

**THE CORRELATION BETWEEN TEACHER SELF-DISCLOSURE AND  
STUDENTS' ENGLISH LEARNING MOTIVATION AT SMPIT INSAN**

**MADANI PALOPO**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Universitas  
Muhammadiyah Makassar in Part Fulfillment of requirements for  
the Degree of Education in English Education Department*

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**2025**

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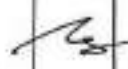


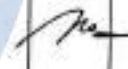
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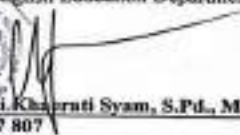

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10/7/25		- Make the English and Indonesia Abstract. - Revise your conclusion.	
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Day / Date	Chapter	Note	Sign
16/06/25		Chapter 3, changing sentences into past tense	h
07/07/25		Chapter 4 Calculations Chapter 5 Corrected writing	h
08/07/25		Chapter 4	h
09/07/25		chapter 4	h
10/07/25		Revise your Abstract Chapter 3 Data Analysis	h
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## MOTTO AND DEDICATION

### *Motto*

*“I was born at the risk of my mother’s life and raised by my father’s sweat.*

*My life is too precious to be considered meaningless.”*

### *Dedication*

*“There is no page more beautiful in this thesis than this dedication page.”*

*In the name of Allah, I dedicate my thesis for:*

*My beloved parents, Sudirman and Hasni, my beloved supervisor, lecturers and everyone who has guided and supported me during the writing of the thesis.*

*Also, thanks for myself, who stay up till the end of this thesis.*

*May this simple work bring benefit and become a continuous charity. Aamiin.*



## ABSTRACT

**Nurhikmah, 2025. The Correlation between Teacher Self-Disclosure and Students' English Learning Motivation at SMPIT Insan Madani Palopo.** Thesis, English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Andi Asri Jumiathy and Nunung Anugrawati.

This study aimed to examine the correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo. Teacher self-disclosure refers to the teacher's willingness to share personal or professional experiences to build trust and improve classroom interaction. Motivation is essential in learning English, which requires confidence and active participation. This study used a quantitative correlational method. The participants included one English teacher and 30 eighth-grade students selected through purposive sampling. Data were collected using two Likert-scale questionnaires and analyzed with the Spearman Rank Correlation because the data were ordinal and not normally distributed. The result showed a correlation coefficient of  $\rho = 0.7407$ , exceeding the r-table value of 0.362 ( $0.7407 > 0.362$ ), confirming a statistically significant correlation. Therefore, the study concludes that there is a strong correlation between teacher self-disclosure and students' English learning motivation.

**Keywords:** Teacher Self-Disclosure, Learning Motivation, English, Classroom Interaction.

## ABSTRAK

**Nurhikmah, 2025. Hubungan Antara Pengungkapan Diri Guru dan Motivasi Belajar Bahasa Inggris Siswa di SMPIT Insan Madani Palopo.** Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Andi Asri Jumiatiy dan Nunung Anugrawati.

Penelitian ini bertujuan untuk mengetahui hubungan antara teacher self-disclosure (pengungkapan diri guru) dan motivasi belajar Bahasa Inggris siswa di SMPIT Insan Madani Palopo. Teacher self-disclosure mengacu pada keterbukaan guru dalam membagikan pengalaman pribadi atau profesional untuk membangun kepercayaan dan meningkatkan interaksi di kelas. Motivasi merupakan aspek penting dalam pembelajaran Bahasa Inggris yang menuntut kepercayaan diri dan partisipasi aktif siswa. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Partisipan terdiri dari satu guru Bahasa Inggris dan 30 siswa kelas VIII yang dipilih secara purposive. Data dikumpulkan melalui dua angket skala Likert dan dianalisis menggunakan Korelasi Spearman Rank karena data bersifat ordinal dan tidak berdistribusi normal. Hasil penelitian menunjukkan koefisien korelasi sebesar  $\rho = 0.7407$ , melebihi nilai r-tabel sebesar 0.362 ( $0.7407 > 0.362$ ), yang mengkonfirmasi bahwa terdapat korelasi yang signifikan secara statistik. Oleh karena itu, penelitian ini menyimpulkan bahwa terdapat hubungan yang kuat antara pengungkapan diri guru dan motivasi belajar Bahasa Inggris siswa.

Kata Kunci: Teacher Self-Disclosure, Motivasi Belajar, Bahasa Inggris, Interaksi Kelas.

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil ‘Alamin. All praise and gratitude the researcher sincerely offers to Allah SWT, the Most Merciful, for His endless blessings, guidance, and kindness, which have enabled the researcher to complete this thesis properly and on time as one of the requirements for obtaining a Bachelor's degree in Education at Universitas Muhammadiyah Makassar. May peace and blessings be upon the Prophet Muhammad SAW, his family, companions, and all his followers who continue to walk in the light of his teachings, guiding humanity from the darkness of ignorance to the brightness of knowledge.

Throughout the process of writing this thesis, the researcher fully realizes that this achievement would not have been possible without the help, support, advice, and prayers from many individuals. Therefore, with utmost humility, the researcher expresses the highest appreciation and deepest gratitude to:

1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU, as the Rector of Universitas Muhammadiyah Makassar.
2. Dr. H. Baharullah, M.Pd, as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd, as the Head of the English Education Department.
4. Ismail Sangkala, S.Pd., M.Pd, as the Secretary of the English Education Department, for his assistance and dedication in facilitating academic affairs

within the department.

5. To Dr. Andi Asri Jumiathy, S.Pd., M.Pd., and Dr. Nunung Anugrawati, S.Pd., M.Pd., Your guidance has been the compass that directed me through the stormy seas of research. With endless patience and wisdom, you nurtured every step of this journey, turning doubts into determination and challenges into growth. For your unwavering support, thoughtful insights, and the light you have shared along the way I am forever grateful.
6. To all lecturers of the English Education Department, Thank you for the invaluable knowledge, guidance, and inspiration you have shared throughout my academic journey. Your dedication has shaped not only my understanding, but also my passion for learning.
7. To Nirwana Bidu, S.Pd., M.Pd., Principal of SMPIT Insan Madani Palopo, and Indah Rekamitah, S.Pd., Gr., Your support and guidance during the research process have been truly meaningful. Thank you for your trust, warm welcome, and the opportunity to carry out this study in such a supportive and inspiring environment.
8. To my beloved big family, Thank you for your unwavering support at every stage of this journey. My deepest gratitude goes to my dearest parents, Sudirman and Hasni, whose endless love, patience, and heartfelt prayers have been the greatest source of strength and motivation in completing this research. Without you, this achievement would have been unimaginable.
9. A special expression of gratitude is also extended to my dear siblings Sitti Hajrah S, Zaski Setiawan S, Ahmad Rauf S, and Muh. Rifal Al Qadri S for



always being by my side with constant encouragement, love, and support throughout this journey.

10. To my high school friends who have continued to stand by me until now, Thank you for the support and companionship, especially Nur Aulya Muhti, Riska Wardani, Aulia Syaharani, and Nurul Hidayah. I also extend my thanks to the *Dream Catcher* family, as well as Riska Wulandari and Wilda, my companions throughout college, for the togetherness and encouragement that have always strengthened me.

11. Last but not least, to myself for choosing to hold on when giving up seemed easier, for moving forward despite the exhaustion, for facing doubts with courage, and believing that this journey was worth every step. For the unseen tears, the silent prayers, and the strength sustained in silence you were strong, even when it felt impossible. Through failures, lessons, and growth, you kept going. This journey was not easy, but you proved that perseverance and faith can turn uncertainty into achievement. May this be the first of many courageous steps ahead.

Makassar, 12 Juli 2025

The Researcher



Nurhikmah

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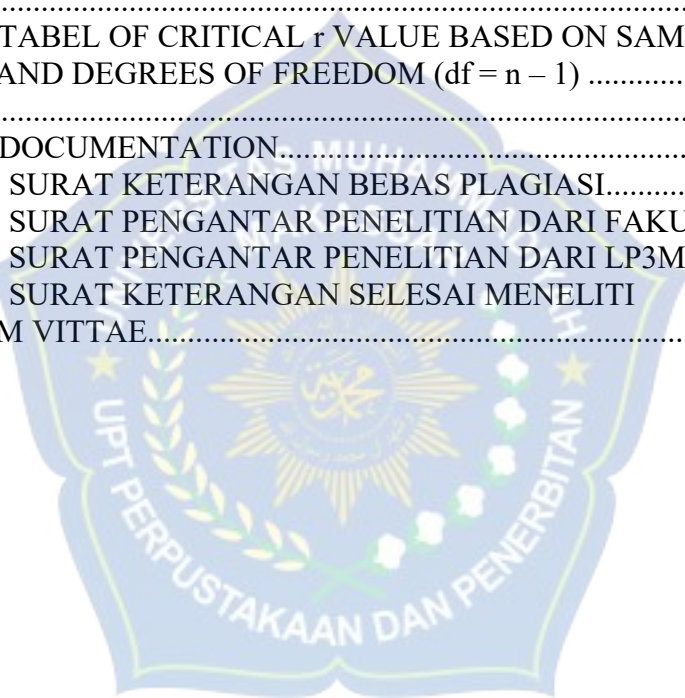
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## CHAPTER I

### INTRODUCTION

#### A. Background

Motivation to learn is the main factor in educational success. The internal drive that encourages students to strive to achieve educational goals plays an important role in English language learning. As explained by Meece (2023), students' motivation influences the extent to which they strive to understand and master the subject matter. In learning English, motivation can increase students' involvement in learning activities, increase positive perceptions of the material, and strengthen their academic achievements. However, motivation in language learning is not only determined by internal factors but also significantly influenced by external variables, including teacher behavior and teaching style. This research will examine the influence of external factors, namely teacher self-disclosure, on students' English learning motivation at SMPIT Insan Madani Palopo.

The relationship between teachers and students significantly influences student learning motivation. When students feel they have a positive and trusting relationship with their teacher, they tend to feel more motivated to participate in learning activities. Cui et al. (2020) show that trust between teachers and students can increase students' self-confidence, which has an impact on their academic achievement. One of the key elements in building this trust is teacher self-disclosure, where teachers share relevant personal experiences to create a more connected and engaging learning

environment. In this context, teacher self-disclosure is expected to strengthen these relationships and increase student motivation in learning English, because students feel more valued and supported by their teachers.

Teacher self-disclosure refers to sharing relevant personal information with students to build closer relationships. Liu & Zhu (2021) explains that teacher self-disclosure plays an important role in creating a more open learning atmosphere, where students find it easier to interact with teachers and participate in learning. When teachers share personal experiences or values, students tend to feel more valued and more motivated to learn. In English language learning, this factor is important to increase students' self-confidence, which is related to increasing their motivation.

Teacher self-disclosure is not just about sharing personal information, but also about creating a space for students to feel safe and accepted in the learning environment. As explained by Amerstorfer & Münster-Kistner (2021), when teachers show their human side, students feel more valued and more engaged in learning. This research aims to assess how teacher self-disclosure can influence students' learning motivation in English classes. However, most studies on teacher self-disclosure focus on higher education or general secondary education contexts. There is still limited research exploring how teacher self-disclosure influences students' English learning motivation in religious-based secondary schools in Indonesia. Therefore, this study aims to fill that gap by examining the correlation between teacher self-disclosure and students' English learning motivation in a religious school setting,



providing new insights into this underexplored context.

