

THE INFLUENCE OF TEACHER-STUDENT INTERACTION ON ENGLISH LANGUAGE LEARNING MOTIVATION FOR 12TH GRADE FASHION DESIGN STUDENTS OF SMK SYAFI' I AKROM

Lu'lu Umarium, Pradnya Permanasari

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pekalongan

Email: Lulukumarium2803@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi korelasi antara interaksi guru dan siswa serta dampaknya dalam memotivasi siswa untuk belajar Bahasa Inggris dengan lebih baik. Gagasan penelitian ini melahirkan tujuan penelitian yang berfokus pada karakteristik hubungan antara guru dan siswa dalam memengaruhi motivasi belajar Bahasa Inggris bagi siswa kelas 12 Jurusan Tata Busana di SMK Syafi'i Akrom, faktor kunci yang memperkuat interaksi ini di dalam kelas, serta dampak dari interaksi tersebut terhadap pencapaian akademik Bahasa Inggris siswa. Responden dalam penelitian ini adalah siswa kelas 12 Jurusan Tata Busana SMK Syafi'i Akrom. Teori yang digunakan dalam penelitian ini adalah Teori Sosio-Kultural dari Vygotsky. Penelitian ini menggunakan pendekatan kualitatif dengan observasi dan angket sebagai media untuk mengumpulkan dan menganalisis data. Hasil penelitian menunjukkan adanya respons yang baik terhadap interaksi antara guru dan siswa. Melalui umpan balik positif, keterbukaan terhadap masukan, dan motivasi yang diberikan oleh guru kepada siswa kelas 12 Jurusan Tata Busana di SMK Syafi'i Akrom, sebanyak 87,9% siswa setuju bahwa guru mereka membantu mereka memahami Bahasa Inggris dengan lebih mudah.

Kata kunci: Hubungan Guru-Siswa, Motivasi Belajar Bahasa Inggris, SMK (Sekolah Menengah Kejuruan)

ABSTRACT

This research aims to explore the correlation between teacher-student interaction and its impact to motivate students to learn English better. The idea of this research hatched research objective tah focused on the characteristics of the teacher-student relationship to influence English language learning motivation for 12th grade Fashion Design students of SMK Syafi'i Akrom, key factor to steghten this interaction in class, and the impact of this interaction for students English academical achievement. The respondents of this research are 12th grade Fashion Design students of SMK Syafi'i Akrom. The theory that being used in this research is Socio-Cultural Theory by Vygotsky. The research was using qualitative with observation and questionnaire as the media to collect and analyze the data. The result was showing a good response between teacher-student interaction. By a positive feedback, open to suggestion, and motivation that the teacher provide to the 12th grade Fashion Design students of SMK Syafi'i Akrom, 87,9% of the students agree that their teacher help them to understand English easily.

Key Words: Teacher-student Relationship, English Language Learning Motivation, SMK (Vocational High School)

INTRODUCTION

According to Houser and Hosek (2018), fostering a strong relationship between teachers and students helps build a nurturing classroom environment essential for academic success. Similarly, Culpeper and Kan (2020) highlight that solid teacher- student relationships encourage students to actively participate in class and support them in overcoming academic difficulties. Xie and Derakhshan (2021) also note that effective and positive communication, including the development of rapport, plays a vital role in promoting favorable learning outcomes.

Since most language learning occurs within the classroom, it is concerning that the role of daily teacher-learner interactions in shaping student motivation is often overlooked (Ushioda, 2013). Therefore, in-depth and experimental studies are needed to explore how motivation arises through specific classroom activities and interactions, especially given that much of the existing research on second language motivation tends to focus on broad learning processes. Velayutham and Aldridge (2013) stress the importance of the classroom environment in stimulating student motivation and participation, while also

supporting their academic progress.

A key aspect of the learning environment is the teacher-student relationship, which has been found to significantly influence students' educational experiences (Hughes et al., 2012). When teachers and students establish productive learning connections, they are more likely to achieve meaningful academic results, positioning themselves as central figures in the educational process.

In addition, research by Ma et al. (2017) indicates that a positive bond with teachers acts as an external motivational driver, encouraging students to engage in dynamic and effective learning practices. Both teacher effectiveness and peer collaboration can greatly affect students' motivation and academic performance. Based on social motivation theory, Furrer and Skinner (2003) argue that students who feel supported by their teachers are more likely to develop strong motivational beliefs, stay engaged in learning, and perform well academically. Furthermore, such supportive relationships can help student self-motivation over time.

