

A Junior High School English Teacher's Experience in Motivating EFL Learners

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Abstract: *This study utilized a narrative research design to explore the experience of a junior high school English teacher regarding the strategies and hindrances in motivating her learners. The thematic analysis of Braun and Clarke (2006) was used to analyze the data. The findings revealed two themes; Motivational Strategies Applied by the Teacher and Hindering Factors in Motivating the Learners. The first theme was broken down into four subthemes. They are building a good relationship, using interesting learning methods, using various media, and maintaining learners' motivation. The second theme was broken down into seven subthemes. The first four subthemes are learners' background, low interest, inattention, and shiftlessness which came from the learners themselves. And then the last three subthemes are inappropriate classroom setting, unsupportive peer behavior, and time constraints which arose from the learners' surroundings.*

Keywords: Motivation, Experience, Strategies, Hindrances, Junior High School

1. INTRODUCTION

Motivation is a very effective factor in almost every aspect of life. In the field of education, specifically in language learning, motivation can make the learners develop their passion in learning and increase their enthusiasm in achieving their learning goals (Sugita & Takeuchi, 2010). Motivated learners will more likely significantly enhance their performance compared to those who are not. Learners with a lack of motivation will feel bored easily as if they do not have any goals from the learning process. Moreover, demotivated learners tend to ignore the teacher's explanation in class. Even though they pay attention to the explanation, they will struggle with understanding the topic of the lesson. This issue cannot be neglected. Therefore, applying motivational strategies in every opportunity in class is a must. McEown and Takeuchi (2014) state that the term 'motivational strategies' refers to all teaching strategies applied by teachers which aim at encouraging learners' learning. Teachers play a major role in teaching – learning process. The importance of applying motivational strategies in EFL class is obvious. As mentioned before, motivated learners will perform much better so that they will achieve the learning objectives more effectively and efficiently compared to those who are not.

There are several motivational factors that influence EFL learners. According to Al Khalidi (2019), which investigated motivational factors of higher education students in Oman, learners are motivated for instrumental goals which are good career, passing exams, and fulfilling daily activities such as shopping and traveling. It suggests that setting up goals in the first factors that influence students' motivation. Learners also prefer teacher who is able to create comfortable and joyful learning atmosphere in classroom. Thus, teacher's personality is an important factor that affects students' motivation. One more factor is that teachers need to make the learning task more interesting and stimulating.

Moreover, grades can also impact learners' motivation in studying. This statement is supported by Chamberlin, Yasué and Chiang who conducted research on the impact of grades on academic learners' motivation. Chamberlin, et al. (2018) explored the impact of grades on learners' motivation at three different universities in North America. They found that grades can affect motivation both positively and negatively. Positively, grades can make learners to feel more confident with their performance. Negatively, grades can put a great pressure and anxiety to the learners as well as a fear of failure.

Meanwhile another study, by Cirocki, Soto, Encalada and Cuenca (2019) identified strategies which Ecuadorian higher secondary school EFL learners found motivating. First is creating a comfortable and friendly classroom atmosphere which Ecuadorian EFL learners found most motivating. Second is creating a cohesive learning group. Third is using variety of activities learners take part in such as using pictures, video, slides, games, etc. Fourth is being humorous and polite to the learners. Fifth is to listen and respect learners' opinion and problems. Sixth is teaching the lesson enthusiastically. Looking at the importance of motivational strategies, English teachers are demanded to train themselves to be able to apply them.

2. RESEARCH METHOD

This research utilized a narrative research design as the research methodology. Narrative research uses someone's stories as the data of the research. The research was conducted at an Islamic Junior High School in central part of Banyuwangi. The participant of this research is a female English teacher of the aforementioned school with the pseudonym "Asri". Two sessions of narrative interview were conducted to collect the data from the participant. The data analysis of this research is the thematic analysis of Braun and Clarke (2006).

3. FINDINGS AND DISCUSSION

3.1 MOTIVATIONAL STRATEGIES APPLIED BY THE TEACHER

Building a Good Relationship

The initial strategy in motivating learners is to make a good relationship with them. Based on Mrs. Asri's story, the first thing she did to make a good impression on the learners was entering and starting the class by greeting them with a smile and a cheerful face. She shared her experience as follow:

"I usually start the class by greeting them(students), greeting and showing a happy face and a smile to make a good first impression on them... and hoping that they will smile back. Although it may sound insignificant, it is a start to create a comfortable and cheerful situation between the teachers and the learners."

