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Bengkayang EFL Teachers' Strategies to Motivate Secondary School Students to Learn English

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Abstract: This study investigates the strategies employed by novice English as a Foreign Language (EFL) teachers in Bengkayang Regency, West Kalimantan, to foster student motivation in secondary schools. Grounded in the understanding that extrinsic motivation plays a crucial role in language acquisition, this research explores how these teachers, many of whom are former scholarship recipients themselves, leverage their experiences to address the specific challenges faced by students in a resource-limited environment. Data were collected through questionnaires, semi-structured interviews, and Focus Group Discussions (FGD) revealed that these teachers primarily utilized strategies such as understanding students' personal life, understanding students' needs, creating a supportive and positive learning atmosphere, and integrating technology into the teaching and learning process. Thematic analysis of interviews revealed effective teaching practices, offering practical guidance for educators in comparable contexts. This research ultimately seeks to contribute to a more nuanced understanding of EFL pedagogy in Bengkayang.

Key words: EFL, teacher strategies, motivation, extrinsic motivation, Bengkayang

Abstrak: Penelitian ini menyelidiki strategi yang digunakan oleh guru Bahasa Inggris sebagai Bahasa Asing (EFL) pemula di Kabupaten Bengkayang, Kalimantan Barat, untuk menumbuhkan motivasi siswa di sekolah menengah. Didasarkan pada pemahaman bahwa motivasi ekstrinsik memainkan peran penting dalam pemerolehan bahasa, penelitian ini mengeksplorasi bagaimana para guru, yang sebagian besar adalah mantan penerima beasiswa, memanfaatkan pengalaman mereka untuk mengatasi tantangan spesifik yang dihadapi oleh siswa di lingkungan dengan sumber daya yang terbatas. Data yang dikumpulkan melalui wawancara semi-terstruktur mengungkapkan bahwa para guru ini terutama menggunakan strategi seperti memahami kehidupan pribadi siswa, memahami kebutuhan siswa, menciptakan suasana belajar yang mendukung dan positif, dan mengintegrasikan teknologi ke dalam proses belajar mengajar. Analisis tematik terhadap wawancara mengungkapkan praktik pengajaran yang efektif, menawarkan panduan praktis bagi para pendidik dalam konteks yang sebanding. Penelitian ini pada akhirnya berusaha untuk berkontribusi pada pemahaman yang lebih bermuansa tentang pedagogi EFL di Bengkayang.

Kata kunci: EFL, strategi guru, motivasi, motivasi ekstrinsik, Bengkayang

INTRODUCTION

The world boasts a rich linguistic diversity, with a significant number of people possessing proficiency in multiple languages. Language is a unique aspect of human nature, and humans possess a distinct capacity to acquire and process language through a dedicated cognitive mechanism known as the language acquisition device (Chomsky, 1960, as cited in Armstead, 2022). Language is a vital tool for human communication, allowing individuals to convey thoughts and ideas effectively. It also facilitates the exchange of meanings and ideas between people. While some individuals master multiple languages simultaneously, others require a foundation in one language before progressing to another. This sequential process, following mastery of the first, is referred to as Second Language Acquisition (SLA). Second language acquisition (SLA) is understood as the process by which a person learns a language other than their first, often involving both explicit instruction and implicit, subconscious learning (Lightbown & Spada, 2021). Among the various factors that affect Second Language Acquisition, motivation stands out as a key element influencing an individual's success in learning a new language.

Motivation can significantly influence an individual's ability to acquire a second language. Motivation is a desire or willingness of someone to do something. When someone engages in an activity, it is typically driven by a specific purpose or objective. The reason for someone to do something can also be called motivation. Motivation is the process of inspiring an individual to initiate and maintain an action until they achieve their desired outcome (Dörnyei & Ushioda, 2001). Motivation is divided into two classifications: intrinsic/extrinsic motivation and integrative/instrumental motivation (Ulfah, 2023).

Prior research consistently highlights the crucial role of teachers in motivating students to learn English, with students themselves recognizing that teachers' approaches including their teaching styles, strategies, and specific methods significantly influence their motivation (Al-Munawwarah et al., 2018; Dahliana, 2019; Ulfa & Bania, 2019). These efforts included the use of certain media, engaging activities, and other classroom initiatives. According to Lestari (2023), students emphasized that the use of varied teaching methods effectively addressed boredom during the learning process, thereby significantly boosting their motivation to actively engage in the classroom, ultimately leading to the achievement of learning goals and improved student performance. Research on motivation in English language learning in Bengkayang had been conducted, but it was still limited to exploring intrinsic motivation through specific methods such as mingling games (Karsudianto, 2020). Meanwhile, understanding the strategies used by teachers to foster students' extrinsic motivation, especially in the context of secondary schools in regions such in Bengkayang, still required a more in-depth study. Therefore, this study aimed to fill this gap by examining the strategies used by EFL teachers in various secondary schools in Bengkayang to increase students' extrinsic motivation to learn English, which was believed to have a sustainable impact due to the consistency of the implementation of these strategies in the classroom. The study aimed to fill the gap by providing practical guidance for teachers in similar remote areas in Indonesia.

Bengkayang is one of the regencies in West Kalimantan that shares a direct border with Malaysia. English language education in Bengkayang is still underdeveloped. In fact, the Bengkayang Regency government had also made efforts to enhance education in Bengkayang by sending local students to continue their studies at universities. In 2019, the Bengkayang regency government dispatched 122 students to continue their studies, including 30 enrolled in English

language education programs and 10 specializing in English literature at one of the universities in Central Java (Masrosid, 2019; Wibowo, 2019). The Bengkayang government remained committed to enhancing human resources and encouraged scholarship recipients to prioritize their academic pursuits by diligently attending and completing their courses (Eno, 2023).

English language education in Bengkayang has faced significant challenges, particularly for students who received government scholarships but initially struggled with university coursework. One major difficulty was vocabulary acquisition. Typically, vocabulary is taught through memorization and repetitive drills in high school, but these methods often fail to engage students meaningfully or develop their practical usage skills. Additionally, pronunciation, which is crucial for effective communication, was not given sufficient attention, leading to students' lack of confidence and frequent errors (Elisathusiawani, 2023).