The significance of teacher-student relationships in enhancing motivation and academic performance is rooted in interpersonal psychology, which views behavior as a result of mutual influence and contextual factors. Despite the importance of this dynamic, there has been limited exploration of its effects on motivation among EFL/ESL learners. This gap highlights the need for further study, as much of the existing research on teacher-student interactions has been conducted in general education contexts.

Given the nature of language instruction and the principles of Positive Psychology in Second Language Acquisition (SLA)—which emphasize the value of positive emotional experiences in language learning—there remains a pressing need to investigate how teacher-student interactions impact learner motivation in L2 classrooms.

Therefore, the researcher chose this topic to fill the gap in existing research by focusing on how teacher-student interactions influence students' learning motivation, especially in English language learning at the vocational high school (SMK) level. Considering that classroom interaction is a crucial and regular part of students' learning experiences—particularly in language acquisition—it is important to explore how such interactions can either support or hinder students' motivation. This study aims to provide insights that can be useful for both teachers and students in creating a more supportive and engaging learning environment.

RESEARCH METHOD

The writer used a qualitative approach to explore how teacher-student relationships influence students' motivation in learning English in SMK Syafi'i Akrom. The research focused on gathering in-depth insights from students' perspective to understand their experiences, perceptions, and interactions with their English teacher. The data was collected through observation and questionnaire conducted in English language classes. Observation was conducted during classroom activities to analyze real-time interactions between teachers and students. Meanwhile the questionnaire was sent and filled by students to understand their experiences with teachers and how these interactions impact their motivation.

By using qualitative methods, this research aims to obtain rich, descriptive data that reflect the real classroom environment. The findings were used to help identify key aspects of teacher-student

relationships that support or hinder students' motivation to learn English

FINDINGS AND DISCUSSION

According to the technique of data collection for this research, the writer has been shared questionnaire to be filled by the respondents – who are the students of one of vocational school in Pekalongan.

The questionnaire consists of 17 questions that divided into two parts – “Teacher and Student” Interaction (8 questions) and “Motivation to Learn English” (9 questions). The further information regarding the result of the questionnaire is explain through the table below.

A. Teacher and Student Interaction

Table 1 Teacher and Student Interaction Questionnaire

Questionnaire Question	Result
My teacher often encourages me to ask question during English class	97% students agree that their teacher often encourage them to ask question using English
I feel comfortavle having discussion with my teacher in class	93,9% students agree that they are comfortable to have discussion with their teacher
My teacher provides clear and constructive feedback	97% of students stated that their English teacher provides clear and constructive feedback
My teacher is open to questions and suggestions from students	100% students agree that their teacher open to question and suggestions from them
I feel respected and treated fairly by my English teacher	93,9% of sudents agree that their English teacher treated them fairly
There is a good-two way communication between me and my teacher	100% of students agree that there is a good two-way communication between them
My teacher helps me understand English material more easily	87,9% of the students agree that their teacher help them to understand English easily

The first part of the questionnaire showed that the majority of the students agree on a good communication, atmosphere and interaction with their English teacher in class. Although some of them are disagree, the percentage of students that responded with “no” are less than 10%. This showed that the interaction in English class between students and the teacher is good and interactive.

B. Motivation to Learn English

Table 2 Motivation to Learn English Questionnaire

Questionnaire Question	Result
I feel more motivated to learn English because of my teacher's support	81,8% students agree that they feel more motivated to learn English because of their teacher's support, while 18,2% students disagree with this idea
A positive interaction with my teacher makes me excited to join English class	90,9% students agree that their teacher makes them excited to learn English. Unfortunately, there are 12,1% disagree with this
I feel more confident using English due to my teacher's encouragement	84,8% students agree that they feel more confidence using English due to their teacher's encouragement
I believe that learning English is important for my future career	100% students agree that learning English is important for their future
I try to improve my English skills even outside the classroom	87,9% students are trying to improve their English outside classroom
I feel inspired by the way my teacher teaches English	84,8% students feel inspired by the way their English teacher teaches them
If my relationship with my teacher is not good, i feel less motivated to learn English	78,8% of students feel less motivated if their relationship with their teacher is not good
My motivation increases when my teacher is passionate about teaching	87,9% students feel their motivation increased when their teacher passionate about teaching
A good relationship with my teacher helps me keep learning English even when it's hard	93,9% students feel that a good relationship with their teacher help them to keep learning English even when it's hard

