

**STUDENTS' PERCEIVED IMPACT OF THE LECTURERS' SUCCESS
STORIES ON THEIR MOTIVATION TO FOCUS ON ENGLISH
LEARNING**

THESIS

Submitted by

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THESIS

**Has been Approved and Submitted to the Thesis Munaqasyah Defense
As One of the Requirements to Obtain a Bachelor's Degree
in the Field of Education in English Language Teaching**

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in front of the board of the Examination for the working paper
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**Students' Perceived Impact Of The Lecturers' Success Stories On Their Motivation
To Focus On English Learning**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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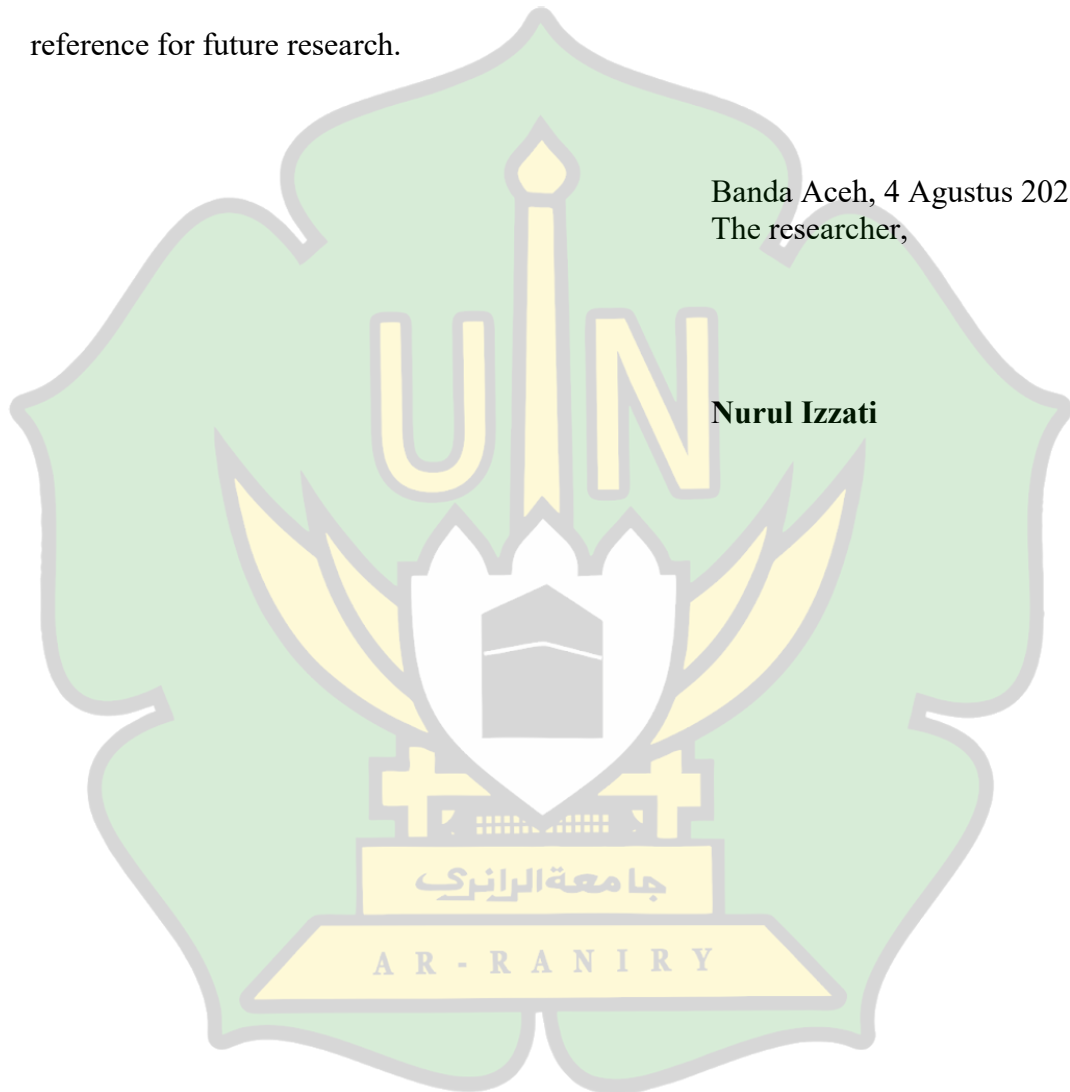
I dedicates this thesis to my beloved parents, who have provided support in completing education at *Universitas Islam Negeri Ar-Raniry*. To my lovely siblings, who have always supported me and given me the best advice to never give up, and to my nieces, Athar and Aleya, thank you for always giving me your best smiles, which have provided me with extraordinary motivation throughout the process of writing this thesis.