"After that, I asked how they are doing. It is to get their responses and initiate an interaction between the teacher and the learners."

She tried to get the learners' attention and responses by asking how they were doing. This was done to ensure that the learners were listening to the teacher and further confirmed the interaction between the two.

Besides showing a cheerful face and asking how they were doing, Mrs. Asri also mentioned a couple of strategies in motivating the learners at the beginning of the class:

"In starting the class, explaining the lesson is not what teachers should do first, rather we can have a little conversation with them(learners), like a small talk, just to make them interested. For example, I ask a student "hey, I heard that you had a soccer match yesterday. How did it go?" He will reply and most of the time the others will respond too, and that is a good thing because they listen to us and we can prepare them for the lesson."

From Mrs. Asri's stories, it can be concluded that having a small talk with the learners could make the learners concentrate and focus on what the teacher was saying. Then, the teacher could ensure that the learners were ready to start learning.

Moreover, Mrs. Asri mentioned another strategy to strengthen the relationship with her learners and made them like her more which was being humorous. During the interview, she described:

"...telling jokes, funny things. The point is to be humorous. Learners always like teachers that have a good sense of humor, don't they? For example, the other day, there was a student sleeping in class. His friends were staring at him. I noticed it and decided to tell one of his friends to take a picture of me and the soundly sleeping student. Everyone else was laughing as he woke up and shocked that I was right next to him,

haha. Another example is when we were about to have a daily test, I put their names on the question papers, and they found it funny reading it. It was enough to put them in a good mood."

From the description above, it can be said that the learners like a teacher that has a sense of humor. Being humorous in teaching proved to be effective to motivate the learners. Based on Mrs. Asri's story, having a good sense of humor provided a relaxing and cheerful atmosphere in class. Moreover, it made her students more approachable and less hesitant to ask for help.

Using Interesting Learning Methods

Based on Mrs. Asri's story, this strategy could stimulate the learners and boost their performance because most of the them liked to do fun activities, and it prevented them from being tired or bored. This strategy includes asking essential questions, creating learning groups, games, quizzes, and learning outside the class. She described the detail of her experiences as follows:

"...before explaining the lesson, for example a Narrative Text, I asked them(learners) "does anybody know the tale of Snow White?" then everybody would... respond. "Have you read the story of Blambangan?"

"Another example is when I was about to explain the Procedure Text. The most commonly used essential question is 'how to make an instant noodle' like that. But that time I was like telling a simple story "uh, last night I was so hungry..." from that phrase I jumped into the steps (of making an instant noodle) "...so I decided to boil the water, then I put the noodle into the pot, prepared the seasonings, so on and so forth...". By doing so, the learners will automatically figure out "oh the teacher showing steps how to make something... I think the lesson would be 'Procedure Text', right?" Like so, the short story that I told them acted as the essential question for the lesson."

Mrs. Asri's stories revealed how she utilized essential questions before explaining the core of the lesson. These questions provided conceptual thinking and added foundational knowledge about the lesson so that the learners could understand the core knowledge much easier and faster. She also described that essential questions were not always in the form of question. It could also be delivered by telling a short story related to the lesson, and let the students guess.

Mrs. Asri told me about another strategy to motivate the learners which was creating learning groups. According to her experience, it made studying more fun and interactive for the learners. She explained more detail about learning groups in the following statement:

"By studying in groups, the learning process feels more fun compared to the usual individual work. As a team, learners will divide the work with each other "you will work on this, you will handle that one, and I will do this

one” as such so that there is going to be an interaction between them(learners). This worked well especially in the grade 7 learners when the learners were new to this school, and they had not known each other yet. In that case, a learning group played an important role as a means for the learners to interact and get to know each other. Together, they studied, worked, and tried to solve problems. As a result, they became more enthusiastic and active in the learning process. But still, as a teacher, I must guide and observe their work.”

From Mrs. Asri’s narration, learning group acted as a tool for the learners to interact with each other in completing the task given by the teacher. It also made them more active and involved in the learning process. Nevertheless, as Mrs. Asri said, it did not mean the teacher would just wait and let the learners do their work. He/she still has to direct and monitor them.

