

## THE OBSTACLES OF ENGLISH TEACHERS FACE IN INCREASING STUDENTS' LEARNING MOTIVATION

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### Abstract

Teachers play a crucial role in achieving successful learning outcomes, significantly influencing the quality of education. This study aims to describe the obstacles faced by teachers in improving students' learning motivation in English language learning at SMP Negeri 1 Tigapanah. Using a descriptive qualitative research design, data were collected through interviews, observations, and documentation from English teachers. Data analysis involved reduction, presentation, and conclusion drawing, with validity checked through triangulation techniques. The findings reveal two main obstacles: family/parental factors and peer group influences. Despite these challenges, teachers actively employ various strategies to enhance student motivation.

*Keywords: Teacher, Obstacles, Learning Motivation*

### Abstrak

Guru merupakan komponen pembelajaran yang mempunyai peran sangat penting dalam mencapai keberhasilan dan peningkatan kualitas pendidikan. Tujuan dari penelitian ini adalah untuk mendeskripsikan kendala guru dalam meningkatkan motivasi belajar siswa pada pembelajaran Bahasa Inggris di SMP Negeri 1 Tigapanah. Penelitian ini menggunakan metode kualitatif deskriptif dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi. Teknik analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, dengan keabsahan data menggunakan triangulasi teknik dan sumber. Hasil penelitian menunjukkan kendala guru dalam meningkatkan motivasi belajar siswa berasal dari faktor keluarga/orang tua dan lingkungan teman sebaya. Meskipun menghadapi tantangan tersebut, guru tetap berupaya melakukan berbagai langkah untuk meningkatkan motivasi belajar siswa.

*Kata Kunci: Guru, Kendala, Motivasi Belajar*

### PENDAHULUAN

Education is a crucial factor in advancing a nation and producing high-quality human resources. Teachers are central to realizing educational goals and creating effective learning. English language

learning, as a global language, plays an important role in enabling students to compete globally. However, learning motivation remains a complex psychological factor influencing how students invest energy and time. While teachers act as motivators,

facilitators, and role models, they frequently encounter obstacles in this process. Preliminary observations indicated varied motivation levels among students at SMP Negeri 1 Tigapanah, necessitating an investigation into these challenges.

#### **METODE**

This research employs a qualitative descriptive design to investigate natural settings and identify obstacles faced by teachers at SMP Negeri 1 Tigapanah. Primary data were obtained from English teachers through face-to-face structured interviews and observations. Secondary data included journals, books, and existing school documents. Data validity was ensured through credibility tests using triangulation. The analysis followed an inductive process: data reduction, data presentation, and conclusion drawing.

#### **HASIL DAN PEMBAHASAN**

The interview results identified that while English teachers implement student-centered approaches, varied media (projector, songs, games), and emotional encouragement, significant external obstacles persist.

No	Aspek	Kendala yang Ditemukan
1	Orang Tua	Kurangnya perhatian dan dukungan emosional, perceraian
2	Teman Sebaya	Pengaruh negatif bermain gim, perilaku malas belajar

The discussion highlights that parental attention is a primary driver of motivation; students receiving high parental

support consistently show better engagement. Conversely, negative peer environments often undermine classroom efforts, necessitating teachers to provide consistent guidance and positive behavioral input to counteract these external pressures.

#### **SIMPULAN**

Teachers at SMP Negeri 1 Tigapanah face two primary obstacles in increasing student motivation: lack of support from family/parents and negative influences from peer group environments. Teachers are advised to develop closer relationships with students to understand their individual conditions, while students are encouraged to remain serious and respectful during learning. Future research should explore these challenges using different scopes or methodologies.

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