

THE ROLE OF TEACHER SUPPORT IN ENHANCING STUDENT MOTIVATION TO LEARN ENGLISH

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ABSTRACT This study investigates the role of teacher support in enhancing student motivation to learn English. Teacher support encompasses emotional support, positive feedback, engaging teaching methods, recognition and rewards, and understanding student characteristics. The research employs a descriptive qualitative method, with data collected through interviews, questionnaires, observations, and documentations. The study involves 30 students and 3 English teachers at MTs Al-Ikhlas Losari. The findings reveal that teacher support plays a crucial role in enhancing student motivation. Teachers who implement interactive teaching methods, provide regular feedback, and acknowledge student achievements contribute to a more engaging and motivating learning environment. However, inconsistencies in teacher support, particularly in adapting to individual student needs and providing recognition, negatively impact motivation. The study concludes that continuous and structured teacher support significantly boosts student motivation in English learning. Based on these results, it is recommended that teachers consistently offer both emotional and academic support.

Keywords: Teacher Support; Student Motivation; English Learning.

INTRODUCTION

Understanding the factors that influence student motivation in learning English is crucial for improving educational outcomes. Teacher support is widely recognized as a key factor that can shape students' attitudes, engagement, and success in learning English (Blazar & Kraft, 2017; Tao et al., 2022; Zhou & Wu, 2024). Motivation plays a significant role in student achievement, and teachers' emotional and instructional support can either enhance or hinder motivation levels. According to Schunk (2012), motivation is the process that influences students' willingness to engage in learning activities and maintain their efforts toward achieving academic goals.

Teacher support is an essential element in education as it directly affects students' willingness to participate in learning activities. Students are more likely to develop positive learning habits and achieve academic success when they feel that their teachers care for themselves, show genuine affection, and offer guidance or support with academic or personal challenges (Huang et al., 2024). Lei et al. (2018) conducted a meta-analysis that revealed a strong correlation between teacher support and students' academic emotions, showing that emotional and instructional support significantly impact student motivation and engagement. Given the increasing demand for effective English language education, understanding the role of teacher support in sustaining student motivation is essential.

Several previous studies have explored the relationship between teacher support and student motivation. For example, Kasyulita & Armelida (2019) conducted a study on the impact of rewards on

student motivation in learning English. Their research revealed that junior high school students who received consistent rewards exhibited higher levels of motivation compared to those who did not. Similarly, Purnama et al. (2019) examined student motivation in learning English and found that students in the eighth grade at MTs Mathla'ul Anwar were highly motivated when teachers provided interactive and engaging teaching strategies. These findings align with the premise that teacher support plays a crucial role in maintaining student motivation.

In reviewing related literature, several studies have highlighted the significance of teacher support in enhancing student motivation. Deci and Ryan (2000) proposed the Self-Determination Theory, which suggests that students' intrinsic motivation is influenced by their need for autonomy, competence, and relatedness. When teachers provide encouragement and recognize students' efforts, they help fulfil these psychological needs, leading to higher engagement and academic achievement. Furthermore, Hattie and Timperley (2007) emphasized the importance of effective feedback in shaping students' learning experiences, reinforcing that timely and constructive feedback from teachers can significantly improve student motivation.

Teacher support plays a vital role in fostering a learning environment that motivates students. When teachers provide emotional encouragement, constructive feedback, and engaging teaching methods, students are more likely to stay motivated and involved in learning activities. Teacher support also strengthens teacher-student relationships, creating a sense of belonging that enhances student engagement. According to Fraser & Fisher (1982), Goodenow (1993), and Trickett & Moos (1973) in Sharma (2016), teacher support is defined as students' perceptions that their teachers regard, care about, and build connections with them, which significantly influences their motivation.

