

Students' perceptions toward the influence of teachers' attitudes on English learning achievement

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ABSTRACT

This study investigates students' perceptions of the influence of teachers' attitudes on their English learning achievement in senior high schools. Employing a qualitative research design, data were gathered through observations and semi-structured interviews with nine students from a senior high school in Jakarta. The analysis revealed four key themes: Teachers' Attitudes and Student Confidence, Adaptability in Teaching, Creating Positive Learning Environments, and Impact on Learning Achievement. The findings showed that positive teacher attitudes significantly boost student confidence, while negative attitudes diminish enthusiasm for learning. Adaptability in teaching methods, including the integration of technology and varied learning resources, was found to enhance student engagement. Additionally, creating positive and supportive learning environments through engaging teaching strategies, such as games and discussions, fostered student interest and motivation. Constructive feedback and practical language skills development were linked to improved academic performance and language proficiency. The study underscores the critical role of positive teacher attitudes and student-centered approaches in facilitating successful English language acquisition, highlighting the importance of fostering supportive and engaging learning environments to enhance students' academic achievements and language proficiency.

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INTRODUCTION

English as a teaching language at educational institutions across the world is a growing phenomenon, especially in countries where English is not the native language. Individuals acquire proficiency in English for various purposes. In actuality, English has attained global status, emerging as the predominant language for international communication. Consequently, there is a heightened emphasis, particularly from parents, on ensuring that their children acquire English language skills through education. In this context, proficiency in English has become a crucial determinant of students' competitiveness in the contemporary globalized and modern society. Improving the quality of education is essential to prepare students for a competitive era in which foreign nations are making inroads into Indonesia through innovation. Teachers must cultivate the skills and abilities of the younger generation, including proficient communication skills, especially the mastery of foreign languages in the field of education. This is essential to enable students to thrive in a society characterized by

international competition (Nurdiawati, 2019; Rao, 2019; Byram & Wagner, 2018). People will face many problems if they do not equip themselves with the necessary skills. In the 21st century, a team of psychologists recognizes that individuals should focus their mental energy on the positive aspects of their experience.

Learning achievement is an aspect that can be used as a measure of a student's ability to achieve learning objectives (Marlina et al., 2019; Rafiola et al., 2020; Hartikainen, et al., 2019). The academic achievement of students was positively and strongly connected with the attitude of teachers (Madukwe et al., 2019; Engin, 2020). The impact of learners' positive and negative emotions in the classroom on their performance in a foreign language is significant, as demonstrated in meta-analyses by (Botes et al., 2020). This underscores the importance of recognizing these emotions and challenging the prevailing cognitive perspectives dominating the field of foreign language learning. Acquiring a new language, especially one different from the learners' native language, can be a source of considerable stress and difficulty. Various factors, including the learning environment, native language, age, and gender, contribute to the language learning process. Additionally, elements like self-efficacy, attitudes towards learning, engagement, and anxiety also exert influence on the acquisition of a second or foreign language (Liu et al., 2022).

Attitudes are the most significant aspects of social existence. Experts in education recognize the pivotal role that attitudes play in the educational development of individuals (Ju et al., 2022). Moreover, an attitude is a person's view which has affective, cognitive, and behavioral components (Kurniawati et al., 2017). Attitude is a crucial determinant of an individual's behavior, characterized as a general positive or negative feeling toward psychologically relevant objects (Gürsoy, 2016). Bogardus (1931) as cited in Saidouni and Bahloul (2016) described attitude as a tendency to react either positively or negatively to something in the environment, assigning it a corresponding value. Attitudes play a central role in shaping teachers' classroom approaches and methods, subsequently impacting students' emotions and academic adjustment (Birman & Tran, 2017). Among these factors, Bajaj and Devi (2021) identified motivation and attitude as the most important elements influencing learners' academic achievements.