Various studies show that teacher self-disclosure is positively related to increase motivation for student learning. Henry & Thorsen (2018) revealed that teacher self-disclosure helps build stronger relationships between teachers and students, which in turn increases student engagement in learning. In the context of English learning, higher student motivation can result in better academic achievement. This study extends prior research by examining teacher self-disclosure not only as a pedagogical strategy but also as a means of fostering a supportive and motivating learning environment, particularly in language acquisition. This research aims to expand understanding of how teacher self-disclosure can influence student motivation in the educational context in Indonesia.

Student motivation in learning English can be influenced by various factors, one of which is the teaching approach applied by the teacher. Sorohiti & Aini (2021) emphasized that the methods used by teachers in delivering English material must be able to arouse students' curiosity and enthusiasm. The teacher's openness in sharing personal experiences and views can increase the closeness between the teacher and students, which ultimately encourages students to be more actively involved in the English learning process. Therefore, this research will explore more deeply the influence of teacher self-disclosure on student motivation in learning English.

Apart from teacher self-disclosure, other factors that play an important role in student learning motivation are social support and a positive learning

environment. Morin (2020) shows that students who feel supported by the environment around them, both by teachers and classmates, are more motivated to learn. This support plays a role in increasing students' self-confidence and strengthening their commitment to learning. This research will also consider other external factors that influence student motivation in the context of SMPIT Insan Madani Palopo.

The relationship between teacher self-disclosure and student motivation is influenced by the teacher's ability to create an environment of trust and open communication. A teacher who discloses personal experiences can make learning more relatable and engaging, which ultimately boosts students' motivation. Recent research by Wang et al. (2024) also Zhai et al. (2024) highlights that students' perceptions of their teacher's self-disclosure significantly impact their emotional investment in the subject matter, particularly in language learning contexts. Self-disclosure fosters a sense of connection between teachers and students, which has been shown to enhance student engagement and participation. This finding is consistent across various educational settings and age groups, underscoring the universal importance of teacher- student rapport in motivating learners. By investigating how teacher self-disclosure interacts with students' intrinsic and extrinsic motivation, this study provides new insights into the role of teacher- student rapport in shaping learning outcomes in an Islamic school setting.

The process of teacher self-disclosure not only enhances the emotional connection between students and their instructors but also plays a critical role

in fostering a positive classroom atmosphere. This approach encourages students to engage more actively in class activities, increasing their motivation to learn. Studies by Muscat & Thomas (2023) show that when teachers share personal stories or challenges, students are more likely to reciprocate by sharing their own experiences, thus creating a more dynamic and participatory learning environment. Such interactions can reduce anxiety and make students feel more comfortable, which is particularly important in language learning where fear of making mistakes often hinders progress. By reducing these barriers, teachers can help students to feel more confident in using the language.

Teacher self-disclosure can significantly influence students' intrinsic motivation by humanizing the teacher and making them more approachable. Research by Gkonou et al. (2020) suggests that when teachers reveal their struggles or vulnerabilities, students feel more emotionally connected, making them more likely to take risks in learning and continue developing their language skills. This type of motivation shifts from extrinsic to intrinsic is essential for long-term language learning success. Moreover, self-disclosure has been linked to improved self-regulation and autonomous learning, as students feel more empowered to manage their learning process independently. This process fosters greater engagement and a more meaningful learning experience.

While teacher self-disclosure can increase motivation, it must be done thoughtfully and in balance. Over-disclosure can shift the focus from the

learning goals to the teacher's personal life, detracting from the educational experience. Research by Chyu & Chen (2022) also Pang (2024) has shown that the key to effective self-disclosure is its strategic use to foster engagement without overwhelming the students. Minimal self-disclosure may also hinder the development of trust and connection, thus limiting its positive effects on motivation. Teachers need to be mindful of how much personal information they share and ensure it serves to strengthen the relationship with students rather than distract from it.

#### **B. Research Question**

Is there any correlation between teacher self-disclosure and students' intrinsic motivation in learning English at SMPIT Insan Madani Palopo?

#### **C. Objective of the Research**

The objective of this research is to examine the correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo.

#### **D. Significance of the Research**

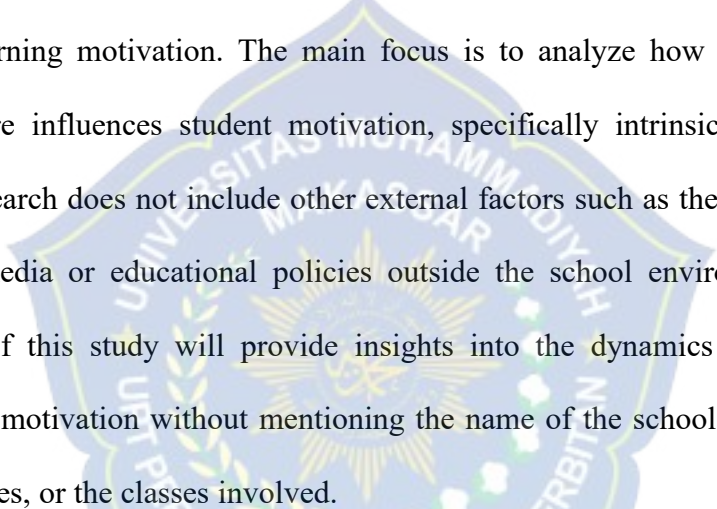
This research holds both theoretical and practical significance. Theoretically, it enhances the understanding of teacher self-disclosure's impact on student motivation, particularly in English learning, and fills the gap in literature regarding teachers' personal openness in motivating students. Practically, it offers insights into educators to apply self-disclosure strategies in fostering a supportive learning environment, ultimately improving student



engagement and motivation. Additionally, the findings may inform educational policies and teacher training programs to strengthen teacher-student relationships and support the learning process.

#### **E. Scope of the research**

This research focuses on analyzing the correlation between teacher self-disclosure and students' motivation in learning English. The study uses a questionnaire to measure students' perceptions of teacher self-disclosure and their learning motivation. The main focus is to analyze how teacher self-disclosure influences student motivation, specifically intrinsic motivation. This research does not include other external factors such as the influence of social media or educational policies outside the school environment. The results of this study will provide insights into the dynamics of students' learning motivation without mentioning the name of the school, the number of samples, or the classes involved.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Preview Related Research Finding

Previous research has extensively examined the impact of teacher-student interactions on students' learning motivation. For example, Gan et al. (2021) analyzed how teacher feedback enhances students' speaking skills, demonstrating that supportive teacher responses contribute to students' confidence in language learning. Although this study focuses on teacher-student interactions, it does not directly address teacher self-disclosure as a motivational factor, which differs in its ability to create deeper emotional connections and increase students' sense of engagement by making the learning experience more relatable and inspiring. In contrast, the present study seeks to explore how teachers' willingness to share personal experiences influences students' intrinsic and extrinsic motivation in learning English.

Similarly, Holman et al. (2022) investigated the role of teacher feedback in improving students' speaking abilities. Their findings suggest that timely and constructive feedback enhances student engagement. However, this study primarily emphasizes corrective feedback rather than personal openness in teaching. This gap highlights the need to analyze the role of teacher self-disclosure, which may provide students with a deeper sense of connection and motivation beyond instructional feedback.

Furthermore, Shadiev & Yang (2020) examined the effect of corrective feedback on language learning, reinforcing the idea that teacher interventions

shape student performance. While their study provides insight into effective teaching strategies, it does not consider the emotional and relational aspects of teaching, such as how teachers' personal stories influence student motivation. Addressing this limitation, the current study explores teacher self-disclosure as an approach to fostering a positive learning environment.

While the above studies have contributed significantly to understanding teacher influence in education, they have primarily focused on technical aspects such as feedback mechanisms, which involve structured evaluation and correction rather than fostering personal connections and emotional engagement through self-disclosure. The present research takes a different approach by emphasizing teacher self-disclosure as a key factor in shaping students' motivation. Teacher openness in sharing relevant personal experiences can create a supportive classroom atmosphere, encourage student engagement, and enhance intrinsic motivation.

Additionally, recent studies have emphasized the importance of emotional connections between teachers and students in the learning process. Research by Henry & Thorsen (2018) suggests that teachers who disclose personal struggles and experiences build stronger relationships with students, leading to increased participation in learning activities. This finding underscores the importance of examining teacher self-disclosure as a motivational tool in language acquisition.

The relevance of teacher self-disclosure has also been explored in relation to cultural and social contexts. Pakirnathan et al. (2023) argue that teacher self-disclosure plays a vital role in instructional strategies and content development

in English as a Second Language (ESL) classrooms. Their study highlights that when teachers share their personal challenges and learning experiences, students tend to develop a stronger sense of connection and motivation. However, their research primarily focuses on ESL writing classes, whereas the current study seeks to explore teacher self-disclosure in broader language learning contexts, including speaking and comprehension skills.

Moreover, Wang et al. (2024) investigated how intelligent virtual agents' self-disclosure influences children's engagement in learning. Their findings indicate that self-disclosure fosters a sense of familiarity and connection, leading to higher levels of student engagement. While their study focuses on virtual learning environments, it offers useful insights into how teacher self-disclosure can also boost motivation in face-to-face classrooms by building trust, alleviating anxiety, and promoting active participation in learning activities. Their findings indicate that self-disclosure fosters a sense of familiarity and connection, leading to higher levels of student engagement. While their study is centered on virtual learning environments, it provides valuable insights into how teacher self-disclosure can similarly enhance motivation in face-to-face classrooms.

Building on these findings, the current research aims to fill the gap in literature by specifically investigating how teacher self-disclosure correlates with students' English learning motivation in an Islamic school setting. Given the importance of student-teacher rapport in shaping motivation, this study will provide empirical evidence on the effectiveness of teacher self-disclosure as a

pedagogical strategy. By doing so, it contributes to a broader understanding of motivational factors in language learning and offers practical implications for improving teaching methodologies in English education

## **B. Some Pertinent Ideas**

### **1. Self-Disclosure in Teaching**

#### **a. Definition of Self-Disclosure**

Self-disclosure refers to the process in which an individual intentionally shares personal information, experiences, feelings, or thoughts with others. In the context of teaching, self-disclosure occurs when teachers reveal aspects of their personal lives, opinions, or emotions to students, which can contribute to the creation of a more open and supportive learning environment Shirvan & Taherian (2020). Although self-disclosure is commonly discussed in psychological and communicative contexts, its role in education, particularly in language learning, remains an area that requires further empirical exploration. In educational settings, self-disclosure is a way for teachers to connect with students on a more human level, building rapport and trust. When teachers self-disclose, it allows students to see them as more approachable and relatable, which can help bridge the emotional gap between teacher and student. This process is crucial for creating an environment where students feel comfortable expressing themselves and engaging more fully with the content being taught. It has been found that self-disclosure can positively influence the motivation, engagement, and overall performance of students Chernyavskaya et al. (2020).