Teacher support can be categorized into several key types: emotional support, instructional support, and social support. Emotional support involves fostering a caring and encouraging environment (Ryan & Deci, 2000), while instructional support includes providing constructive feedback (Hattie and Timperley (2007), using engaging teaching methods (Gardner, 2006), and offering individualized assistance (Sternberg, 2003). Social support encompasses building positive classroom interactions and recognizing students' efforts and achievements (Yahaya, 2022). Ryan & Deci (2000) emphasize that intrinsic motivation can be enhanced by fostering positive and supportive relationships between teachers and students, highlighting the crucial role of emotional support in learning environments.

Research has shown that students who receive consistent support from their teachers exhibit higher motivation levels. Interactive teaching methods, such as group discussions and project-based learning, significantly enhance student motivation (Mukhtoralieva, 2025). Gardner (2006) suggests that teachers who use enjoyable approaches, such as language games and group discussions, can increase students' motivation and engagement. Conversely, lack of recognition, inconsistent feedback, and rigid instructional styles can negatively affect motivation and engagement. Hattie & Timperley (2007) further argue that effective feedback helps students understand their progress and encourages them to persist in their learning efforts.

Despite its benefits, providing effective teacher support comes with challenges. Teachers may struggle with time constraints, large class sizes, and varying student needs. Additionally, some teachers may lack training in student-centered teaching strategies, limiting their ability to provide meaningful support. Lei et al. (2018) conducted a meta-analysis revealing that teacher support is crucial in fostering academic emotions and engagement, but inconsistencies in teacher support can lead to fluctuations in student motivation.

To enhance teacher support, schools should implement regular training programs that focus on motivational teaching strategies. Encouraging teachers to adopt interactive learning techniques, provide timely feedback, and recognize student achievements can help sustain student motivation. Yahaya (2022) highlights that recognition and rewards, whether verbal or material, play a significant role in sustaining student motivation. Furthermore, fostering a school culture that prioritizes student well-being and engagement can contribute to more effective learning outcomes. Sternberg (2003) also suggests that understanding student characteristics and tailoring teaching methods accordingly can enhance motivation and learning effectiveness.

By focusing on different aspects of teacher support such as emotional encouragement, positive feedback, engaging teaching methods, recognition and rewards, and understanding student characteristics, this study aims to highlight the significance of teacher support in maintaining student motivation and improving English language learning experiences. The findings are expected to provide insights into effective strategies that can be implemented to enhance students' motivation and overall language learning experience. The study also seeks to identify specific forms of teacher support that have the most significant impact on students' motivation in learning English. Furthermore, the results of this research will contribute to a deeper understanding of how different forms of teacher support influence motivation and provide practical recommendations for educators to create a more supportive and motivating classroom environment.

METHOD

This study employs a descriptive qualitative research design to explore the role of teacher support in enhancing students' motivation to learn English. A qualitative approach is suitable for understanding the experiences, perceptions, and attitudes of students and teachers in a natural setting. According to Sugiyono (2012), qualitative research is a method used to investigate the conditions of natural objects, where the researcher acts as the main instrument in data collection and analysis.

The study was conducted at MTs Al-Ikhlas Losari, Brebes Regency, Central Java Province, Indonesia, which involve 3 English teachers (T1, T2, and T3) and 3 classes, with 10 students selected from each class, resulting in a total of 30 planned respondents. However, only 24 students completed the questionnaire. Participants were selected based on their direct engagement with English learning activities and their experiences with teacher support. Creswell (2012) emphasizes that participant

selection in qualitative research should focus on those who have relevant experiences and can provide rich data for analysis.

Data were gathered through multiple techniques to ensure a comprehensive understanding of teacher support in English learning. Interviews were conducted with teachers to gain deeper insights into their experiences of giving support. The interviews were semi-structured to allow flexibility in exploring emerging themes while maintaining focus on key research questions (Cohen et al., 2005). Questionnaires were distributed to students to assess their motivation levels and the types of support they received. The use of questionnaires is crucial in obtaining quantifiable perceptions that can complement qualitative findings (Richards, 2002).

