

A QUALITATIVE STUDY INTO MOTIVATIONAL STRATEGIES UTILIZED BY INDONESIAN EFL UNDERGRADUATE STUDENTS

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Abstract

In recent years, numerous studies worldwide have investigated students' motivation to learn English, but few have explored the strategies used to inspire them to continue learning English. This research aims to examine the approaches employed by undergraduate students to maintain their motivation in learning English, which can provide valuable insights for readers facing low motivation. This study follows a narrative inquiry design, involving two sixth-semester participants who study English Foreign Language at a university in Jember. The researcher conducted semi-structured interviews and subsequently analyzed the data thematically. Upon analysis of the interviews, it became apparent that the challenges participants encountered in learning English encompassed issues like expanding vocabulary, understanding grammar, improving pronunciation, enhancing oral communication, as well as reading and writing skills. They apply metacognitive and cognitive strategies to overcome their challenges. Furthermore, their lecturers provide them with frequent feedback to correct their mistakes, in line with the social approach. In addition their motivation to persist in learning English was driven by internal and external factors. Students have different motivations for learning English, including academic goals and personal interest. They revisit their reasons for learning when motivation declines. Learning approaches differ, with some students favoring structured study times and others engaging in activities like reading and listening. Both motivation and learning methods have a significant impact on their English language learning achievements, leading to positive progress in their journey.

Keywords: EFL student's motivational strategies, Narrative inquiry, Undergraduate students

INTRODUCTION

Motivation is the star player in the cast of characters assigned to second-language learning scenarios worldwide. This umbrella term is often used to describe the success or failure of almost any complex task (Brown, 2007). Brown's book explains that motivation is one of the personality factors in affective factors as affective factors of second language acquisition. Motivation is essential in learning a person's second language to being called a star player in a cast of characters that will determine one's success or failure. Motivation and self-efficacy are strong predictors in determining one's success in learning a language (Hennebry-Leung & Xiao, 2020). The stronger person's motivation, the more enthusiastic that person will be about learning. That way, this person will not give up easily. Second

language learning and foreign language learning are concerns that will affect many people at some point in their lives, and the need for language teaching requires the elaboration of language training practices based on sound pedagogical, social, and psychological principles (Sugita McEown & Takeuchi, 2014). Learning a second language can be such a personal experience for a person that it can be considered an image of one's identity projected through L2 (MacWhinnie & Mitchell, 2017).

Learning a second language is difficult, but one must be highly motivated to keep going. From a behavioral viewpoint, performance in a task and motivation to do so are likely to depend on external forces: parents, teachers, peers, educational requirements, and job specifications (Brown, 2007). A person's motivation comes not only from the person themselves but also from the external environment such as parents, friends, teachers, educational requirements, or one's job specifications. The environment greatly influences a person's motivation to learn a second language. Suppose the person's environment supports them to continue learning a second language. In that case, the person's motivation to learn a second language will likely be even higher, such as parents who provide all the facilities to support the progress of student to learning English, friends who have a frequency, or teachers who comfort their students to learn a second language. Everyone is motivated differently (Brown, 2007), whether by their environment or themselves. The differences in factors that affect a person's motivation ultimately cause a person's actions to be unique and different. Undeniably, a person's motivation can go up and down, sometimes strong and sometimes weak. When their motivation is weak, they will feel lazy to study, and they can even stop studying because of their weak motivation. For that, we must have a strategy to increase our motivation when the motivation that is in us is weak so that we do not give up easily. This research was made to find out what strategies were used by students in semester 6 to motivate themselves to continue learning English.

The Definition of Motivation

Motivation comes from the Latin verb *movere*, which means to move (Dornyei & Ushioda, 2011). Viewed from the origin of the word, 'move' refers to something that moves a person to choose to act, expend effort, and persist in action. Accordingly, in a general sense, motivation is a significant encouragement that changes dynamically within a person to start, direct, end, and evaluate cognitive and motor processes that will lead to the success or failure of student goals (Dornyei & Ushioda, 2011). Due to the significant influence of motivation on a person's success, it has been dubbed a star player in the cast of characters assigned to second language learning scenarios worldwide (Brown, 2007).