However, self-disclosure should be used strategically. The information shared must be relevant to the educational goals and should be done in a way that is appropriate for the developmental level of the students. Teachers should also be mindful of the boundaries between professional and personal life to ensure that self-disclosure remains beneficial for the learning environment without overstepping personal boundaries Leitch et al. (2021).

#### **b. Types of Self-Disclosure**

Self-disclosure can be categorized into several types based on the depth and context in which it is made. In the teaching context, understanding the different types of self-disclosure is important to help teachers select the appropriate type of self-disclosure that aligns with the learning objectives and classroom dynamics. The main types of self-disclosure in teaching include personal self-disclosure, professional self-disclosure, and emotional self-disclosure.

1. **Personal Self-Disclosure:** This type of self-disclosure involves sharing personal information, such as life stories, personal experiences, or social backgrounds. By sharing personal information, teachers can build closer relationships with students, making them feel more comfortable and open. However, it is important for teachers to maintain boundaries so that personal disclosure does not interfere with professional teaching standards Schellings et al. (2023).
2. **Professional Self-Disclosure:** This type focuses on disclosing professional experiences and views related to the subject matter

being taught. For example, teachers may share how they tackle challenges in teaching or the methods they use. Professional self-disclosure can enhance a teacher's credibility in the eyes of students, helping them understand the approaches used and increasing students' motivation and confidence in the teacher's abilities Napier & Anzur (2021).

3. Emotional Self-Disclosure: This involves sharing the teacher's feelings or emotions about a particular situation in the learning process. For instance, teachers might express excitement, frustration, or satisfaction regarding student achievements or progress in the class. Emotional self-disclosure can make students feel valued and help them understand that teachers also experience emotions, thus fostering an emotional connection between teachers and students Bouhafa et al. (2023) George et al. (2024). The effectiveness of using various types of self-disclosure depends on the classroom context, student age, and learning objectives. Therefore, teachers must be wise in selecting the type of self-disclosure to ensure it supports an effective learning process and fosters a positive relationship with students.

### c. Benefits of Self-Disclosure in Education

Self-disclosure in education offers a range of benefits for both teachers and students. When used effectively, self-disclosure can enhance the learning environment and promote stronger relationships between educators and their students. The primary benefits of self-disclosure in education include fostering trust, increasing student motivation, improving communication, and creating a more inclusive classroom environment.

1. **Building Trust and Rapport:** One of the key benefits of self-disclosure is its ability to build trust and rapport between teachers and students. When teachers share personal experiences or emotions, it humanizes them and makes them more relatable to students. However, trust-building through self-disclosure must be balanced with professional boundaries to ensure that personal sharing does not overshadow educational objectives. This fosters a sense of safety and trust, encouraging students to engage more openly in class activities and discussions Amerstorfer & Münster- Kistner (2021). Students are more likely to feel comfortable expressing themselves when they see their teachers as approachable and empathetic.
2. **Enhancing Student Motivation:** Self-disclosure can also play a significant role in boosting student motivation. When teachers share Their own struggles and successes can inspire students to work harder and persist in the face of challenges. Students may feel more

motivated when they realize that their teachers have faced similar obstacles and have overcome them, showing that success is attainable through effort and perseverance Filgona et al. (2020). This type of disclosure provides students with role models and serves as a source of encouragement.

3. **Improving Communication and Engagement:** Self-disclosure fosters open communication, which is crucial for effective learning environment. By sharing their thoughts and feelings, teachers encourage students to engage in deeper conversations and ask questions. It can create a more dynamic classroom, where ideas are exchanged freely, and students feel that their opinions are valued. This leads to more active participation and greater academic involvement, as students feel more connected to the teacher and the content being taught Pedler et al. (2020).
4. **Creating a More Inclusive Environment:** Self-disclosure can contribute to creating a more inclusive classroom by helping students relate to their teacher's experiences and perspectives. It breaks down the barriers of authority and allows for a more democratic and egalitarian learning atmosphere. Teachers who disclose personal experiences or opinions related to the course content can help students see the relevance of the material to their own lives. This inclusion can lead to a more positive classroom culture, where all students feel valued and accepted.

By incorporating self-disclosure in teaching, educators can create a more engaging, supportive, and motivational classroom environment that enhances students' learning experiences and emotional well-being

## **2. Learning Motivation in Language Acquisition**

### **a. Definition of Learning Motivation**

Learning motivation refers to the internal and external factors that drive an individual to engage in the learning process and strive to achieve certain learning goals. Motivation plays a significant role in education as it affects how committed a student will be to learning, how much effort they put in, and how long they will persist in the face of challenges. Motivation can either be intrinsic (internal) or extrinsic (external).

### **b. The Importance of Motivation in Education**

Learning motivation is one of the main factors determining the effectiveness of learning. Students who are highly motivated are more likely to be active, persistent, and successful in achieving their learning goals. According to Dörnyei & Ushioda (2021), motivation serves as the driving force for achieving goals and plays a critical role in shaping positive learning experiences. Without strong motivation, students may feel disengaged, put in less effort, or even give up when faced with challenges.



c. **Factors Influencing Learning Motivation**

Several factors influence students' motivation to learn, including the learning environment, the influence of teachers, peer support, and students' perceptions of the tasks assigned. Research by Dewi & Maryanto (2024) shows that teaching that is engaging and relevant to students' interests can enhance their motivation, while a monotonous or unsupportive environment can reduce it.

d. **The Role of Teacher Self-Disclosure in Learning Motivation**

Teacher self-disclosure, which refers to teachers sharing personal information or experiences with their students, can significantly impact students' motivation, including their motivation to learn. When teachers reveal aspects of their personal lives, it can create a more positive and trusting classroom environment, which in turn can enhance student engagement and intrinsic motivation. Studies have shown that students are more likely to be motivated to learn when they feel connected to their teachers and perceive them as approachable and relatable Keane et al. (2023). Teacher self-disclosure fosters a sense of empathy and authenticity, which can lead to greater student participation and emotional investment in learning activities.

In terms of learning motivation, teacher self-disclosure plays a crucial role in influencing both intrinsic and extrinsic motivation. For example, when teachers share their own struggles or experiences

related to learning, it can inspire students to persist through challenges and view difficulties as part of the learning process, rather than as barriers. Additionally, teacher self-disclosure can improve the student-teacher relationship, fostering a supportive environment where students feel valued and understood, further encouraging them to engage in learning activities with enthusiasm and a sense of purpose

Heavers & Kearns (2024). By demonstrating vulnerability and openness, teachers create an atmosphere where students feel safe to express themselves, ask questions, and actively participate in their own learning process.

The types of motivation in the learning context, including motivation to learn English, are divided into two main categories:

#### 1. **Intrinsic Motivation**

Intrinsic motivation is an urge that comes from within an individual to carry out an activity because the activity itself is felt to be fun, satisfying, or interesting, without any influence from external rewards or expected results. In the educational context, intrinsic motivation refers to a situation where students learn or engage in an activity not only to obtain grades or external rewards, but because they feel satisfied with the learning process itself.

- a. Characteristics of Intrinsic Motivation: Intrinsic motivation occurs when individuals engage in activities because of the sense

of personal satisfaction they derive from the activity. For example, a student who studies a foreign language because they enjoy the process of learning vocabulary and learning about a new culture, or a student who reads books because the topic interests them. This contrasts with extrinsic motivation, where a person performs an activity to gain an external reward such as good grades, prizes, or recognition. Students who are driven by intrinsic motivation feel more engaged and excited about them Learning, which has the potential to result in better learning outcomes Malone & Lepper (2021).

- b. Impact of Intrinsic Motivation on Learning: Intrinsic motivation plays an important role in improving the quality of learning. When students are engaged in learning for internal reasons, they tend to be more persistent, more dedicated, and put more effort into understanding the subject matter. This is because they feel continuous satisfaction and enjoyment from the learning process itself. Intrinsic motivation supports three basic psychological needs that are very important in learning: autonomy, competence, and social relationships. When students feel they have control over their learning process, feel competent in carrying out assignments, and are connected to the material and teacher, they are more likely to maintain their intrinsic motivation in the long term.

- c. **Benefits of Intrinsic Motivation:** Intrinsic motivation provides many benefits in an educational context. First, intrinsically motivated students typically show greater interest in the subject matter, which makes them more engaged and able to achieve deeper understanding. Second, these students have higher persistence in facing challenges, which allows them to keep trying even when experiencing difficulties. Third, intrinsic motivation encourages more independent learning, because students are motivated to learn not because of obligations or external rewards, but because of curiosity and the desire to develop. Research by Orakci (2023) shows that intrinsic motivation not only improves academic performance but also increases creativity and problem-solving abilities, because students feel freer to explore new ideas and think critically.
- d. **Advantages of Intrinsic Motivation in Learning:** One of the main advantages of intrinsic motivation is its ongoing impact on student learning. Students who are motivated by internal factors will continue to engage in the long-term learning process, even after assignments or exams are completed. This is different from extrinsic motivation, where students will only be motivated if there is a reward or pressure to excel. Intrinsic motivation also supports the development of metacognitive skills, such as the ability to plan, organize and evaluate their own learning process.

Research shows that students who are intrinsically motivated often have stronger learning skills and are more independent.

e. How to Increase Intrinsic Motivation

Increasing intrinsic motivation in learning is critical to creating deep and sustainable learning experiences. Here are some ways to increase students' intrinsic motivation:

1. Giving students more autonomy in choosing how to learn or the topics they are interested in. Autonomy gives students greater control over their learning, which can increase their intrinsic motivation Alamri et al. (2020). In addition, providing challenges that match students' abilities can motivate them to try harder and feel a sense of accomplishment when they successfully overcome these challenges. This approach, known as self-determination theory, underscores the importance of giving students freedom in the learning process to experience ongoing satisfaction from their personal achievements.
2. Providing Appropriate Challenges: Students' intrinsic motivation will increase when they are faced with challenging yet achievable tasks. Teachers can arrange assignments according to students' ability levels to create a sense of accomplishment, which will encourage students to study harder.



3. **Constructive Feedback:** Positive and constructive feedback will help students feel valued and understand how they can improve. By providing feedback that focuses on effort and progress, students will feel more motivated to continue learning.
4. **Linking Learning to Student Interests:** If learning is relevant to students' personal interests, they are more likely to be engaged and feel motivated. Teachers can relate lesson material to issues or topics that are relevant to students' lives or interests to increase their engagement.
5. **Creating a Positive Learning Environment:** A supportive and safe environment is essential for increasing intrinsic motivation. When students feel comfortable and valued in the learning environment, they will be more likely to take initiative and participate in learning activities.

## 2. **Extrinsic motivation**

Extrinsic motivation refers to the urge to carry out an activity that comes from external factors, such as rewards or rewards given after completing a certain task. In an educational context, extrinsic motivation arises when students learn or engage in an activity not only to gain satisfaction from the activity itself, but also to gain rewards or avoid punishment. For example, a student may study hard to get good grades or a reward from their

parents, or they may perform certain assignments to avoid reprimand from the teacher.

