was chosen because this research aims to explore in-depth the factors influencing students' interest in learning English and to identify solutions to enhance this interest. A case study design was selected as the research focuses on students at SMK Darussalam, specifically in grade 10 as the unit of analysis, allowing for a more specific understanding of the issues faced by students in this context.

Type of Research this study uses a descriptive qualitative approach to provide a detailed description of the factors influencing students' interest in learning English and to identify teaching methods that can enhance their engagement. It also aims to identify patterns within the learning environment that may affect students' motivation.

3.2 Location and Time of Research

The research will conduct at SMK Darussalam Blokagung 2 Stail Genteng banyuwangi. And the research is planned to last for two months, from March to May 2025. This period will be used for data collection, analysis, and writing the research report..

Table 2 Time of Research.

No	Schedule	Time	Class
1	Observation	Friday, 25 April 2025 10.30 – 11.40 WIB	RPL1
2	Interview	Tuesday, 20 May 2025 09.00-10.00 WIB	Theacer's room

3.3 Research Subject

Research subjects being grade 10 students taking English classes. Grade 10 was chosen because, at this stage, students are typically still adjusting to the curriculum and often begin to show interest or disinterest in the subject. The research subjects consist of 30 students, selected purposively (based on specific considerations), particularly those showing low interest in learning English.

3.4 Informan

The source of information for this research are 7 peoples exactly from teacher is English teacher at SMK Darussalam 2, grade tenth to grade twelfth. And for students, the sources from tenth grade friends are brian, azka, syafiq, Iqbal meriel, and Diana for female student.

3.5 Data and Data Sources

In this research, the data were be collected from students of SMK Darussalam 2, specifically from the tenth-grade students. The research focuses on gathering both qualitative data to analyze the relevant variables related to the study. And the data souch are:

- a) Primary Data Sources: primary data will be directly taken from students who are the subject of this research through questionnaires, interviews, and surveys. This instrument is very precise information obtained and ensuring the validity of the data.
- b) Secondary Data Sources: secondary data will be taken from academic journals, book, research studies and also some teacher of SMK Darussalam 2. And of course this data is also supported by several documents taken from the official SMK Darussalam 2.

3.6 Data Collection Procedures

Data for this study were collected using the following techniques:

1. **In-Depth Interviews:** Interviews will conduct with 10 grade 10 students and several English teachers to explore their perspectives on English lessons and the factors influencing students' interest. These interviews will aim to gather qualitative data on the challenges of learning English, teaching methods used, and environmental support.
2. **Observation:** The researcher will observ English teaching and learning activities in grade 10 classrooms to directly see how teaching methods were applied and how students responded to the lessons. Observations will also conducted to assess classroom atmosphere and student-teacher interactions

3.7 Data Validity

To ensure the validity and reliability of the data, the following steps were taken:

1. **Source Triangulation:** Data were obtained from various sources, including students, teachers, and classroom observations. Using source triangulation ensured that the findings were more valid and credible.
2. **Member Checking:** Interview results were shared with some respondents to verify the accuracy and consistency of the data obtained.
3. **Audit Trail:** The data collection and analysis process was documented in detail to ensure transparency and clarity in the research methods.

3.8 Data Analysis

Data obtained through interviews, observations, and questionnaires were analyzed using thematic analysis techniques. The data analysis process was carried out in several steps.

Data Collection, data will be collected from interviews and observations were organized based on emerging themes, such as internal and external factors influencing students' interest, effective teaching methods, and the role of the learning environment.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

This research was conducted to find out why students are not motivated to learn English at the tenth grade of SMK Darussalam 2 in the academic year 2024/2025. The purpose of this study is to identify problems related to student motivation in learning English from both student and teacher perspectives, and to discover potential solutions to increase students' motivation, especially in classroom settings.

4.2 Field Data Overview

SMK Darussalam Blokagung 2 Setail Genteng has a strong historical connection with the central Islamic boarding school, Pondok Pesantren Darussalam Blokagung, which was founded by KH. Ahmad Hisyam Syafa'at.

This vocational school is located on Raden Supono Street, Setail, Genteng, and was established in 2017.

The purpose of establishing this school was to respond to the community's demand for a vocational institution with added value namely, the requirement for students to reside in the boarding school (mondok) and to serve as foster children for the surrounding community. The current principal is Mr. Imam Sururi, S.Pd., M.Pd.I.

4.3 Field Data Verivication

This research was carried out at SMK Darussalam 2 Banyuwangi, located on Raden Supomo Street No. 01, Stail Village, Genteng Subdistrict, Banyuwangi Regency, East Java Province. The school is still in its development phase as it was only established in

2017. Therefore, its structure and teaching-learning activities are not yet as stable as those of other schools.

The purpose of this research is to understand students' motivation towards learning English. Data were collected using two main techniques: interviews and classroom observation. The interview was conducted with one English teacher and ten tenth-grade students, while observations took place during English lessons in class.

The teaching method used at this school primarily relies on lecturing, which has generally been abandoned in many other schools. However, according to the interview with the English teacher, this method is considered effective for SMK Darussalam 2. The teacher believes that applying the 2013 Curriculum (K13) would lead to uncooperative behavior among students, making class management more difficult. Hence, the lecture method is preferred.

The teacher method is one of the oldest educational approaches still used today. In this method, the teacher serves as the central source of information, while students act as passive listeners. Although lectures can be effective for delivering material systematically and efficiently within limited time, this method is often perceived as boring by students. Therefore, this method is strongly discouraged for educators, as it is highly monotonous for students and often leads to boredom. Some students even fall asleep a common issue in many pesantren environments while others chat with their peers or become disruptive. If this situation is not addressed by the teacher, it may cause students to develop a dislike for the subject.

One of the main reasons why the lecture method tends to be boring is the lack of two-way interaction between teacher and students. Students function merely as passive recipients of

information, which reduces their emotional and cognitive engagement in the learning process. As a result, they quickly lose focus and interest in the material being delivered.

According to Sanjaya (2006), the lecture method is less effective in enhancing critical thinking skills, as it emphasizes information reception rather than exploration or discussion. Furthermore, Slameto (2010) states that students are more likely to become bored if they are not actively involved in the learning process.