Sentence structure is another fundamental component of English learning. Common teaching methods often rely on rote learning of grammar rules and sentence patterns without adequate contextual practice, which can make it hard for students to apply what they have learned in real communication, contributing to their confusion and difficulty in understanding the material. Recent studies emphasize the importance of using varied and interactive teaching methods, such as task-based learning and communicative language teaching, to enhance student engagement and comprehension (Jebahi, 2022).

Mambu and Kurniawan (2023) found that students from remote areas in Bengkayang were taught vocabulary and sentence structure; however, the teaching methods lacked variety and adaptability to students' needs. This limited approach made comprehension difficult, as students were not provided with diverse learning resources or interactive activities that could facilitate deeper understanding. However, studies indicate that the teaching methods currently employed lack variety and are not fully effective in meeting students' needs, highlighting the need for further research to develop more suitable approaches that can better support English language learning in Bengkayang. Scholars recommend cultivating positive learning environments by adopting learner-centered approaches, integrating technology, promoting meaningful communication, and differentiating instruction to meet diverse learner needs (Abdallah, 2024).

Improving education in Bengkayang can begin with a fundamental factor: motivating students to learn English. Motivation plays a pivotal role in second language acquisition, influencing both the willingness and persistence of learners. However, motivating students in Bengkayang has proven to be challenging due to various factors, including limited resources and teaching methods. Motivation can be classified into two types: intrinsic motivation, which comes from within the learner's personal interest and enjoyment, and extrinsic motivation, which is driven by external rewards or pressures. This study primarily focuses on extrinsic motivation, aiming to understand how Bengkayang EFL teachers use external factors to encourage students to learn English. Specifically, the research seeks to answer the question: *How do Bengkayang EFL teachers motivate students to learn English?* Understanding these strategies is essential to identify effective practices and potential areas for improvement in motivating learners.

There are many studies showing that teacher quality affects student learning in EFL. This research is unique because it looks at how new teachers in Bengkayang, who were once scholarship students facing the same English challenges, motivate their students. It focuses on how these teachers use their own experiences to boost confidence, improve pronunciation, and grow vocabulary. Therefore, this study aims to offer practical advice for motivating EFL learners

in resource-limited setting areas and gives deeper insight by combining teacher interviews with student group discussions, focusing on the often-overlooked Bengkayang region.

LITERATURE REVIEW

Motivation is the drive that pushes a person to take action for a specific goal. It can come from inside or outside a person. This drive helps people achieve things like getting a better job, learning a culture, earning good grades, making others proud, or increasing income. Dörnyei and Ushioda (2001) say motivation is a process that starts and keeps a person working until they reach their goal. This review will explore what motivation means, its types, its role in language learning, and how EFL teachers motivate secondary students.

A. The Definitions of Motivation

Motivation is widely regarded as a central factor in language learning, as it drives individuals to set goals and persist in their efforts, even when they encounter obstacles. Dörnyei and Ushioda (2021) describe motivation as the dynamic force that both initiates and sustains goal-directed behavior in language learners, enabling them to overcome setbacks and maintain their commitment over time. Similarly, Ryan and Deci (2020) emphasize that motivation, whether intrinsic or extrinsic, is essential for maintaining engagement and perseverance, particularly when facing challenges or failure. Without sufficient motivation, even the most talented students may struggle to achieve their long-term objectives, as motivation is a key determinant of sustained effort and ultimate success in language learning.

The term “motivation” is derived from the Latin verb “*movere*,” which means “to move.” This concept is critical to understanding what drives individuals to make certain choices, take action, invest effort, and persist in their actions, which are the fundamental questions underlying motivation theory and research (Dörnyei & Ushioda, 2021, p.3). In other words, motivation plays a major role in every action a person takes to do something. When someone is motivated, they tend to maintain the drive and enthusiasm to continue learning until they achieve their desired goals. Motivation has been identified as one of the important aspects of individual differences that can determine the success and failure of second and foreign language learning (Dörnyei, 2005). Motivation also plays an important role when someone learns a foreign language. When someone learns a foreign language, they certainly have certain goals. To achieve these goals, they need motivation. This motivation will help a person to maintain the long process until they can speak the language.

Drawing on the definitions above, motivation emerges as the key internal force that empowers individuals to reach their learning goals. More than just effort, it is the resilience that allows one to overcome obstacles and keep striving despite setbacks. Without this strong motivation, abilities and even the best educational programs are less impactful. Ultimately, it is the sustained enthusiasm that guides one through the often challenging, process of learning, particularly when acquiring a foreign language.

B. Types of Motivation

Motivation can be categorized into different types. The primary distinction is between intrinsic and extrinsic motivation. Another common classification divides motivation into instrumental and integrative-oriented types (Soureshjani & Naseri, 2011).

1. Intrinsic Motivation

Research shows that doctoral students are mainly driven by intrinsic motivation, focusing on their own interests and goals (Vakilifard, Khaleghizadeh, & Golpour, 2021). Similarly, first-year students in a Philippine university learn English because they enjoy it and see it as useful for reaching their goals, which brings them satisfaction (Untalan & Cabutotan, 2020). English language students study English mainly to meet personal goals, like becoming lecturers (Elizabeth & Ena, 2019).

2. Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside of a person that influences them to do something. Extrinsic Motivation is a type of motivation that focuses on results and can be distinguished between results and actions (Legault, 2020). This means that this motivation does not come from the action itself, but the motivation comes from the results that will be obtained after acting. Extrinsic motivation can help someone keep trying to do something well even if they do not like the activity (Locke & Schattke, 2019). Dahliana (2019) conducted a study on students in the faculty of English teacher education at one of the universities in Indonesia. The results showed that teaching styles and learning strategies created by teachers are very influential in students' language learning. Teachers become the motivation for students to learn English. Students agree that the teacher's use of verbal interactions in the classroom, specifically through praise and encouragement, can significantly enhance students' motivation to learn (Kamila & Unsiah, 2024).

3. Integrative Motivation

Khorsheed (2021) explains that integrative and instrumental motivations are still widely recognized as key influences in second language learning. Integrative motivation is characterized by a learner's interest in connecting with the language's culture and its community, while instrumental motivation is shaped by pragmatic aims, such as advancing one's career or achieving academic goals. Learning a language to engage with its people's culture is integrative motivation. Khorsheed (2021) researched non-English majors in Arab. The results show that they know this language because they are interested in international cultures that adopt English as a means of communication. They are exposed to many media, from English TV and English movies. Students in Surabaya who study Korean show that they have integrative motivation (Rizmadana & Milal, 2022). Students are interested in Korean culture, history, and even food. They also like Korean idols and learn Korean so they can communicate with them by attending fan meetings.