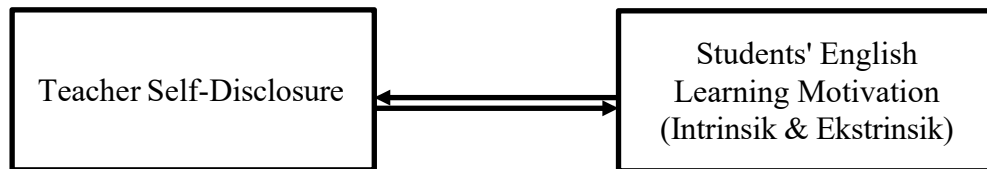
- a. **Characteristics of Extrinsic Motivation:** In contrast to intrinsic motivation, extrinsic motivation is driven by external factors that influence an individual's decision to undertake an activity. This includes material rewards, praise, social recognition, or the hope of getting something desired. This motivation is often temporary, depending on the existence of rewards or punishments. Extrinsically motivated Students may not feel interested in the subject matter itself, but are more focused on the result, such as grades or awards Kanellopoulou & Giannakouloupoulos (2020).
- b. **Impact of Extrinsic Motivation on Learning:** Extrinsic motivation can be an effective motivator for achieving short-term goals, such as completing assignments or taking exams. However, if this motivation is the only driving force, students may simply perform the required tasks without engaging deeply with the course material. This can reduce the quality of learning and their involvement in the learning process. Research shows that although extrinsic motivation can improve student performance in the short term, it tends not to support sustained learning or create long-term engagement.

### 3. The Relationship between Intrinsic and Extrinsic Motivation

Although intrinsic and extrinsic motivation are two different concepts, they have a relationship that influences each other in the learning context. Some research suggests that intrinsic and extrinsic motivation can work simultaneously to increase student engagement and achievement in education.

- a. Complementarity: Extrinsic motivation can serve as the initial impetus or driving force to begin a task. For example, students may start learning a foreign language out of a drive to get good grades or awards. However, if students find the learning process enjoyable and satisfying, their motivation can develop into intrinsic motivation. In this case, extrinsic motivation acts as a trigger to get started, while intrinsic motivation can maintain their engagement in the long term.
- b. Conflict between Intrinsic and Extrinsic Motivation: Sometimes, excessive use of extrinsic motivation can reduce a student's intrinsic motivation, a phenomenon known as the “intrinsic motivation injury effect”. For example, if students are given a reward for each task completed, they may begin to engage in the task just for the reward, not because they enjoy the activity. This may reduce their sense of intrinsic engagement with the course material. Therefore, it is important to balance the use of extrinsic motivation with efforts to maintain students' intrinsic motivation.

### C. Conceptual Frameworks



*Figure 2.1 The Conceptual Framework*

This conceptual framework explains the relationship between teacher self-disclosure and students' English learning motivation (intrinsic and extrinsic). It focuses on two key variables and their theoretical connections.

Based on the concept described as follows:

1. Teacher Self-Disclosure (Independent Variable): Refers to teachers sharing personal, professional, or narrative experiences to engage students and build trust. Henry & Thorsen (2018) found that self-disclosure about learning challenges increased student participation and motivation. Additionally, Shirvan & Taherian (2020) demonstrated that culturally relevant self-disclosure fosters stronger teacher-student connections.
2. Students' English Learning Motivation Includes:
  - a. Intrinsic Motivation: Driven by personal satisfaction and curiosity. Students are more engaged when they relate to their teacher's experiences.
  - b. Extrinsic Motivation: Influenced by external rewards, such as grades and recognition. Increased motivation when self-disclosure was aligned with students' cultural backgrounds.

#### **D. Hypothesis**

The hypothesis of this research is drawn as follows:

1. H0: There is no significant correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo.
2. H1: There is a significant correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo.





## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study employed a quantitative correlational research design to examine the relationship between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo. Unlike experimental studies that seek to determine causal relationships, this study aimed to identify the strength and direction of the correlation between these two variables. A quantitative approach was selected to ensure objectivity in measuring the degree of self-disclosure and its correlation with motivation, avoiding subjective interpretations that may arise in qualitative analysis. The research was descriptive and non-experimental, using survey methods to collect numerical data that reflected students' perceptions of teacher self-disclosure and their motivation in learning English.

#### **B. Research Variables and Indicators**

##### **1. Variables**

In this Research, two main variables were analyzed: teacher self-disclosure as the independent variable and students' English learning motivation as the dependent variable. Teacher self-disclosure refers to the extent to which teachers share personal experiences, learning challenges, and relevant stories with students to build rapport and enhance engagement in learning. Students' learning motivation includes intrinsic and extrinsic aspects that drive them in the process of learning English.

## **2. Indicator**

The indicators of teacher self-disclosure included the frequency of teachers sharing personal experiences in learning, the relevance of teachers' stories to lesson materials, the level of teachers' openness in discussing past academic challenges, and students' responses to the stories and experiences shared by teachers. Meanwhile, the indicators of students' learning motivation included students' interest and curiosity in English learning materials, their perseverance in overcoming learning difficulties, the influence of external factors such as grades, rewards, or encouragement from teachers, and the level of students' engagement in classroom activities related to English learning.

## **C. Population and Sample**

### **1. Population**

The population of this study consisted of 402 students enrolled at SMPIT Insan Madani Palopo. These students came from various grade levels and backgrounds, making them an appropriate population for investigating the correlation between teacher self-disclosure and student motivation in English learning. Since analyzing the entire population was impractical, a representative sample was selected.

### **2. Sample**

This study employed a purposive sampling technique to select a sample of 30 students. The selected students represented different levels of motivation in learning English, ensuring a diverse dataset that captured

variations in responses to teacher self-disclosure. The purposive sampling method ensured that the selected participants had sufficient exposure to the teacher self-disclosure, making them suitable for assessing the correlation between the two variables.

#### **D. Research Instruments**

This study used three research instruments to collect data

1. Teacher Self-Disclosure Questionnaire – A structured Likert-scale questionnaire adapted from previous studies, measured the extent to which teachers shared personal experiences, instructional methods, and emotions with students.
2. Student Motivation Scale – A validated questionnaire based on Self-Determination Theory and L2 Motivational Self System, was designed to measure students' intrinsic and extrinsic motivation in learning English.

#### **E. Data Collection Methods**

The data collection process was carried out using a structured approach. First, students were given a briefing about the research objectives, ensuring they understood the confidentiality and anonymity of their responses. Questionnaires were then distributed to the selected participants, who were given sufficient time to complete them. Observations were conducted during regular English lessons to minimize disruption to the learning process.

## 1. Questionnaire

The Likert-scale questionnaire was used to measure students' perceptions of teacher self-disclosure and their motivation levels. The questionnaire contained statements related to teacher openness, emotional connection, and perceived instructional support in learning English.

## 2. Student Motivation Scale

This instrument assessed students' intrinsic motivation by focusing on autonomy, competence, relatedness, learning interest, and goal orientation, which influences engagement, persistence, self-regulation, curiosity, enthusiasm, and overall learning satisfaction.

## F. Data Analysis

This study used a quantitative approach involving three main stages of data analysis to determine the correlation between teacher self-disclosure and students' English learning motivation.

### 1. Scoring System and Percentage Formula

This step was used to convert questionnaire responses into numerical scores and determine the level of teacher self-disclosure and students' motivation based on the percentage of achievement. Each respondent's answers were scored using a four-point Likert scale, and the total actual score was then compared with the maximum possible score. The resulting percentage indicated whether the respondent's level was categorized as high, moderate, or low for each variable.

The data were collected using a Likert scale with four options:

### 3.1 Likert Scale Interpretation Table

Scale	Description
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

The total actual score was obtained by summing all the responses for each variable.

To assess the achievement level, the following formula was used:

$$\text{Percentage} = \left( \frac{\text{Actual score}}{\text{Maximum score}} \right) \times 100\%$$

## 2. Correlation Analysis Using Spearman Rank Correlation

This step aimed to determine the strength and direction of the relationship between teacher self-disclosure and students' motivation in learning English. Because the data were ordinal and not normally distributed, Spearman Rank Correlation was chosen over parametric tests like Pearson.

The formula used:

$$\rho = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$



Where:

$\rho$  = Spearman correlation coefficient

$\sum d^2$  = the sum of the squared differences between paired ranks

$n$  = number of paired observations

### 3. Hypothesis Testing (Significance Test)

This step was used to statistically test whether the correlation result was significant and not due to chance.

The significance of the correlation was tested using the t-test for correlation:

$$t = \frac{\rho \sqrt{n-2}}{\sqrt{1-\rho^2}}$$

Where:

$r$  = correlation coefficient

$n$  = number of respondents

$df$  = degrees of freedom

$t$  = calculated t-value

The calculated t-value is then compared with the critical value from the t-distribution table at the specified level of significance. If the t-value is greater than the critical value, the null hypothesis ( $H_0$ ) is rejected, indicating that there is a statistically significant correlation between the two variables."

To support the interpretation of the correlation coefficient, the following classification table was used:

**Table 3.2 Correlation interpretation**

Coefficient Interval	Correlation
0.00-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

This table helped determine the level of correlation between the two variables after obtaining the correlation coefficient.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Findings

This section presents the research findings concerning the correlation between teacher self-disclosure and students' English learning motivation among eighth-grade students at SMPIT Insan Madani Palopo. The analysis was conducted using the Spearman Rank Correlation method because the data collected from both variables were ordinal and did not meet the assumption of normal distribution, making non-parametric testing more appropriate.

##### 1. Descriptive Results of Teacher Self-Disclosure and Students'

###### Motivation

This study aimed to examine the relationship between teacher self-disclosure and students' motivation in learning English at SMPIT Insan Madani Palopo.

The data were collected from one English teacher and 30 students. The teacher obtained a self-disclosure score of 48 out of 56, resulting in an achievement percentage of 85.71%, which indicates a high level of openness. Meanwhile, the students achieved a total motivation score of 4.953 out of 5.610, with an achievement percentage of 88.27%, reflecting a high level of learning motivation.

The results from both variables are considered balanced and aligned. The difference in percentage achievement is only 2.56%, and both are categorized as high. This suggests that the teacher's openness in

teaching may positively influence students' motivation.

**Table 4.1 Summary of Actual Scores**

Variable	Respondents	Maximum score	Actual score	Achievement %
Teacher Self-Disclosure	1 Teacher	56 points	48 points	85.71%
Students' Motivation	30 students	5.610 points	4.953 points	88.27%

## 2. The Correlation between Teacher Self-Disclosure and Students'

### English Learning Motivation

To determine the correlation between teacher self-disclosure and students' English learning motivation, the Spearman Rank Correlation was used, as the data were ordinal and not normally distributed.