However, some teachers have successfully used this method by adopting a more dynamic and engaging teaching style. It is recommended that teachers who choose to use this method possess a cheerful personality and are able to incorporate humor to create a fun learning environment, which can stimulate students' interest.

It should be noted that santri (Islamic boarding school students) tend to prefer enjoyable learning experiences. Teaching that incorporates humor is especially relevant in schools that are part of pesantren foundations. Fun and engaging learning is essential, particularly for students who lack interest in formal academic subjects and are more focused on religious studies such as Qur'an recitation, diniyah, and other religious lessons. Therefore, it is crucial to emphasize that lecture-based teaching must be complemented with engaging delivery to significantly enhance students' learning motivation.

The data obtained were categorized based on the data collection techniques used, namely classroom observation and interviews.

1. Observation Results in the Classroom

The observation was conducted by the researcher on Friday and Saturday, April 25–26, 2025, during the third class period (09:30 a.m. until the end of the lesson). The

observations were carried out twice during English learning sessions in the tenth-grade classroom. The researcher used an observation sheet to record students' behavior during the teaching and learning activities. Based on the observation results, it was found that most students displayed passive attitudes during the learning process.

During the observation, the researcher noticed something unusual about the learning environment. Although the researcher only observed through the classroom window, the atmosphere experienced by the students could be felt, and this seems to be a recurring issue in many pesantren (Islamic boarding school) environments. As previously mentioned, this lecture method is outdated and no longer recommended. However, it is still being used in school units affiliated with pesantren, such as SMK Darussalam 2.

The student cycle, which largely consists of santri (students living in pesantren), tends to exhibit similar behavior patterns. In this particular school, male and female students are taught together in the same classroom like at Pondok Pesantren Darussalam Blokagung, where classes are separated by gender. This made it easier to distinguish the enthusiasm levels between male and female students.

Some key findings from the classroom observation include:

- a) When the teacher explained the material, most students simply listened without taking notes or asking questions. Some male students even fell asleep.

- b) When asked to read or speak in English, only a few students were willing to try. Many looked hesitant or refused because they felt incapable.
- c) The learning activities were dominated by lectures and textbook use, without any interactive media or variety in teaching methods.

Researcher's Note:

When the teacher asked students to read a dialogue in English in pairs, only two pairs showed enthusiasm. The other students seemed hesitant, and some avoided eye contact with the teacher. Several students spoke in Indonesian during discussions, showing a lack of confidence in using English.

These findings indicate that students' motivation to learn English is relatively low. This aligns with Uno's (2011) theory, which states that students with low learning motivation tend to behave passively, lack enthusiasm, and are reluctant to participate in the learning process. Below is the table of student engagement in English lessons in class X at SMK Darussalam 2:

Table 3 Engagement Category

Engagement Category	Number of Students	Percentage (%)
Actively Engaged	2 students	17.65%
Moderately Engaged	5 students	23.53%

Not Engaged	9 students	58.82%
Total	16 students	100%

Description:

- a) **Actively Engaged:** Students actively participate in discussions, ask questions, or answer the teacher's questions.
- b) **Moderately Engaged:** Students follow the lesson but only engage occasionally.
- c) **Not Engaged:** Students are passive and show no response or participation during the lesson.

2. Interview Results

1) Interview with the English Teacher

The interview was conducted on Tuesday, May 20, 2025, with one English teacher who teaches tenth-grade students. According to the teacher, the majority of students show low motivation in learning English. This can be seen from their lack of active engagement during the learning process.

“When I ask something in English—whether it's simple vocabulary or basic grammar like simple present or simple past—their response is slow. Many of them look down or pretend to be busy taking notes, but I know they're just avoiding participation.”(English Teacher, May 1, 2025)

From this, it can be concluded that students' motivation to learn English at SMK Darussalam 2 is very low. The teacher also stated that this lack of motivation is not

solely due to students' ability, but also because of their negative perception toward English lessons.

"They think English is difficult, too many grammar rules, and not useful for their daily lives. That's a mindset that's hard to change."(English Teacher)

According to the teacher, a lack of confidence and fear of making mistakes are also major barriers.

"Sometimes they know the answer but don't want to speak. They're afraid of mispronouncing or being laughed at by their friends. In the end, they choose to stay silent."(English Teacher)

The teacher also admitted that the teaching methods used have been quite limited due to constraints in facilities and time. Although they had tried incorporating alternative methods like role-plays or simple games, the students' responses remained passive.

"I've tried using vocabulary games, but still, some students weren't enthusiastic. I think the problem isn't just the method—it's that they already have a negative mindset toward English from the beginning."(English Teacher)

"But I started to wonder, maybe the problem isn't just the students being afraid, but perhaps my teaching method is too monotonous."(English Teacher)

"From what I observed yesterday, it seems the issue isn't the students, sir, but more likely the method."(Researcher)

"What I feel most is a clear decline in student participation. They just sit, listen, take notes and worse, some fall asleep without any interaction. This does not suit English learning, which demands practice and speaking skills."(English Teacher)

Here the teacher also said that she felt that her teaching methods were longer effective for the current generation of learners, and she asked it was the teaching methods that made the children uninterest.

“How do you personally feel about using this method?”(Researcher)

“Students get bored quickly; many get sleepy or distracted. They rarely ask questions because they don’t feel involved. Especially when the material is complex, like grammar if it’s only explained through lectures, many won’t understand, and I can feel that myself.”(English Teacher)

In this interview, the English teacher explained that the lecture method is not very effective for teaching English. English is a subject that requires students to practice actively in speaking, listening, and reading. If the learning process is entirely one-way through lectures, students do not get enough opportunities to practice using the language directly.

The teacher also noted that when using the lecture method, students tend to respond passively. Many look bored, unfocused, or even sleepy. This is due to the lack of involvement in the learning activities. Lectures, which are purely about delivering information without space for interaction, make it difficult for students to grasp the material in depth especially when it comes to complex topics like grammar or speaking.