Classroom observations allowed the researchers to analyze teacher-student interactions and teaching methods in real-time. Observations are essential in qualitative research as they provide first-hand evidence of behaviors and teaching practices (Djaali, 2020). Additionally, documentation, including lesson plans and student performance records, was examined to supplement the findings. According to Creswell (2012), documentation serves as an important data source in qualitative research, offering objective evidence to validate other data collection methods.

The collected data were analyzed using thematic analysis. Interview and questionnaire responses were transcribed, coded, and categorized into key themes. Thematic analysis helps in identifying patterns and meanings within qualitative data (Miles & Huberman, 2016). Observational data were reviewed to identify patterns in teaching practices and student engagement. Triangulation was applied to cross-check data from different sources to ensure credibility. Triangulation enhances the reliability of research findings by combining multiple data collection techniques (Patton, 2002).

RESULTS AND DISCUSSION

Results

This section presents the results of data analysis collected through interviews, questionnaires, and observations, and documentations conducted with teachers and students at MTs Al-Ikhlas Losari. The instruments consist of 12 open-ended questions for the teacher interview, 12 open-ended questions for student questionnaire and 15 indicators of teacher support observation. The findings are categorized based on the 5 key aspects of teacher support—namely emotional support, providing positive feedback, using engaging teaching methods, recognition and reward, and understanding student characteristics—and their impact on students' motivation in learning English.

1. The Impact of Emotional Support on Student Motivation (Ryan & Deci, 2000)

Interviews with three English teachers (T1, T2, T3) at MTs Al-Ikhlas Losari revealed consistent application of key aspects of teacher support that influence students' motivation to learn English. In terms of emotional support, all teachers fostered a safe environment by encouraging students to learn from mistakes and offering praise for effort. T1 and T3 emphasized active encouragement and guidance, while T2 combined praise with follow-up tasks. All three provided appropriate recognition, such as verbal praise (T1, T2) and point systems (T3), and engaged positively with students to build confidence.

For example, when asked "*What do you do to create a safe environment for students to express themselves in English, especially when they make mistakes?*", T1 explained that when students make mistakes in learning, the teacher provided guidance and motivation. The teacher emphasized the importance of learning from mistakes as a way to improve and enhance students' abilities. T2 began by praising the students' abilities and courage to try, even when they made mistakes. Then, the teacher provided direct guidance to show better ways to express themselves, followed by additional assignments to study at home. T3 mentioned that the teacher established the habit of using English in the classroom, both when explaining lessons and during interactions with students. The teacher also encouraged students to remain motivated despite making mistakes and urged them to continue using English.

Furthermore, observational data indicated that students in emotionally supportive classrooms exhibited higher levels of participation and persistence in English learning tasks. However, some students reported inconsistencies in the level of emotional support provided by teachers, leading to fluctuations in motivation levels. These inconsistencies suggest that teachers should maintain a consistent approach in providing encouragement and understanding to sustain students' motivation throughout their learning process.

Based on student questionnaire responses, the results reflect the impact of teacher support on student motivation in learning English, particularly in the area of Emotional Support. Regarding creating a safe learning environment, 19 students reported feeling safe and free from embarrassment

during class, attributing this to teachers' encouragement and reassurance. However, 4 students still experienced hesitation or fear when participating. This indicates that while the majority benefit from a supportive atmosphere, further efforts are needed to fully address lingering anxiety among some learners.

In terms of offering appropriate praise and recognition, 23 students felt more confident when acknowledged by their teachers, especially during classroom activities like presenting work. One student noted a lack of praise, leading to feelings of being undervalued. Overall, consistent praise plays a key role in building students' self-esteem and motivation. Teachers' use of verbal and academic recognition aligns with strategies previously mentioned in teacher interviews.

For engaging in positive and supportive interactions, 22 students affirmed that their teachers often offered encouragement and support when facing difficulties, particularly in overcoming mistakes. Two students, however, expressed that such support was infrequent, which impacted their motivation negatively. While most teachers, particularly T1 and T3, were seen as effective in offering motivation, the findings highlight a need for more consistent application across all students.