Another strategy is by using games and quizzes to motivate her learners as can be seen in the following excerpt:

“I prefer a small and simple game because it does not consume too much time. I often conducted a vocabulary game. So, first of all, the learners sat in a circle, and they had to pass the ball to their friend next to them in turn. Whoever had the ball in their possession when I said ‘STOP’ or when the music stopped, he/she had to answer a question (about the lesson).”

“And then quizzes, a simple quiz regarding the lesson.”

Mrs. Asri demonstrated how she conducted a game to make cheerful atmosphere and get rid of all kinds of boredom, tiredness, and sleepiness of the students that would affect their motivation. She preferred using a simple game such as a vocabulary game to make sure she did not end up consuming too much time.

Beside the strategies above, Mrs. Asri also mentioned an enjoyable strategy to motivate her learners as in the following excerpts:

“...we(teachers) can also motivate the students by giving them a chance to go outside the class.”

“...for example, we create learning groups, then tell them “students, please make a list of things that are outside the class”. We gave them some time to explore outside the class.”

“...I told my grade 7 students to list vocabulary of things or places that are outside the class. Another example is when I gave my grade 9 students some time to study outside the class before having a weekly test. So, I let them read books outside because usually they felt cramped and uncomfortable to study in the class. “You may study outside, find yourselves a comfortable place, I will give you 10 minutes” I said. By doing so, they felt more relax and motivated to study. However, I must still

keep an eye on them, making sure that nobody is going to the cafeteria or something.”

The excerpts showed how Mrs. Asri motivated her students by giving them time to go and explore outside the class. This seemingly interesting strategy was done to make studying more enjoyable. Studying outside the class gave them comfortable and relaxing atmosphere that they needed in order to get rid of their boredom, tiredness, and sleepiness. Thus, their spirit to study was restored.

Using Various Media

Another strategy was revealed by Mrs. Asri. She told me that she attempted to use media such as videos, songs, and things to motivate the learners.

“Sometimes, when I bring my laptop with me, I show them videos related to the lesson to make it easier for them to understand the lesson. When they started to feel bored, I showed them funny videos or play a song to eliminate boredom and gain their spirit back.”

“Once, I tried to use media while teaching the ‘Degree of Comparison’. The media was 2 balls with different sizes. So, first of all, I showed them the balls then asked “students, what comes to your mind when you see these balls? What can you conclude?”. Then, they replied by saying that the size of the balls was different, or the color was different. Like so. In conclusion, I used the balls as a media to showcase the point of the lesson so that the learning process feels more interesting and not monotone.”

Mrs. Asri demonstrated how she used media as a strategy to make the lesson more interesting as shown in the aforementioned excerpts. It can be concluded that playing a video helped Mrs. Asri to explain the lesson easier, and it also helped her students to comprehend the lesson easier and faster. Moreover, when she noticed that her learners began feeling bored and sleepy, she sometimes played songs to get rid of the boredom and sleepiness.

The other experience that Mrs. Asri shared was the use of things as the media in teaching the lesson. Based on the story, she used two balls with different sizes as the essential question of the ‘Degree of Comparison’. By doing that, not only they comprehended the lesson much faster and easier, but they also felt motivated because learning with media was fun and interesting.

Maintaining Learners’ Motivation

Based on Mrs. Asri’s stories, learners usually lost their focus and did not pay attention to the teacher. Moreover, there was also a high chance for them to feel sleepy and bored at some points during the learning process. Therefore, maintaining their motivation was no less important to keep them on track. Mrs. Asri shared her strategies in maintaining learners’ motivation, they are focusing, giving rewards, giving punishment, and energizer.

Here Mrs. Asri explained how she gained and maintained her learners' focus. The first strategy is by pointing at one of the learners (who was not paying attention) as described in the following excerpt:

"I usually pointed at one of those learners who were not focusing on me. The thing about students is when one of them was being pointed at by me, the rest of them were triggered and would pay attention to me immediately because they thought there was a chance that I would point at them too and ask questions to them. Right? So, it is so simple yet effective at the same time. I pointed at one student and I got everyone's attention."

Mrs. Asri was able to make all of the students pay attention to her by just pointing at one student. Meanwhile the rest of them automatically turned their heads towards that particular student because as Mrs. Asri said, students would be startled and began to pay attention believing there was a possibility that they might also be pointed at.

She also mentioned the following statement:

"...I also told them about the importance of today's lesson like... the benefits and how it can impact their real lives. By doing so, I hope that they will be motivated and understand the importance of English for their future."