According to Noreen et al. (2015), attitude is an important element in the process of learning a foreign language. Teachers who hold positive attitudes towards diversity can encourage their students to develop similar attitudes toward others. Positive attitudes are reflected in teachers' daily habits and the classroom atmosphere they create. Conversely, negative attitudes from teachers can have a detrimental effect on students' character and success (Kustati et al., 2020). According to Saloviita, (2022), positive experiences were correlated with a positive change in attitude, and negative experiences were correlated with a negative change in attitude. Moreover, even when teachers' experiences were more often positive than negative, the attitude change of classroom and subject teachers was usually in the negative direction. A positive and supportive teacher's attitude has a beneficial effect on the student's behavior and attitude (Lee, 2019). Specifically, if a teacher expresses a disheartening attitude towards students or a particular language, like English, students are less inclined to exhibit interest in learning that language. As a result, their motivation decreases, leading to a sense of demotivation. Considering this, when teachers make negative comments, display disinterest, or lack enthusiasm, students are more likely to exhibit reluctance toward English as the medium of instruction (Takase et al., 2019). The attitude displayed by a teacher in an English-medium instruction class can greatly impact the emotions of students studying the language. Teachers' positive attitudes have the potential to generate enjoyable experiences, leading to increased motivation for learning when English is employed as the instructional medium. It has been observed that teachers' positive remarks regarding the advantages of engaging with current courses and their relevance to future career opportunities contribute to students experiencing greater satisfaction and heightened

motivation to delve into those specific subjects (Malhotra et al., 2021). Furthermore, understanding how attitudes change with instructional level would make it possible to support educational development throughout the school years (Guillemot et al., 2022).

Perception refers to the impression an individual gathers through the senses and subsequently processes through analysis (organization), interpretation, and evaluation, leading to the extraction of meaning (Sekeon et al., 2022). Students' perception pertains to how they view their teacher's personality, attitudes, emotions, experiences, and expectations, as well as their assessment of the teacher's or lecturer's competence in teaching (Jumiaty & Kuswoyo, 2023). Additionally, students' perception of learning English is shaped by their expectations and experiences during the learning process. These perceptions and expectations are further molded by the students' encounters with English learning in their school environment. Given this explanation, it becomes evident that both perception and students' perception of learning English offer educators and learners insights interpreted from their perspectives. Consequently, teachers can adapt and enhance their teaching strategies or styles to effectively meet the learning objectives (Khrismaninda & Refnaldi, 2021).

In alignment with previous research, this study examines teachers' attitudes toward students' English achievement. Kurnia (2018) conducted the correlation between teachers' friendly demeanor and students' speaking proficiency. Through administering questionnaires and analyzing final examination scores, this research assesses 26 statements reflecting teachers' friendliness within and beyond the classroom, focusing on indicators such as qualification and efforts to cultivate a supportive learning environment. The findings reveal a robust positive correlation between teachers' friendly attitudes and students' speaking proficiency, as evidenced by a correlation coefficient (r_{xy}) of 0.677, exceeding the critical value for significance. This strong correlation underscores the importance of maintaining a friendly teaching demeanor to bolster students' speaking achievement, emphasizing the pivotal role of teacher-student interactions in language learning. Another study was conducted by Ardianti (2022). The study found that students generally have positive perceptions of their English teachers' performance, which is crucial for learning achievement. This conclusion was drawn from the mean scores of various performance aspects. Specifically, students rated their teachers' lesson planning positively at 78.8%, indicating a high quality. Teaching techniques received a lower rating of 54%, categorized as adequate. The use of questioning by teachers was rated at 49%, and teaching aids at 59%, both perceived positively. Demonstration activities were highly rated at 74%, while evaluation techniques received at 57% rating, and co-curricular activities were rated at 42%, still within a positive perception range. Overall, the majority of teacher performance indicators were positively evaluated by the students, reflecting a favorable view of their teachers' effectiveness. These positive perceptions are essential, as they likely contribute to higher student motivation and engagement, which are key factors in achieving academic success in English learning. Based on the previous research, this study aims to examine students' perceptions toward the influence of English as a foreign language teachers' attitudes on English learning achievement in senior high schools and addresses the following research question: What are students' perceptions about the influence of teachers' attitude toward English learning achievement?

This study can add depth to the existing body of knowledge in the field of EFL pedagogy. By addressing gaps in understanding the link between teacher attitudes and students' perceptions in language learning, it contributes to the scholarly discourse, offering insights for further research and academic development in the field. Theoretically, this study makes a significant contribution by exploring the nuanced relationship between teacher attitudes and English learning achievement from a psychological perspective. It helps to expand the understanding of how teachers' behaviors and attitudes affect students' perceptions, motivation, and ultimately, their academic success. The research

provides valuable insights into the dynamics of teacher-student interaction and sheds light on the psychological mechanisms underlying effective learning environments.