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greatly contributed to the completion and success of this research. Lastly, the researcher realizes that this study is far from perfect. Therefore, all constructive criticism and suggestions are warmly welcomed for the improvement of this study. Hopefully, this thesis will be beneficial for the readers and serve as a valuable reference for future research.

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ABSTRACT

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Keywords : Student motivation, Success stories, English learning, Lecturers' influence.

This study investigates students' perceptions of how lecturers' success stories influence their motivation to focus on English language learning. The study explores the extent to which personal stories shared by lecturers, particularly those involving academic or career achievements facilitated by English language proficiency, can inspire and energize students in their own language learning journeys. Using a qualitative approach, data were collected through open-ended, semi-structured interviews with students enrolled in the 2021–2023 English education major. The study's findings reveal that lecturers' stories about overcoming obstacles in studying or working abroad and achieving personal goals through English serve as powerful motivational tools. This not only increases students' motivation to learn but also fosters study habits that enhance four English language skills. This study highlights the potential of telling success stories not only as inspirational stories but also as an impactful pedagogical strategy for fostering greater commitment, persistence, and enthusiasm in the English classroom.

جامعة الرانري

A R - R A N I R Y

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the problem behind the research, as well as the research questions, research aim, research benefit, and terminology.

A. Background of study

Proficiency in the English language is crucial in the modern globalized world. English is a universal language because it is used by most countries in the world as the main language. Apart from that, English is an international language that is important to master or learn. Good English language skills can help individuals communicate more effectively with people from various countries, open up job opportunities, and can even allow access to more important information. Mastery of English basically has to be done by balancing four aspects of language, which are usually known as listening skills, speaking skills, reading skills and writing skills (Arsita, 2023). These four skills play an important role in helping someone to understand and use English effectively.

However, a lack of enthusiasm is typically the reason why many students struggle to learn this language. A key aspect of the learning process that has a big impact on students' academic performance is motivation. According to Tohidin (2012) motivation is defined as encouraging people to perform at high levels and breaking down barriers to change. In human conduct, motivation is what propels direction, control, and perseverance. Motivation, in the educational context, refers to the drive that encourages students to be involved in the learning process, which can come from internal or external factors. Motivated students tend to show higher

levels of engagement, increase understanding, and achieve better learning outcomes (Santosa & Budi, 2017).

A number of things can affect how motivated students are to tackle challenging coursework. On the one hand, internal characteristics like self-confidence in academic ability, enthusiasm in courses, and perceptions of the material's relevance to professional objectives are important (Kholid & Idham, 2017). However, the degree to which students are driven to succeed is also influenced by outside variables including the teaching strategies used by lecturers, the accessibility of learning materials, and the support of the learning environment. Unfortunately, when faced with classes they find challenging, students sometimes lose motivation. High failure rates in certain courses, minimal attendance in class. If untreated, this illness will affect more than just a person's academic performance (Hamid, 2012).

One effective method for increasing motivation to learn English is through success stories from lectures. According to Turgunova (2023) among earliest forms of human communication is storytelling, and depending on the age or background of the learners, there has been much written on its value as a methodological aid in the development of language abilities in both the mother tongue and a foreign or second language. However, Lecturers' success stories are perceived to hold great potential in fostering students' motivation. By presenting relatable and inspiring stories, lecturers can serve as role models, creating strong emotional connections between the learning experience and tangible benefits in academic, professional, and personal contexts (Ryan & Deci, 1985)

Furthermore, success stories help establish a sense of relevance for English learning among students. For instance, when lecturers share how English proficiency opened international opportunities, expanded professional networks, or facilitated overseas studies, students may be encouraged to set higher goals and focus more on their learning (Usher et al., 2008). These stories not only foster intrinsic motivation but also enhance extrinsic motivation by showcasing the real-world outcomes of their learning efforts.

By exploring student perspectives, this research seeks to explain how success stories from lecturers can trigger motivation and enable the process of learning English as a foreign language. This research aims to capture the personal experiences of students who have been exposed to lecturer success stories in class by conducting interviews in various situations determined by the researcher. It is hoped that this research will provide significant insight for instructors by understanding students' perspectives, thereby enabling lecturers to develop more interesting and successful English teaching practices.