4. Instrumental Motivation

Instrumental motivation refers to the desire to learn a language for practical benefits, such as career advancement or academic achievement. Recent research shows that many students are driven to study English because they believe it will improve their job prospects and overall employability (Azar & Tanggaraju, 2020). Nguyen (2019) also conducted research on student motivation at a Vietnamese university students exhibit a strong instrumental motivation to learn English. This motivation stems from their desire to secure better job opportunities and obtain an English proficiency certificate, which they believe will benefit their future lives. Another research conducted by Purnama, Rahayu & Yugafiati (2019) suggests that students view English as a means to enhance their lives and

facilitate global communication. Additionally, students prefer learning English through engaging methods like playing games.

C. The Roles of Motivation in Language Learners

Motivation plays a crucial role in the teaching and learning process in the classroom. Successful students are often characterized by their strong motivation to learn. Motivation serves as a driving force that encourages students to achieve their learning goals. Research by Filgona et al. (2020) highlights the significance of motivation in stimulating and energizing students to think, concentrate, and learn effectively. In foreign language learning, motivation is vital as it enables students to persevere until they achieve their desired outcomes. According to Asserraji et al. (2022), most students learn English due to specific goals, such as earning good grades and securing jobs in certain countries. Motivation helps students to continue learning and practicing English. Additionally, students are not afraid to make mistakes because they view them as an essential part of the learning process. With strong motivation and a positive attitude toward learning the target language, students are more likely to achieve their desired goals.

Motivation is a vital and influential factor in the foreign language learning process, particularly in enhancing students' academic achievements. Research by Yung (2023) emphasizes the significance of motivation in learning English, highlighting its impact on students' academic performance. Another study by Najmiddinova (2023) highlights the importance of learner motivation in learning English as a Foreign Language (EFL). Motivation can energize and guide students to achieve their goals, leading to increased participation and improved performance in learning.

D. EFL Teachers' Strategies to Motivate Secondary School Students

Motivation plays an important role in students' language learning. Motivation can come from inside or outside the student, one of which comes from the teacher. Teachers can help motivate students to learn in class. EFL teachers in Banda Aceh, Indonesia, motivate students to learn English (Zohrabi & Farshbafan, 2022). The study found that teachers are a key motivator for students, and their methods are linked to helping students feel good about themselves. The most effective ways to motivate students include creating a friendly classroom, choosing fun activities, and showing teachers are supportive. Cirocki et al., (2019) examined the motivational strategies used by EFL teachers in Ecuador. The study found that teachers used six categories of motivational strategies, with varying levels of usage. Students ranked the three most motivating categories as creating a friendly classroom atmosphere, selecting and presenting instructional activities, and showing appropriate teacher behavior.

Motivation can be done in various ways and strategies. EFL teachers' motivational practices affect students' learning and performance using the ARCS (Attention, Relevance, Confidence, Satisfaction) model (Min & Chon, 2021). It found that students do not fully utilize the motivational strategies claimed by their teachers, but attention-grabbing and confidence-building strategies significantly influence students' language proficiency. Demotivating factors that affect high school EFL students in Saudi Arabia (Alyousif & Alsuhaibani, 2021). The results showed that subject-related and teacher-related factors were the most significant demotivating factors. Teachers recommended using technology, extrinsic motivation, and competitive and collaborative work to promote students' motivation. Teachers can use different strategies to motivate students, but what works best may depend on the student's individual needs. They

should be flexible and adapt to their students' unique situations. If initial efforts fail, teachers can ask students what they need to stay motivated and engaged in learning a foreign language.

METHOD

A. Research Design

This research explored the strategies employed by Bengkayang EFL teachers to motivate students to learn English. The researchers utilized qualitative methods to investigate these strategies. Qualitative research is a way to understand people's experiences and behaviors in their natural environment, focusing on "why" things happen rather than just "what" happens, and using people's own perspectives to gain insight (Tenny et al., 2022). This method helped researchers find out more about the answers given by participants. The researchers better understood the participant's answers by directly seeing the participant's attitudes and behavior when answering questions. Researchers got richer answers because participants could explain directly and flexibly about their experiences and beliefs in something.

B. Research Contexts

This research took place in Bengkayang Regency, West Kalimantan, Indonesia. The participants were EFL teachers working in secondary schools (junior high, vocational high, and senior high schools) within the regency. Data collection occurred between August 2024 and January 2025, encompassing questionnaire distribution, online interviews with teachers (conducted via WhatsApp), and Focus Group Discussions (FGD) with students.

C. Research Participants

The research included five teachers who started their teaching careers with Bengkayang students in 2024, representing a range of school types: one at a junior high school, one at a vocational high school, and three at senior high schools. This research focused specifically on teachers who had returned to Bengkayang and were actively teaching within the regency at the time of the study.

The study focused on secondary school teachers, as English learning in Bengkayang typically begins at the junior high school level. This study used Criterion-Based Sampling where researchers define specific criteria and select participants who meet those criteria (Ary et al., 2010). The first criterion was teachers who had received government scholarships in 2019 during their college. Second, the participants taught English at one of the secondary schools in Bengkayang. Furthermore, this teacher was a novice teacher who started teaching in 2024 and sought to motivate students to learn English. These criteria ensured that the selected teachers had sufficient ability to teach English effectively in Bengkayang and fulfilled the specific requirements of this study.

Researchers recognized the necessity of exploring students' perspectives on the motivational strategies teachers employed in the classroom. Students' opinions were considered valuable for validating the effectiveness of these strategies. The researchers chose four students from two teachers for the focus group discussions because the other three teachers had moved from the school after the initial interviews. Two students were from junior high school (one male, one female), and two students were from senior high school (one male, one female). The

researcher sought the teachers' consent to identify suitable student participants. Subsequently, the teacher utilized criterion sampling to select students for focus group discussions. The selection criteria included active class participation, commendable English grades, and the ability to engage in simple English conversations. The researchers initially aimed to gather more student data. However, the participants who were accessible and willing to participate at the time were ultimately utilized to represent student perspectives on the teaching strategies employed in class. While a broader sample might have been desirable, these students provided valuable insights into the perceived effectiveness of the implemented motivational techniques.