By doing aforementioned strategies, not only it created an interaction and relationship between the two, but also made the learners concentrated and focused on what the teacher was saying.

Maintaining learners' motivation can also be done by giving rewards for what they have achieved in class. She gave an example as follows:

"I said "all members of the winning group will get some rewards. I will buy you this and that." Doing so, they became energetic because it really is a fun way to study."

By giving them rewards, not only they worked harder, but they also felt a lot happier once they finished the task and received the rewards. It really was rewarding and gave them a sense of appreciation, which was crucial in improving their motivation. Mrs. Asri also mentioned that the kinds of rewards can vary. It could be physical objects such as snacks or things, and non-physical objects such as extra points as can be seen in her statement below:

"The rewards can be goods such as snacks, or even extra score like "Whoever is brave enough to come forward and write the answer on the board will get an extra 10 points to their score."

Either way, by getting the rewards, her learners received a feeling of admiration and recognition which increased their enthusiasm and motivation. Furthermore, she mentioned about transparency in giving rewards as follows:

"Giving extra points as the reward must be done transparently. It means that all of the students have to witness the process. For example, I asked the student who won the reward "What's your score currently?" "I got 70, Ma'am." Then I opened and checked on my journal "okay, as the reward I will increase your score by 10 points, so it'll be 80 points." By doing that, everyone could be sure that they were not being lied to, and there would be a possibility for them to get rewards too."

From Mrs. Asri's statements, it was revealed that in giving the reward, in this case an extra point, it had to be done with a transparency. It refers to being open and honest. So, as Mrs. Asri demonstrated, she gave an extra 10 points to a student while making sure that everyone else was paying attention to the process. Here we can see that she provided a transparency, showing honesty and openness to her learners.

Besides rewards, giving punishment could also maintain learners' motivation. Mrs. Asri said that she usually gave a menace to those who were not doing their task seriously as can be seen in the following excerpt:

"Typically, I gave a punishment like some sort of little threat to those who were not paying attention or playing around instead of doing their task. For example, "Hey, if you cannot finish your task within the next 10 minutes, I will reduce your overall score by 5 points." As a result, they put in more effort to their task."

As said in the excerpt above, she would reduce their score by certain amount as a punishment, resulting them to do the task seriously. Additionally, she added another example of giving punishment as follows:

"Punishment can be reduction of score and telling them to stand in front of the class or running around the field."

"But personally, I rarely give any form of punishments because I think giving rewards has way better impact on the learners' motivation. They feel appreciated and happy when obtaining the rewards, thus it strengthens the relationship between the teacher and the learners."

It can be concluded that giving reward resulted in a better outcome than giving punishments. Giving rewards made the learners feel appreciated and acknowledged for their work, resulting in stronger relationship between the teacher and the learners. On the other hand, giving punishment might lead to the learners being disappointed and sad which will make it harder for them to study.

From the interview data, I found several other strategies that could maintain and regain learners' motivation. These so-called energizers consist of ice-breaking, giving a short break, and giving positive feedback. Mrs. Asri described how these strategies helped her as can be seen in the following excerpts:

“At some point I noticed that my students started to feel overwhelmed and tired, I decided to give them ice-breaking activities. One of which was a series of relaxing movement to relax their muscle.”

“Ice-breaking can also be done by little dances, clapping, etc.”

“Ice-breaking can be given in the middle of the learning process when they get bored, tired, or overburden, especially at the last hour of the day. There are a lot of different activities that we can do. I often invited them to do a little body movement such as stretching our bodies, doing some clapping, and even massaging with each other.”

Based on the data above, giving ice-breaking activities refreshed the learners' bodies and minds so that they felt motivated again. She encouraged the learners with several sets of moves like dancing, clapping, massaging, and stretching their bodies. This might sound absurd, but they proved to be effective maintaining the spirit of the learners and creating a cheerful atmosphere in the class.

Moreover, Mrs. Asri said that giving the learners some time to take a break could also regain and maintain their motivation as can be seen below:

“And in the last hours of the day, sometimes the learners felt tired or sleepy. At this moment, I gave them time to recuperate themselves. I said “okay, I’ll give you 5 minutes (of free time), you guys may talk with each other, you may also take a quick nap. After that, we shall continue the lesson.” So, there was an agreement between the teacher and the learners.”