In summary, emotional support provided by teachers significantly enhances students' confidence and motivation to learn English. The majority of students expressed that the teachers who show empathy, encouragement, and understanding contribute to their willingness to engage in English learning activities. Student questionnaire revealed that when teachers provide emotional reassurance and acknowledge students' efforts, learners feel more confident and eager to participate in class discussions. This finding aligns with Ryan & Deci (2000), who emphasized that emotional support fosters intrinsic motivation by fulfilling students' psychological needs for relatedness and competence. However, some inconsistencies in application suggest the need for more inclusive and consistent encouragement, praise, and supportive interactions to ensure all students benefit equally.

2. Effectiveness of Positive Feedback in Enhancing Student Motivation (Hattie & Timperley, 2007)

Regarding positive feedback, T1 ensured clarity through one-on-one verbal interactions, T2 used rewards as motivation, and T3 employed tests for measurable progress. Constructive corrections were delivered through grammar explanations (T1), vocabulary enrichment (T2), and contextual learning via dialogue (T3). The study found that consistent and constructive feedback significantly boosts students' motivation. Teachers who regularly provide clear, positive, and specific feedback help students recognize their progress and encourage them to improve.

In response to a question "*How do you ensure that the feedback you provide helps students clearly understand their progress in English?*", T1 stated that to ensure students understand the feedback, they asked questions verbally on an individual basis. This allowed the teacher to directly assess the students' understanding. T2 explained that students usually enjoyed receiving rewards, and the teacher used this motivation by linking the rewards to serious effort in learning English. T3

provided exercises or tests as a form of feedback to assess how well students understood the material that had been taught.

Regarding clarity in providing feedback, 20 students reported that the teacher's feedback helped them understand lessons clearly, while 4 students found the explanations unclear or difficult, particularly when the material was complex. One student mentioned that their understanding varied depending on the difficulty of the topic, suggesting that while most feedback is helpful, its effectiveness can be inconsistent.

For constructive feedback, 20 students expressed feeling happy and motivated when receiving feedback, noting that it helped them improve their skills. However, 2 students felt the teacher's explanations were more corrective than supportive. These results suggest that most students experience constructive, encouraging feedback that boosts motivation. Teachers employ various strategies: T1 uses grammar explanations and pronunciation drills; T2 focuses on vocabulary and grammar; T3 emphasizes dialogue and reading practice. Among them, T3's contextual feedback is seen as most effective, promoting real-life language use and deeper engagement.

Observational findings further indicated that students in classrooms where feedback was minimal tended to be more passive and disengaged, highlighting the importance of structured and constructive feedback practices.

Questionnaire responses showed that students who received personalized feedback from their teachers demonstrated higher levels of motivation compared to those who did not receive regular feedback. Conversely, the lack of feedback or overly critical responses resulted in decreased student enthusiasm for learning English. This supports the argument by Hattie & Timperley (2007) that effective feedback serves as a crucial mechanism for learning improvement by helping students understand their strengths and areas for development.

3. Engaging Teaching Methods and Their Influence on Student Motivation (Gardner, 2006)

In employing engaging teaching methods, all teachers used varied strategies. T1 connected lessons to daily life, T2 offered meaningful rewards, and T3 tailored methods to individual needs. Collaborative learning was supported through games (T1), project-based tasks (T2), and Communicative Language Teaching (T3). Interactive media was also incorporated: T1 used images to prompt speaking, T2 emphasized media's motivational effects, and T3 utilized audio-visual tools and dictionaries to enhance learning. The findings highlight that engaging teaching methods, such as group discussions, role-playing, and language games, foster a more interactive and enjoyable learning environment.

One of the questions asked was "*Do you use specific techniques in providing feedback to ensure that students feel more motivated and not discouraged in learning English?*". Then, T1 stated that questioning techniques related to students' daily activities in English were used. This approach helped students feel that the material was more relevant and engaging. T2 explained that as feedback

to motivate them, T2 provided something meaningful like a reward that made students feel appreciated for their efforts. T3 mentioned that different techniques tailored to the needs of each student were used. The teacher adjusted the approach to ensure every student feel supported and motivated.