“Then why do you still use the lecture method?”(Researcher)

“Well, because I see there’s no interest from the students, and besides, the only facility available for teaching is that. In my mind, the issue lies in the students’ lack of interest in the subject itself.”(English Teacher)

According to the teacher, the lecture method can still be effective if combined with active learning strategies. While lectures are sometimes used for introducing topics or short explanations, the teacher prefers more active and collaborative methods such as group discussions, role-plays, presentations, or pair work. These methods are considered more effective in encouraging students to participate and use English in a real context.

From this interview, it can be concluded that the lecture method has many limitations when applied to English language teaching. This method does not encourage active student involvement. Therefore, using the lecture method alone is considered inappropriate and should be combined with more interactive approaches.

2. Interview with Student

a) Interview 1

The first interview was conducted with three students on June 2, 2025, using open-ended questions aimed at exploring their interests, experiences, and perceptions of English lessons.

From the interview results, it was found that most students had negative views toward the subject. They found English confusing and boring.

“Whenever there’s an English class, I don’t feel like attending. I’m afraid of being asked to speak. Scared of being laughed at, sir. Wkwk.” (Student A)

“I don’t understand grammar. Just seeing it explained already makes me lose interest—especially with things like present tense, simple past... and it’s really hard to memorize

the vocabulary. Even when I try to concentrate, it still doesn't stick."(Student A)

Some students also stated that their lack of foundational English knowledge from junior high school made it even harder to understand the subject at vocational high school level.

"It was already hard in junior high. Now in vocational school it's even harder. So I've lost motivation because I didn't understand it from the start."(Student C)

Additionally, there is a sense among students that English isn't relevant to their future lives:

"I want to work in a workshop, so I don't think English is that important. Better to focus on practical skills. Because money is everything, sir."(Student D)

Some students said they wanted to learn English but didn't know how to do it properly. They felt there was no support in the pesantren environment no one to help them, no language course options, and a lack of basic learning facilities like dictionaries.

"In class, sir, we're just given a book and told to copy notes. The teacher only explains. It would be better if there were a projector, like Bu Lia uses in Physics to show clear teaching materials—then we'd definitely pay attention." (Student C)

"If only there were English courses at this pesantren, like in Blokagung, maybe we'd be more interested. But at school the interest disappears and the teacher doesn't seem interested either." (Student C)

Some students also commented that the teacher's teaching style was too monotonous and unengaging, which contributed to their lack of interest in learning English.

“Sometimes the lesson is just ‘open your book and do the exercise.’ No videos, no songs, no games. So it gets boring.”
(Student D)

“How about other subjects?” (Researcher)

“The teaching style is the same, sir. The only ones that are interesting are PE and Physics.” (Student D)

The researcher noted that this issue isn't limited to English lessons—other subjects are affected too. Based on this interview, it can be concluded that one of the biggest barriers to student motivation is the monotonous teaching method used by the teacher.

b) Interview 2

This interview was conducted with three tenth-grade students at SMK Darussalam 2 to gather their views on the teacher's monotonous teaching methods and the lack of adequate learning facilities. The interview took place directly at the school on June 10, 2025.

“Have you ever felt so bored that you didn't even want to come to class because the teaching method was always the same?” (Researcher)

“Yes, often. Especially when the subject is all theory and the teacher just talks without involving us. I've even thought, ‘Why bother coming? I'm just going to sit, take notes, and go home.’ Sometimes I feel like learning from YouTube at home is clearer.” (Student (E))

“If you and your friends feel bored or don't understand the lesson, have you ever told the teacher?” (Researcher)

“A few times, yes like asking to study outside the classroom or have a discussion. But it seemed like the teacher didn’t really respond. The excuse was always time constraints and having to meet curriculum targets.”(Student (E))

These statements indicate serious boredom that can reduce students’ motivation to attend school. When teaching methods are passive and non-interactive, students tend to seek alternative learning sources outside of school.

There appears to be a gap between students’ needs and the teacher’s response. The mismatch between teaching approaches and students’ learning styles hasn’t been adequately addressed, as teachers are more focused on completing curriculum targets.

This results in students experiencing fatigue and a decline in learning enthusiasm. Some students even prefer learning through online videos because they find them easier to understand.

The situation is worsened by inconsistent teaching practices. Sometimes, teachers give assignments without clear instructions, or the lessons proceed without a clear plan. Students often admit to being confused due to the lack of clarity in the weekly learning flow.

Teacher attitudes also significantly affect student motivation. If a teacher lacks enthusiasm while teaching, the classroom atmosphere becomes dull. Students, in turn, feel bored and demotivated. On the other hand, enthusiastic and creative teachers tend to create an enjoyable classroom atmosphere and encourage active student participation.

Thus, it can be concluded that boring teaching methods are one of the main obstacles to student learning success. Therefore, it is crucial for teachers to continuously

evaluate and develop teaching methods that are engaging, interactive, and aligned with students' needs.

From these statements, it is evident that students feel bored due to the constant use of lectures by teachers. The lack of variety in delivering material causes students to lose interest in attending and participating in class.

“Regarding facilities, have you ever had difficulties during practical exams or group assignments because of a lack of equipment or tools?”(Researcher)

“Yes, definitely. During a practical network exam, the computer didn’t turn on. So we had to wait our turn to use another one. Some of us just sat there watching others, because there weren’t enough tools. So not everyone got hands-on experience.”(Student (F))

The lack of facilities causes inequality in learning opportunities. Some students can’t participate in practical activities due to limited resources, making the learning process uneven.

Facility limitations are a major barrier in the learning process. Tools such as computers and internet networks, which should support learning, become obstacles when they don’t function properly.

“If you had the chance to give suggestions directly to the school, what would you say?”(Researcher)

“I wish the school would listen more to students. We’re the ones who experience things firsthand in class. If possible, provide adequate facilities first. Also, teachers should update their teaching methods. Nowadays, there’s a lot of

technology that can make learning more interactive.”(Student (F))

Students hope for improvements in a participatory and student-involved learning system. They also highlight the importance of using technology in teaching to adapt to modern developments and boost student interest.

“Lastly, do you think good teaching methods and proper facilities can truly affect your learning motivation?”

