Motivational Strategies in EFL Classes in Indonesia

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A B S T R A C T

The current study is aimed at revealing the motivational strategies employed by EFL lecturers in two universities in Purwokerto, Central Java. This research falls into the qualitative category since it attempts to examine the data in the form of testimonies on how they motivated their students in their EFL classes. There were five EFL lecturers involved in this study and to collect the data, the researcher conducted semi-structured interview either offline or online. The collected data were then analyzed using thematic analysis. The results of the study show that the EFL lecturers employed four strategies namely using music, employing verbal motivation, building rapport with students, and hiring collaborative learning. Theoretically, the research can harness the knowledge on the motivational strategies in the Higher Education Institutions context especially in the Teaching of English as a Foreign Language. Practically, the results of the research may become alternative sources for teachers' self-development.

Introduction

Teachers employ different strategies to make their students interested and engaged when they are learning. For example, one teacher in my son's online class uses funny words when the students answer her questions or do what she asks. She gives them simple words as rewards. This helps my son and his classmates stay interested in what they are learning. Another teacher I talked to asked the students to go outside the classroom and talk about what they see in English. Another teacher talked about a popular movie with her students during the English class. The other one played popular songs or asked his students with nice voices to sing. All of these teachers applied different strategies to keep their students motivated and interested in their lessons.

It is very important for teachers to know different ways to help their students learn. This is because teachers are the most important people in the classroom and it is their job to make sure that the students enjoy learning and feel excited about it. Let alone in teaching English that can be categorized as a hard job that requires teachers to be creative and innovative (Jihan et al., 2023). Besides, teachers also need to think about how their students will continue to learn and grow in the future. (Dornyei, 2001; Brophy, 2010; Eccles & Roeser, 2011). The teachers must therefore be able to develop their students' motivation not only in the classroom but also outside of it, in real life. By doing this, they will have motivation even if they decide to learn the language on their own using various alternative resources like online English magazines, newspapers, books, movies, or other entertainment media.

Since one of the key factors determining the success of L2 learning is students' motivation to learn a foreign language, or L2 motivation, it is important to preserve this motivation. It can also serve as a motivator for students to achieve a goal. In comparison to those who are less motivated, those who are more motivated—whether intrinsically or extrinsically—are more likely to engage in and continue learning, which increases their

chances of becoming more proficient in the language (Hodges, 2004; Renandya, 2015). According to this statement, motivated students will be more proficient than less motivated ones because they will continue to learn despite any challenges they face along the way because they are driven to reach their end goal, which is mastering the foreign language. To put it another way, despite any challenges they encounter during the learning process, they will be on the right track.

So far, many different studies have been done to understand how teachers help their students stay motivated to learn a second language. These studies were done in different countries like Hungary, Malaysia, Taiwan, Saudi Arabia, Ecuador, China, and Indonesia. Some of the studies used quantitative method to investigate the issue, while the others used the qualitative one (Alshehri & Etherington, 2017; (Cheng & Dörnyei, 2007; (Cirocki et al., 2019); (Zoltán Dörnyei & Csizér, 1998); (Omar et al., 2020; Yang, 2021; & Muslimin, 2018).

Despite the fact that there have been numerous studies on the topic, there have been few or no studies specifically on higher education in Indonesia or on the topic in general. Furthermore, the majority of research projects employ a quantitative design. Therefore, the current study makes an effort to fill the gap by gathering more detailed information from a variety of respondents who teach English at some universities in Indonesia. Additionally, it will use a thematic analysis to reveal more thorough data about the use of motivational strategies involving a larger number of respondents than the previous pertinent studies.

The research, which promotes information on motivating methods in the setting of higher education institutions, particularly in the Teaching of English as a Foreign Language, theoretically can throw fresh light on the study of motivational strategies. The research's practical findings could serve as substitute resources for instructors' own professional growth. It can also be reproduced by other interested researchers and academics, as well as English instructors in Indonesia, in order to boost their own teaching motivation and to raise their students' enthusiasm for learning English.