The research involved 30 respondents who were given questionnaires related to both variables. The data were then converted into ranks, and the rank differences ( $d$ ) and their squares ( $d^2$ ) were calculated. The processed results are presented as follows:

**Tabel 4.2 coefficient correlation**

Component	Value
Number of Respondents ( $n$ )	31
Sum of Squared Rank Differences ( $\sum d^2$ )	1165.5
Spearman Correlation Coefficient ( $\rho$ )	0.7407
Level of Significance ( $\alpha$ )	0.05

**Tabel 4.3 Spearman Correlation Test Results**

$\rho$ (Spearman)	$\sum d^2$	N	r table ( $\alpha = 0.05$ , $df = 28$ )	Interpretation	Description
0.7407	1165.5	30	0.362	Strong and positive	Significant ( $\rho > r$ table)

The correlation coefficient value of 0.7407 indicates a strong and positive relationship between teacher self-disclosure and students' motivation. This means that the more openly the teacher communicates personal or teaching-related experiences, the more motivated the students tend to be in learning English.

Based on standard interpretation, a correlation coefficient ranging from 0.60 to 0.79 is categorized as strong. Therefore, the obtained result confirms a meaningful and positive connection between teacher self-disclosure and students' motivation.

### 3. Hypothesis Testing

The hypotheses were formulated as follows:

1.  $H_0$  (Null Hypothesis): There is no significant correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo.
2.  $H_1$  (Alternative Hypothesis): There is a significant correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo.



Based on the result, the Spearman correlation coefficient obtained was  $\rho = 0.7407$ . The hypothesis was tested at a significance level of  $p = 0.05$ , with a critical r-value ( $r_{\text{table}}$ ) = 0.362 and degrees of freedom ( $df$ ) = 28. since  $\rho = 0.7407 > r_{\text{table}} = 0.362$  It can be concluded that the correlation is statistically significant.

The null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. Therefore, there is a strong and statistically significant correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo.

## **B. Discussion**

Based on the significance test using the t-distribution, it can be concluded that there is a statistically significant relationship between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo. The correlation coefficient obtained was 0.7407, which indicates a strong and positive relationship. This means that the higher the level of teacher self-disclosure, the higher the students' motivation to learn English. This finding supports the idea that interpersonal strategies, such as teachers openly sharing personal or professional experiences, can significantly influence students' engagement and motivation in the learning process particularly in the context of language learning.

The result emphasizes the importance of interpersonal teacher behavior in enhancing student engagement and reducing psychological barriers in the classroom. When teachers share personal stories, relevant experiences, or

reflections, students often perceive them as more relatable and approachable. This emotional connection helps lower anxiety, especially common in language learning and builds student confidence to actively participate in classroom interactions. As a result, teacher self-disclosure becomes a powerful tool to promote positive effects and deeper involvement in the learning process.

This study supports the assertion that teacher-student relational dynamics significantly influence learning outcomes. Self-disclosure is not merely a communication technique but a motivational strategy that helps personalize instruction and humanize the classroom experience. Particularly in language classrooms, where students often struggle with self-expression, personal connections with teachers can create a safe environment that encourages risk-taking, fosters trust, and supports language acquisition through increased learner participation and confidence.

The findings are strongly supported by Self-Determination Theory proposed by Ryan and Deci (2000), which highlights three basic psychological needs that drive motivation: autonomy, competence, and relatedness. Teacher self-disclosure plays a critical role in fulfilling the need for relatedness, as it strengthens the emotional connection between teacher and student. When students feel emotionally supported and personally connected to their teacher, they are more likely to be intrinsically motivated learning out of interest and value rather than through obligation or external rewards.

In addition to classical theories, recent studies in language education reinforce the importance of teacher interpersonal behavior in promoting motivation. Gkonou and Miller (2021) emphasize the role of *teacher immediacy* and emotional closeness in supporting student well-being and motivation. They argue that when teachers demonstrate openness and availability, such as through self-disclosure, strengthens emotional bonds that drive learners' desire to participate. Similarly, Derakhshan (2022), through the lens of positive psychology, highlights how teacher-related positive emotions and relational communication significantly influence motivation, engagement, and resilience in EFL learners. These findings align well with the results of this study.

When compared to previous research, the present study offers a more focused and contextually specific contribution. Holman et al. (2022) explored teacher self-disclosure in university diversity courses and found it enhanced student empathy and engagement, while Gan et al. (2021) examined feedback strategies without emphasizing teacher self-disclosure. This study, by contrast, isolates self-disclosure as the core independent variable and directly relates it to student motivation in English language learning at the secondary school level thereby filling a gap in the literature and expanding the application of relational teaching strategies.

What makes this study particularly unique is its setting: a religious-based secondary school in Indonesia. Many prior studies were conducted in Western or secular educational institutions, where open communication

between teachers and students is more culturally normative. In contrast, this study shows that teacher self-disclosure can be well-received and effective even in more structured and conservative learning environments. The students responded positively to appropriate and intentional self-disclosure, suggesting that this approach can transcend cultural and institutional boundaries when applied thoughtfully, and can enhance motivation regardless of the setting.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher concluded that there is a correlation between teacher self-disclosure and students' English learning motivation at SMPIT Insan Madani Palopo. The result showed that students responded positively to teachers who shared personal stories, emotions, and experiences in the classroom. This openness from the teacher helped create a more comfortable and supportive learning atmosphere, allowing students to feel closer to the teacher and more confident in expressing themselves during lessons. Teacher self-disclosure also encouraged better interaction between teacher and students, reduced classroom anxiety, and made the learning process more meaningful. Students became more interested and enthusiastic because they felt understood and emotionally connected to the teacher. Most importantly, teacher self-disclosure contributed to improving students' intrinsic motivation to learn English

#### **B. Suggestion**

Based on the data previously described, the authors provide the following suggestions following:

##### **a. For English Teachers**

Teachers are encouraged to be more open in the classroom in a thoughtful and professional manner. Sharing personal learning experiences,



challenges, and relevant stories can strengthen emotional bonds with students and create a more supportive learning environment. However, teachers should ensure that the content disclosed is appropriate, relevant to the lesson, and contributes to students' academic and emotional growth. Maintaining a balance between openness and professionalism is key to the successful application of this approach.

b. For Students

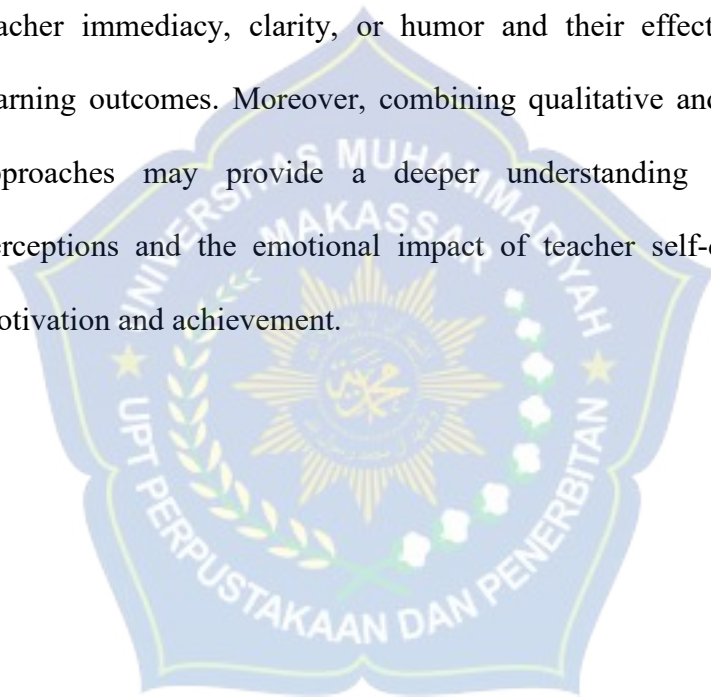
Students are encouraged to actively engage in classroom interactions, especially in language learning contexts where communication is essential. Building positive relationships with teachers can enhance their sense of belonging and increase motivation. Students should respond positively to their teachers' efforts to connect with them and use these interactions as opportunities to gain confidence and improve their English language skills.

c. For School Institutions

School administrators and academic leaders are advised to provide training and support for teachers regarding effective interpersonal communication techniques, including teacher self-disclosure. Integrating this approach into professional development programs can help create a more student-centered and emotionally supportive learning environment across subject areas. Additionally, schools should foster a culture that values empathy, openness, and trust between teachers and students.

d. For the next researcher

Future studies may explore teacher self-disclosure in different educational levels and contexts, including public schools, higher education, or other subject areas beyond English. Researchers may also investigate other interpersonal communication variables such as teacher immediacy, clarity, or humor and their effects on student learning outcomes. Moreover, combining qualitative and quantitative approaches may provide a deeper understanding of students' perceptions and the emotional impact of teacher self-disclosure on motivation and achievement.



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## APPENDIX 1

### LIST OF QUESTIONS – TEACHER SELF-DISCLOSURE QUESTIONNAIRE

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I share personal experiences in learning English. (Saya berbagi pengalaman pribadi dalam belajar bahasa Inggris.)				
2.	I talk about my difficulties in learning English to motivate students. (Saya menceritakan kesulitan dalam belajar bahasa Inggris untuk memotivasi siswa)				
3.	I share stories about my daily life. (Saya berbagi cerita tentang kehidupan sehari-hari.)				
4.	I share personal experiences related to culture or travel. (Saya berbagi pengalaman pribadi terkait budaya atau perjalanan.)				
5.	I talk about mistakes I made while learning English. (Saya menceritakan kesalahan yang pernah saya buat saat belajar.)				
6.	I explain the teaching methods I have used to improve English skills. (Saya menjelaskan metode mengajar yang pernah saya gunakan untuk meningkatkan kemampuan bahasa Inggrisnya.)				
7.	I share my experiences in teaching English. (Saya menceritakan pengalaman saya dalam mengajar bahasa Inggris.)				
8.	I share my reasons for choosing to become an English teacher. (Saya berbagi alasan mengapa saya memilih menjadi guru bahasa Inggris.)				
9.	I share how I overcame challenges in teaching. (Saya membagikan cara saya mengatasi kesulitan dalam mengajar.)				
10.	I talk about the training I have attended. (Saya bercerita tentang pelatihan yang pernah saya ikuti)				
11.	I tell inspiring stories about my learning journey. (Saya bercerita kisah inspiratif tentang proses belajar saya.)				
12.	I share my achievements in learning English. (Saya menceritakan keberhasilan Saya belajar bahasa Inggris.)				
13.	I talk about my experiences in taking English exams. (Saya bercerita tentang pengalaman menghadapi ujian bahasa Inggris)				
14.	I share my most memorable moments in learning English. (Saya berbagi momen paling berkesan saya saat belajar Bahasa Inggris.)				