Furthermore, data from interviews suggested that teachers who encouraged peer collaboration and active participation helped students develop a greater sense of confidence and enthusiasm for English learning. However, traditional, lecture-based approaches were associated with lower student motivation and participation.

Observational data indicated that students were more active and motivated in classrooms where teachers implemented diverse teaching strategies. Teachers who incorporated multimedia, storytelling, and real-life applications of English language skills witnessed higher student engagement. Gardner (2006) emphasized that interactive and varied teaching approaches enhance motivation by making learning more relevant and enjoyable.

The questionnaire results on using engaging teaching methods reveal that diverse, collaborative, and media-rich strategies significantly enhance students' motivation and engagement in English learning.

Under the variety of teaching methods indicator, 23 students expressed enjoyment in group projects and games, citing reduced boredom and increased motivation. Only one student noted dissatisfaction due to unequal group participation. Teacher interviews support these findings: T1 uses real-life questions, T2 incorporates rewards, and T3 adapts methods to student needs. These strategies effectively promote engagement, though ensuring equal participation remains a challenge.

Regarding learning opportunities for collaboration, 22 students felt more active and motivated when involved in planning and executing projects. Two students, however, were less engaged due to shyness or task difficulty. Teachers employ interactive games (T1), project-based learning (T2), and communicative teaching (T3), all of which foster teamwork and participation. The overall response indicates that collaborative methods increase enthusiasm and involvement, though strategies are needed to support shy or struggling students.

In terms of use of interactive media, 24 students confirmed that videos and digital tools made lessons more engaging and easier to understand. One student highlighted the effectiveness of pairing video content with teacher explanations. Teachers utilize media in different ways—T1 uses pictures, T2 stresses motivation through media, and T3 incorporates audiovisual tools and dictionaries. These methods align well with the goal of making learning more dynamic and accessible.

Overall, the integration of varied, collaborative, and interactive methods has positively impacted student motivation. However, improvements are needed to ensure inclusivity, equal participation, and support for less confident learners.

4. Recognition and Rewards in Encouraging Student Participation (Yahaya, 2022)

Teachers applied various non-material and public recognition strategies to enhance motivation. Regarding non-material rewards, T1 used verbal praise and high grades to acknowledge progress, while T2 rewarded students with additional grades as academic incentives. T3 combined grades with developmental opportunities, such as competitions, offering both recognition and skill-building. These strategies aligned with the principle of motivating students without material dependency.

In responding to a question like "*How do you reward students who show progress in learning English?*", T1 provided rewards in the form of verbal praise and good grades. T2 focused on giving extra grades as a form of reward; while T3 not only gave additional grades but also provided opportunities for further development.

In terms of public recognition, T1 praised students verbally and through gestures in front of peers, boosting self-esteem and encouraging others. T2 promoted a general motivational atmosphere without directly recognizing individuals. T3 created competitive learning environments using educational games, with winners publicly acknowledged to foster motivation. Overall, T1 and T3 offered more targeted and effective public recognition methods. The research revealed that teacher recognition, whether verbal or material, positively impacts student motivation. Students who received verbal praise, certificates, or small rewards for their achievements showed increased enthusiasm and commitment to learning. This aligns with the study by Yahaya (2022), which found that even simple gestures of recognition could significantly enhance student engagement and motivation.

Additionally, questionnaire responses indicated that students who felt acknowledged by their teachers exhibited greater persistence in learning English, even when faced with challenges. Conversely, students who perceived a lack of recognition for their efforts reported feeling demotivated and less inclined to participate actively in learning activities.

The questionnaire results on recognition and rewards reveal that non-material praise and public acknowledgment are powerful motivators in English language learning. Regarding providing non-material rewards, 24 students reported feeling more motivated when teachers praised their efforts. Student responses highlighted that recognition made them feel appreciated and inspired to continue learning. This shows that simple, verbal praise has a meaningful impact on students' intrinsic motivation. Teacher interviews confirmed that T1 offers verbal praise and high grades, T2 and T3 give additional points and opportunities for self-development, such as competitions. These strategies align well with the indicator, as they encourage students without relying on material incentives.