Research Method

The current study falls under the category of qualitative research because it aims to collect, analyze, and interpret extensive narrative and visual data in order to learn more about a specific phenomenon of interest. The goals of qualitative research are broad in scope and focus on fostering an in-depth and comprehensive or complex understanding of a particular phenomenon, such as an environment, a process, or even a belief, which cannot be attained through a quantitative approach (Gay et al., 2006). It emphasizes the value of qualitative data, such as that obtained from the analysis of words and images, as opposed to quantitative data (Hammerslay in Silverman, 2000).

Five English lecturers who teach at two universities in Purwokerto, Central Java, Indonesia, were involved in the study. They were chosen because they fulfill certain requirements, including those related to educational background, the subject they teach, the educational organization they work for, and last but not least, the ease of communication and availability. Another factor is that they work close to the researcher's campus, making it simpler and more affordable for him to visit them in person if he needs to collect data in person.

Interview was the main method used to gather the data for this study. Semi-instructed interviews, also known as SSIs, will be used. This type's primary distinguishing feature is that it is conducted in a conversational manner with a single respondent at a time. The questions also combine closed (convergent) and open-ended (divergent),

allowing you to give a succinct answer like "yes" or "no," as well as more in-depth answers and explanations of questions in ways you might not have thought of. The interview can last up to an hour in order to reduce weariness for both the interviewer and the subject. (Adams, 2015).

Result and Discussion

The table below contains the results of interview conducted either offline or online with the five research participants teaching English in two universities in Purwokerto, Central Java:

Table 1. Results of Interview

Research Participants	Opinions
FN	Therefore, since we are just like their friends, we shouldn't instill fear in our students. (Excerpt 1).
MTK	I urged students to learn English so they could continue their studies abroad and more easily understand the lessons given by other lecturers (excerpt 2).
MTK	Due to the availability of resources like YouTube, the internet, and dictionaries, learning English is not as challenging as it once was in our time. Finding the sources is simple for you. Learning English isn't as challenging as it used to be in our day and age because of the internet, YouTube, and other resources available to us. You can even get dictionaries online. Finding the sources is simple for you. (Excerpt 3).
MTK	If I instructed the students to only listen to the presentation, they would probably do other things instead. That's why I asked the speakers to prepare 10 questions that would be related to the subject. First are true false statements, and it is up to the audience to determine whether or not the information is supported by the presentation. The second one is a multiple-choice test. (Excerpt 4)
NR	But at least when I play the song, it can distract them when they feel bored (Excerpt 5)
	Yeah, I got this phenomena. Any time I play songs, English songs that they like, they will subconsciously sing along. And then sometimes even a class will sing along from quieter not really loud and louder and loud and we sing together. Basically, unconsciously they also learn English, right? It strengthened the bonding too with me. (Excerpt 6)
	You know what, I'll tell them that I used to be awful at English. When speaking English, I used to be incredibly shy. I even stutter like that when I speak English. Then I made an effort to do this, that, and other things. As a result, I make an almost constant effort to motivate them at the start of the meeting. Therefore, for me, the success of my classes will really depend on how well I can establish their trust. (Excerpt 7)
UM	I occasionally showed audio and video clips of people whose proficiency in English allows them to succeed in their careers (Excerpt 8).
IS	I like to talk about things that are relevant to students, like grammatical errors in instagram captions or billboard advertisements (Excerpt 9).

Discussions

This part addresses the motivational strategies hired by EFL lecturers. They encompass using music, employing verbal motivation, building rapport with students, and hiring collaborative learning.

Using Music

Almost everyone, regardless of age or social standing, prefers music as one of the cultural products. Almost every ethnic group speaks it, making it a universal language. In addition to serving as entertainment, it also aids in learning, particularly for EFL classes. It is worthwhile to try including music in the learning process because it can create a calm environment in the classroom. It is very feasible to use the song's lyrics and music in an EFL class because they can be used to increase students' motivation to learn things like pronunciation, reading, and grammar.

