

**HIGH SCHOOL STUDENTS' MOTIVATION IN IMPROVING ENGLISH
LEARNING ABILITY: A SINGLE CASE STUDY AT CLASS XI SMAN 1
BLITAR**

THESIS

Presented to
Balitar Islamic University
In partial fulfillment of the requirement for the degree of
Undergraduate in English Learning Education

By:
VIRA YULI NANDILA
NIM. 21108810012

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BALITAR ISLAMIC UNIVERSITY
2025**

SHEET OF APPROVAL

This is to certify that the thesis of Vira Yuli Nandila NIM. 21108810012 entitled **“HIGH SCHOOL STUDENTS’ MOTIVATION IN IMPROVING ENGLISH LEARNING ABILITY: A SINGLE CASE STUDY AT CLASS XI SMAN 1 BLITAR”** has been approved by the advisors for further approved by the board of examiners.

Blitar, July 20th, 2025

First Advisor

Second Advisor

Dr. Supriyono, M.Ed
NIDN. 0722036301

Nita Sutanti, S.Pd., M.Pd
NIDN. 0704078901

Blitar, July 20th, 2025
Head of English Education Department

Hesty Puspita Sari, M.Pd., PhD
NIDN. 0714038104

SHEET OF CERTIFICATION

This is to certify that the thesis of Vira Yuli Nandila NIM. 21108810012 entitled “**HIGH SCHOOL STUDENTS’ MOTIVATION IN IMPROVING ENGLISH LEARNING ABILITY: A SINGLE CASE STUDY AT CLASS XI SMAN 1 BLITAR**” has been approved by the advisors for further approved by the board of examiners.

Blitar, July 30th, 2025

Examiner I,

Hesty Puspita Sari, M.Pd., PhD
NIDN. 0714038104

Examiner II,

Dr. Supriyono, M.Ed
NIDN. 0722036301

Examiner III,

Nita Sutanti, S.Pd., M.Pd
NIDN. 0704078901

Acknowledged by:

The Dean of The Faculty of
Teacher Training and Education

The Head of English
Education Department

Dr. Suvitno, M.Pd
NIDN.0703046901

Hesty Puspita Sari, M.Pd., PhD
NIDN. 0714038104

DECLARATION OF AUTHORSHIP

I am the student of Balitar Islamic University with the following identity:

Name : Vira Yuli Nandila

NIM : 21108810012

Department : English Education Department

I certify that this is my original work. I am completely responsible for the content of this thesis. The opinions of other writers on the topic included in the thesis are cited in accordance with ethical standards.

The Dean of The Faculty of
Teacher Training and Education

Blitar, July 30th, 2025

Dr. Suyitno, M.Pd
NIDN.0703046901

Vira Yuli Nandila
NIM. 21108810012

DEDICATION

I dedicate this thesis, with love, pride and sincere gratitude, to those who have supported me in various ways during the completion of this research:

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Hopefully this thesis can be the first step for greater contributions in the future for the author and readers.

MOTTO

My steps may be small, but each footprint is a manifestation of the love of the parents who raised me. This knowledge is not solely mine, but rather born from the sweat, patience, and prayers of parents who never tire of praying for the best for their children's future. When I'm tired, I remember that every letter I write is a small response to my parents' immense love.

"If knowledge is light, then parental love is the lantern that guides me."

-Vira Yuli Nandila

ABSTRACT

Nandila Yuli, Vira. (2024). *High School Students' Motivation In Improving English Learning Ability: A Single Case Study At Grade XI SMAN 1 Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University Blitar. Advisor: (1) Dr. Supriyono, M.Ed. (2) Nita Sutanti, M.Pd.

Keywords: *Motivation internal, motivation external*

This study examines how high school students' motivation improves their English learning skills. Although the national curriculum has established English communication skills as a mandatory competency, the reality on the ground shows that not all students demonstrate adequate levels of motivation, particularly in vocabulary mastery and active language practice. This study aims to describe the internal and external motivational factors that influence eleventh-grade students' efforts to improve their English learning skills, as well as the strategies used by students and teachers to strengthen this motivation.

This research employed a qualitative approach with a single-case study design. The study was conducted at SMAN 1 Blitar in the second semester of the 2024/2025 academic year. The subjects consisted of English teachers, the vice principal of curriculum, and eleventh-grade students of SMAN 1 Blitar. Data were collected through in-depth interviews, classroom observations, and documentation of the students' learning outcomes and learning outcomes. Data analysis was conducted using the process model used interactive analytical approach (Miles, Huberman, and Saldana's), which includes three stages: data collection, data presentation, data reduction, and conclusion drawing. Triangulation across data sources was also applied to increase the credibility, dependability, transferability, and confirmability of the findings.

The study results showed that most students showed improved motivation and English language skills after implementing interactive and contextual learning strategies. Student participation increased, speaking and writing skills were further refined, and material mastery showed significant progress. Average academic achievement and English test scores, including TOEFL, showed an upward trend from year to year. This was supported by learning strategies employed by teachers, such as peer tutoring, concept visualization, English communication practice, the use of digital media, interactive methods such as discussions and drama, positive teacher feedback, and the use of learning contexts related to everyday life or emerging trends. The results showed that students who were initially less motivated became more active in class.

The conclusion of this study is that student learning motivation can be enhanced through learning strategies that connect students' personal goals to real-life contexts and support a positive learning environment. Teachers are advised to implement flexible, enjoyable, and technology-based learning approaches. Students are expected to set clear learning goals and actively participate in collaborative activities to strengthen their motivation. This study also opens up opportunities for future researchers to conduct longitudinal studies and expand the scope to other school environments to enrich the understanding of learning motivation in local contexts.

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The researcher realizes that this thesis is far from perfect. Therefore, the researcher welcomes constructive criticism and suggestions to improve this thesis. The researcher hopes this thesis will be beneficial to readers and everyone. Amen.

Blitar, July 30th, 2025

Vira Yuli Nandila
NIM. 21108810012