D. Data Collection Instruments

This research employed several methods to collect data. First, a closed-ended screening questionnaire was administered to prospective teacher participants. This questionnaire was designed to determine whether teachers met the study's inclusion criteria, such as teaching English in Bengkayang secondary schools, having less than five years of teaching experience, and being a recipient of a government scholarship in 2019. The results of the questionnaire were also used to help refine the research questions and identify participants who could provide rich, relevant data. Participants were selected using purposive sampling, ensuring that only those who met these clearly defined criteria were included in the study. Next, semi-structured interviews were conducted to collect detailed and comparable data, with follow-up questions used to clarify responses and gather additional information, as suggested by Dawson (2019). Finally, focus group discussions with four students explored their perspectives on how teachers motivated them to learn English. Using these methods provided a comprehensive understanding of how government scholarship recipient teachers in 2019 taught English in Bengkayang. The table below presents examples of interview questions.

Table 1:
Interview Questions

No	Interview Questions	Adapted/ Generated From
1	What teaching strategies do you use to increase student motivation?	Cirocki et al., (2019)
2	What activities do you use to increase students' learning motivation?	(Alyousif & Alsuhaibani, 2021); Zohrabi & Farshbafan, 2022)

E. Data Collection Procedures

Before conducting distributed questionnaires and semi-structured interviews, researchers piloted the questions to several graduates from Bengkayang who studied at the same university. The data was being piloted around July 2025. Piloting this data aimed to get feedback/input from several people who had almost the same profile as the participants. The researchers verified whether the questions were suitable and effective in gathering the desired information, ensuring that the data collected was relevant and accurate. Following the piloting, the researcher revised some questions that needed to be added or improved.

The researchers then distributed a questionnaire via Google Forms to the teachers through WhatsApp. The questionnaires were distributed around early August 2024. Based on the

questionnaire results, online interviews were conducted with the teachers using WhatsApp due to the geographical distance between their schools. The interviews were conducted around September 2024. These interviews provided more in-depth insights into the strategies they employed to enhance student motivation in English learning. Subsequently, the researcher contacted the teachers to inquire whether it would be possible to interview their students in order to gather data from the student perspective.

After receiving permission from two teachers, focus group discussions (FGDs) were conducted with the students to explore their opinions on the teaching strategies used by their teachers. The FGDs were done online through WhatsApp. The FGDs were conducted in January 2025. During the interview and FGDs, the researchers recorded the entire conversation using a smartphone to facilitate the researchers in processing the data later. The researchers asked participants whether they wanted to conduct interviews in Indonesian or English. This approach aimed to create a comfortable environment where participants could respond and provide more detailed explanations in their preferred language. After conducting the interview, the researchers transcribed the interview results based on the recordings using a smartphone. After the data was transcribed, the researchers processed the research results and described the participants' answers. During the interviews and FGDs, the participants spoke in Indonesian. Subsequently, the researchers translated their responses for inclusion as excerpts in the research discussion.

F. Data Analysis

This research used Thematic Analysis to analyze the data obtained in the interview and FGDs section. Based on Freeman and Sullivan (2019), thematic analysis is a fundamental method for identifying recurring patterns, or themes, in data, such as transcribed conversations or spoken language. The researchers employed a systematic approach to conduct thematic analysis, starting with the transcription of the interview data after multiple listens to the recordings. This step ensured that the researchers had a comprehensive and accurate written transcript of the conversation.

Next, the researchers reviewed the transcript, identifying specific phrases or sentences that addressed or related to the research question. These initial codes were then grouped to form themes that could answer the research question. Finally, the researchers validated the identified themes to ensure they were relevant and effectively addressed the research question, providing a comprehensive and meaningful analysis of the data.

G. Research Trustworthiness

The researchers used several strategies to ensure the research was trustworthy. First, conducted a pilot study by testing interview questions with people similar to the participants, which helped improve and clarify the questions. Then, used member-checking by giving participants the interview transcripts to review, allowing them to add or clarify information. This method, also used by Mali (2017), helped ensure the accuracy of the data. By doing these steps, the researchers made sure the findings were reliable and accurate.

RESULTS AND DISCUSSIONS

This research used questionnaires and interviews. The questionnaire was made with Google Forms and shared in August 2024. Interviews were done in September 2024 to get deeper insights. There were 5 teachers (4 women, 1 man) labeled with "T" for privacy, and 4 students (2 from T1, 2 from T4) labeled with "S." The numbers in their initials show the order of the interviews. Table 2 shows the teachers' personal data.

Table 2:
Teachers' Data

No	Teachers' Initials	Gender	Teaching Experiences	Teaching Site	Levels Taught
1	T1	F	0-5 year	JHS	VII, VIII, IX
2	T2	M	0-5 year	VHS	X, XI, XII
3	T3	F	0-5 year	SHS	X, XI, XII
4	T4	F	0-5 year	SHS	X
5	T5	F	0-5 year	SHS	X

Note: F/M = Female/Male

JHS = Junior High School

SHS = Senior High School

VHS = Vocational High School

The table above presents the teachers' data, which was collected when they completed the questionnaire. The researchers then conducted interviews and obtained clearer and more in-depth answers. This allowed the researchers to group the strategies employed by teachers in motivating secondary school students in Bengkayang. The table of strategies used by the teachers can be seen in Table 3 below.

Table 3:
Teachers' Strategies to Motivate Students

No	Strategies Used	Teachers
1	Understanding Students' Personal Life	T1 and T5
2	Understanding Students' Needs	T1, T3, T4, T5
3	Creating a Supportive and Positive Learning Atmosphere	T1, T2, T3, T4, T5
4	Integrating Technology into the Teaching and Learning Process	T1, T2, T3, T4, T5

The table above shows some of the strategies used by teachers in increasing students' learning motivation. Then, Table 4 below displays teachers' strategies and students' opinions on

the strategies. The table provides various methods teachers applied in their lessons to engage students and increase student motivation.