METHODS

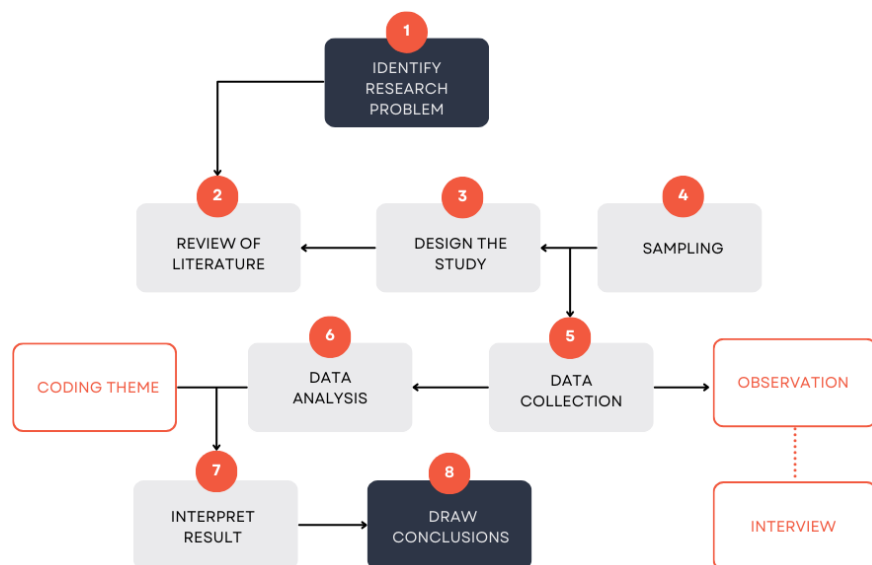
Research Design

This method uses a qualitative design to gain an in-depth understanding of students' perceptions of learning English. The first phase of a qualitative descriptive study is to begin with the collection of the data (Taylor et al., 2015). Data were collected from a variety of sources, including observation, interviews, and audio-visual materials. In this study, interviews were employed specifically to assess students' perceptions during their classroom interactions (Hamzah, 2023). The next step was the data analysis process. The data from the interviews was analyzed and organized into categories using deductive coding methods, in accordance with the themes identified (Miles et al., 2014). This qualitative study aims to clarify non-quantitative or descriptive data, focusing on a research technique that produces descriptive data in written or spoken form. The data were gathered from recorded conversations with students learning English. A total of nine students across different grade levels at a state Senior High School in Jakarta participated in the study as respondent. The nine students are labelled S1, S2, S3, S4, S5, S6, S7, S8, S9. Subsequently, the final step is drawing conclusions, which are derived after a comprehensive analysis of all available data.

Research Instrument

This study aims to explore the influence of teachers' attitudes on students' English learning achievement in senior secondary schools. To answer this, the researchers used qualitative methods, using two main instruments for data collection: observations and interviews. Observations were conducted three times, focusing on students' activities during English learning sessions to understand how teachers' attitudes affect their engagement and behavior. In addition, semi-structured interviews with nine students were conducted, each lasting about thirty minutes, to gather detailed insights into their perceptions of the teacher's attitude and its impact on their learning. Data were analyzed using deductive coding to identify key themes and draw conclusions about the relationship between teachers' attitudes and students' learning outcomes. The following is an image of the flow chart of the research that the researcher conducted.

Figure 1. Flowchart of the research



RESULTS AND DISCUSSION

This section presents the findings obtained from the observations and semi-structured interviews conducted with nine students regarding the research questions: What are students' perceptions of the influence of teacher attitudes on English learning achievement? Observations were conducted over several sessions, focusing on different aspects of teacher attitude and its influence on student achievement. Observation involved closely monitoring students during English learning sessions to understand how the teacher's attitude influenced their behavior and engagement. In particular, the researcher focused on the interaction between the teacher and students, noting the tone of communication, the teacher's attitude, and the students' responses. Observations were made several times to capture various classroom dynamics and teaching styles. In addition, researchers also paid attention to non-verbal cues, such as body language and facial expressions, to gain deeper insights into students' experiences.

The Effect of Teacher Attitude on Student Motivation

The results show that teacher attitude plays an important role in increasing students' motivation and engagement in learning. Teachers who show high enthusiasm for the subject succeed in creating a dynamic and interesting classroom atmosphere, which in turn increases students' motivation to be actively involved in the teaching and learning process.