(Researcher)

“Definitely. If the teaching method is interesting, I’m more eager to come to class. If the facilities are complete, learning runs smoothly. It feels completely different. Plus, we really need extracurricular activities even if it’s just once a week that’s the kind of program that really supports us.” (Student (F))

This response confirms that the learning environment and teaching quality greatly influence student motivation. A combination of effective teaching methods and proper facilities can create a more meaningful learning experience.

According to the student, this situation gives the impression that the school lacks good coordination. Students feel confused, excluded, and ignored in the learning process. They also mentioned that many school programs seem like mere formalities such as literacy activities or the Pancasila Student Profile projects that are not taken seriously.

Aside from the teaching method and system issues, the school’s learning facilities are also very limited. Students stated that the computer lab is often unusable due to broken or insufficient equipment. They hope the school can improve the system as a whole not just regarding teachers or facilities,

but also in learning management and communication. The student suggested that the school involve students more in policy-making or planning learning activities.

4.4 Discussion

This chapter discusses the research findings presented in finding and discussion by linking them to relevant theories and the research questions that have been formulated. The aim of this study is to identify the factors contributing to the low motivation in learning English among tenth-grade students at SMK Darussalam 2 in the 2024/2025 academic year. The data analyzed were obtained through classroom observations and interviews with both the English teacher and student respondents.

This discussion is not only intended to descriptively present the findings but also to analyze and interpret the data from a scientific perspective. Therefore, this section aims to demonstrate the relationship between empirical data in the field and the theoretical framework used in the study, making the results not only factual but also analytical.

In general, it was found that students' motivation to learn English was relatively low. This was evident from their passive attitude during the learning process, lack of participation in class activities, and psychological barriers such as fear, shyness, and low self-confidence. In addition, external factors such as the lack of variety in teaching methods, limited learning facilities, and a pesantren (Islamic boarding school) environment that does not fully support the development of English language skills also contributed to this low motivation.

Moreover, students' perceptions of the English subject further worsened the situation. Most students viewed English as a difficult subject that was irrelevant to their future, particularly for

those majoring in vocational areas such as computer engineering or automotive technology.

To further analyze these factors, the discussion is divided into two main sub-sections:

- (1) the influence of teaching methods, and
- (2) psychological barriers among students. Each sub-section will elaborate on the previously presented findings and relate them to expert theories in order to gain a more comprehensive understanding.

Through this discussion, it is expected that a clearer picture can be drawn regarding the causes of low student motivation in learning English, which will serve as a foundation for formulating solutions or recommendations in the following chapter.

Factors Contributing to the Lack of Motivation

Student motivation in learning English is a key element in achieving academic success. However, based on field findings, the researcher discovered that many students face motivational barriers that prevent them from fully participating in the learning process. Three dominant factors contribute to the low learning motivation: a lack of self-confidence, the absence of a supportive environment, and limited social support. These three factors are interconnected and influence how students perceive English learning both inside and outside the classroom.

1) The Influence of Teaching Methods

Based on the research findings, the teaching method used by the English teacher at SMK Darussalam 2 is still predominantly lecture-based. In this method, the teacher delivers the material in a one-way manner without actively involving students in the

learning process. Observations indicated that during the lessons, students tended to be passive, merely listening to the teacher's explanations without taking notes, asking questions, or responding. Some students even appeared sleepy or unfocused, which reflects low classroom engagement.

Lecture-based teaching is still widely used in many schools, especially in educational institutions with limited facilities or time. However, in the context of English learning—which requires interaction and hands-on practice—relying solely on the lecture method becomes ineffective. This aligns with the opinion of Sanjaya (2006), who stated that lecture-based methods are less capable of developing students' critical thinking skills and active participation.

The teacher interviewed in this study stated that the lecture method is considered the most practical choice due to the school's limited facilities and the lack of active student responses. The teacher claimed to have attempted several method variations such as vocabulary games or role-play activities, but these still failed to generate significant enthusiasm from the students. This indicates that the issue lies not only in the teaching method, but also in the students' readiness to engage in more interactive learning processes.

The students themselves expressed that English lessons felt monotonous, consisting mainly of theoretical explanations and textbook exercises. The absence of learning media such as videos, songs, or games made the classroom atmosphere dull. This significantly affected students' enthusiasm for learning. They felt unmotivated because the learning process was uninteresting and lacked variety.

According to Slameto (2010), students tend to lose motivation when they are not actively involved in the learning

process. When learning is one-directional, students have limited opportunities to explore material, ask questions, or engage in discussions. As a result, they do not develop emotional or cognitive engagement with the content being taught.

Table 4 Influence of Teaching Method

No	Aspect	Explanation	Theory/Expert
1	Decreased student interest	The use of lectures and written exercises without variation makes students feel bored and uninterested in learning.	Dörnyei (2001): Motivation is influenced by the learning context
2	Lack of engagement	One-way learning reduces student participation in the learning process.	Brown (2000): Language learning must actively involve learners
3	Lack of motivational stimulation	Unengaging methods cause students to lose focus and feel that the material is irrelevant to their needs.	Keller (1983): ARCS model – attention must be captured to build motivation
4	Minimal strategy variation	The absence of media, technology, or creative activities makes the learning process rigid and tedious.	Harmer (2007): Teachers should combine various techniques to maintain student interest
5	Excessive focus on outcomes	Teachers focus solely on completing material and exam scores rather than providing an enjoyable learning experience.	Ryan & Deci (2000): Intrinsic motivation diminishes when control is externally imposed

Based on all the findings above, it can be concluded that monotonous and minimally interactive teaching methods significantly affect students' motivation to learn. Therefore, innovation in teaching approaches is needed by integrating more

communicative and student-centered methods to make the learning process more engaging, enjoyable, and meaningful.

2) Environmental and Institutional Challenges

An unsupportive environment creates a disconnect between students and the language they are learning. According to Gardner (1985) in his Socio-Educational Model, integrative motivation—the learner's desire to connect with the native-speaking community—plays an essential role in second language acquisition. When there is no community or real-life context that encourages the use of English, students tend to have low motivation to master the language.

In addition, Krashen's Input Hypothesis (1982) emphasizes the importance of a language-rich environment that provides comprehensible input. Without sufficient exposure to English, students lack opportunities to develop their language skills naturally. The lack of practice also causes them to lose confidence and feel that they are not progressing, ultimately lowering their interest in learning.