Table 4:
Student's Data

No	Student's Initials	Gender	School	Teachers' Strategies in Class	Students' Opinions
1	S1	F	JHS	-Integrating technology into the teaching and learning process -Understanding students' personal life	These strategies made her more enthusiastic in learning, and active in class participation
2	S2	M	JHS	-Integrating technology into the teaching and learning process -Understanding students' personal life	These strategies made him more enthusiastic, and easy to understand the material
3	S3	F	SHS	-Integrating technology into the teaching and learning process -Understanding students' needs -Creating a positive learning atmosphere	These strategies made her better understand of the material and feel more confident
4	S4	M	SHS	-Integrating technology into the teaching and learning process -Understanding students' needs -Creating a positive learning atmosphere	These strategies made him more enthusiastic, willing to try, unafraid of making mistakes, and feel more confident

Note: F/M = Female/Male
JHS = Junior High School
SHS = Senior High School
VHS = Vocational High School

The data above showed teachers' classroom strategies could increase students' learning motivation.

The next section discusses the findings obtained after the researchers distributes questionnaires and conducts interviews. The questionnaires and interviews were conducted to explore Bengkulu EFL teachers' strategies to motivate students to learn English. It consists of four main themes: (a) Understanding students' personal life, (b) Understanding students' needs, (c) Creating a supportive and positive learning atmosphere, (d) Integrating technology into the teaching and learning process

A. Understanding Students' Personal Life

1. Teachers' Perspectives

Teachers play a crucial role in enhancing students' learning motivation by understanding their personal lives. Two teachers, T1 and T5, mentioned that they needed to engage with students to understand their lives better. Teachers like T1 and T5 emphasized the importance of engaging students in discussions about their interests and aspirations. By creating a dialogue, teachers could better understand their students, allowing them to tailor lessons that resonated with the students' personal goals. For instance, T1 noted that she often connected English lessons to students' daily activities and hobbies, which encouraged them to participate more actively in class discussions. This method not only fostered a sense of belonging but also empowered students to express themselves, thereby increasing their motivation to learn.

Included in this strategy was identifying students' hobbies and integrating them into the lesson plans. T1, for example, utilized games, interactive activities, and narrative texts. Because these things were related to students' interests, playing games, doing interactive activities, and reading. The exercises given were, for instance, reading narrative texts or doing vocabulary exercises, which were aligned with the student's favorite pastimes. By doing so, T1 could catch their attention and make the learning atmosphere more engaging. The teacher's statement about this strategy can be seen in Excerpt 1.

Excerpt 1:

To increase student motivation, I begin by linking the material to the student's immediate environment. I connect it to their daily lives, including their hobbies like playing games and reading books, which makes them more eager to learn.

(T1/interview/September 18, 2024/ translated by the researchers)

Another teacher who tried to understand students' personal life was T5. She made a real effort to understand her students' personal lives to help them learn English better. For example, she shared a story about a student who cried in class because of family problems. T5 spoke to the students privately, showing empathy and keeping the conversation confidential while encouraging them to stay focused on their studies. She advised the student to separate personal issues from schoolwork to maintain professionalism. In conclusion, these two teachers used a humanistic touch to understand their students.

2. Students' Perspectives

In this section, students' perspectives on this strategy are analyzed. S1 and S2 liked how T1 always tried to understand their personal lives to help them learn English better. They said that T1 involved their hobbies and daily activities in the lessons. For example, T1 liked

talking about the students' favorite movies or sports. It made learning more fun and relatable. This approach encouraged them to join in more during class.

S1 felt excited about her learning process because T1 connected the lessons to her own experiences. For example, when discussing recount texts, T1 asked the students to share their stories. Take, for example, playing games or going on trips. This made the lessons enjoyable for S1 and helped her participate more. Besides that, S1 also enjoyed vocabulary games that created excitement because students had to work in a team. Similar to S1, S2 also felt that this strategy was useful, especially when the lessons included his interests like sports or movies. This made it easier for him to understand the materials.

Additionally, watching videos was another hobby of the students. When the teacher asked the students to watch a video before explaining the materials, subconsciously, the teacher helped the students visualize and remember the materials better. These strategies not only increased his enthusiasm but also made difficult topics easier and more engaging. Overall, these strategies made learning more engaging for both students. The following excerpt highlights S2's experience.

Excerpt 2:

Miss T1 related the material to our daily activities, such as sports or favorite movies, which made me feel more connected and motivated to learn.

(S2/interview/January 13, 2025/ translated by the researchers)

From the explanations above, it can be concluded that a teacher can gain a deeper understanding of the students by comprehending their lives and perspectives. Understanding students' personal lives helped teachers prepare relevant materials and examples. When students relate a topic to their lives, they can understand the materials more easily. Students became more motivated because the teacher understood their point of view.

This is in line with Johansen et al.'s (2023) research. Making materials relevant to students' personal lives, beliefs, and interests increased student motivation. When students recognized the connection between what they learned and their interests, it positively affected their effort, independence, and learning process. Another research by Abrahamson (2011) found that motivating students through personal connections, arguing that sharing personal experiences, values, and beliefs between teachers and students made the content of the materials more meaningful.

From all the information above, a conclusion can be drawn. Mutual understanding between the teacher and students serves as the key to making learning more relevant. Students will find it easier to understand learning when they can relate to the context. Students' motivation to learn English will increase when teachers seek learning resources that are aligned with the student's personal lives.

B. Understanding Students' Needs

This section is divided into 2 parts: understanding students' needs from teachers' perspectives and understanding students' needs from students' perspectives.

1. Teachers' Perspectives

After understanding students' personal life, teachers' second strategy was to analyze students' needs. The teachers approached the students to understand their personal needs. This second strategy was done by four participants T1, T3, T4, and T5. These teachers did this because, through this way, they could design the materials and activities based on the students' needs. T4 said that the English language ability of students in Bengkayang was still very low. Therefore, T1, T3, T4, and T5 conducted discussions and interviews in class about student problems, learning styles, and learning objectives. After the discussion, the teachers could understand the student's characteristics, abilities, and habits better.

Besides understanding students' personal life, T3 and T4 also gave encouragement and motivational words to the students. They reminded students that being able to use English is important for their future. Since students' understanding of English was still low, T4 allowed the students to bring a dictionary to assist them in learning. T3 and T5 also asked students to memorize vocabulary or simple conversation phrases, such as asking permission to go to the toilet. Furthermore, T1, T3, T4, and T5 created teaching materials and classroom activities that suited students' needs. T1, T3, and T5 used several learning media (*YouTube* videos and listening to the music) to help students who had an audio-visual learning style learn English better. T4 encouraged students to self-learn by finding resources on applications like *TikTok* and *Instagram*. These four teachers, T1, T3, T4, and T5 felt that students were currently very close to smartphones, so they tried to introduce ways of learning using technology that suited their students' needs.