Many learners feel that learning another language requires hard work and a long process (Li, 2017). For this reason, it will be more fun when someone learning a language likes and has high motivation with what they are learning. However, motivation is multifaceted, complex, and varied, so it is rare for students to maintain a high level of

motivation over time (Li, 2017). Reduced motivation to learn is natural, considering this process is prolonged and full of effort. Because of that, learners must face many obstacles that can interfere with their efforts to maintain their level of motivation. Therefore, learners need reliable strategies to maintain or increase their motivation (Li, 2017) because motivation creates a strong desire to learn and supports the enthusiasm for learning to achieve the expected English skills (Muslim et al., 2020).

Motivation plays a critical role in language learning, and various factors influence it. According to Gardner (1985) socio-educational model of language learning, motivation is not only about the learners' desire to learn a language or their attitudes towards language learning but also about the effort and support required to sustain it. In other words, motivation is not just a fleeting feeling but a complex process involving internal and external factors. Gardner emphasizes the importance of creating a conducive learning environment that encourages learners to exert effort toward achieving their language learning goals. It includes providing learner appropriate feedback, guidance, and support and creating opportunities for social interaction and meaningful communication.

Moreover, Gardner (1985) suggests that motivation is not a static phenomenon but can vary over time and across different contexts. Therefore, it is essential to understand each learner's individual needs and goals and tailor the learning experience accordingly. By doing so, language educators can foster a more positive and effective learning environment that supports learners' motivation and enhances their language proficiency.

The Factors of Motivation

Motivation plays a crucial role in language learning. Hence, identifying the factors that contribute to this motivation can help educators design effective language teaching strategies. Williams (1997) categorized these factors into two types: intrinsic and extrinsic. Below is a further explanation of intrinsic and extrinsic factors:

1. Intrinsic Factors

Intrinsic motivation refers to the internal desire to learn a language for personal reasons, such as their interest in the language, enjoyment of the learning process, and desire for personal growth.

One of the benefits of intrinsic motivation can make the learners more likely to engage in self-directed learning, taking responsibility for their own progress and seeking out resources and opportunities to practice and improve their skills. In contrast, learners who are primarily motivated by external factors may rely heavily on structured classes or language programs and may struggle to continue learning once these external sources of motivation are removed. Intrinsic motivation is a key factor in successful language learning. Learners who are intrinsically motivated are more likely to persist in their studies, set challenging goals for themselves, and take risks in using the language. They are also more likely to experience enjoyment and satisfaction from the learning process, which can help to maintain their motivation over time.

Intrinsic motivation can be fostered through a variety of strategies, such as connecting language learning goals to personal interests and values, providing opportunities for autonomy and choice in the learning process, and creating a supportive and engaging learning environment. By promoting intrinsic motivation, language teachers and learners can create a positive and sustainable approach to language learning that prioritizes personal growth and enjoyment.

2. Extrinsic Factors

Extrinsic motivation, on the other hand, is driven by external factors, such as the promise of better job prospects, social status, or recognition. Extrinsic motivation can be a powerful tool for driving behavior and achieving goals. For example, many people are motivated to work hard and advance in their careers because of the promise of better job prospects and higher salaries. Similarly, people may be motivated to volunteer or donate to charity because of the social recognition and status that comes with those actions. However, there are also some potential drawbacks to relying too heavily on extrinsic motivation. For one thing, it can be difficult to maintain motivation over the long term if the external rewards or incentives are not consistently available. This can lead to burnout, frustration, and a lack of fulfillment in one's work or other activities.

Extrinsic motivation can sometimes lead to a focus on short-term goals at the expense of long-term growth and development. For example, someone who is solely motivated by the promise of a promotion may be less likely to take risks or pursue opportunities that don't immediately lead to that goal, even if those opportunities could ultimately be more fulfilling and rewarding in the long run.