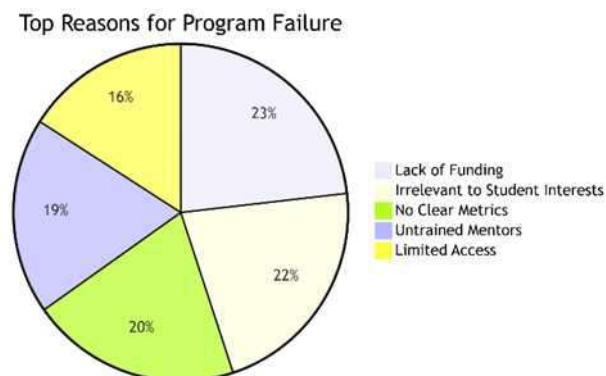
The learning environment and institutional conditions also significantly influence students' motivation to learn English. Based on the findings, SMK Darussalam 2 operates under a pesantren (Islamic boarding school), which primarily focuses on religious education. This context indirectly shapes a learning culture that provides limited space for the development of foreign language skills, particularly English.

Students residing in the pesantren environment spend much of their time on religious activities such as Quran recitation, diniyah classes, and other boarding routines. As a result, general subjects like English are perceived as secondary or less important compared to religious studies. This perception decreases students' interest and attention toward English lessons.

Moreover, during interviews, several students expressed that they felt English was not relevant to their daily lives or future careers. For vocational students, particularly those in technical fields, English was considered less useful in practical work settings. This perception serves as a barrier to building strong learning motivation, as students do not see the tangible benefits of learning English.

Another challenge from the institutional side is the limited availability of supporting learning facilities. Students reported frequent issues with learning aids such as projectors, computers, speakers, and internet connectivity. During practical sessions, several computer units were not functioning, resulting in unequal learning experiences among students.

This lack of facilities hampers the effectiveness of the learning process. When teachers rely solely on lectures without the aid of visual or technological tools, students struggle even more to grasp the material. Yet in English learning, the use of media such as audio and video is crucial to enhancing students' listening and speaking skills.



In addition, the unclear and inconsistent school system also plays a significant role in affecting student motivation. Many students expressed dissatisfaction with the school system, highlighting several issues such as programs that exist in name only but are not implemented, extracurricular activities that lack institutional support due to factors such as lack of funding, irrelevance to student interests, absence of clear evaluation standards, untrained mentors, and limited access.

Furthermore, the absence of project-based learning, literacy programs, and other talent-development initiatives signals a lack of commitment to student-centered learning. These deficiencies contribute to students' disinterest and demotivation toward their academic studies, as they do not feel that their talents or potential are being nurtured or valued.

According to Sardiman (2012), a conducive learning environment and adequate supporting facilities are essential components in building learning motivation. When a school fails to provide even the most basic educational infrastructure, students feel unsupported and become less enthusiastic in engaging with the lessons. Frustration with such learning conditions can lead to dissatisfaction and a further decline in students' interest in learning.

Therefore, environmental and institutional challenges must be taken seriously by both the school administration and the foundation. Strategic efforts are needed to improve the quality of learning facilities and to foster a balanced educational culture that integrates both religious and general academic needs. By doing so, students will feel fully supported throughout their learning journey, which in turn will enhance their motivation and academic engagement.

Effective Motivation in Engaging Students to Learn English

This study also aims to describe the forms of motivation that are considered effective in increasing student engagement in the English learning process. Based on interview and observation results, it was found that the most effective types of motivation are those directly related to emotional conditions, personal needs, and enjoyable learning approaches. Students showed increased interest in learning when teachers applied interactive methods, provided positive reinforcement, and created a comfortable, non-threatening classroom environment.

One of the most influential forms of motivation is intrinsic motivation, which refers to a student's internal drive to learn because of interest, enjoyment, or curiosity. According to Ryan & Deci (2000), intrinsic motivation arises when individuals feel a sense of autonomy over their learning, perceive themselves as competent in completing tasks, and find value in what they are learning. In this context, the teacher plays a crucial role in creating a learning environment that supports autonomy, competence, and relatedness.

In addition to intrinsic motivation, positive reinforcement—such as praise, recognition, or simple rewards—was also found to be effective in encouraging students' enthusiasm for learning. This finding is consistent with Skinner's (1953) theory of reinforcement in learning. During interviews, several students mentioned that they felt more motivated when teachers gave them compliments for attempting to speak English, even if their language skills were still limited. This proves that emotional support from teachers plays a significant role in shaping students' positive attitudes toward learning.

Furthermore, students exhibited higher engagement when learning activities were connected to real-life contexts or involved enjoyable tasks, such as games, group discussions, or the use of

visual and audio media. This aligns with Keller's (1983), which highlights four key components for motivating learners: Attention, Relevance, Confidence, and Satisfaction. These elements help sustain students' interest and foster meaningful participation in class.

Thus, effective motivation for increasing student engagement in English learning does not solely depend on students' internal factors. It is also strongly influenced by teaching strategies, social interaction in the classroom, and the emotional approaches used by teachers. When intrinsic and extrinsic motivational strategies are integrated appropriately, English learning can become both an enjoyable and meaningful experience for students.

1) Intrinsic Motivation

Intrinsic motivation refers to the type of motivation that originates from within the students themselves, rather than from external factors such as grades, punishment, or rewards. In the context of English language learning, this motivation is evident when students express personal interest in the material, enjoy the learning process, or have personal goals such as understanding English-language songs or movies. Students with intrinsic motivation tend to be more consistent and resilient in the face of learning challenges.

According to Ryan and Deci (2000) in their Self-Determination Theory, intrinsic motivation emerges when three basic psychological needs are fulfilled: autonomy (students feel they have control over how they learn), competence (students feel capable of completing tasks), and relatedness (students feel connected to others in the learning environment). Interviews conducted during this research support this theory; several students stated that they were more enthusiastic about learning when given the opportunity to choose activities—such as creating

dialogues or role-playing—because it made them feel trusted and less pressured.

The interview results further revealed that most students were more motivated when English lessons were related to their personal interests, such as films, games, or everyday life situations. They also felt more comfortable when teachers allowed them to speak without the fear of immediate correction, which helped build their confidence.