After applying several methods, teachers guided students to stay motivated to learn English. In conclusion, these four teachers strived to understand students' needs to develop activities and materials that were appropriate and effective for the students. Below are excerpts from interviews with T1 and T3 about this second strategy.

Excerpt 3:

I usually approach the students. After understanding their habits and environment, I create teaching materials that suit the students' learning needs.

(T1/interview/September 18, 2024/translated by the researchers)

Excerpt 4:

Since students have limited English language skills, it is essential to design engaging activities to motivate them. Normally, I start by getting close to the students, discussing their preferences, and understanding their desires. Then I create activities that cater specifically to their needs.

(T3/interview/September 23, 2024/translated by the researchers)

2. Students' Perspectives

This section shows students' perceptions on T4's efforts in understanding her students' need to learn English. Two students, S3 and S4, gave positive views about their English learning experiences under T4's teaching. They revealed that T4's efforts to understand the students' needs greatly influenced their learning motivation. T4 often organized group activities that encourage discussion in English and used videos and songs to create fun learning. S3 and S4 felt that T4's personalized approach, always being open to listen to students' opinions and finding ways to suit their characteristics, made them feel valued and more motivated. Despite grammar and new vocabulary challenges, T4's persistent support

helped them understand the materials better. Both students agreed that with the efforts and support from teachers like T4, learning English became easier and more enjoyable. S4's opinion can be seen in excerpt 5.

Excerpt 5:

Miss T4 is always open to listening to our opinions and tries to understand our needs as students. It makes us feel valued and more motivated to learn.

(S4/interview/January 14, 2025/translated by the researchers)

Based on the explanations provided above, a conclusion can be reached. Analyzing students' needs is important before teaching. Teachers should try to understand the situation and conditions of the students. Then, they can determine the needs of the students to design meaningful learning experiences. According to Siegllová (2019), Analyzing students' needs helped teachers understand what motivated them to learn, focusing on internal drives such as self-development and personal interests. This understanding allowed teachers to create lessons that suited students, fostering greater engagement and motivation in learning English. Having open discussions between teachers and students can help strengthen their mutual trust.

In general, after conducting a student needs analysis, teachers determine and design appropriate classroom activities. This process also enables teachers to understand students' skill levels, ensuring they do not feel overwhelmed when engaging in classroom activities. As a result, students become more motivated to learn. When students realize that their learning activities match their needs and interests, they feel more motivated. Feeling engaged and able to follow the learning process makes them eager to participate in the lesson.

C. Creating a Supportive and Positive Learning Atmosphere

This session is divided into two parts: the teachers' perspectives and the students' perspectives in creating a positive and supportive classroom atmosphere.

1. Teachers' Perspectives

Creating a positive learning atmosphere by making students feel comfortable before starting learning was the most important thing according to T2 and T5. T2 explained that students became more motivated to learn when they felt excited and comfortable. According to T2, teachers had their own ways of creating a comfortable classroom atmosphere, whether it was from the natural disposition of the teacher or how the teacher presented the material during the learning process.

Besides T2, T5 also believed that creating a positive and comfortable atmosphere before learning was very important. This aimed to attract students' attention and motivate them before the class began. T5 often invited students to participate in ice-breaking activities before the lesson started. One example of an ice-breaking activity was clapping hands quickly. This activity helped students concentrate because they had to focus on listening to the words that served as clues when to clap their hands. For instance, when the teacher said "good morning," students clapped once, but if the teacher said "good afternoon," they had to clap three times. This was done quickly, requiring students to maintain their concentration.

In addition to creating a comfortable atmosphere, T3 and T4 emphasized the importance of designing engaging activities. T3 recognized that her students struggled in learning English, as many of them were unfamiliar with basic vocabulary. She then made an effort to design engaging activities. One of the activities was making a video conversation centered around the theme of giving offers. The students were tasked with crafting their conversations using an online dictionary for assistance. According to T3, this activity allowed students to learn new vocabulary as well. The video-making task not only helped students become more enthusiastic and motivated in learning English but also encouraged them to seek out new vocabulary to enhance their conversations.

T4, like T3, created fun activities to help her students with low English skills. She used games related to the lessons to make learning easier. T4 often held quizzes, sometimes doing them with students or helping with vocabulary. This method made students more active and encouraged critical thinking by linking quiz questions to what they learned. These enjoyable activities boosted students' interest and motivation to learn English.

Additionally, T1 also provided examples of interactive games to increase students' motivation to learn English. For instance, while teaching narrative text, recount text, or descriptive text, T1 often cut the texts into pieces and hid them in various locations around the classroom, such as on tables, chairs, or inside students' books. She then divided the students into groups to find the text pieces and reassemble them. Then students were asked to identify the general structure of the text.

Furthermore, T1 often incorporated vocabulary activities by using crossword puzzles on the board, where students took turns coming forward to fill in the blanks one at a time. T1 said that support from peers was also very motivating for students to participate. T1 stated that support from friends was an important factor in creating a positive learning atmosphere. This method not only made the learning process more interesting but also helped students understand the material better. The following is an excerpt of T4 and T5's opinions on this strategy.

Excerpt 6:

I try to create activities that can help students who have difficulty understanding the subject matter... activities that can increase student learning motivation are fun activities, like my previous answer which is activities such as playing games.

(T4/interview/September 24, 2024/translated by the researchers)

Excerpt 7:

I like to encourage students in the classroom to be more comfortable. I invite them to participate in ice-breaking activities, such as fun games that help everyone feel more comfortable.

(T5/interview/September 27, 2024/translated by the researchers)

2. Students' Perspectives

This section described the opinions of the students regarding T4's teaching method for creating a supportive and positive learning atmosphere. Based on the views of S3 and S4, the classroom environment established by T4 was very positive, comfortable, and enjoyable. S3 revealed that games such as vocabulary quizzes made it easier for her to remember new vocabulary, while S4 felt that the use of technology-enhanced the spirit of learning. S4 felt

that T4 regularly involved students in group discussions and incorporated videos or songs into the lessons, which made the learning experience more interactive and enjoyable.

