



The Influence of Transformative Teaching Practices on Students' Motivation in Learning English

Naadiyah Hanuun¹, Suciana Wijirahayu², Aulia Salsabila³, Wiji Endah Rahayu⁴

^{1,2,3,4}Universitas Muhammadiyah Prof. DR. HAMKA

¹naadiyahanuun@gmail.com, ²sucianawijirahayu@uhamka.ac.id

Abstract

Low motivation among students is a significant challenge in foreign language education, negatively affecting their performance and long-term development. This study investigates the level of students' motivation in learning English, exploring the potential of transformative teaching practices to address this issue. Using a descriptive quantitative research design, the study involved 38 English education students at a private university in East Jakarta. A questionnaire was used to collect data on various motivation indicators. The preliminary analysis revealed that students' motivation, particularly their interest, effort, and self-confidence, is a crucial factor in their learning success. They suggest that by implementing transformative practices—such as fostering critical reflection, encouraging collaborative learning, and connecting lessons to real-world contexts—lecturers can cultivate a learning environment that directly enhances student motivation. This study concludes that an intentional shift towards these pedagogical approaches is essential for improving students' English language proficiency.

Keywords: Motivation, English as a Foreign Language (EFL), Transformative Teaching, Student's Perception

Introduction

Learning motivation plays a major role in students' success in learning a foreign language. However, in the context of English as a Foreign Language (EFL) learning, lack of motivation is still a major challenge that impacts students' language skills and learning outcomes (Ahmadpour, 2021; Asrifan et al., 2023). In the current era of globalization, students are not only required to master English for academic needs, but also for real purposes in everyday life and the world of work. Therefore, English learning needs to be designed more relevant so that students feel engaged and motivated (Al-khresheh et al., 2024; Pavithra et al., 2024).

Various studies have shown that creative teaching strategies, such as the use of digital media or collaborative methods, can increase students' interest and confidence. However, studies on the implementation of transformative teaching practices in Indonesian universities are still limited (Borthwick, 2020; Mercer, 2023). This study aims to determine the level of motivation of students in



learning English as well as to analyze the effect of transformative teaching practices on their motivation. The results are expected to enrich the study of learning motivation, provide a real picture of the condition of students in East Jakarta, and become a practical reference for lecturers in designing more effective and meaningful learning.

Research Methods

Research Design

This study used a quantitative approach with a descriptive cross-sectional survey design. This design was chosen because data were collected only once at a time to describe students' motivation in learning English as well as their perceptions of transformative teaching practices.

Participants

The research participants were 38 students of English Education Study Program from the same batch as the researcher in one of the private universities in East Jakarta. The inclusion criteria were active students from that batch, and there were no other exclusion criteria. The sampling technique used total population sampling, because all students in one batch were used as respondents.

Ethical Considerations

The ethical aspects of the research were maintained by asking permission from the lecturer in charge of the course before the questionnaire was distributed. Students were given an explanation of the purpose of the study, the voluntary nature of participation, and the guarantee of data confidentiality. Informed consent was obtained verbally, and students were deemed to agree by completing the questionnaire. No personal identities were collected, so the anonymity of respondents was maintained.

Instrument

The main research instrument was a Likert scale questionnaire (1 = strongly disagree to 5 = strongly agree). The questionnaire consisted of two parts:

Transformative Teaching Practices (TTP): measures students' perceptions of lecturers' teaching practices, such as modeling, linking material to real life, group work, and reflection.

Students' Motivation: measures students' learning motivation based on three indicators, namely interest, effort, and self-confidence.

The question items were developed by the research group and reviewed by the course lecturers to fit the research objectives. As this was a class project, no statistical validity and reliability tests were conducted. Data were taken directly from the students' answers.

Data Collection

The questionnaires were distributed to the PBI students of one batch. There was no specific time limit for completion, but the researcher requested that the questionnaire be filled in as soon as possible. All questionnaires were successfully collected, so the response rate reached 100%.

Data Analysis

Data were analyzed using descriptive statistics. Respondents' answers were calculated in the form of frequencies and percentages for each question item. The percentage results are then displayed in tables and diagrams for easier understanding. To aid interpretation, the average scores were categorized as follows:

1.00-2.33 = low

2.34-3.66 = medium

3.67-5.00 = high

This analysis was used to describe students' motivation levels and their perceptions of transformative teaching practices.