## APPENDIX 2

### LIST OF QUESTIONS –ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)				
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)				
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)				
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)				
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)				
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)				
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)				
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)				
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)				
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)				
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)				
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)				
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)				
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)				

## APPENDIX 3

## TEACHER QUESTIONNAIRE RESULTS

## TEACHER SELF-DISCLOSURE QUESTIONNAIRE

BY: INDAH REKAMITAH, S.PD.,M.PD

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I share personal experiences in learning English. (Saya berbagi pengalaman pribadi dalam belajar bahasa Inggris.)				✓
2.	I talk about my difficulties in learning English to motivate students. (Saya menceritakan kesulitan dalam belajar bahasa Inggris untuk memotivasi siswa)			✓	
3.	I share stories about my daily life. (Saya berbagi cerita tentang kehidupan sehari-hari.)				✓
4.	I share personal experiences related to culture or travel. (Saya berbagi pengalaman pribadi terkait budaya atau perjalanan.)			✓	
5.	I talk about mistakes I made while learning English. (Saya menceritakan kesalahan yang pernah saya buat saat belajar.)			✓	
6.	I explain the teaching methods I have used to improve English skills. (Saya menjelaskan metode mengajar yang pernah saya gunakan untuk meningkatkan kemampuan bahasa Inggrisnya.)			✓	
7.	I share my experiences in teaching English. (Saya menceritakan pengalaman saya dalam mengajar bahasa Inggris.)				✓
8.	I share my reasons for choosing to become an English teacher. (Saya berbagi alasan mengapa saya memilih menjadi guru bahasa Inggris.)			✓	
9.	I share how I overcame challenges in teaching. (Saya membagikan cara saya mengatasi kesulitan dalam mengajar.)				✓
10.	I talk about the training I have attended. (Saya bercerita tentang pelatihan yang pernah saya ikuti)			✓	
11.	I tell inspiring stories about my learning journey. (Saya bercerita kisah inspiratif tentang proses belajar saya.)			✓	
12.	I share my achievements in learning English. (Saya menceritakan keberhasilan Saya belajar bahasa Inggris.)				✓
13.	I talk about my experiences in taking English exams. (Saya bercerita tentang pengalaman menghadapi ujian bahasa Inggris)			✓	
14.	I share my most memorable moments in learning English. (Saya berbagi momen paling berkesan saya saat belajar Bahasa Inggris.)				✓

## INTRODUCTION AND RESPONDENT INFORMATION

### ***THE CORRELATION BETWEEN TEACHER SELF-DISCLOSURE AND STUDENTS' ENGLISH LEARNING MOTIVATION AT SMPIT INSAN MADANI PALOPO***

This questionnaire aims to understand how teachers' self-disclosure in sharing personal experiences influences students' motivation to learn English. Your participation in completing this questionnaire is highly valuable for this research.

(Kuesioner ini bertujuan untuk mengetahui bagaimana keterbukaan guru dalam berbagi pengalaman (Teacher Self-Disclosure) dapat mempengaruhi motivasi belajar bahasa Inggris siswa. Partisipasi Anda dalam mengisi kuesioner ini sangat berharga bagi penelitian ini.)

Instructions for Respondents (Petunjuk Pengisian):

1. There are no right or wrong answers. Please respond based on your personal experiences and opinions.  
(Tidak ada jawaban benar atau salah. Isilah sesuai dengan pengalaman dan pendapat pribadi Anda)
2. Your responses are confidential and will only be used for research purposes.  
(Jawaban Anda bersifat rahasia dan hanya digunakan untuk keperluan penelitian.)
3. Please read each statement carefully before providing your answer.  
(Harap membaca setiap pernyataan dengan saksama sebelum memberikan jawaban.)

Instructions: Please check (✓) the answer that best matches your experience.

(Petunjuk: Beri tanda ceklis (✓) pada jawaban yang paling sesuai dengan pengalaman Anda.)

Likert Scale:

- 1 = Strongly Disagree (Sangat Tidak Setuju)
- 2 = Disagree (Tidak Setuju)
- 3 = Agree (Setuju)
- 4 = Strongly Agree (Sangat Setuju)



## APPENDIX 4

## STUDENTS' QUESTIONNAIRE RESULTS

## ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): Faradilla Fauzan Ali

Class (Kelas): 8C Maryam binti ummah

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☐ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)			✓	
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)			✓	
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)			✓	
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)			✓	
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)		✓		
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)			✓	
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)			✓	
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)			✓	
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)		✓		
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)			✓	
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)			✓	
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)			✓	
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)			✓	
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)			✓	

### ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): Faradilla Fauzan Hui

Class (Kelas): Bc Maryam binti umroh

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☐ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)			✓	
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)			✓	
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)			✓	
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)			✓	
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)		✓		
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)			✓	
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)			✓	
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)			✓	
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)		✓		
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)			✓	
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)			✓	
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)			✓	
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)			✓	
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)			✓	



# ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): Aqilah Hafidhah H

Class (Kelas): 8c

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☒ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)		✓		
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)			✓	
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)			✓	
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)			✓	
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)	✓			
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)			✓	
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)			✓	
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)			✓	
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)		✓		
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)		✓		
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)				✓
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)			✓	
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)			✓	
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)		✓		

### ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): Fairuz Nabila Samir

Class (Kelas): 8C

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☒ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)				✓
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)				✓
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)				✓
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)				✓
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)			✓	
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)				✓
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)				✓
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)				✓
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)				✓
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)				✓
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)				✓
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)				✓
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)				✓
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)				✓

### ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): **Asasifa Albetunnisa**

Class (Kelas): **VIII C**

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☒ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)			✓	
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)			✓	
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)			✓	
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)			✓	
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)				✓
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)			✓	
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)			✓	
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)				✓
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)				✓
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)				✓
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)			✓	
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)				✓
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)			✓	
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)			✓	



### ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): Aswita Arifunnsa

Class (Kelas): VI C

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☒ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)			✓	
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)			✓	
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)			✓	
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)			✓	
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)				✓
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)			✓	
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)			✓	
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)				✓
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)				✓
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)				✓
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)			✓	
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)				✓
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)			✓	
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)			✓	

### ENGLISH LEARNING MOTIVATION QUESTIONNAIRE

Name (Nama): Dinda Kirana

Class (Kelas): VII C

Gender (Jenis Kelamin): ☐ Male (Laki-laki) ☒ Female (Perempuan)

No	Statement (Pernyataan)	Jawaban Pilihan			
		1	2	3	4
1.	I feel motivated to learn English when my teacher shares their experiences. (Saya merasa termotivasi belajar bahasa Inggris ketika guru berbagi pengalamannya.)			✓	
2.	I want to study English harder after hearing my teacher's experiences. (Saya ingin belajar bahasa Inggris lebih giat setelah mendengar pengalaman guru saya.)			✓	
3.	My teacher's daily life stories make me feel comfortable. (Cerita sehari-hari guru membuat saya merasa nyaman.)		✓		
4.	My teacher's experiences with travel or culture make me more interested in learning. (Pengalaman perjalanan atau budaya guru membuat saya tertarik belajar.)				✓
5.	Hearing about my teacher's mistakes makes me less afraid of making mistakes. (Mendengar kesalahan guru membuat saya tidak takut salah.)				✓
6.	My teacher's teaching methods help me understand lessons easily. (Cara mengajar guru membuat saya mudah memahami Pelajaran.)		✓		
7.	My teacher's teaching experiences make me want to try harder. (Pengalaman mengajar guru membuat saya ingin berusaha lebih giat.)			✓	
8.	My teacher's reasons for becoming a teacher make me appreciate learning more. (Alasan guru menjadi pengajar membuat saya lebih menghargai pelajaran.)			✓	
9.	My teacher's way of overcoming difficulties encourages me. (Cara guru mengatasi kesulitan memberi saya semangat.)			✓	
10.	My teacher's training stories make me want to learn more. (Cerita pelatihan guru membuat saya ingin belajar lebih.)				✓
11.	My teacher's inspirational stories make me excited to learn. (Kisah inspiratif guru membuat saya semangat belajar.)				✓
12.	My teacher's achievements make me want to succeed. (Keberhasilan guru membuat saya ingin sukses.)			✓	
13.	My teacher's exam experiences make me more confident. (Cerita ujian guru membuat saya percaya diri.)				✓
14.	My teacher's memorable learning moments make me want to have great learning experiences. (Momen berkesan guru membuat saya ingin memiliki pengalaman belajar yang baik.)			✓	

## APPENDIX 5

## TABULATION

No	Responden	Jenis Kelamin	Kelas	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	Total
1	Safirah Amaliatul Ulya	Perempuan	VIII C	2	2	2	2	2	4	3	4	4	3	3	3	2	4	40
2	Nuri Musfirah Yusuf	Perempuan	VIII C	3	3	2	3	1	4	3	3	4	3	3	4	2	4	42
3	Muti Nur Abidah	Perempuan	VIII C	3	3	2	3	2	3	2	3	4	2	3	3	2	3	38
4	Faradilla Fatana Ali	Perempuan	VIII C	3	3	3	3	2	3	3	3	2	3	3	3	3	3	40
5	Kishwa Auliya Kaltsum G.	Perempuan	VIII C	3	3	3	3	2	3	3	3	2	2	3	3	2	3	38
6	Nila Thirtya N	Perempuan	VIII C	4	3	4	3	4	4	3	3	2	3	4	4	4	4	49
7	Alfiah Azzahra M	Perempuan	VIII C	2	3	2	2	3	3	3	3	3	3	2	3	3	3	38
8	Aqilah Hafizhah H	Perempuan	VIII C	2	3	3	3	1	3	3	3	2	2	4	3	3	2	37
9	Qonitah Azza Firdha	Perempuan	VIII C	3	4	3	1	3	3	2	3	4	4	4	4	4	4	46
10	Azizah Sabrinah Rahman	Perempuan	VIII C	3	2	3	3	3	2	3	3	3	2	2	4	2	3	38
11	Kayla	Perempuan	VIII C	2	2	3	3	3	2	2	3	3	2	2	4	3	3	37
12	Syauqiyah Ikhtiyaar	Perempuan	VIII C	2	2	3	3	3	2	2	3	3	2	2	4	3	3	37
13	Syarmu R.	Perempuan	VIII C	3	3	2	3	4	3	3	3	4	3	3	4	2	3	43
14	Asyifa Aura Jelita	Perempuan	VIII C	4	4	3	2	3	2	3	3	3	3	3	3	3	3	42
15	Arinfi Putri Ariswan	Perempuan	VIII C	4	3	3	4	3	3	2	3	3	3	3	4	3	4	45
16	Alya Azzahra	Perempuan	VIII C	4	3	4	3	2	3	3	3	3	4	3	4	3	3	45
17	Queen Nujma Nurdin	Perempuan	VIII C	4	3	3	3	3	4	4	4	4	4	4	3	4	3	50
18	Andi Nurul Fakhirah	Perempuan	VIII C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
19	Nabila Luthfiyah	Perempuan	VIII C	3	3	3	3	3	3	4	4	3	3	3	4	3	4	46
20	Raeesah Huweuda C.	Perempuan	VIII C	3	3	3	3	2	3	3	3	3	3	3	3	2	3	40
21	Muthmainnah Nur Musdalipah	Perempuan	VIII C	3	3	3	3	4	3	3	4	3	3	3	3	3	4	45
22	Najwa Alya Sofya	Perempuan	VIII C	3	3	3	3	3	4	3	4	3	3	3	3	3	4	45
23	Fairuz Nabila Samsir	Perempuan	VIII C	4	4	4	4	3	4	4	4	4	4	4	4	4	4	55
24	Nur Azwa Fakhira Jumardi	Perempuan	VIII C	3	3	3	3	3	3	3	3	3	2	3	3	3	3	41
25	Aqilah Aidhatunnisa	Perempuan	VIII C	4	4	3	4	4	3	4	4	4	4	4	4	4	3	53
26	Nurazizah Putri A.	Perempuan	VIII C	4	3	2	2	3	4	3	3	3	3	3	3	4	4	44
27	Dinda Kirana	Perempuan	VIII C	3	3	2	4	4	2	3	3	3	4	4	3	4	3	45
28	Assyifa Aifatunnisa	Perempuan	VIII C	3	3	3	3	4	3	3	4	4	4	3	4	3	3	47
29	Andi Zahirah Zakiyah	Perempuan	VIII C	2	2	3	3	3	2	3	3	3	2	2	3	3	3	37
30	Luthfiyatunnisa R.	Perempuan	VIII C	3	3	3	3	4	4	4	3	4	4	4	4	4	3	50
				92	89	86	88	87	92	90	98	96	90	93	104	91	99	