Moreover, S3 also thought that group discussions in English encouraged students to think quickly and creatively. Despite challenges such as grammar or speaking difficulties, T3 and T4 felt that T4's support and patience helped them overcome these obstacles. Overall, the classroom atmosphere created by T4 motivated students to learn English in a fun and effective manner. The following is an excerpt from a conversation conducted with S3.

Excerpt 8:

The games we played in class were a lot of fun. For example, when we play vocabulary quizzes, I find it easier to remember new vocabulary.

(S3/interview/September 23, 2024/translated by the researchers)

In short, a positive and supportive classroom boosts student motivation. Teachers can use activities like ice-breaking, conversation videos, games, and group discussions to create this atmosphere. When students feel supported by teachers and classmates, they are more motivated. This matches Zohrabi and Farshbafan's (2022) findings that a friendly, fun, and supportive environment best motivates students. Such an environment also encourages active participation, improving students' understanding and skills.

D. Integrating Technology into the Teaching and Learning Process

This session offers a dual perspective on technology integration in education, featuring insights from both teachers and students.

1. Teachers' Strategies

a. Using YouTube Videos

Some teachers, T1, T2, T3, and T5, used *YouTube* videos to increase motivation in learning English. Based on T2's opinion, technology was very helpful in increasing students' motivation. Students were more enthusiastic when T2 used *YouTube* videos to support their understanding of the material explained. Besides T2, T3 also used *YouTube* videos. T3 usually looked for examples in the form of videos and then shared the videos for students to watch. T3 said that her students understood the materials better and were motivated to learn when T3 used videos or online applications to support learning. Then, T5 also used *YouTube* videos as an additional explanation of material for her students. T5 usually asked her students to watch the videos while taking notes on important information. T5 said that her students were more active and very motivated in learning if T5 used technology and explanatory videos.

The next teacher who used *YouTube* videos was T1. T1 believed that all access to technological advances should be utilized in learning. T1 stated that all technology and media should be applied. The technology could be developed according to the student's environment and the school. T1 found that a teacher-centered method led to boredom, where students only listened to T1's explanations. T1 found that the use of technology attracted students' attention, making them more enthusiastic and motivated to learn. For instance, T1 typically used videos from *YouTube* that explained narrative texts, the generic

structure of narrative texts, and the language features of narrative texts. From these videos, T1 asked students to explore and gather knowledge about the topic to be discussed. Then, T1 gave some reflective questions about the video that had been watched.

According to T1, her students were more active and understood the material better after she used the video to visualize the explanation. Below is an excerpt of the interview with T3 regarding this strategy.

Excerpt 9:

Students prefer to hear example explanations in the form of videos from YouTube or activities with online application rather than monotonous activities such as listening to teacher explanations throughout the lesson.

(T3/interview/September 23, 2024/translated by the researchers)

b. Listening to the Music

The use of *YouTube* videos in this strategy was not only to show videos explaining the material but T2 and T5 also used it to listen to songs. T5 used music to increase her students' exposure to English and to motivate them. She told them that listening to songs could make language acquisition easier. T2 and T5 also provided speakers and projectors in the classroom so the students could listen to the songs and see the lyrics directly. T2 and T5 believed that if students listened to vocabulary from songs often, they would figure out the meaning on their own. Listening to songs helped students add new vocabulary, and students could even learn pronunciation. The following is an excerpt from T5 about this strategy.

Excerpt 10:

In my class I make students more relaxed, sometimes I allow them to use smartphones to listen to music and I even provide speakers. Learning by listening to music also helps increase students' vocabulary knowledge.

(T5/interview/September 27, 2024/translated by the researchers)

c. Using Canva

Another technology T2 used was *Canva* slides as a *PowerPoint* alternative to explain the material. Then, T2 also used the *Wordwall* application to play games with students. These applications helped students grasp the material more effectively and offered practice opportunities. In addition, T2 also encouraged his students to learn independently online at home with applications such as *TikTok*, *Facebook*, and *Instagram* to learn vocabulary and pronunciation. T2 recommended students find influencer accounts that provide easy tutorials for learning English. Based on T2's observation, his students were very enthusiastic and motivated when T2 used technology in classroom learning. The following is an excerpt from T2 regarding this strategy.

Excerpt 11:

The application usually depends on the material, so if it is possible to watch, I usually use the YouTube application, and if it supports learning, I usually also use Canva. Canva helps me display the material more interestingly on the screen.

(T2/interview/September 18, 2024/translated by the researchers)

d. Using Quizizz

Furthermore, the last online application that teachers used in this strategy was Quizizz. T1 said that playing games was the most effective way to increase students' motivation. All students were very enthusiastic when T1 invited them to play games. While playing games, students were usually divided into groups. Students could work together to solve problems and help each other to understand the material better.

T3 and T4 also used the Quizizz application as a fun activity to increase students' motivation to learn English. The students' preference for multiple-choice questions led T3 to create them frequently using the Quizizz application. Then, T4 also thought that games were an effective method to increase students' motivation to learn. Apart from playing offline quizzes, T4 also invited students to play online quizzes using the Quizizz application. Although students were not allowed to bring smartphones, T4 took the initiative to display the quiz using a projector. T4 believed that playing games could arouse the enthusiasm of students thus they were not bored in class. The next is an excerpt from the interview with T4.

Excerpt 12:

To increase student motivation, I often incorporate activities that actively involve them, such as playing quizzes together using Quizizz.

(T4/interview/September 24, 2024/translated by the researchers)

2. Students' Perspectives on the Use of Technology

S1 and S2's perspectives, gathered through interviews, consistently highlighted the positive impact of T1's teaching approach, especially the integration of technology. S2 emphasized the benefits of educational videos in understanding complex narrative text structures, leading to improved comprehension. On the other hand, S1 felt that the games used in class foster a more active and enthusiastic learning environment. The interview revealed that these technology-based activities made learning more accessible and personally relevant, and S1 suggested that other teachers should also implement similar strategies, connecting lessons to students' daily lives to create a more engaging and less monotonous learning experience. Below is an excerpt of the interview with S1 regarding this strategy.

Excerpt 14:

I like it when we do vocabulary games. We were divided into groups and had to answer questions as quickly as possible. It was very challenging and fun...Maybe teachers can use technology more and relate the lessons to students' lives to make it more interesting and less boring. (S1/interview/January 13, 2025/ translated by the researchers)

Further interviews with S3 and S4 highlighted the positive impact of T4's use of technology in learning English. S3 specifically mentioned that the use of the Quizizz application helped her increase her vocabulary knowledge. S4 also emphasized that the use of the Quizizz application made them more enthusiastic, as they could see their scores directly. In addition, S4 also said that T4 often incorporates videos into the lessons, making learning

more fun. The use of technology in the classroom greatly improved S3 and S4's learning motivation. Below is an excerpt of the interview with S4 regarding this strategy.