Harmer (2007) emphasized that intrinsic motivation plays a crucial role in language learning due to its long-lasting and stable nature. According to him, students who are personally interested in the subject will continue learning even in the absence of external pressure. Likewise, Dörnyei (2001) noted that a learning environment that supports autonomy and personal achievement will strengthen students' intrinsic motivation in acquiring a foreign language.

In this context, the teacher plays a vital role as a facilitator who fosters a supportive classroom atmosphere, enabling students to feel safe in exploring and taking initiative. When teachers appreciate students' efforts and do not overly focus on their mistakes, students are more likely to feel free and internally driven to improve their learning.

2) Enjoyable and Relevant Activities

Enjoyable and relevant learning activities have been proven to significantly increase students' motivation and engagement. When teachers rely on monotonous and non-interactive methods, students tend to feel bored and participate merely out of obligation. In contrast, when the learning process incorporates games, group discussions, creative projects, or media such as videos and songs, students become more active and enthusiastic.

John Keller (1983), in his ARCS Model of Motivation, emphasized that motivating instruction must meet four key criteria:

1. Attention : capturing students' attention through varied methods, humor, storytelling, or engaging visuals.
2. Relevance : presenting material that students perceive as related to their lives or interests.
3. Confidence : helping students believe they can successfully complete tasks.
4. Satisfaction : ensuring students feel fulfilled by their achievements, whether through praise, task success, or positive classroom experiences.

Observations and interviews in this study revealed that many students particularly enjoyed activities such as guessing games, online quizzes, or role plays. These activities not only made learning more enjoyable but also gave students authentic opportunities to use English without feeling pressured.

In addition, Brown (2000) asserted that effective language learning is communicative, contextual, and collaborative. Students are more likely to process and retain material when it is connected to real-life contexts or their own experiences. This view aligns with Vygotsky's (1978) theory, which highlights the importance of social interaction in learning. Collaborative activities like group work enable students to learn from one another within their zone of proximal development.

This fun and meaningful learning approach not only fosters students' interest but also builds their confidence and helps them perceive English learning as an enjoyable and valuable experience—rather than just an academic requirement.

CHAPTER V

CLOSING

5.1 Conclusion

Effective motivation in increasing student engagement is not solely dependent on internal student factors, but is also strongly influenced by the teacher's instructional strategies, classroom social relationships, and the emotional approaches employed. When teachers are able to appropriately combine both intrinsic and extrinsic motivation, the process of learning English can become a more enjoyable and meaningful experience for students.

Lecture-based methods are still widely used in many schools, especially in educational institutions facing limitations in facilities or instructional time. However, within the context of English language learning—which requires interaction and direct practice—relying solely on the lecture method becomes ineffective. This supports the view of Sanjaya (2006), who argued that lecture-based instruction lacks the capacity to develop critical thinking and active student participation.

The English teacher interviewed in this study admitted that the lecture method was considered the most practical choice due to

limited school facilities and the lack of active student responses. The teacher also stated that attempts had been made to apply other methods such as vocabulary games or role plays, but these did not yield significant enthusiasm from students. This indicates that the issue does not lie solely in the teaching method, but also in students' readiness to engage in more interactive learning.

Students themselves expressed that English lessons felt monotonous, as they consisted mainly of theoretical explanations and textbook exercises. The absence of multimedia resources such as videos, songs, or games—contributed to a boring classroom atmosphere. As a result, students' learning motivation declined due to the lack of engaging and varied activities.

Moreover, a conducive learning environment and adequate supporting facilities are essential components in building students' motivation. When a school fails to provide even basic facilities, students may feel unsupported and become less enthusiastic about learning.

Disappointment with the learning conditions can lead to dissatisfaction and a decrease in interest. Therefore, the school administration must pay close attention to the existing educational system—especially in terms of program implementation—and prioritize the improvement and utilization of available facilities to support effective teaching and learning.

5.2 Research Implications

Based on the findings of this study regarding students' low motivation in learning English, there are several important implications that should be considered by various stakeholders, including teachers, schools, and future researchers.

1) Theoretical Implications

This study contributes to the development of student motivation theories, particularly in the context of English language learning at vocational high schools. The findings indicate that factors such as monotonous teaching methods, limited facilities, and negative perceptions toward English significantly affect students' learning motivation.

These results reinforce the Self-Determination Theory by Deci & Ryan (1985), which states that student motivation increases when they feel a sense of autonomy, competence, and relatedness in the learning process. Moreover, the findings align with Maslow's Hierarchy of Needs (1943), especially the importance of safety and a supportive learning environment before students can be optimally motivated.

Thus, this research enriches the theoretical discourse on the importance of interactive teaching approaches and a supportive learning environment in fostering intrinsic motivation particularly in subjects perceived as difficult, such as English.

2) Practical Implications

a) For Teachers

English teachers are encouraged to adopt more innovative teaching methods. Instead of relying solely on lecture-based approaches, teachers can integrate project-based learning, group discussions, interactive digital media, and interest-based learning strategies. These methods can help create a more engaging learning atmosphere and enhance active student participation.

b) For Schools

Schools are expected to improve the provision of adequate learning facilities, such as comfortable classrooms, stable internet access, and appropriate English learning media. This support is essential to create a conducive learning

environment and to help students develop a positive attitude toward learning English.

c) For Future Researchers

This study can serve as a foundation for further research with a broader scope, involving a larger number of respondents or employing a mixed-methods approach. Future researchers may also explore the relationship between students' learning motivation and other factors such as parental involvement, peer influence, or the use of technology in English language instruction.

5.3 Research Limitation

This study has several limitations that should be acknowledged when interpreting the findings. One key limitation lies in the small number of respondents, involving only one English teacher and ten tenth-grade students at SMK Darussalam. This sample size is not sufficient to represent the entire population of vocational high school students, and thus the findings cannot be widely generalized.

Moreover, the study was conducted at a single school with specific social, cultural, and facility-related conditions, which makes the context highly specific. Schools with different backgrounds and environments may yield different results.