Intrinsic motivation is often contrasted with extrinsic motivation, which refers to external factors that drive language learning, such as obtaining a higher salary or meeting job requirements. While extrinsic motivation can be effective in driving short-term progress, it is often less sustainable than intrinsic motivation because learners may lose interest once the external rewards are no longer present.

Overall, while extrinsic motivation can be a powerful tool for driving behavior, it is important to balance it with intrinsic motivation, which is driven by internal factors such as personal satisfaction, enjoyment, and a sense of purpose. By cultivating both types of motivation, individuals can achieve their goals while also finding fulfillment and meaning in their lives.

The Definition of Learning Strategies

There are many definitions of learning strategies that several experts have explained. According to Oxford (1990), Learning strategies that are considered related to learning are implemented by students when trying to learn and overcome their learning problems. This point explains that this learning strategy is always related to something people do when studying. Besides, according to O'Malley & Chamot (1990), learning strategies are particular thoughts or behaviors that individuals use to help them understand, learn, or

retain new information. This learning strategy can be in the form of selected thoughts or behaviors used to understand, learn, or store further data.

Brown (2007) states that learning strategies are related to the receptive domain of intake, reception, memory, storage, and recall. The purpose of this expert's opinion explained that learning will always be related to receiving new knowledge and storing this knowledge in our memories. Oxford (1990) also describes language learning strategies as operations students use to assist the acquisition, storage, retrieval, and use of information. Learners take specific actions to make learning easier, faster, enjoyable, independent, effective, and transferable to new situations. Moreover, Taheri et al. (2020) explained that language learning strategies are pivotal in EFL learners' second/foreign language achievement. As a result, their language learning process will significantly influence their learning achievement.

From the definitions above, *learning strategies* are defined as specific steps taken by someone, either in the form of particular actions or a thought that can solve their problems and help them to understand, learn, or retain information. These specific steps refer to a person's choices during learning or that affect their knowledge. When students find out the teaching they like, it will be free easier, faster, and more fun.

The Types of Learning Strategies

According to Oxford (1990), learning strategies are divided into two, namely direct strategic and indirect strategic.

1. Direct strategies

Direct strategies are language learning strategies that involve the target language directly. This strategy require the mental processing of someone to learn the language. Direct strategy is divided into three kinds:

a. Memory Strategy

This strategy helps students to store and retrieve new information. This strategy has existed around for a long time, even before literacy became widespread. Usually people use this strategy to remember practical information about their farm, the weather, or the date when they were born. It means that memory strategies are needed to explore information obtained for a long time.

b. Cognitive strategy

This strategy helps summarize or deductive reasoning, which allows someone to understand and produce a new language in various ways. Cognitive strategies relate to practice receiving and sending messages, analyzing and reasoning, and creating structures for input and output. The general function obtained by this strategy is learners' manipulation or transformation of the target language.

c. Compensation Strategy

This is a strategy can be used by learners for guessing from the context they have listened and read. This strategy allows one to use a new language for either

comprehension or production despite limitations in knowledge. A compensation strategy for production is widely used to compensate the lack of imprecise vocabulary. Besides that, this strategy can balance the need for grammar knowledge. For example, when someone does not understand the correct use of the subjunctive form of a verb, they can use a different form.

2. Indirect Strategic

Indirect Strategy is a strategy that supports someone's effort in learning. The point of this Strategy relies on ways to get the desired knowledge. This strategy is also provides indirect support for language learning (Yunus & Singh, 2014). Below are the indirect strategy classifications:

a. Metacognitive Strategy

Many language learners are difficult in understanding the English language learned because of many unfamiliar vocabulary requirements, confusing rules, different ways of writing, difficult-to-explain social customs, and non-traditional instructional approaches. Some studies has explained that those difficulties occur because the learners cannot focus in learning English (Oxford, 1990). Accordingly, this strategy will help the learner solve the problems by centralizing, compiling, planning, and evaluating knowledge.

