

**THE TEACHER'S STRATEGIES IN IMPROVING STUDENTS' LOW  
MOTIVATION IN ENGLISH LEARNING AT SMKN 1 BANJARMASIN**

***SARJANA'S* THESIS**

**SITI NUR AMELIA SARI**

**REG.NUMBER: 2110117320004**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2026**

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MOTIVATION IN ENGLISH LEARNING AT SMKN 1 BANJARMASIN**

***SARJANA'S THESIS***

**Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*  
Program in English Language Education Department**

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BANJARMASIN**

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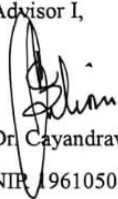
## LETTER OF APPROVAL

### LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of Siti Nur Amelia Sari 2110117320004 entitled **"The Teacher's Strategies in Motivating Students to Learn English in the Tenth Grade at SMKN 1 Banjarmasin"** has been approved by the advisors for oral examination.

Banjarmasin, 03 October, 2024

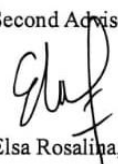
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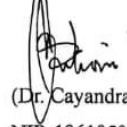
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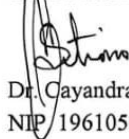
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This is to certify that the Sarjana's Thesis of Siti Nur Amelia Sari, Reg. Number 2110117320004, entitled **"The Role of The English Teacher of SMKN 1 Banjarmasin in Improving Students' Low Motivation in English Learning"** has been approved by the Board of Examiners as the requirement for completing the Sarjana Pendidikan Program in English Language Teaching.

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## ABSTRACT

Sari, Siti Nur Amelia. 2026. *The Teacher's strategies in Improving Students' Low Motivation in English Learning at SMKN 1 Banjarmasin*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. Advisors: (I) Dr. Cayandrawati Sutiono, MA (II) Elsa Rosalina, M.Pd.

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Students' low motivation remains a persistent challenge in English language learning, particularly in vocational high school contexts. It is commonly reflected in students' passive participation, hesitation to respond during classroom interaction, lack of confidence in using English, and limited engagement in learning activities. Since teachers play a crucial role in fostering students' motivation through classroom practices, this study aimed to explore the role of an English teacher in improving students' low motivation in English learning at SMKN 1 Banjarmasin.

This study employed a descriptive qualitative research design. The primary participant was one English teacher, while five students were selected as supporting participants through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation conducted across eight classroom meetings from September 4 to October 2, 2025. The collected data were analyzed using the interactive model of data analysis, including data reduction, data display, and conclusion drawing.

The findings revealed that the teacher implemented various motivational teaching strategies based on Dörnyei's (2001) Motivational Teaching Practice framework. These strategies included creating a supportive classroom atmosphere, relating learning activities to students' future goals, facilitating interactive classroom activities, and providing continuous encouragement and positive feedback. The implementation of these strategies gradually encouraged students to participate more actively, demonstrate greater confidence, and become more engaged in English learning, although the extent of improvement varied among students.

It can be concluded that the teacher played an important role in improving students' low motivation through the implementation of motivational teaching strategies. Among the identified strategies, creating a supportive classroom atmosphere emerged as the most influential practice in encouraging students' willingness to participate in English learning. The findings of this study are expected to provide practical insights for English teachers in implementing motivational teaching practices to support students who demonstrate characteristics of low motivation in EFL classrooms.

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Researcher

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