This research employed a qualitative approach using interviews as the primary data collection method. While this approach provides in-depth understanding of students' perceptions and motivation, it does not offer quantitative data to statistically measure the extent of influence of each factor.

Time constraints and limited access also posed challenges in this research. The study was conducted within a short period, which did not allow for long-term observation of changes in students'

learning motivation. In addition, the school's scheduling limitations resulted in brief and limited interactions with the respondents.

5.4 Suggestions

The following suggestions are intended to help improve the quality of English language learning and serve as valuable considerations for teachers, schools, and students.

1) For English Teachers

Teachers are encouraged to re-evaluate the teaching methods they currently use. The lecture method, which tends to be monotonous, should be combined with more interactive approaches such as group discussions, educational games, role plays, audiovisual media, and the use of technology. Employing varied teaching strategies can enhance student engagement and create a more enjoyable learning atmosphere.

2) For Schools

Schools are expected to provide more adequate learning support facilities, such as stable internet access, comfortable classrooms, and digital learning media. Furthermore, regular training for teachers in using technology and developing innovative teaching methods is essential to support teacher professionalism and instructional effectiveness.

3) For Students

Students should be guided to develop a positive attitude toward learning English. Teachers can apply more personalized and motivational approaches to ensure that students do not feel burdened by the subject. A pleasant and supportive learning environment will also help students build confidence and increase their interest in learning English.

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APPENDIX



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UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

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E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/035.165/FTK.UIMSYA/C.3/VI/2025

Lamp. : -

Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Kepala SMK Darussalam 2
Setail, Genteng

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Moh. Libasul Ulum
TTL : Kudus, 06 November 1999Banyuwangi, 13 Oktober 2003
NIM : 2111221020
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Kedungasri, Kec. Tegaldlimo, Kab. Banyuwangi
Dosen Pembimbing : Moh. Mahmud, S.Pd, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program **skripsi**.

Adapun judul penelitiannya adalah: **"Analiysis Of Tent Grade SMK Darussalam 2 Students Motivation In English Lesson"**

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 17 Juni 2025
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

Appendix 2 Research Cover Latter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
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SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Proposal Skripsi:

Nama : Moh. Libasul Ulum
NIM : 2111221021
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 7%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Seminar Proposal.



Keterangan:

*menggunakan aplikasi Turnitin.

Appendix 3 Check Plagiarism

Appendix 4 Interview Transcript

No	Pertanyaan (Peneliti)	Jawaban (Guru Bahasa Inggris)	Tanggal
1	Bagaimana respon siswa ketika diberi pertanyaan dalam bahasa Inggris?	“Ketika saya bertanya sesuatu dalam bahasa Inggris—baik itu kosakata sederhana maupun tata bahasa dasar seperti simple present atau simple past—respon mereka lambat. Banyak yang menunduk atau pura-pura sibuk mencatat, padahal saya tahu mereka hanya menghindari partisipasi.”	1 Mei 2025
2	Apa penyebab rendahnya motivasi belajar siswa?	“Mereka menganggap bahasa Inggris itu sulit, terlalu banyak aturan tata bahasa, dan tidak berguna untuk kehidupan sehari-hari. Itu pola pikir yang sulit diubah. Kurangnya kepercayaan diri dan rasa takut membuat kesalahan juga menjadi hambatan besar.”	1 Mei 2025
3	Apakah metode pembelajaran yang digunakan mempengaruhi motivasi siswa?	“Kadang mereka tahu jawabannya tapi tidak mau berbicara. Mereka takut salah ucap atau ditertawakan temannya. Akhirnya mereka memilih diam. Saya juga	1 Mei 2025

		merasa metode mengajar yang digunakan cukup terbatas karena kendala fasilitas dan waktu. Pernah mencoba metode alternatif seperti role-play atau permainan kosakata, tapi respon siswa tetap pasif. Saya mulai berpikir mungkin masalahnya bukan hanya siswa yang takut, tapi metode saya terlalu monoton.”	
4	Apakah masalah utama ada pada siswa atau metode pembelajaran?	“Dari pengamatan kemarin, sepertinya masalahnya bukan pada siswa, tapi lebih ke metode.” (Peneliti) – “Yang paling terasa adalah penurunan partisipasi siswa. Mereka hanya duduk, mendengarkan, mencatat, dan lebih parahnya ada yang tertidur tanpa interaksi. Ini tidak cocok untuk pembelajaran bahasa Inggris yang menuntut praktik dan keterampilan berbicara.”	1 Mei 2025
5	Bagaimana pendapat Anda tentang metode ceramah?	“Siswa cepat bosan; banyak yang mengantuk atau terdistraksi. Mereka jarang bertanya karena tidak merasa	1 Mei 2025

		terlibat. Apalagi jika materinya rumit seperti tata bahasa, kalau hanya dijelaskan lewat ceramah banyak yang tidak paham. Saya merasakan itu sendiri.”	
6	Mengapa masih menggunakan metode ceramah?	“Karena saya melihat tidak ada minat dari siswa, dan selain itu hanya fasilitas itu saja yang tersedia untuk mengajar. Menurut saya masalahnya ada pada kurangnya minat siswa terhadap mata pelajaran itu sendiri.”	1 Mei 2025
7	Apakah ada metode lain yang dianggap lebih efektif?	“Metode ceramah masih bisa efektif jika dikombinasikan dengan strategi pembelajaran aktif. Ceramah kadang digunakan untuk pengenalan materi atau penjelasan singkat, tetapi saya lebih suka metode yang aktif dan kolaboratif seperti diskusi kelompok, role-play, presentasi, atau kerja berpasangan. Metode ini lebih efektif mendorong siswa untuk berpartisipasi dan menggunakan bahasa Inggris dalam konteks nyata.”	1 Mei 2025