According to the questionnaire that already filled by the students, the two parts of the questionnaire showed correlation between one and another. The first part about "Teacher and Student Interaction" showed that the teacher is supportive by encourage them to speak English, open to question and suggestion, having good two-way communication, and giving clear and constructive feedback to the students. A good relationship that has been built giving a good response too to students output during English class. This interaction mostly motivated and encourage them to speak English in class. The students feel more confidence in performing English that even 100% of students agree that learning English is important for their future.

The fact that 78,8% of students feel less motivated if their relationship with their teacher is not good

showing how much teacher behavior and the art of creating a good atmosphere in class is affected students' willingness and motivation to study. It showed that a good teacher is not only need to be knowledgeable, but it's important for a teacher to be kind and have self-control to maintain a good relationship with the students.

As the relationship in class is good, students even feel motivated to learn English outside class and keep learning even when they find it's hard. Hence, it can be concluded that what characteristics of the teacher-student relationship that influence English language learning motivation in SMK? Is the one that is supportive, kind, giving clear and constructive feedback to the students, letting the students to giving question and suggestion, and also creating a good two way of communication in class.

This mutual relationship can strengthen a positive communication between student and teacher that can help them to learn better. There is no evidence yet that this kind of relationship can help student to achieve academic value but through students' responses that stated they are learning English outside class, it is then believed could affect their academic achievement.

According to the writer's observation, there are some ways that could improve teacher-student interaction in English class that inspired from several theories about English Language Teaching, such as:

1. Train Teachers in Interpersonal Skills

Teachers should receive training in empathy, emotional intelligence, and communication to create a more encouraging atmosphere. Jennings and Greenberg (2009) note that emotionally competent teachers positively shape classroom dynamics and student engagement.

2. Give Constructive, Consistent Feedback

Regular, specific feedback helps students grow and stay motivated. Hattie and Timperley (2007) found that timely and targeted feedback significantly enhances student performance.

3. Promote Open Communication

Teachers should encourage student participation and questions to build trust and confidence. Vygotsky (1978) in Meng, Y. (2021) emphasized the role of social interaction in learning and cognitive development.

4. Ensure a Safe Learning Environment

A non-judgmental, supportive space allows students to learn from mistakes. Maslow (1943) argued that emotional safety is essential for effective learning.

5. Build Respectful Teacher-Student Relationship

Widodo, U., & Winarti, A. (2019) stated that teacher-student interaction should involved kindness, fairness, and patience from teachers foster mutual respect and student motivation.

CONCLUSION

Based on the research process, it can be concluded that there is a strong positive correlation between teacher-student interaction and students' motivation to learn English. The key characteristics of an effective teacher-student relationship that contribute to this motivation include supportive behavior, kindness, clear and constructive feedback, openness to questions and suggestions, and effective two-way communication. These qualities not only encourage students to speak English in class but also foster their confidence and willingness to learn English beyond the classroom. The data also shows that a poor

relationship with the teacher significantly reduces students' motivation, with 78.8% of students admitting they feel less motivated in such situations. This emphasizes that a teacher's emotional intelligence, empathy, and classroom atmosphere play a vital role in sustaining students' engagement and motivation in language learning.

The result aligned with Self-Determination Theory by Deci & Ryan (1985) that emphasizes the importance of social environments in fostering intrinsic motivation. According to this theory, students are more motivated when their basic psychological needs—autonomy, competence, and relatedness—are met. A supportive and respectful teacher-student relationship helps fulfill these needs by creating a sense of relatedness and competence, thus enhancing students' motivation to engage in learning activities.

Additionally, Vygotsky's Sociocultural Theory (1978) supports the idea that learning is a social process. The interaction between teachers and students forms a "zone of proximal development" (ZPD), where students perform better with appropriate support and encouragement. A positive and interactive classroom climate, as described in the passage, aligns with this theory and facilitates language learning through social engagement.

Although there is no direct evidence yet linking this relationship to academic achievement, the increased effort and willingness of students to practice English outside of class suggest a potential positive impact on their performance in the long term.

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