One method used by NR to teach English to university students is the use of song in the classroom. She selected an English song in the hopes that her students would pick it up subconsciously. Additionally, she hopes that the music will keep her students from getting bored in class. (Excerpt 4).

Music serves many different purposes. They are at least for ones that are instructional, commercial, and practical. The first function is when people use it to control, enhance, and lessen unfavorable emotional states like stress, exhaustion, and boredom (Heshmat, 2019). The second purpose has to do with using music to advertise certain products on television or through social media. It is occasionally also played in some business establishments, retail outlets, or dining establishments with the intention of entertaining customers while also persuading them to purchase or enjoy their goods. Typically, ambient music—a style of music that deviates from the conventional form and aims to evoke particular emotional states—is played in those locations (Heshmat, 2019; James, 2022). The last one has something to do with using music to enhance learning and teaching.

NR, who always played English songs in her English classes, hired this technique. They were played while the class was having a group discussion. By employing this method, she hoped to prevent her students from getting bored. At least the song can serve as a diversion for them when they become bored. It makes sense because music, especially upbeat songs, often contains elements that encourage people to feel happy and at ease. Additionally, they are helpful in fostering a laid-back and informal environment that results in a non-threatening situation (Millington, 2011). It can be predicted that the students will be more motivated and that the teaching and learning process will proceed more smoothly when those two mental or emotional states can be produced in the classroom.

Another benefit of the method is that students can unconsciously pick up English. The term "accidental learning" or "natural learning process" refers to learning that happens accidentally or spontaneously. As an example, incidental vocabulary learning is the process of a learner picking up new words while watching a movie when their primary objective was not to do so (M. Stratton, 2022). Another illustration is when a learner hears an English song and tries to pronounce the words or lyrics as the singer does; in this case, the learner is unconsciously picking up the pronunciation. As a result, they are not being drill-drilled by their lecturer to learn the pronunciation, which frequently makes them bored and uninspired.

English songs can create a joyful and laid-back classroom environment, making them an effective educational tool for teaching English. More specifically, they can be

used for teaching grammar even though some English songs defy grammar rules, such as I can't get no satisfaction by the Rolling Stones and Hungry Eyes by Eric Carmen (Savva, 2021). The EFL teacher can play those songs in class and then instruct the students to conduct an error analysis. As students engage in learning and entertainment simultaneously, this activity will be more engaging for them. Because of this, the students enjoy learning grammar.

Another benefit is that the song can deepen the emotional connection between the students and the teacher. It can be inferred that there is a sense of community among them as they sing and listen to the song together. Students also felt that their teacher cared about them because she provided age- and interest-appropriate class entertainment, which showed that she was paying attention to what they needed. Due to the fact that they are no longer separated, this circumstance may actually bring them closer. In other words, they participate in the same enjoyable and relaxing activity, which unites them. .

For improving students' motivation to learn vocabulary, English songs are also valuable to include in EFL lessons. It can be found in a study done by Faliyanti (2017). Her research demonstrated how students' motivation and vocabulary can both be enhanced by listening to music, as they experienced joy while learning new words from the song. A similar study was carried out by (Adara & Taufik, 2020) which found that English songs could help students become more motivated to learn the language, particularly in terms of expanding their vocabulary.

Using Verbal Motivation

If teachers use the right verbal communication with them, students can be motivated. When properly administered, it can increase their motivation, focus, and engagement for the duration of a session (Witt et al in Liu, 2021). However, if it is excessive, it will demotivate them.

One of the respondents, NR, managed to motivate her students by telling them that her English was poor but then she strived hard to improve it (Exerpt7). Such advice might have the power to inspire the students because they believe the teacher is paying close attention to them and they can understand her message that, in order to reach her current level, she had to put in a lot of effort to improve her weak hard and soft skills. Students may also become aware that success necessitates extra effort and sacrifice by taking into account the information and advice provided by the teacher. They will be more driven to learn English as a result, no matter how challenging it may be. Or, to put it another way, nothing in this world can be attained without any effort, much less the process of learning a foreign language.