No	Pertanyaan (Peneliti)	Jawaban (Siswa)	Tanggal
1	Bagaimana perasaan kamu saat ada pelajaran bahasa Inggris?	“Kalau ada pelajaran bahasa Inggris, saya malas masuk. Takut disuruh ngomong. Takut ditertawakan, Pak. Wkwk.” (Siswa A)	2 Juni 2025
2	Bagian mana yang paling sulit dipahami?	“Saya tidak paham grammar. Baru lihat penjelasannya saja sudah malas—apalagi present tense, simple past... susah sekali menghafal kosakata. Sudah fokus pun tetap tidak nyantol.” (Siswa A)	2 Juni 2025
3	Apakah kesulitan ini sudah ada sejak SMP?	“Sudah sulit sejak SMP. Sekarang di SMK lebih sulit lagi. Jadi motivasi hilang karena dari awal memang tidak paham.” (Siswa C)	2 Juni 2025
4	Menurutmu, apakah bahasa Inggris penting untuk masa depan?	“Saya mau kerja di bengkel, jadi saya rasa bahasa Inggris tidak terlalu penting. Lebih baik fokus ke keterampilan praktis. Soalnya uang nomor satu, Pak.” (Siswa D)	2 Juni 2025
5	Apakah ada dukungan untuk belajar bahasa Inggris di pesantren?	“Di kelas cuma diberi buku dan disuruh menyalin catatan. Guru hanya menjelaskan. Lebih baik kalau ada proyektor, seperti Bu Lia di Fisika, biar materi jelas dan kami pasti memperhatikan.” (Siswa C)	2 Juni 2025
6	Apakah pernah ada kursus bahasa Inggris di	“Kalau ada kursus di pesantren seperti di Blokagung, mungkin kami	2 Juni 2025

	pesantren?	lebih tertarik. Tapi di sekolah minatnya hilang dan guru juga seperti tidak tertarik.” (Siswa C)	
7	Bagaimana metode mengajar guru bahasa Inggris?	“Kadang cuma ‘buka buku dan kerjakan latihan’. Tidak ada video, lagu, atau game. Jadi membosankan.” (Siswa D)	2 Juni 2025
8	Bagaimana perbandingannya dengan mata pelajaran lain?	“Sama saja, Pak. Yang menarik cuma PJOK dan Fisika.” (Siswa D)	2 Juni 2025

No	Pertanyaan (Peneliti)	Jawaban (Siswa)	Tanggal
1	Pernah merasa bosan sampai tidak mau masuk kelas karena metode mengajar yang selalu sama?	“Sering, apalagi kalau materinya teori semua dan guru hanya bicara tanpa melibatkan kami. Kadang saya pikir, ‘Ngapain masuk? Paling cuma duduk, mencatat, lalu pulang.’ Kadang belajar dari YouTube di rumah lebih jelas.” (Siswa E)	10 Juni 2025
2	Pernah menyampaikan kebosanan atau kesulitan kepada guru?	“Pernah, seperti minta belajar di luar kelas atau diskusi. Tapi guru kurang merespon, alasannya waktu terbatas dan harus mengejar target kurikulum.” (Siswa E)	10 Juni 2025
3	Apakah keterbatasan fasilitas mempengaruhi belajar?	“Pernah saat ujian praktik jaringan, komputer tidak nyala. Jadi harus menunggu giliran. Ada yang hanya melihat teman karena alatnya	10 Juni 2025

		kurang. Jadi tidak semua dapat praktik langsung.” (Siswa F)	
4	Apa saran kamu untuk sekolah?	“Sekolah harus lebih mendengar siswa. Fasilitas dilengkapi dulu. Guru juga harus update metode mengajar. Sekarang banyak teknologi yang bisa bikin belajar lebih interaktif.” (Siswa F)	10 Juni 2025
5	Apakah metode mengajar yang baik dan fasilitas yang memadai bisa mempengaruhi motivasi belajar?	“Pasti. Kalau metodenya menarik, saya semangat ke kelas. Kalau fasilitas lengkap, belajar jadi lancar. Bahkan kalau ada kegiatan ekstrakurikuler seminggu sekali, itu mendukung banget.” (Siswa F)	10 Juni 2025

Appendix 5 Guidance Card

6/19/25, 11:56 AM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NIM	2111221020	
NAMA	MOH. LIBASUL NGULUM	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	ANALYSIS STUDENTS MOTIVATION IN ENGLISH LEARNING AT TENTNT GRADE SMK DARUSSALAM 2	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	19 Juni 2025	19 Juni 2025	Finishing prepare to examination	Bimbingan ke 10
2	20242	28 Mei 2025	28 Mei 2025	Bimbingan References	Bimbingan ke 9
3	20242	21 Mei 2025	21 Mei 2025	Bimbingan Chapter V Closing	Bimbingan ke 8
4	20242	14 Mei 2025	14 Mei 2025	Bimbingan Chapter IV Discussion	Bimbingan Ke 7
5	20242	07 Mei 2025	07 Mei 2025	Bimbingan Chapter IV Finding	Bimbingan ke 6
6	20242	08 Maret 2025	08 Maret 2025	ACC Seminar Proposal	Bimbingan 5
7	20242	08 Februari 2025	08 Februari 2025	Bimbingan Chapter 3 Method	Bimbingan 4
8	20242	28 Januari 2025	28 Januari 2025	Bimbingan Chapter 2 Related Theory	Bimbingan 3
9	20242	08 Januari 2025	08 Januari 2025	Bimbingan Chapter 1 Introduction	Bimbingan 2
10	20242	17 Desember 2024	17 Desember 2024	Konsultasi Judul/Pengajuan Judul	Bimbingan 1

Ac



interview Pictures 1



interview Pictures 2

Appendix 6 Author Biodata

AUTHOR BIODATA



Nama : Moh Libasul Ngulum

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TTL : Banyuwangi, 13 oktober 2003

Gender: Laki-Laki

Agama : Islam

Prodi : Bahasa Inggris

No Hp : 08573218 3466

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Jawa Timur

Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Perguruan	Bidang Studi
SD	2009	2015	MI Da'watul Falah	
SLTP	2015	2018	MTs Silahul Muslimin	
SLTA	2018	2021	MA Al Amiriyyah	IPA
S1	2021	2025	Universitas KH. Mukhtar Syafaat	Bahasa Inggris

Riwayat Pendidikan Non formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Perguruan
Ula	2017	2023	Madrasah Diniyyah Al Amiriyyah, Pondok Pesantren Darussalam Blokagung Banyuwangi.

Pengalaman Organisasi

Nama Organisasi	Prestasi Akademik	Prestasi Non Akademik
-	-	-