For the giving public recognition indicator, 24 students expressed that being recognized in front of their classmates made them feel proud, confident, and eager to strive harder. Public acknowledgment fosters a sense of achievement and motivates continued effort. Teachers also support this practice: T1 uses verbal praise and supportive body language, T2 gives general

recognition to encourage group motivation, and T3 incorporates public rewards into classroom games. These actions help create a motivating and encouraging environment where students are not only recognized individually but also inspired collectively.

Classroom observations further demonstrated that students who received consistent positive reinforcement were more likely to contribute ideas and engage in discussions. These findings suggest that incorporating both intrinsic and extrinsic rewards can be an effective strategy in maintaining student motivation over time.

In conclusion, both non-material rewards and public recognition are effectively implemented by teachers and are strongly appreciated by students. These forms of recognition play a vital role in enhancing student confidence, motivation, and participation in English learning. To sustain this positive impact, teachers should ensure that recognition is consistent, inclusive, and tailored to both individual and group achievements.

5. Understanding Student Characteristics and Its Role in Motivation (Sternberg, 2003)

In the aspect of understanding student characteristics, all teachers employed methods to connect learning with students' interests. T1 engaged students through interest-based questioning tied to lesson content. T2 observed enthusiasm levels and used relevant examples to maintain engagement. T3 used pre-tests to assess interests and adjust content accordingly, enhancing relevance and motivation.

For example, a question "*How do you identify students' interests and connect them with the English learning materials to enhance their engagement?*" was answered that T1 used an approach to identify students' interests by asking relevant questions related to their lives. T2 recognized students' interests by observing their enthusiasm. By providing relevant examples and offering motivation, this teacher worked to maintain students' engagement with the material in an interesting way. T3 used an evaluation approach to understand students' interests through pre-tests that could indicate areas of interest. Based on the test results, the teacher could adjust the material to better match students' interests, thereby increasing their engagement.

To support individual learning, T1 provided tasks and oral questions followed by class discussions to ensure comprehension. T2 used memorization-based dialogue exercises to improve pronunciation in a manageable way. T3 assigned personalized portfolios and vocabulary work, promoting progress at each student's pace. These differentiated strategies reflect an understanding of individual learning needs, helping students stay motivated and better engaged.

Teachers who adapt their teaching styles to accommodate diverse student needs tend to have a greater influence on student motivation. Findings from interviews with teachers suggest that understanding students' learning preferences and backgrounds allows educators to tailor their instruction more effectively. Sternberg (2003) argued that differentiated instruction is crucial in addressing students' individual learning needs, ultimately enhancing motivation. Observational data supported this claim, as students who received personalized instruction demonstrated higher levels

of engagement and confidence. However, some students struggled when teachers did not consider their specific challenges in learning English, leading to decreased motivation and participation.

The questionnaire results on Understanding Student Characteristics highlight the importance of recognizing students' interests and tailoring instruction to individual learning needs in English classes. Questionnaire responses revealed that students who felt their learning styles were acknowledged by teachers had a more positive attitude towards English learning. These findings underscore the importance of adopting flexible teaching strategies that cater to the diverse needs of students, ensuring that all learners feel supported and motivated in their educational journey.

Under the recognition of student interest indicator, 20 out of 24 students responded positively, stating that teachers who connect lesson material with their interests—like favorite songs, movies, or hobbies—help make learning more engaging. One student shared that this connection made them more interested in the lesson. Teacher interviews supported this, with T1 incorporating students' personal experiences, T2 observing enthusiasm to guide example selection, and T3 using assessments to adapt material to students' preferences. These methods effectively increased motivation and classroom engagement.

In contrast, the developing individual learning indicator revealed some challenges. While 19 students felt tasks matched their ability levels, 5 reported that assignments were often too difficult, leading to frustration and decreased motivation. One student expressed that the teacher sometimes overlooked those who struggled, providing tasks that did not suit their learning level. Although teachers stated they used individualized tasks, simplified exercises, and portfolios, student feedback suggests these efforts are not always effective in practice.