Protocol Notes

There were no protocol violations during the study. However, this study has limitations because the instrument is a self-report questionnaire, which is a questionnaire filled in directly by students based on their personal perceptions. Answers can be influenced by subjectivity or the desire to look good, but still provide a useful picture of the condition of student motivation.

Findings and Discussion

This section presents the findings of the study based on the research questions. Quantitative data from the questionnaire were analyzed descriptively. The results are presented in relation to two major dimensions: Transformative Teaching Practices (TTP) and Students' Motivation. In addition, motivational indicators including interest, self-confidence, and effort are highlighted.

RQ1: How do students perceive transformative teaching practices in English learning? The first seven items (Q1–Q7) focused on TTP. Overall, students rated their teachers' practices positively. As shown in Table 1, mean scores across all items were above 4.0 on a 5-point scale, indicating high agreement. Specifically, items addressing role model behavior, clear objectives, critical thinking encouragement, and interactive learning all received high mean values. These results suggest that teachers were successful in applying transformative approaches in the classroom.

RQ2: How is students' motivation in learning English shaped by transformative teaching practices? The last three items (Q8–Q10) measured motivation. The overall mean was 4.29, classified as high. Students expressed strong motivation to learn English for enjoyment, career purposes, and persistence despite challenges. Table 2 illustrates the motivational indicators.

RQ3: Which motivational indicators are most prominent? Among the three indicators, self-confidence (Q9) obtained the highest mean (4.38), followed by interest (4.25) and effort (4.25). This shows that students are motivated not only by enjoyment but also by their belief in English as a tool for future opportunities. Figures 1 and 2 illustrate these findings visually.

Table 1. Mean scores of motivational indicators

Indicator	Mapped Item	Mean Score
Interest	Q8	4.25
Self-confidence	Q9	4.38
Effort	Q10	4.25

Figure 1. Mean score per item

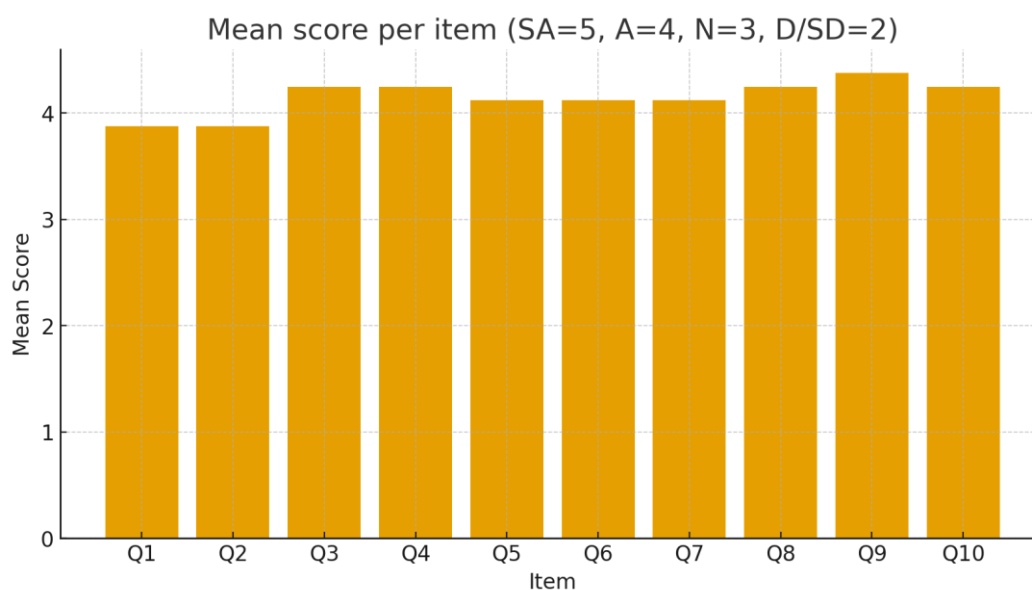
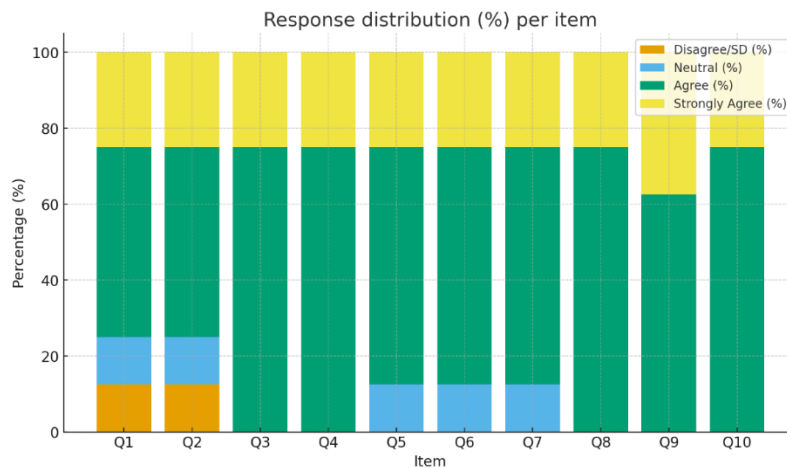