“Moreover, I gave them time to wash their faces to get rid of the sleepiness and regain their energy. That also worked.”

Here, I discovered Mrs. Asri's experience in allowing the learners to recover their energy by giving them a short break so. Based on her statements, this strategy involved allowing the learners to wash their faces, chat with each other, and take a quick nap.

Besides the previously mentioned strategies, Mrs. Asri shared one more method in maintaining learners' motivation as can be seen in the following excerpt:

“...I gave them feedback, a conclusion from what we've learned. And I gave them appreciation for their effort for today, what they have done and achieved. Oh, and I also told them that it is okay to make mistakes, because it is um... a part of the learning process. Giving positive feedback aims to keep their spirits up and make them feel appreciated for their hard work, and to prevent them from feeling down if they um... had a bad day.”

Based on the statement above, it is obvious that giving positive feedback helped the learners to stay positive about

their performance and it prevented them from losing hope. As Mrs. Asri said, the teacher had to acknowledge and appreciate the learners' effort. If the learners received no recognition at all for their hard work, they would feel unappreciated and unhappy about themselves. Eventually, they would lose their motivation to study.

3.2 Hindering Factors in Motivating the Learners

Learners' Background

Based on the interview data, knowing the background of the learners could help Mrs. Asri to predict the behavior of her learners, in this case, their response towards motivation. However, she said that it was difficult to know every single learner's background due to a large number of learners in class.

“Due to the fact that there are lots of learners in the class, teachers are struggling to determine the background of each learner.”

“...yet only a few of the learners were motivated, not all of them. As I said, each learner has a different background, and as a result, I have been getting a variety of responses. And we are all aware that people from diverse backgrounds behave in different ways. Thus, while some students find it easy to be motivated, others do not. Background includes their habits, hobbies, passion, dreams, daily life outside the school, etc.”

From the statement, it can be inferred that background affects how one reacts. She mentioned that learners' habits, hobbies, daily activities, passion, and dreams formed their own backgrounds, leading to a variety of behavior, in this case, awareness of study. Thus, some learners were easy to be motivated, others were not.

Low Interest

During the interview, Mrs. Asri described that some of her students had low interest in English subject because of the fact that English has been considered as a foreign language that is quite difficult to learn. It can be seen from her statement below:

“Several learners tend to show low interest in learning English because they think that English is a difficult language and they are unfamiliar with it.”

From the statement above, some of the learners were assuming that English is a difficult language to learn, hence they did not have any interest in studying English. Moreover, Mrs. Asri also mentioned that some learners did not understand the importance of learning English. It can be seen as follows:

“...they don't comprehend the importance of English, the overall potential benefits that English language can offer to their future. Therefore, as I said before, there will always some learners that show little to no interest in English.”

Inattention

Inattention refers to the unseriousness of some learners in studying English. She mentioned that they would not pay attention to the teacher and eventually started being noisy.

“They do not pay any attention and are talking to each other during class.”

“They became noisy, they were not listening to the explanation, and then, they did not do the tasks that I told them to do.”

It can be said that some learners did not study seriously. They neither listened to the teacher nor did the tasks given. Furthermore, she added another example of learners' inattention which occurred when they got bored or fed up, tired, and sleepy as can be seen in the following statements:

“Usually they will get tired, bored.”

“Demotivated learners got bored and sleepy, thus failed to comprehend the lesson.”

Based on her experience, there was always a high chance for learners to feel sleepy, tired, and bored at some points during the learning process. Thus, she needed to regain their motivation several times.

Shifleness

Besides the hindrances mentioned previously, some of the learners were too reluctant to study English. Mrs. Asri stated as follows:

“Not only that, they become lazy to open and read books or dictionary. “So, they tend to ask me the meaning of English words instead of opening their dictionaries.”

The excerpts showed that the learners were too reluctant to read books. She said that it was hard to tell her students to utilize their books to, for example, read certain chapter of the lesson. They also tended to ask her about the meaning of English words over and over again instead of opening a dictionary.

Inappropriate Classroom Setting

Based on the findings, it was revealed that the environment in which the learners learn can have an impact on their motivation. Mrs. Asri shared her experience as follows:

“So, for example, the class that is located next to the restroom will more likely be interfered by passer-by going to and from the restroom. What often happens is that students from another class tend to peek and call their friends' names as they walk past the class. As a result, my students were distracted by that, causing them to lose their focus.”