b. Affective Strategy

This strategy helps to manage someone's emotions, motivations, and attitudes. Students need to understand the technical aspects of the perfect new way of learning. Positive emotions and attitudes make a person feel happy and effective in education. Accordingly, it will make it easier for someone to learn. This strategy is suitable for students with many emotional problems. Someone who cannot understand language learning quickly because of many worries could use this learning strategy by praying or pausing to relax them.

c. Social Strategy

This strategy is one of strategies can be done having the interaction with. This strategy can be implicated by asking questions, working with others, and empathizing. Asking questions will help someone increase their understanding. Apart from asking questions, working with peers and with more proficient users of the target language will also facilitate learners in English by speaking to one another. Furthermore, empathy is the ability to put themself in another person's position to understand that person's perspective better. They will become more fluent in English and further increase their vocabulary.

Previous Study

Students' interest in learning English depends on how much motivation they have. Great motivation will help them study harder and better. The following are several researchers who have conducted research similar to this study.

According Wimolmas (2012) the students involved have a relatively high level of motivation, especially in terms of instrumental motivation, when learning English. The finding shows that instrumental motivation plays an essential role in English learning.

Lee et al. (2019) found that the efforts made by second language teachers (L2) to motivate their students had a positive effect. This effect is seen in the increased use of self-study materials, application of newly acquired English knowledge, efforts to minimize errors, and active engagement in class. The findings above suggest that the benefits of L2 teacher motivational practices extend beyond the classroom environment.

Ruesch et al. (2012) provides additional evidence supporting the findings of previous studies. In addition, the findings suggest additional cultural variations in how motivational teaching practices are perceived. Furthermore, this study assigns the importance of incorporating student perspectives on classroom practice because marked differences were found between teacher and student responses.

The difference between this research and the three research above is this research uses a qualitative research, while the above research uses quantitative research. The current study aims to explore a research subject in-depth by gathering non-numerical data such as interviews and textual analysis. It seeks to capture individual experiences and perspectives rather than generalizing findings to a larger population. Qualitative research provides context and a deeper understanding of the topic, complementing the statistical evidence offered by quantitative studies. The study aims to contribute meaningful and insightful knowledge to the existing research on the subject.

METHODS

Research Designs

Creswell (2013) highlights that qualitative research is grounded in assumptions and interpretive/theoretical frameworks, which guide the study of research problems related to individual or group perspectives on social or human issues. Furthermore, Creswell categorizes qualitative research into five types: narrative research, phenomenological research, grounded theory research, ethnographic research, and case study research. While in this study, researcher employed a qualitative-narrative method to explore how they motivate themselves to learn English. Researchers chose this design because this method allows researchers to explore language educators' and students' internal cognitive domains and the essence of language teaching and acquisition as a communal and educational endeavor (Barkhuizen et al., 2014). It can also explore their experiences more deeply because it focuses on gathering detailed descriptions of participants' experiences and encourages them to reflect on their past events, which can assist them gain a deeper understanding of their own experiences. In addition, narrative research can reveal emotions and attitudes that participants may not have been aware of beforehand, leading to a more comprehensive understanding of their experiences. In this way, researchers can collect spoken texts that narrate events or actions chronologically (Czarniawska, 2004).

Research Context and Participant

To collect research participants, the researcher used a purposive sampling approach (Jupp, 2006). This method involves selecting individuals based on specific criteria aligned with research objectives. Specifically, this research focuses on understanding the motivational strategies used by Indonesian students studying English as a Foreign Language (EFL) at the undergraduate level. This study investigates the strategies, techniques, and approaches these students use to increase their motivation to learn English.

In doing so, researchers followed the ethical procedure by Barkhuizen et al., (2014). In the first stage, participants were informed about the purpose of this research. Furthermore, the researcher gave informed consent to the participants to participate in this study. This informed consent was written in simple language and explained detailed information about using the data collected for this study. Next, the researcher asked for their signature on the consent form, acknowledging their voluntary involvement in the research and their right to withdraw at any time. Lastly, researchers emphasize protecting their privacy by maintaining confidentiality throughout the publication.