Figure 2. Response distribution per item (%)



The findings indicate that students positively perceive their lecturers' transformative teaching practices, particularly in encouraging critical thinking and reflective learning. It is shown in Figure 1.

Figure 1. Transformative Teaching Practices (Mean Score)

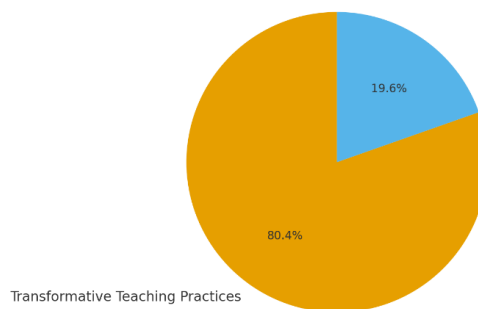
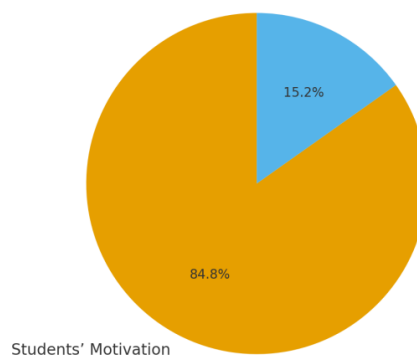


Figure 2 showed the percentage of students' motivation. Similarly, the students demonstrate high motivation, especially in career-oriented and persistence aspects.

Figure 2. Students' Motivation (Mean Score)





Correlation Analysis

Table 2 below presents the descriptive statistics (mean and standard deviation) and the correlation between *Transformative Teaching Practices* and *Students' Motivation*.

Table 2 The correlation between Transformative Teaching Practices and Students' Motivation.

Variable	Mean	SD	1	2
Transformative teaching practices	4.02	0.46	1	0.65
Student's motivation	4.24	0.38	0.65	1

Note: $r = 0.65$ indicates a strong positive correlation between the two variables. This means that students who perceive their teachers as more transformative also tend to have higher motivation in learning English.

Discussion

The findings provide evidence that transformative teaching practices are perceived positively by students. Teachers who demonstrate role model behaviour, clarify learning objectives, and foster critical thinking are likely to enhance engagement. This aligns with prior studies emphasizing student-centered learning (Al-khresheh, 2024). Furthermore, the high motivation scores indicate that when students perceive teaching as transformative, their interest and persistence improve. The dominance of self-confidence suggests that students recognize English as instrumental for their future careers (Wijirahayu, et al. 2025).

Theoretically, these results support frameworks of transformative pedagogy that connect learning to students' lives (Zhu, 2022). Practically, they suggest that English teachers should emphasize reflective and interactive teaching methods (Widyasari & Wijirahayu, 2024). However, limitations include the small sample (8 respondents out of 38), reliance on self-reported data, and lack of inferential statistics. Future research should employ larger samples, mixed methods, and validated instruments to strengthen reliability and generalizability.



Conclusion

This study explored students' perceptions of transformative teaching practices and their motivation in English learning. The results revealed high levels of agreement across all items, with particularly strong self-confidence regarding future use of English. Overall, students valued teachers' transformative approaches, and this was linked with high motivation. The findings suggest that educators should continue applying student-centered, reflective, and engaging teaching methods. For future research, expanding the sample size and including qualitative data will provide deeper insights.

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