Research on the impact of lecturers' success stories on students' motivation in learning English is still limited. However, several related studies have highlighted the role of lecturers and motivational strategies in language learning. A study by Dörnyei and Malderez (1997) emphasized that group dynamics and the role of lecturers as group leaders can influence students' motivation in learning foreign languages. They found that positive interactions and group cohesiveness facilitated by lecturers could enhance students' learning motivation. Moreover, a study by Aprizal (2023) is also have the same research in increasing learning motivation,

students more often get motivation from several success stories of lecturers while in class. But this research aimed to measure the impact of learning management and lecturer performance on student learning motivation. The results showed that both learning management and lecturer performance significantly influenced students' motivation to learn. Although direct research on the impact of lecturers' success stories on students' motivation in learning English is rare, the studies above demonstrate that lecturers' roles, group dynamics, and the delivery of relevant and inspiring materials can influence students' motivation in language learning.

Therefore, this research is unusual because it focuses on students' perspectives in increasing their motivation to learn English by using lecturer success stories in the classroom. By focusing on the motivation of specific language skills and taking an exploratory approach, this research sheds new light on the importance of lecturers' stories as a tool to engage students and increase learning interest in students' learning. These findings seek to provide important insights for teachers to develop more engaging and successful teaching practices in the EFL classroom, thereby contributing to a better understanding of the influence of story on student motivation.

B. Research Question

1. How do students in the EFL teaching program perceive the influence of lecturers' success stories on their motivation to learn English?

C. Research Aim

This study aims to investigate students' perceptions of how lecturers' success stories influence their motivation to focus on learning English within the EFL

teaching program. It explores the effects of storytelling as a teaching strategy on students' emotional engagement, cognitive understanding, and overall learning experiences. The research seeks to identify specific elements of storytelling such as content, delivery style, and cultural relevance that enhance motivation. Additionally, it examines the potential challenges or limitations students face in connecting with this approach. By exploring these factors, the study intends to provide valuable insights for designing more engaging and effective teaching methods in EFL classrooms.

D. Research Benefit

This research aims to find more detailed information about the sources of motivation on students perception, strategy English learning from teachers. Thus, the information is expected to be beneficial for students, teachers or lecturers, and other researchers

1. For students.

Students will benefit from a more engaging and relatable learning environment that reflects their needs and preferences, potentially improving their motivation and overall performance in English learning. The study may encourage students to explore storytelling as a personal strategy for improving their own language skills, such as practicing narratives to enhance speaking and writing proficiency.

2. For Teachers

This study will provide detailed insights into how students perceive storytelling as a teaching strategy, helping educators understand its role in

fostering student motivation. It will highlight the specific elements of storytelling for example relatable content, delivery style, emotional appeal, that are most effective in engaging students in the learning process. Lecturers can use the findings to develop practical storytelling techniques tailored to their students' preferences and learning goals, enhancing overall classroom dynamics and language acquisition.

3. For Researchers

This research will fill gaps in the existing literature by focusing specifically on students' perceptions of success stories from lectures' in the EFL classroom, particularly within the context of motivation. It will provide a foundation for further studies exploring the cognitive, emotional, and cultural dimensions of storytelling as a pedagogical tool in diverse educational settings. Researchers can use the findings to examine the long-term effects of storytelling on language retention and its comparative impact across different cultural and linguistic contexts.

E. Research Terminology

To ensure a clear understanding of the key terms and concepts used in this study, the following terminology is defined:

1. Storytelling

Storytelling is a powerful tool in education, simplifying complex concepts and making learning engaging and memorable (Kaye & Marilyn, 1979). In English language teaching (ELT), it enhances comprehension, engagement, and language skills like listening, speaking, and reading (Stein

& L., 1982). This research explores how storytelling fosters a deeper connection with learning and motivates students to increase their desire to learn English as an interactive and enjoyable experience.

2. Motivation

The explanation from Prihartanta (2015), motivation has strategic advantages in learning activities. There is no one who learns without motivation, and the absence of motivation indicates the absence of learning activities. In order to get more optimal motivation, the principles of motivation in learning need not only be understood but also be used in daily life. This research explores students' motivation to learn English, with a focus on lecturers' storytelling in the classroom.