Data Collection

To address the primary inquiry of the research, the researcher must gather the required information and data. Once the research question and plan have been established and defined, the researcher collects information. The researcher will conduct interviews to collect information and data for the qualitative research. The researcher plays a crucial role in this research method as it determines the research's direction and sources, gathers data, evaluates its quality, interprets it, and ultimately derives conclusions from it. In essence, the researcher is the primary tool for conducting the study.

This study used semi-structured interviews. During semi-structured interviews, the researcher relies on an interview guide to direct the conversation while also keeping the questions broad enough to give participants the freedom to broaden their responses and allow the researcher to explore emerging topics (Barkhuizen et al., 2014).

First, the researcher took two learners from the sixth semester majoring in English education. Then they will be interviewed according to the theme chosen in this study. After conducting interviews, researchers will classify their answers and conclude.

Data Analysis

Researchers use thematic analysis to examine data gathered from interviews. *Thematic analysis* is a technique employed to identify and analyze patterns or themes within datasets. It entails thoroughly organizing and describing the data to unveil its intricate and comprehensive nature (Braun & Clarke, 2006). The process involves several steps: first familiar with the data, second generating initial codes, third identifying themes, fourth reviewing themes, fifth defining and naming the themes, and sixth producing reports.

Trustworthiness

In this study, researchers applied a specific strategy proposed by (Lincoln & Guba (1985) to ensure the results obtained were valid and reliable. The researcher returns interview transcripts to participants so they can review the accuracy of the information presented. In addition, researchers also use peer debriefing techniques, as suggested by Janesick (2015). To do so, the researcher will look for colleagues who are experts in this field and are not directly involved with this research. This colleague was tasked with reviewing and grading interview transcripts, providing new perspectives and critical feedback on the results of our research. Their input is invaluable in identifying potential biases, gaps or areas that require further clarification.

By combining participant screening and peer debriefing, the researcher aims to build confidence in the findings of this study. This practice allows the researcher to engage in a rigorous validation process, ensuring that the data analysis is thorough, accurate and reflects the participant's perspective. Ultimately, the researcher intends to increase our qualitative research's overall quality and credibility.

FINDINGS AND DISCUSSION

Findings

In this particular research, the selected university is located in Jember, East Java, Indonesia. In this context, the focus of the study narrowed down to two participants who were both in semester 6 and actively participating in English education study programs. They take part in an exciting journey of learning English as a foreign language at undergraduate level. It is worth mentioning that both participants are young women, aged 22, and have a strong drive and passion to master English. However, it should be noted that the underlying reasons driving their motivation to learn English are very different

The research was conducted to understand what motivated two undergraduate students studying English as a Foreign Language. The subsequent section provides the findings, concentrating on different facets of participant motivation, as guided by the research questions. Upon analyzing the interviews conducted with Olive and Salsa, it became evident that their motivation to learn English varied during their college years. Additionally, they employed a variety of strategies to reignite their motivation and enhance their English learning journey.

In a semi-structured interview, Olive and Salsa talked about their difficulties in learning English, including dealing with its intricate grammar, grappling with pronunciation difficulties, coping with an extensive vocabulary, confronting the fear of making mistakes while speaking, and the necessity of becoming proficient in reading and writing.

"The most difficult thing in learning English, when I learn to enrich my vocabulary and also learn about grammar. Usually I will learn more often on things that are my weakness."
(Interview with Olive, 25 July 2023)

"In my opinion in personal experience, there are many factors that have difficulty learning English, for example:

- *Complex Grammar: English has quite complex grammar with lots of rules and restrictions. For example, irregular verb forms, nouns and adjectives that are often irregular, and the use of certain words that require a deep understanding of grammar.*
- *Pronunciation: Some people may have difficulty deciphering some of the English sounds that are not present in their mother tongue. In addition, there are differences in accent and intonation between the various English dialects which can cause difficulties in understanding speech.*
- *Wide Vocabulary: English has many words with different meanings, as well as synonyms and antonyms which are often confusing for English learners, especially for those whose native language does not have similar words.*
- *Oral Communication: Speaking English fluently and confidently can be a challenge for many people, especially because of the fear of using the wrong words or using the right grammar.*
- *Reading and Writing: Reading and writing in English requires a deep understanding.*