Another respondent, MTK, motivated his students by showing them on the salience of English for their future (Excerpt 2). According to the data, there are at least two reasons why it is essential for the students to master English. They can pursue their studies abroad if they have a strong command of English, to start. As a result of international accreditation, they will also be able to understand the materials that their lecturers present if they are fluent in English.

In relation to the first reason, the lecturer actually has a stronger chance of motivating his students if he also provided some examples of the advantages of studying abroad. In addition to expanding their knowledge of a particular subject, they are also becoming more tolerant and adaptable by developing their cross-cultural understanding. They are also making more friends around the world, which makes it simpler to network and obtain the most recent information. He can also list another benefit, such as having a better chance of finding employment outside of their home country. Additionally, he can

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invite his colleagues or former students to the class to share their testimonies about their experiences studying abroad or simply play the video containing the success stories of people studying abroad. In other words, they have a higher chance of employability and progress better because they are able to benefit from other educational systems (Xia in Shofa, 2022). These techniques have a lot of potential for motivating students to work harder to learn English outside of the classroom.

Regarding the second one, the lecturer can increase his students' motivation to learn English for reasons other than just getting recognized internationally. He might advise them that by becoming fluent in English, they will be able to read international journals and other online resources that are relevant to their field of study and gain access to up-to-date information. As a result, their knowledge and research skills will both be enhanced because they will always be informed about the pertinent issues of legal cases around the globe. They will be able to use both local and foreign journals to finish their final undergraduate paper. If they learn English, they will eventually find it easier to advance in their careers.

Making his students aware of how much simpler it is to learn English now than it was in the past by using their gadgets to browse or download some English materials for free is another verbal communication technique used by MTK. Motivated, they might not waste time playing online games excessively, which would interfere with their studies. Instead, they will use technology not only for entertainment but also as a tool for self-directed learning. (Excerpt 3).

Building Rapport with Students

Rapport can be thought of conceptually as a positive and beneficial relationship between the students and teacher and vice versa that can be seen in the class where there is a positive, enjoyable, and respectful relationship between the teacher and students, and between the students. There are at least two factors that influence a successful rapport. They are how the teachers interact with the students and how the students see the teacher as a good leader and successful professional (Harmer, 2007b). Students might not respect a teacher even if they get along well with them but are not confident in their knowledge of the subject. So, in this instance, the third aspect of the rapport is not taken into consideration.

Rapport advances a number of class domains, specifically motivation, criticism, the education of the students, correspondence, and obviously the wellbeing of the teacher. According to Wasley (2006) cited in Yangzhi Meng fostering EFL/EFL, students who interact with teachers frequently feel more fulfilled and are less likely to leave their studies.

The first thing FN tried to do was to get her students in her class to be motivated by removing their fear of her. She tried to put herself in their position here, as if there was no separation between them and their friends. As a result, they will not be embarrassed to discuss their struggles or issues they have with learning. (Excerpt 1).

It will also increase students' engagement and participation, which is another advantage of a strong rapport in the classroom. Students were very engaged in the class activity in FN's class Each student tried to share with the class through personal drawings what they envisioned for the future. This feature or aspect has the potential to boost students' motivation in two different ways. The first is that students won't be embarrassed to tell their professors if they have any difficulties learning English. According to FN, the students spoke to her about how embarrassed they felt when she attempted to use English and kept making mistakes. Since they are close to one another, it indicates that they are

aware of their weaknesses and are not afraid to disclose them to their lecturer. It won't happen if the lecturer keeps her distance from her students. Second, they will feel safe participating in class activities because they know the instructor and their peers won't make fun of them if they use English incorrectly. Another justification is that a close relationship with them can help to even out their varying social statuses. As a result, the relationship between the teacher and the students appears to have disappeared.

