

**INVESTIGATING ENGLISH TEACHER'S MOTIVATION IN
USING ICT TOOLS AT SMAN 1 PANGKALPINANG**



A THESIS

**Submitted to the Undergraduate School in Partial
of the Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.) in English Education Study Program**

By

MHD. IMAN RIANDI

1813025

Tarbiyah Faculty

English Education Study Program

STATE ISLAMIC INSTITUTE OF

SYAIKH ABDURRAHMAN SIDDIK

BANGKA BELITUNG

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Nama : Mhd. Iman Riandi
NIM : 1813025
Program : Strata 1
Fakultas : Tarbiyah
Program Studi : Tadris Bahasa Inggris
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A.n. Ketua Program Studi



Ihda Husnayaini, M.Pd
NIP. 197412152009122002

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The undersigned:

Name : MHD. IMAN RIANDI

Student Number : 1813025

Department : Tarbiyah

Study Program : English Education

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1813025

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INVESTIGATING ENGLISH TEACHER'S MOTIVATION IN USING ICT
TOOLS AT SMAN 1 PANGKALPINANG

A Thesis by

MHD. IMAN RIANDI

1813025

English Education Study Program

Tarbiyah Department

TARBIYAH

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2025

Approved by

Advisor I,

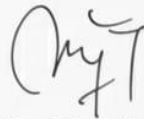


Ihda Husnayaini, M.Pd

NIP. 197412152009192002

Bangka, 2^{6h} June 2025

Advisor II,



Aisyah Pratiwi, M.Pd

NIP. 199103212019032018

OFFICIAL MEMO OF EXAMINERS

OFFICIAL MEMO OF EXAMINERS

INVESTIGATING ENGLISH TEACHER'S MOTIVATION IN USING ICT
TOOLS AT SMAN 1 PANGKALPINANG

A Thesis by

MHD. IMAN RIANDI

1813025

English Education Study Program

Tarbiyah Department

TARBIYAH

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Bangka, 19th June 2025

Examiner I,

Examiner II,


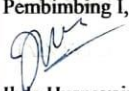




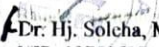

Dr. Yohan, M.Pd

NIP. 197710092007411014


Firdaus M.Pd, B.I

NIPPPK. 1981011520232110005

LETTER OF APPROVAL

| | |
|---|---|
|  <p>KEMENTERIAN AGAMA RI INSTITUT AGAMA ISLAM NEGERI SYAIKH ABDURRAHMAN SIDDIK BANGKA BELITUNG FAKULTAS TARBIYAH Jalan Raya Petaling Km. 13 Kec. Mendo Barat, Kab. Bangka, Prov. Kep. Bangka Belitung E-Mail: humas@iainsasbabel.ac.id, Website: www.iainsasbabel.ac.id BANGKA 33173</p> | |
| PENGESAHAN Nomor: 323.B9/FT/PP.00.9/10/2025 | |
| Skripsi dengan judul: Investigating English Teacher's Motivation In Using Ict Tools At SMAN 1 Pangkalpinang | |
| Yang dipersiapkan dan disusun oleh: | |
| Nama : Mhd. Iman Riandi NIM : 1813025 Fakultas : Tarbiyah Program Studi : Tadris Bahasa Inggris (TBI) | |
| telah dimunaqasyahkan pada hari: Kamis, tanggal 19 Juni 2025 dengan nilai A (89.40), dan dinyatakan sah dan diterima sebagai salah satu syarat untuk memperoleh gelar S.Pd. | |
| DEWAN SIDANG MUNAQASYAH | |
| Pembimbing I,  Imda Husnayaini, M.Pd NIP. 19741215 200912 2 002 | Pembimbing II,  Aisyah Pratiwi, M.Pd NIP. 19910321 201903 2 018 |
| Penguji I,  Yohan, M.Pd NIP. 19771009 200701 1 014 | Penguji II,  Firdaus, S.S, M.Pd.B.I NIP. 19810115 202321 1 005 |
| Ketua Panitia  Dwi Haryanti, M.Pd.I NIP. 19900519 201503 2 009 | |
| Bangka, 06 Oktober 2025 Dekan Fakultas Tarbiyah,  Dr. Hj. Solcha, M.A NIP. 19750527 200501 2 008 | |

MOTTO

**KITA TIDAK HARUS MAHIR DALAM SEGALA
BIDANG, NAMUN MEMILIKI DASAR PENGETAHUAN
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KEHARUSAN.**

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**WE DON'T NEED MASTERY IN EVERY DOMAIN, BUT A
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DEDICATION

Bismillahirrahmanirrahiim...

In the name of Allah, the most Gracious, the Most Merciful. First of all, praised be to Allah, Lord of the world, who has given the researcher opportunity to study and had favoured to finish this thesis. Therefore, I am as the researcher would like to dedicate this thesis to people who have contributed in helping me to complete this thesis:

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MHD. IMAN RIANDI

1813025

Tarbiyah Faculty

English Language Education Study Program

State College of Islamic Studies Syaikh Abdurrahman Siddik

Bangka Belitung

ABSTRACT

This study investigated the types of ICT Tools (Information and Communication Technology Tools) used by English teachers and their motivation for integrating these tools in the English learning process at SMAN 1 Pangkalpinang. The research was guided by Self-Determination Theory (Deci & Ryan), which emphasized the psychological needs of autonomy, competence, and relatedness. This study employed a qualitative descriptive approach, with data collected through semi-structured interviews, classroom observations, and documentation. The population of this research was all teachers at SMAN 1 Pangkalpinang. The sample consisted of all English teachers, selected using purposive sampling. In this study, the sample was referred to as informants. English Teachers' Motivation in this research referred to the internal and external psychological factors that drove teachers to utilize ICT tools in their teaching practices, especially as influenced by their sense of autonomy, perceived competence, and connection with their students and teaching environment. The teaching process was viewed as a systematic and interactive activity designed to facilitate students' learning through both traditional and modern approaches, where teachers acted as facilitators and utilized ICT tools to enhance engagement and comprehension. The findings showed that teachers employed various ICT tools such as Learning Management Systems (e.g., Google Classroom), Presentation Tools (e.g., PowerPoint), Communication Tools (e.g., WhatsApp), Online Assessment Tools (e.g., Google Forms, Quizizz), Social Media Platforms (e.g., YouTube, Edmodo), and Digital Content Creation Tools (e.g., Canva). Teachers demonstrated intrinsic motivation, particularly in their freedom to choose ICT tools that aligned with their teaching preferences, and in their efforts to improve digital competence. In conclusion, the integration of ICT tools in English teaching at SMAN 1 Pangkalpinang was strongly influenced by internal motivation and aligned with the key components of Self-Determination Theory.

Keywords: *ICT Tools, English Teacher's Motivation, and Teaching Process.*

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Bangka, 22th May
2025

Proposed by



MHD. IMAN RIANDI
1813025

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