Remember that difficulties in learning English are normal, and many people have overcome success with patience, persistence, and consistent practice. Learning English can be an exciting and fulfilling journey, and with the right support and resources, anyone can develop their English skills well." (Interview with Salsa, 26 July 2023)

Their motivation to continue learning English centered around achieving their educational goals and personal development. They employed various strategies for language acquisition, such as establishing regular study routines, like studying before bedtime or upon waking, and engaging in language-related activities such as writing, listening to English materials, reading, and watching movies without subtitles. Furthermore, they received feedback from their instructors, which they used as opportunities for self-improvement.

"Which is my motivation to continue studying, I want to graduate as soon as possible and get the degree that I want. My strategy in studying, usually I will study before going to sleep and after waking up. The feedback I get is usually from my lecturers, like in class when the lecturer holds a quiz and then the lecturer also gives feedback on the quiz. To improve myself, usually I will try to digest again the lessons given by the lecturer." (Interview with Olive, 25 July 2023)

"Overcome it with patience, persistence, and consistent practice. According to my strategy, I regularly write words in English form, listen to English songs and podcasts, often read English books, watch movies without subtitles. Some of the feedback I get from people is some say good and some say less. Maybe in the future you can improve even more, by learning from previous mistakes, maintaining and improving skills that are already pretty good." (Interview with Salsa, 26 July 2023)

In terms of maintaining motivation, they emphasized the importance of setting achievable goals, concentrating on the learning process rather than just the end result, and recalling their initial reasons for embarking on their English language journey, whether it be for graduation or personal growth. In summary, both participants stressed the significance of perseverance and unwavering commitment when faced with challenges in language learning.

"My motivation remains to be able to graduate as soon as possible and become a graduate. To prove to people who have underestimated me, that I was able to pass my education." (Interview with Olive, 25 July 2023)

"By setting realistic goals, focusing on the process not the result, motivating yourself, remembering why you started in the first place." (Interview with Salsa, 26 July 2023)

Continuing with the research findings, it's evident that both Olive and Salsa exhibited remarkable determination in overcoming their challenges and sustaining their motivation to learn English. Their experiences shed light on the multifaceted nature of language learning and the various strategies individuals can employ to navigate these challenges. Like the metacognitive strategy used by Olive to determine the time that she thinks is effective for studying, the effective time for Olive to study is before bed and after waking up, or the cognitive strategy used by Salsa engaging in language-related activities such as writing, listening to English materials, reading, and watching movies without subtitles.

As we delve deeper into their motivations, it's important to note that their aspirations extended beyond the realm of academia. Olive's desire to prove her abilities and achieve her educational goals exemplifies a drive that transcends the classroom. Her determination to demonstrate her capabilities to those who doubted her serves as a powerful motivator, illustrating how personal convictions can fuel language learning journeys. This means that Olive's motivation is influenced by external factors.

In Salsa's case, her approach of setting realistic goals and focusing on the learning process underscores the significance of a growth mindset. Instead of fixating solely on the end result, she emphasized the importance of enjoying the journey itself. This mindset shift can be invaluable in maintaining motivation, as it allows learners to appreciate incremental progress and find fulfillment in the daily pursuit of language proficiency. This means that Olive's motivation is influenced by internal factors.

Moreover, the feedback provided by lecturers plays an important role in the learning of Olive and Salsa. This emphasizes the significance of constructive criticism and guidance during the learning process. By offering insight and opportunities for improvement, lecturers became an integral source of motivation and guidance for these students. As Olive and Salsa advanced in their academic path, they soon realized the substantial impact of feedback received from their lecturers. This feedback served as a catalyst for growth and self-improvement rather than merely pointing out errors. Every critique and suggestion for refinement acted as a stepping stone towards excellence.