The students will be more willing to open up to the lecturer about their personal issues, which is one of the other advantages of good rapport. The English proficiency of the students can be raised through this activity. EFL lecturer can ask them to speak or write in English while listening to them and attempting to provide a solution. As they gain experience on their own, they will be able to communicate their issues more fluidly. They will also do it with confidence because they think their lecturer will keep it a secret. As a result, there is trust between them, which has the potential to empower them to improve their English as well. The other tactic is to request that they openly discuss with the lecturer their favorite class activities. If there is a good rapport or if one already exists, the EFL teacher can get some useful feedback from the students regarding their teaching methods or activities that either can motivate or demotivate them. Once more, if there is mutual respect between the instructor and the students, it can be implemented without issue. The lecturer can ask the class to visit him or her in the office if it can't be done in the classroom. It might happen because their information might offend both the lecturers and their fellow students. As an example, if a small number of students dominate class activities, the rest will feel uncomfortable approaching the lecturer in the classroom. This has the potential to spark a conflict among the students, with the active ones blaming the passive ones.

There are some additional potential approaches to developing rapport with the students in addition to portraying the lecturer as their friend. At the first place, EFL lecturer can invite his/her students to his/her house. There, they can a fun activity like cooking together or ask his/her students to work in group and they have to cook the groups' favorite menu or their newly-invented menu. In the second place, taking a trip to a nearby resort is also recommended.

However, it does not mean that they become like there is no border among them as it will lead to some negative effects like poor respect, poor objectivity, and poor discipline. If teachers and students are too close, the students will tend not to respect their lecturer. And the assessment process will not run objectively as lecturer will feel uneasy to give the assessment as it will undermine their close relationship. Lastly, too close relationship will probably decrease students' discipline because students will probably come in and out of the class as they like since they think their lecturer will not give the any sanctions.

From the statement, we can see that the students were open to tell their problems to the teacher. This openness will not happen if they do not have a good relationship. This strategy is quite potential for building a rapport because teacher and students can share their experience during the trip or at the location. Principally, it can boost the students' motivation to speak in English as the teacher and students are engaged in an enjoyable activity. Finally, EFL teacher can pay an online home visit. The teacher can use some online platforms like zoom, google meet, or Microsoft teams to facilitate the activity. Here, EFL teacher can get to know the students' family that can be done together or meeting four families each week. Again, in this meeting teacher can also use English when asking the students' family about their family's support to the students' English learning and higher education study.

Hiring Collaborative Learning

College instructors have long used Collaborative Learning (CL) in their classrooms to support student learning and course content retention. It can be characterized as a technique used in the teaching and learning process that requires the students to cooperate and equally distribute their work while learning in small groups to address a significant question or produce a significant project in an effort to meet common learning objectives. They learn three topics in the group, including academic content, cognitive strategies, and/or social skills (Liao, 2014; Abass, 1998; (Medaille & Usinger, 2018; (N. Z. Day et al., 2022). Typically, the teacher sets the objectives for CL and includes them in the syllabus. They vary depending on the subject being studied. For instance, in a grammar course where the objective is to help the students comprehend the idea and usage of the adjective phrase so they can collaborate to identify the feature in a given text and then create their own sentences that contain the phrase. Students may collaborate to prepare an oral presentation on the topic of choice in a speaking class where one of the objectives may be to improve students' speaking ability in addressing certain hot topics, such as the naturalization of some football players, aggressive driving, or sexual crimes.

MTK was one of the respondents who used this strategy. His method of collaborative learning focused on passive English, such as reading, completing sentences, and understanding paragraphs and was done in the form of a group presentation after the mid-test. One of the skills that must be developed during higher education is the ability to deliver a presentation in English, so it is crucial that his students are able to do so ((N. Z. Day et al., 2022). Because students in higher education are exposed to some complex issues, whether pertaining to their major or society, this skill needs to be improved. Additionally, they frequently engage in academic activities that call for critical thinking and the systematic, scientific presentation of ideas and arguments. The ability to support their study and careers makes this skill crucial.