Excerpt 15:

T4 often uses videos to make learning more engaging. Students can learn while enjoying music or movies, which enhances the fun. (S4/interview/January 14, 2025/ translated by the researchers)

From the above explanations, a conclusion can be drawn. Using technology in the classroom can help teachers and students learn English. Technology makes it easier for teachers to make activities more fun. Fun activities can help increase students' motivation to learn. Students are more enthusiastic because technology helps them understand the material better. A literature review conducted by Ahmad (2018) concluded that technology significantly enhances language learning by fostering personalized learning experiences, developing critical thinking skills, promoting learner autonomy and confidence, and increasing motivation through engaging and interactive activities. While technology helps in the learning process, it is important to remember that technology cannot replace teachers. Therefore, teachers need to use technology wisely as a medium in the classroom. Teachers should also be able to guide students to truly use technology as an aid to learning.

CONCLUSION

The following conclusions were drawn from the study. Based on this study, the strategies used by EFL teachers in Bengkayang to motivate students to learn English include four main themes: understanding students' personal lives, understanding students' needs, creating a supportive and positive learning atmosphere, and the last integrating technology into the teaching and learning process.

For the first strategy, understanding students' personal lives increases learning motivation by making the material more relevant and creating closeness between teachers and students. Secondly, analyzing students' needs is important before teaching. Teachers should try to understand the situation and condition of the students. Then, teachers can determine the appropriate teaching materials. Thirdly, creating a positive learning atmosphere involves teachers building a comfortable, safe, and fun classroom environment through interactive activities, positive feedback, and support. As a result, students are motivated to actively engage in learning. Finally, technology integration motivates students by making English learning more engaging, interactive, and relevant and providing access to extensive learning resources. Overall, these strategies proved effective in increasing students' learning motivation, which was reflected in their enthusiasm and active participation in class.

Moreover, it should be acknowledged that this study had limitations, especially in terms of the relatively small number of participants (five teachers and four students) and the less diverse educational backgrounds of teachers, which may affect the validity and generalizability of the findings. For the advancement of education, teachers are advised to continue to explore students' interests and needs and utilize technology creatively in learning. Students, on the other hand, are expected to be proactive in finding additional learning resources independently.

Future research is suggested to involve a larger number of participants with more diverse educational backgrounds, as well as using mixed research methods (quantitative and qualitative) to obtain more comprehensive results. In addition, further research can explore the long-term impact of the motivational strategies used on student learning achievement.

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APPENDICES:

Interview Protocol (Adapted from Ary et al., 2019, p. 338-429)

Title: Bengkulu EFL Teachers' Strategies to Motivate Secondary School Students to Learn English: An Exploratory Study

Interview question:

Can you tell me about your students' motivations in learning English?

What do you do to increase your students' motivations?

What activities do you use to increase students' learning motivation? (Alyousif & Alsuhailani, 2021; Zohrabi & Farshbafan, 2022)

What teaching strategies do you use to increase student motivation? (Cirocki et al., 2019)

After the strategies and activities are implemented, are your students' motivations improve?

INTRODUCTION (5 MINUTES)

Thank you for attending today's interview session.

My name is Elisathusilawani, you can call me Elisa. I am a student from MPBI UKSW, and I want to meet you to discuss the research I'm doing on **Bengkulu EFL Teachers' Strategies to Motivate Secondary School Students to Learn English**.

The purpose of today's interview is to better understand your perceptions of EFL Teacher Strategies (or Your Strategies) to motivate Secondary school students to learn English.

INFORMED CONSENT:

1. This interview will not affect your current work or anything that can impact your career. So you do not need to worry when answering my questions.
2. Your responses will not reveal your identity. That means, no information about you, such as your name or personal traits, will be reported.
3. The information I collect will be kept private. After doing this interview I will make the interview transcript and give you access to check it.
4. This interview uses English but you may use Bahasa Indonesia to answer my questions

Check for understanding and obtain consent

Do you agree to continue the interview?

Confirm permission to record the session:

During this interview, I will record our conversation to make it easier for me to make the transcript and confirm what we talked about today. Do you mind if I record our conversation?

Ground rules:

There are no right or incorrect responses; instead, I'm interested in hearing about your thoughts and experiences.

Check for understanding:

Before we start the interview questions, Is there anything you want to ask regarding the grounded rules?

Questions:

1. What is your name?
2. Would you mind telling me where you are working now?
3. What grade(s) are you teaching?
4. How long have you been teaching in that school?
5. Did you experience any obstacles when teaching students in class?
6. Well, have you ever tried creating some activities to encourage student motivation?
7. Can you tell me about your students' motivations for learning English?
8. What do you do to increase your students' motivation?
9. What activities do you use to increase students' learning motivation?
10. Did you encounter any obstacles while doing these activities?
11. What did you do when you faced these challenges?
12. What teaching strategies do you use to increase students' motivation to learn?
13. Other than that, do you use any other strategies?
14. From all of the strategies you mentioned, which one do you think works better? Why do you think so?
15. After the strategies and activities are implemented, are your students' motivations improve?
16. Do you have any tips and recommendations on teaching strategies that other teachers can use to increase students' motivation to learn English?

Wrap up (5 minutes)

1. Thank you for your participation today; From the interview recording, I will make the interview transcript and give you access to check the transcript and clarify the information we discussed today.
2. I will never reveal anything that might allow you to be identified as I reflect, summarize, and report on what we have talked about.
3. If you have any questions, you can contact me via Whatsapp, 085866886117 or by email, 962023003@student.uksw.edu

Below is the link for the questionnaire and Focus Group Discussions:

Questionnaire:

https://docs.google.com/forms/d/e/1FAIpQLSdY596vfiFj_BFsFl3JGUMJsK4ETuDe6Wn6Xc_b1i-Kz6LAgw/viewform?usp=pp_url

FGDs:

https://docs.google.com/document/d/1qpApuB3BP9f_jKZegUjOHadthaeKwW1uVbJkc0YQT0c/edit?usp=sharing