In conclusion, the experiences of Olive and Salsa offer valuable insights into the

dynamics of motivation and language learning. Their dedication, strategies, and perspectives serve as a testament to the resilience and adaptability of language learners. Whether driven by personal goals or a commitment to continuous improvement, their stories inspire others embarking on similar language-learning journeys.

Discussion

According to the findings above, most learners have experienced low motivation in learning English due to the many challenges of learning it, such as coping with the huge vocabulary, difficulties in verbal communication, complicated grammar rules, and difficulties in reading and writing. For this reason, they have to study consistently and dedicate more time to overcome these obstacles. This observation is in line with Li's (2017) findings, which emphasise that learning another language demands persistent effort and a time-consuming journey. According to Dornyei & Ushioda (2011), motivation is crucial in determining students' success or failure in achieving their goals. When Salsa and Olive's motivation to learn English declined, they recalled why they started all this, which eventually made them re-motivated to learn English and survive until now. According to Williams & Burden (1997), the factors that influence students' motivation to learn English are divided into external factors such as social status, recognition, or fulfillment of a cherished dream and internal factors such as the desire to learn a language for personal reasons, such as love of language, finding pleasure in the learning process, and seeking personal growth. In this study it was found that the factors that influence olive and salsa's motivation are different. Olive was motivated because of external factors, namely to pursue a university degree and prove to people who underestimated her that she could. However, Salsa was motivated because she saw it as a valuable and fun experience.

Furthermore, they also have different English learning strategies. Taheri et al. (2020) argued that it is important to have learning strategies in EFL learning in order to achieve success as desired. Olive uses a study approach that revolves around choosing the optimal time for her study, such as before going to bed and after waking up, which proved to be effective for her. According to Oxford (1990), this kind of approach is known as a metacognitive strategy which involves various aspects such as planning, organising, evaluating and monitoring her language learning progress, especially in managing her study time effectively. Meanwhile, Salsa uses a specific approach to improve her English language skills, namely reading English books, listening to English songs and podcasts, watching English films without subtitles, and writing in English. According to Oxford (1990), these strategies are categorised as cognitive strategies.

In addition, both of them often receive feedback on their English skills. While Olive tends to receive feedback mainly from her lecturers, Salsa receives feedback from both lecturers and other individuals. This process is part of their social approach to language learning, as described by Oxford (1990), which involves their interaction with others in the context of language and cultural learning. This feedback is valuable as it helps them

recognise their areas of improvement and strengths, enabling them to address their mistakes effectively.

CONCLUSION

The main purpose of this research is to examine what drives undergraduate EFL students at a university in East Java, Indonesia, to continue learning English. The study utilized semi-structured interviews to gather data, which were then analyzed using thematic analysis theory based on (Braun & Clarke, 2006). By applying peer debriefing process Janesick (2015), the research revealed various factors influencing the students' motivation. Some were motivated by the desire to achieve their desired degree and prove their abilities to doubters, while others found enjoyment in learning English. When facing decreased motivation, students would recall their initial reasons for learning English, reigniting their motivation. These results indicate that some students were motivated by external factors, while others were driven by internal factors, as proposed by (Williams & Burden, 1997).

Furthermore, the study identified differences in learning strategies among the students. Some preferred specific and efficient study times that suited their individual preferences, such as before bedtime and after waking up. On the other hand, others relied on various activities like reading English books, listening to English songs and podcasts, watching English films without subtitles, and writing in English. These strategies were classified as metacognitive and cognitive learning strategies, as defined by (Oxford, 1990). Importantly, the research found that both motivations and learning strategies had a significant impact on the student's English learning performance, leading to positive outcomes in their learning journey.

Despite the valuable findings, the study acknowledged some limitations that should be addressed in future research. Firstly, the sample size was small, consisting of only two female participants. Therefore, it is highly recommended that future studies involve a larger and more diverse group of participants to improve the generalizability of the findings. Additionally, the data collected was specific to East Java, Indonesia, and did not encompass a broader geographical scope. To gain a more comprehensive understanding of students' motivational strategies in different locations, future research could investigate students' motivations across various regions.

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