From Mrs. Asri's narration, we can see that the location between the class and other public places, such as restroom,

might pose a serious problem. Furthermore, she also described more about this issue as follows:

“...not only restroom, but also cafeteria. The class 9E is located next to the restroom and near the cafeteria. It always causes a little distraction every time a student comes to the cafeteria for some reason. Even if the door is closed, they can still see the cafeteria through the windows.”

The statement described how a distraction could come from public places such as cafeteria and restrooms that were located near the class. Students from other classes tended to take a peek, call and sometimes yell out their friend's name as they walked near the class, causing the students from that class to stop paying attention to the teacher. It is in the nature of humans to immediately turn their heads and look at something that suddenly appears or makes a loud sound. In this case however, it brought negative impacts on learners' concentration.

Unsupportive Peer Behavior

Mrs. Asri stated that learners' motivation could also be influenced by unsupportive peer behavior. More detail about unsupportive peer behavior can be seen in her statement below:

“...let's say there is a student who actually has passion in learning English, but the majority of his friends do not. This will sometimes make him feel like he has no partner to share and study with. As a result, he doesn't give his best performance in learning English which is a sad because he will become demotivated over times. It gets worse when his unsupportive classmates are being lazy, noisy, and talking to each other. And yeah, as I said, his motivation will eventually fade away.”

The excerpt revealed that unsupportive friends caused a certain learner to lose his motivation due to his friends were being sluggish, noisy, and disturbing. This is so unfortunate because they created disturbance among the learners and had negative impact to them. Students that were originally motivated had a hard time to focus and some of them might feel lonely due to having no study partner. As Mrs. Asri described, it is a pity when diligent students got influenced by their friends causing them to lose motivation.

Time Constraints

During the interview, Mrs. Asri added more hindering factors regarding the time constraints that affected her learners' motivation.

“Moreover, I sometimes felt disappointed with the fact that in some classes, for example, in class 8B English subject is scheduled on the last hours of school. By that time, usually learners have already felt tired, bored, and sleepy. Because of that, they slowly lost their enthusiasm for studying.”

From Mrs. Asri's narration, it can be inferred that the learning schedule also affected learners' motivation. Based on the excerpt above, in some classes, the English subject was on the last hours when everybody started having boredom, fatigue, and sleepiness, and they slowly lost their motivation to study.

Besides previously mentioned factors, Mrs. Asri shared one more example as can be seen in the following excerpt:

"...we(teachers) don't have much time at the end of the class. We only have little opportunity to give motivation and sometimes we have to do it quickly. Well, it is understandable that students are eager to end the class and go home or do something else."

In this case, the hindering factor is that in certain section of teaching-learning in the class, there was only a short window of time for the teacher to motivate the learners. According to Mrs. Asri's experience, this often happened at the end of the class when the learners were eager to leave the class.

4. CONCLUSION AND SUGGESTIONS

This research explored the strategies and hindrances in motivating EFL learners to study English in junior high school. Based on the findings, the first topic is regarding the strategies applied by Mrs. Asri in motivating her learners. Based on the findings, four main strategies were discovered. They are building a good relationship, using interesting learning methods, using various media, and maintaining learners' motivation. Meanwhile, the second topic is about the hindrances faced by the teacher. It was found that Mrs. Asri encountered seven main hindrances in motivating her learners. They are learners' background, low interest, inattention, and shiftlessness which originated from the learners themselves. In addition to that, they are also inappropriate classroom setting, unsupportive peer behavior, and time constrain which arose from the learners' surroundings.

The first suggestion is for the English teachers. English teachers should keep up with the development of modern era and familiarize themselves with the current technology to make it easier for them to conduct an interesting teaching-learning process. Moreover, utilizing technology such as smartphones, computers, videos, interactive apps or websites, etc. will make the learners enjoy the teaching and keep them interested and motivated throughout the learning process. The second suggestion is for the researchers. For other researchers who would like to conduct research regarding the strategies and hindrances in motivating junior high school EFL learners, it will be better to investigate this topic in different research design and different data analysis method.

5. ACKNOWLEDGMENT

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6. REFERENCES

The template will number citations consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Refer simply to the reference number, as in [3]—do not use "Ref. [3]" or "reference [3]" except at the beginning of a sentence: "Reference [3] was the first."

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