Positive reinforcement is one of the most effective strategies implemented by teachers in this study. Teachers often provide verbal praise, supportive comments, and recognition of students' progress. Examples of positive reinforcement include:

1. Verbal praise, such as "Good job!" or "I am proud of your effort."
2. Supportive comments that recognize the student's effort even if the results are not perfect, such as "You tried well, let's try again."
3. Recognition of achievements, for example by giving awards or displaying student work on the class bulletin board.

These practices create a supportive classroom environment where students feel valued and motivated to keep trying.

Respect and Positive Approach

Teachers treat students with respect and create an environment of understanding and patience. This attitude is especially important when students encounter difficult concepts or when they make mistakes. The teacher's positive approach makes students feel comfortable to ask questions and not afraid to make mistakes, which is an important part of the learning process.

Teachers also provide constructive feedback regularly. This feedback helps students understand their mistakes and provides direction on how to correct them. Thus, students can learn from their mistakes and improve themselves.

Numerous studies have shown that teachers' positive attitudes, including enthusiasm, support, and appreciation, have a strong correlation with students' academic achievement. According to a study by [Hidayah \(2021\)](#), teacher enthusiasm can increase students' engagement in learning and improve their academic achievement. Teachers' positive attitudes create a pleasant environment and motivate students to learn more.

Student Motivation and Engagement

Observations of the students showed that their motivation and engagement in the lessons were very high. Students showed confidence in using English, with many actively speaking and interacting in the language. This suggests that a positive classroom environment and support from teachers play an important role in boosting students'

confidence.

Students' interest in continuing to learn and improve their English skills is also evident. They show continuous motivation which is encouraged by the positive attitude of the teacher. This reflects that when students feel supported and valued, they are more motivated to learn and perform better academically.

Respect and emotional support from teachers are also very important for creating a safe and supportive learning environment. Le and Le (2022) found that positive teacher-student relationships, characterized by respect and emotional support, can increase student engagement and reduce behavioral problems. When students feel respected and supported, they are more likely to actively participate in learning and demonstrate positive behavior.

The findings provide valuable insights into how positive teacher attitudes can create a better learning environment, ultimately improving student achievement. Teachers who are enthusiastic, supportive and provide constructive feedback can help students feel more motivated and confident in their learning. When students feel supported and valued, they are more likely to perform better academically. Therefore, it is important for teachers to continuously develop positive attitudes and effective reinforcement strategies to maximize students' learning potential.

Previous research has consistently shown that positive teacher attitudes, including enthusiasm, appreciation, emotional support and constructive feedback, have a significant impact on student motivation and achievement. These findings are in line with recent observations that teachers who show enthusiasm and provide positive support can create a supportive learning environment, which in turn increases students' motivation and academic achievement. Thus, it is important for educators to continue developing positive attitudes and effective reinforcement strategies to maximize students' learning potential.

Teacher Attitude and Student Confidence

The interview results highlighted that teachers' attitudes significantly affect students' level of confidence in learning English. S3 emphasized how receiving praise from their English teacher boosted their confidence, while S2 pointed out that positive reinforcement helps students feel valued. In contrast, S9 shared experiences where negative teacher attitudes, such as authoritarianism or ignorance, led to a decrease in confidence and motivation among students.

S3: "When my English teacher praises my achievements, I feel more confident to study."

S2: "With a positive and supportive attitude, students feel valued, and students become more confident."

S9: "I once had an English teacher whose attitude was rather ignorant. His attitude made my classmates lazy to learn English with him."

Adaptability in Teaching

The interviews conducted highlighted the importance of teachers being able to adapt their teaching methods to meet students' changing needs and preferences. S2 and S4 mentioned how changes in teachers' attitudes and teaching methods over time can have a positive impact on students, especially with the integration of new technologies. In addition, S7 emphasized the importance of providing diverse learning resources, such as multimedia materials and interactive activities, to accommodate different learning styles and preferences.

S2: "Teachers can utilize technology such as computers, tablets, or language learning apps to make learning more interesting and interactive."

S4: "Due to the times and curriculum changes, English teachers are changing their teaching methods, and this has a positive impact on students."

S7: "By providing additional resources, such as interesting reading materials, audio, or video, learning becomes more interesting."