He mandated that each group present a case study of an Indonesian legal case during this activity. Additionally, he required them to prepare 10 questions, which could be either multiple choice questions or true false statements, in which the audience or students who were not presenting had to choose the best option from among four possible answers. (Excerpt 4).He believed it was done to get the audience to pay more attention and participate more. Or, to put it another way, it aimed to stop the students from being distracted during the presentation because they frequently talk to themselves or pay little attention to the presentations of their friends. The presenters' follow-up questions may help to engage the audience in the activity.

Due to a number of factors, including the fact that students had to choose a topic related to current legal cases in Indonesia, the activity has a high potential to increase students' motivation to learn English. Usually they will choose a topic that really interests them, which will inspire them to look for some sources that are related. Also pertinent to their subject matter is the second point. They will feel more confident and satisfied if they participate in this activity because they will learn new information that they wouldn't normally learn in a classroom, be able to present it effectively, respond to audience questions, and receive feedback or comments from the lecturer as well as their peers. Third, compared to the traditional or lecturing method they have been using since they were in primary school, learning English through group presentations is more enjoyable. Fourthly, they unconsciously pick up speaking, reading, and translation skills in English. Then, there are some constructive things that can be done during the initial stage of a

group presentation, such as planning ahead, brainstorming, peer feedback, constructive criticism, suggestions for how to improve, practicing in front of a live audience, and lowering speech anxiety Liao, 2014). Finally, when putting together the presentation materials, they can learn something new from their partners. They also receive technical training on how to download credible articles from the internet and incorporate them into engaging power point presentations. They will also pick up presentation delivery tips from their partners during the presentation, which will teach them how to speak clearly and effectively in English. They will also learn how to respond to questions from the audience after the presentation.

As part of public speaking, they will be encouraged to learn the tricks for effectively expressing their ideas because their performance will be heard by their friends and judged by their lecturer. Additionally, they will face difficulties in completing the task because the subjects they discussed were difficult given that they involved societal legal issues. They can work out their material with their friends before they perform. Each group member may now provide feedback on their peers' accuracy, fluency, pronunciation, and time management. These comments are referred to as peer feedbacks. Feedback can be given directly or indirectly, for example, by having each participant record their presentation and then have the other participants share their thoughts and criticisms via a whatsapp group, google meet, zoom, or other online platform.

Before they give their friends their actual presentation, this activity may help them gain more speaking confidence and skills. Due to the collaborative working model, those who are more proficient in English can assist those who are less or non-proficient in English. They also share responsibility. The friendship among them may be bolstered by it. The final benefit is that it can increase students' motivation to develop their speaking abilities.

When it comes to reading ability, the activity has a lot of potential to help students become better readers and encourage them to pick up new words from the internet, whether it be through online newspapers or magazines, lecture notes, books, or other sources. It can also be done by translating Indonesian texts or articles as part of the preparation for a presentation. They must understand the subject before they can present it. Each participant will be encouraged to find some articles through this activity, but they must understand them in order to present them effectively. To understand the content of a newspaper written in English, one must be familiar with the vocabulary. Therefore, this activity will help them expand their vocabulary.

Conclusion

Based on the analysis, it can be inferred that EFL lecturers employed four motivational strategies namely using music, employing verbal motivation, building rapport with students, and hiring collaborative learning. The first strategy was applied by playing the popular English song during the class. The second one was administered by telling the students on the importance of English for their future and the online facilities that can be empowered to support their English learning. Then, the third was building rapport with students in which the lecturer sought to be as close as possible with her students. Finally, the last one was implemented by using collaborative learning in the form of class presentation.

Those strategies were effective for making the students motivated during the learning process shown by their active participation in the class activities. Yet, there should be more respondents involved in the research to generate more various data that will pave the way for the analysis process. Besides, it will be better to involve the students

to confirm the respondents' testimonies on their motivational strategies they employed in their EFL classes.

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