To address these gaps, suggested strategies include conducting initial assessments of student abilities, giving clear guidance for complex tasks, encouraging questions, and offering additional support. Overall, while teachers have made efforts to understand and adapt to students' characteristics, there remains a need for more consistent personalization to ensure all students feel supported, engaged, and motivated to learn English.

Discussion

The findings of this study align with existing theories on the importance of teacher support in enhancing student motivation. According to Ryan & Deci (2000), intrinsic motivation can be fostered through emotional and academic support. The research confirms that emotional encouragement, constructive feedback, and engaging teaching methods are key factors in sustaining motivation levels among students.

Moreover, the study supports the self-determination theory (Deci & Ryan, 2000), which emphasizes the significance of autonomy, competence, and relatedness in motivating learners. Students who experienced autonomy-supportive environments, where teachers recognized their efforts and provided meaningful feedback, displayed a higher level of motivation. On the other hand, a lack of

support or inconsistent recognition led to lower motivation levels, which is consistent with findings from previous studies (Dörnyei, 2001).

The role of teacher feedback is further reinforced by Hattie & Timperley (2007), who argue that timely and specific feedback significantly impacts student engagement and performance. This study found that students who received regular feedback showed more persistence and enthusiasm in their learning, which aligns with previous research highlighting the importance of formative assessment. Additionally, Gardner (2006) emphasizes that interactive and engaging teaching methods contribute to students' motivation by making learning more enjoyable and meaningful. The findings of this research validate this claim, as students in classrooms where teachers employed diverse instructional strategies demonstrated higher engagement levels.

However, challenges remain in ensuring that all teachers consistently provide adequate support. Time constraints, large class sizes, and differences in teaching experience may affect the extent to which teachers can offer individualized support to students. This study suggests that teacher training programs focused on motivational strategies and student-centered learning approaches could help address these challenges. According to Lei et al. (2018), professional development programs that equip teachers with strategies for fostering motivation can improve student engagement and academic performance. Furthermore, Sternberg (2003) highlights the importance of understanding student characteristics in tailoring teaching approaches. This suggests that training teachers to recognize different learning styles and preferences could enhance the effectiveness of their support.

In addition, the findings align with research by Yahaya (2022), who suggests that recognition and rewards play a crucial role in sustaining student motivation. Students who felt acknowledged for their achievements were more likely to remain committed to their learning, reinforcing the idea that positive reinforcement is an essential motivational tool. Similarly, studies by Chiu & Chow (2011) and Longobardi et al. (2016) suggest that strong teacher-student relationships lead to better academic engagement, which was evident in this study as well.

Overall, the results of this research contribute to the growing body of literature emphasizing the critical role of teacher support in student motivation. Addressing the identified challenges through policy reforms, targeted teacher training, and improved classroom practices can further enhance the learning experience and academic success of students in English language education.

CONCLUSION

This study aimed to investigate the role of teacher support on student motivation to learn English using a descriptive qualitative approach. The research focused on five key aspects: emotional support, positive feedback, engaging teaching methods, recognition of students, and understanding of student characteristics.

Findings from teacher interviews and student questionnaires indicate that teacher support, particularly in the form of praise, encouragement, and public recognition, significantly influences

students' motivation to participate in English learning. Additionally, engaging teaching methods such as group projects and interactive media were found to enhance student involvement.

However, despite the effectiveness of these strategies, challenges remain in aligning teaching materials with students' individual abilities. Some students struggle due to differences in skill levels, suggesting a need for further adjustments in lesson planning. While teachers have made efforts to understand student characteristics, further improvements are necessary to ensure better alignment between teaching methods and students' needs.

Overall, this study highlights the crucial role of teacher support in fostering student motivation. Nevertheless, consistent implementation of motivational strategies and better adaptation to students' abilities are essential for maximizing the effectiveness of teacher support in English learning.

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