The literature shows that the ever-evolving educational landscape requires teachers to be adaptive and innovative in their teaching methods. Previous research revealed that integrating technology, using multimedia resources, and adopting interactive teaching approaches can improve student engagement and learning outcomes (Eden et al., 2024). In addition, research conducted by (Ramzan et al., 2023) explains the emphasis on providing diverse resources, including multimedia materials and interactive activities, underscores the importance of catering to individual preferences, thus creating a more inclusive and engaging learning environment. By adapting to new methods and technologies, teachers can develop dynamic and effective learning environments that meet the needs of diverse students. The implication of this research is that teacher education and training systems should support continuous professional development and encourage innovation in teaching.

Creating a Positive Learning Environment

Interviews emphasized the importance of building positive relationships between teachers and students and creating a relaxed and engaging learning environment. S8 highlighted the role of teacher attitude in creating a conducive learning atmosphere, while S6 emphasized the importance of maintaining a relaxed yet serious environment. In addition, S1 discussed the effectiveness of interesting teaching strategies, such as games, discussions and real-life practice, in maintaining students' interest and enthusiasm.

S8: "Teachers' attitudes play an important role in creating a positive and conducive learning environment."

S6: "The environment is not too tense, or relaxed but serious. The point is that teachers and students are relaxed and enjoy each other's company during the lesson."

S1: "Organizing small games and getting prizes can make the learning environment more conducive and positive."

Previous research also mentions that the relationship between students and teachers is crucial as they share the same responsibility for the successful implementation of the teaching and learning process (Reyes & Torio, 2021). Positive teacher-student relationships and an engaging learning environment are essential for promoting student motivation and academic achievement. Teachers who build positive relationships, create a relaxed atmosphere, and implement interactive teaching strategies can increase student engagement and foster a love for learning English (Wang et al., 2024). The implications of these findings suggest that teacher training should include the development of interpersonal skills and strategies to create a positive learning environment. By prioritizing student well-being and actively engaging students in the learning process, teachers can create a positive learning environment that supports student success.

Impact on Learning Achievement

Interviews emphasized the link between teachers' positive attitudes and enhanced learning experiences, leading to improved academic performance and language proficiency. S4 highlighted the role of teachers' positive attitudes in improving academic performance, while S6 emphasized the importance of practical skills and feedback in the development of language proficiency. In addition, S8 mentioned that feedback and corrections provided by teachers smoothen the learning process and improve language proficiency.

S4: "Teachers' positive attitudes play an important role in enhancing the learning experience, leading to improved academic performance and language proficiency."

S6: "Emphasizing speaking, listening and real-world application of English skills improves learning outcomes."

S8: "Providing constructive feedback and correction facilitates continuous improvement in language proficiency."

Studies show that positive teacher attitudes, practical skill development and constructive feedback are important factors in facilitating students' learning achievement in English. Feedback helps in understanding students' current performance and expected outcomes (Al Maharma & Abusa'aleek, 2022). Teachers who prioritize creating engaging learning experiences, focus on practical language skills, and provide timely feedback can effectively support students in their language learning journey. These findings are in line with previous research that emphasizes the importance of practical skills and feedback in improving learning outcomes (Wang et al., 2024). The implication of these findings is that teachers' professional development should include training in providing effective feedback and strategies for developing practical language skills.

Overall, the findings underscore the importance of teacher attitudes and teaching practices in facilitating students' learning and achievement in English. The corroboration of these findings with relevant literature and more in-depth discussion shows how this research fits with, adds to, or differs from existing research. This provides a stronger context and strengthens the arguments put forward in this journal.

CONCLUSION

The study shed light on the profound influence of teachers' attitudes on English learning achievement. Positive reinforcement from teachers emerged as crucial for boosting student confidence, while negative attitudes, such as authoritarianism, were found to undermine student enthusiasm for learning. The importance of teachers adapting their methods to meet evolving student needs, fostering positive relationships, and creating engaging learning environments was emphasized. Furthermore, the link between positive teachers' attitudes and enhanced learning experiences, leading to improved academic performance and language proficiency, underscored the critical role of educators in shaping student outcomes in English learning. Overall, this study emphasizes the significance of positive teachers' attitudes and student-centered approaches in facilitating successful English language acquisition.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Fadhilah, A. N.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), editing (supporting), securing funding. Warni, S.: Conceptualization (supporting), methodology (supporting), writing – original draft (lead), review (lead).

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