## APPENDIX 6

### PROCESSED DATA

No	Responden	Jenis Kelamin	Kelas	P1	P3	P4	P5	P6	P8	X	P2	P7	P9	P10	P11	P12	P13	P14	Y
1	Safirah Amaliatul Ulya	Perempuan	VIII C	2	2	2	2	4	4	16	2	3	4	3	3	3	2	4	24
2	Nuri Musfirah Yusuf	Perempuan	VIII C	3	2	3	1	4	3	16	3	3	4	3	3	4	2	4	26
3	Muti Nur Abidah	Perempuan	VIII C	3	2	3	2	3	3	16	3	2	4	2	3	3	2	3	22
4	Faradilla Fatana Ali	Perempuan	VIII C	3	3	3	2	3	3	17	3	3	2	3	3	3	3	3	23
5	Kishwa Auliya Kaltsum G.	Perempuan	VIII C	3	3	3	2	3	3	17	3	3	2	2	3	3	2	3	21
6	Nila Thirtya N	Perempuan	VIII C	4	4	3	4	4	3	22	3	3	2	3	4	4	4	4	27
7	Alfiah Azzahra M	Perempuan	VIII C	2	2	2	3	3	3	15	3	3	3	3	2	3	3	3	23
8	Aqilah Hafizhah H	Perempuan	VIII C	2	3	3	1	3	3	15	3	3	2	2	4	3	3	2	22
9	Qonitah Azza Firdha	Perempuan	VIII C	3	3	2	3	3	3	17	4	2	4	4	4	4	4	4	30
10	Azizah Sabrinah Rahman	Perempuan	VIII C	3	3	3	3	2	3	17	2	3	3	2	2	4	2	3	21
11	Kayla	Perempuan	VIII C	2	3	3	3	2	3	16	2	2	3	2	2	4	3	3	21
12	Syauqiyah Ikhtiyaar	Perempuan	VIII C	2	3	3	3	2	3	16	2	2	3	2	2	4	3	3	21
13	Syarmu R.	Perempuan	VIII C	3	2	3	4	3	3	18	3	3	4	3	3	4	2	3	25
14	Asyifa Aura Jelita	Perempuan	VIII C	4	3	2	3	2	3	17	4	3	3	3	3	3	3	3	25
15	Arinfi Putri Ariswan	Perempuan	VIII C	4	3	4	3	3	3	20	3	2	3	3	3	4	3	4	25
16	Alya Azzahra	Perempuan	VIII C	4	4	3	2	3	3	19	3	3	3	4	3	4	3	3	26
17	Queen Nujma Nurdin	Perempuan	VIII C	4	3	3	3	4	4	21	3	4	4	4	4	3	4	3	29
18	Andi Nurul Fakhirah	Perempuan	VIII C	3	3	3	3	3	3	18	3	3	3	3	3	3	3	3	24
19	Nabila Luthfiyah	Perempuan	VIII C	3	3	3	3	3	4	19	3	4	3	3	3	4	3	4	27
20	Raesah Huweuda C.	Perempuan	VIII C	3	3	3	2	3	3	17	3	3	3	3	3	3	2	3	23
21	Muthmainnah Nur Musdalipah	Perempuan	VIII C	3	3	3	4	3	4	20	3	3	3	3	3	3	3	4	25
22	Najwa Alya Sofya	Perempuan	VIII C	3	3	3	3	4	4	20	3	3	3	3	3	3	3	4	25
23	Fairuz Nabila Samsir	Perempuan	VIII C	4	4	4	3	4	4	23	4	4	4	4	4	4	4	4	32
24	Nur Azwa Fakhira Jumardi	Perempuan	VIII C	3	3	3	3	3	3	18	3	3	3	2	3	3	3	3	23
25	Aqilah Aidhatunnisa	Perempuan	VIII C	4	3	4	4	3	4	22	4	4	4	4	4	4	4	3	31
26	Nurazizah Putri A.	Perempuan	VIII C	4	2	2	3	4	3	18	3	3	3	3	3	3	4	4	26
27	Dinda Kirana	Perempuan	VIII C	3	2	4	4	2	3	18	3	3	3	4	4	3	4	3	27
28	Assyifa Aifatunnisa	Perempuan	VIII C	3	3	3	4	3	4	20	3	3	3	4	4	3	4	3	27
29	Andi Zahirah Zakiyah	Perempuan	VIII C	2	3	3	3	2	3	16	2	3	3	2	2	3	3	3	21
30	Luthfiyatunnisa R.	Perempuan	VIII C	3	3	3	4	4	3	20	3	4	4	4	4	4	4	3	30

## APPENDIX 7

TABLE OF SPEARMAN'S RANK CORRELATION COEFFICIENTS

No	Y	Rank_X	Rank_Y	$d = \text{Rank}_X - \text{Rank}_Y$	$d^2$
1	24	5.5	12.5	-7	49
2	26	5.5	20	-14.5	210.25
3	22	5.5	6.5	-1	1
4	23	11.5	9.5	2	4
5	21	11.5	3	8.5	72.25
6	27	28.5	23.5	5	25
7	23	1.5	9.5	-8	64
8	22	1.5	6.5	-5	25
9	30	11.5	27.5	-16	256
10	21	11.5	3	8.5	72.25
11	21	5.5	3	2.5	6.25
12	21	5.5	3	2.5	6.25
13	25	17	16	1	1
14	25	11.5	16	-4.5	20.25
15	25	24	16	8	64
16	26	20.5	20	0.5	0.25
17	29	27	26	1	1
18	24	17	12.5	4.5	20.25
19	27	20.5	23.5	-3	9
20	23	11.5	9.5	2	4
21	25	24	16	8	64
22	25	24	16	8	64
23	32	30	30	0	0
24	23	17	9.5	7.5	56.25
25	31	28.5	29	-0.5	0.25
26	26	17	20	-3	9
27	27	17	23.5	-6.5	42.25
28	27	24	23.5	0.5	0.25
29	21	5.5	3	2.5	6.25
30	30	24	27.5	-3.5	12.25
Total					1165,5

### APPENDIX 8

$\Sigma^2$	1165,5
rho	0,740711902
t	5,834096368
$\alpha$	0,05
df	28
r_table	0.362

Pembuatan Rank				
Urutan	X	Rank	Y	Rank
1	15	1.5	21	3
2	15	1.5	21	3
3	16	5.5	21	3
4	16	5.5	21	3
5	16	5.5	21	3
6	16	5.5	22	6.5
7	16	5.5	22	6.5
8	16	5.5	23	9.5
9	17	11.5	23	9.5
10	17	11.5	23	9.5
11	17	11.5	23	9.5
12	17	11.5	24	12.5
13	17	11.5	24	12.5
14	17	11.5	25	16
15	18	17	25	16
16	18	17	25	16
17	18	17	25	16
18	18	17	25	16
19	18	17	26	20
20	19	20.5	26	20
21	19	20.5	26	20
22	20	24	27	23.5
23	20	24	27	23.5
24	20	24	27	23.5
25	20	24	27	23.5
26	20	24	29	26
27	21	27	30	27.5
28	22	28.5	30	27.5
29	22	28.5	31	29
30	23	30	32	30

## APPENDIX 9

**TABEL OF CRITICAL  $r$  VALUE BASED ON SAMPLE SIZE ( $n$ ) AND  
DEGREES OF FREEDOM ( $df = n - 1$ )**

df	$\alpha = 0.2$	$\alpha = 0.1$	$\alpha = 0.05$	$\alpha = 0.02$	$\alpha = 0.01$	$\alpha = 0.001$
2	1.000	1.000	—	—	—	—
3	0.800	0.900	1.000	1.000	—	—
4	0.657	0.829	0.886	0.943	1.000	—
5	0.571	0.714	0.786	0.893	0.929	1.000
6	0.524	0.643	0.738	0.833	0.881	0.976
7	0.483	0.600	0.700	0.783	0.833	0.933
8	0.455	0.564	0.648	0.745	0.794	0.903
9	0.427	0.536	0.618	0.709	0.755	0.873
10	0.406	0.503	0.587	0.678	0.727	0.846
11	0.385	0.484	0.560	0.648	0.703	0.824
12	0.367	0.464	0.538	0.626	0.679	0.802
13	0.354	0.446	0.521	0.604	0.654	0.779
14	0.341	0.429	0.503	0.582	0.635	0.762
15	0.328	0.414	0.485	0.566	0.615	0.748
16	0.317	0.401	0.472	0.550	0.600	0.728
17	0.309	0.391	0.460	0.535	0.584	0.712
18	0.299	0.380	0.447	0.520	0.570	0.696
19	0.292	0.370	0.435	0.508	0.556	0.681
20	0.284	0.361	0.425	0.496	0.544	0.667
21	0.278	0.353	0.415	0.486	0.532	0.654
22	0.271	0.344	0.406	0.476	0.521	0.642
23	0.265	0.337	0.398	0.466	0.511	0.630
24	0.259	0.331	0.390	0.457	0.501	0.619
25	0.255	0.324	0.382	0.448	0.491	0.608
26	0.250	0.317	0.375	0.440	0.483	0.598
27	0.245	0.312	0.368	0.433	0.475	0.589
28	0.240	0.306	0.362	0.425	0.467	0.580
29	0.236	0.301	0.356	0.418	0.459	0.571
30	0.232	0.296	0.350	0.412	0.452	0.563

## APPENDIX 10

### TEACHER SELF-DISCLOSURE

$$\text{Percentage} = \left( \frac{\text{Actual score}}{\text{Maximum score}} \right) \times 100\%$$

$$\text{Percentage} = \left( \frac{48}{56} \right) \times 100\%$$

$$= 85.71\%$$

### STUDENTS' ENGLISH LEARNING MOTIVATION

$$\text{Percentage} = \left( \frac{\text{Actual score}}{\text{Maximum score}} \right) \times 100\%$$

$$\text{Percentage} = \left( \frac{4953}{5610} \right) \times 100\%$$

$$= 88.27\%$$

### SPEARMAN'S RANK CORRELATION FORMULA

$$\rho = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

$$\rho = 1 - \frac{6 \times 1165.5}{30(30^2 - 1)}$$

$$\rho = 1 - \frac{6993}{26130}$$

$$\rho = 1 - 0.2675$$

$$\rho = 0.7407$$

**SIGNIFICANCE TEST (t-test)**

$$t = \frac{\rho\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.7407\sqrt{30-2}}{\sqrt{1-0.7407^2}}$$

$$t = \frac{0.7407 \times 5.2915}{\sqrt{1-0.5486}}$$

$$t = \frac{3.9186}{0.6715}$$

$$t = 5.8341$$

**DETERMINING THE r VALUE**

$$df = n - 2$$

$$df = 30 - 2 = 28$$

$$r \text{ value } r(\text{table}) = 0.362$$



## APPENDIX II

### DOCUMENTATION



## APPENDIX 12

## SURAT KETERANGAN BEBAS PLAGIASI

 **MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**  
Alamat kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Telp. (0411) 856972, 881593, Fax. (0411) 865588

— — — — —

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurhikmah  
Nim : 105351105221  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
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3	Bab 3	10%	10 %
4	Bab 4	0%	10 %
5	Bab 5	4%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
sepertunya.

Makassar, 18 Juli 2025  
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

  
NIM. 964 591



Jl. Sultan Alauddin no 259 makassar 90221  
Telepon (0411)866572,881 593,fax (0411)865 588  
Website: [www.library.unismuh.ac.id](http://www.library.unismuh.ac.id)  
E-mail: [perpustakaan@unismuh.ac.id](mailto:perpustakaan@unismuh.ac.id)

# BAB I Nurhikmah 105351105221

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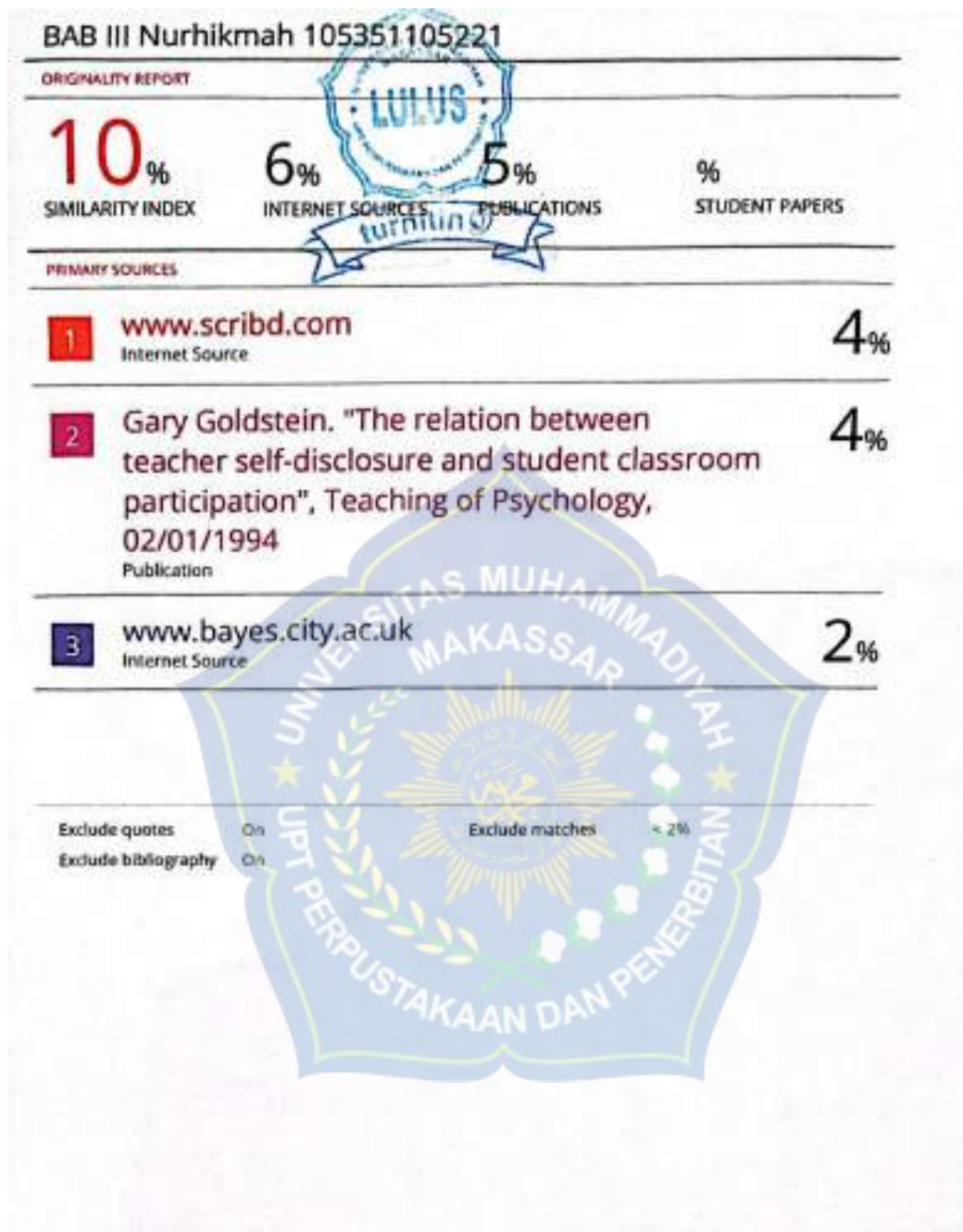
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## APPENDIX 13

## SURAT PENGANTAR PENELITIAN DARI FAKULTAS



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 0336 /FKIP/ A.4-II/IV/1446/2025

Lamp : 1 Rangkap Proposal

Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
Ketua LP3M Unismuh Makassar  
Di,

Tempat

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama	: Nurhikmah
NIM	: 105351105221
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Alauddin II
No. HP	: 082188684584
Tgl Ujian Proposal	: 12 Maret 2025

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul : "The Correlation Between Teacher Self-Disclosure and Students' English Learning Motivation at SMPIT Insan Madani Palopo"

Demikian Surat Pengantar ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih  
*Jazaakumullahu Khaeran Katsiraan.*  
*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

17 Syawal 1446 H  
Makassar  
16 April 2025

Unismuh Makassar,  
Ewin Akil, M.Pd., Ph.D.  
NBN 850 934

## APPENDIX 14

### SURAT PENGANTAR PENELITIAN DARI LP3M



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
Jl. Sultan Abdulha No. 219 Telp.0411722 Fax (0411) 3605500 Makassar 90221 e-mail: dplm@pusdamu.ac.id

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Nomor : 6731/05/C.4-VIII/IV/1446/2025  
 Lamp : 1 (satu) Rangkap Proposal  
 Hal : Permohonan Izin Penelitian

16 April 2025 M  
 18 Syawal 1446

Kepada Yth,  
 Bapak Gubernur Prov. Sul-Sel  
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
 di -  
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0336/FKIP/A.4-II/IV/1446/2025 tanggal 16 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURHIKMAH  
 No. Stambulok : 10535 1105221  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Jurusan : Pendidikan Bahasa Inggris  
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE CORRELATION BETWEEN TEACHER SELF-DISCLOSURE AND STUDENTS' ENGLISH LEARNING MOTIVATION AT SMPIT INSAN MADANI PALOPO"**

Yang akan dilaksanakan dari tanggal 17 April 2025 s/d 17 Juni 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



**Dr. Muh. Arief Muhsin, M.Pd.**  
 NBM 1127761



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## APPENDIX 15

## KARTU KONTROL PENELITIAN

← Format Kegiatan Pelaksanaan ...

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Telp : 0811 4702100 (Gedung 1)  
Email : gaskhatib@unismuh.ac.id  
Web : www.unismuh.ac.id

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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : Nuhdinda  
NIM : 100351105221  
Judul Penelitian : The Correlation Between Teacher Self-Diagnostic and Students' English Learning Motivation at SMPIT Iman Mahdi Palopo  
Tanggal Ujian Proposal : 08 Maret 2025  
Tempat/Lokasi Penelitian : SMPIT Iman Mahdi Palopo

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat, 25/03/25	Melakukan persiapan ke lokasi sekolah	Nurwani Huda, S.Pd, M.Pd	
2	Senin, 28/03/25	Kordinasi penelitian Teacher self diagnostic	Nurwani Huda, S.Pd, M.Pd	
3	Selasa, 29/03/25	observasi strategi pengajaran guru	Indah Hekarsyah, S.Pd., Gr.	
4	Senin, 01/04/25	observasi interaksi guru dan siswa	Indah Hekarsyah, S.Pd., Gr.	
5	Jumat, 05/04/25	menyusun wawancara/pengkajian wawancara	Indah Hekarsyah, S.Pd., Gr.	
6	Senin, 09/04/25	penyusunan format analisis data penelitian	Nurwani Huda, S.Pd, M.Pd	
7				
8				
9				
10				

Mengotabai, 2025

Ketua Program Studi  
KPP: Ujung Makassar  
Nurwani Huda, S.Pd., M.Pd.  
NIM: 977867

Pimpinan/Kepala Sekolah/Instansi  
Nurwani Huda, S.Pd., M.Pd.  
NIM: 19778994 260312 3 607

PROGRAM STUDI  
PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

RESEARCH GROUP

RESEARCH ACADEMY

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## APPENDIX 16

## SURAT KETERANGAN SELESAI MENELITI



**DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN**  
**SMP ISLAM TERPADU INSAN MADANI**  
**YAYASAN NURUL ISLAM KOTA PALOPO**

*Jl. Islamic Centre 1 Km. 4 Binturu Kota Palopo, Telp./HP. 0821-9201-3233*



**SURAT KETERANGAN PENELITIAN**  
 Nomor :023/SKET/SMPIT-IM/V1/2025

Yang bertanda tangan di bawah ini, kepala sekolah SMPIT Insan Madani Kota Palopo menerangkan

Nama : Nurhikmah  
 NIM : 105351105221  
 Tempat tanggal lahir : Buttu Batu, 13 Maret 2003  
 Pekerjaan : Mahasiswi  
 Program : Strata 1 (S1)  
 Alamat : Buttu batu, Enrekang

Telah selesai melaksanakan penelitian untuk program Strata 1 (S-1) dari tanggal 25 April 2024 S/D 25 Mei 2025 untuk memperoleh data dalam rangka penulisan skripsi Dengan judul Penelitian :

**"The Correlation between Teacher Self-Disclosure and Students' English Learning Motivation At SMPIT Insan Madani palopo"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagai mana mestinya.

Palopo, 18 Juni 2025  
 Kepala Sekolah



**ABWANA BIDU, S.Pd., M.Pd.**  
 NIP : 197709042003122007



### CURRICULUM VITAE



Nurhikmah was born in Buttu Batu, Enrekang on March 13, 2003. She is the second of five siblings and the daughter of Mr. Sudirman and Mrs. Hasni. She began her education at PAUD Sinar Buttu Teang in Enrekang and graduated in 2009. She then attended SDN 42 Buttu Batu and graduated in 2015. She continued her education at SMPN 1 Cempa and completed it in 2018. After that, she studied at SMAN 9 Pinrang and graduated in 2021. In the same year, she enrolled as a new student at Universitas Muhammadiyah Makassar, majoring in English Education. She successfully completed her thesis entitled **"The Correlation between Teacher Self-Disclosure and Students' English Learning Motivation at SMPIT Insan Madani Palopo."**

