

EFL LECTURERS' PERCEPTIONS TOWARD THEIR STUDENTS' MOTIVATION

Oleh :

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ABSTRACT

Students' motivation functions as a stimulator for students to achieve goal in learning English. It also affects the result of the learning. This research aims to describe the lecturers' perception toward their students' motivation in EFL class. It employs qualitative research with purposive sampling technique to get the data. Interview and observation are used to collect the data. In analyzing the data, it applies thematic analysis by Braun & Clarke (2006). The result of the analysis shows that in general, students' motivation is low since their motivation is not dealing with improving their English skill. During the learning process, some students are highly motivated, while others are less motivated. Students' motivation in attending English class varies. Some students attend the class to complete the task, some aim to get good grades, while the others want to fulfill the attendance only. Students' motivation in learning English does affect the learning process and the result.

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1. INTRODUCTION

Students' motivation to learn a foreign language needs to be maintained as it is one of primary elements in determining the success of learning. Moreover, it can also function as a stimulator for students to attain a goal. Those having more motivation, either intrinsic or extrinsic motivation, have a bigger possibility to develop a higher level of proficiency in the language compared to the less motivated ones since they engage and keep on learning (Hodges, 2004; Renandya, 2015). It can be interpreted that the motivated students are going to be more proficient than the less motivated ones. The motivated students persist on learning regardless of the obstacles during their learning trajectory to achieve their goal, namely mastering the foreign language. Phrased differently, they are on their track no matter the impediments they face in the learning process. The other reason in foreign language learning is dealing

with the discrepancy in terms of motivation among students in various departments.

Motivation is the driving force behind one's actions. The force can come from within the individual or from outside. Motivation stimulates people to act in such a way as to accomplish their goals (Joshy, 2022). Wlodkowski (2008) suggests that it is the natural human process hired to direct energy to achieve a goal. It is mysterious since it cannot be touched or precisely measured (Wlodkowski, 2008). Consequently, it must be inferred from what people say and do. For instance, when we hear one of our friends say that she wants to investigate the issue on the positive and negative impacts of technology on learning process during pandemic, it can be inferred that s/he has a drive to conduct research whose goal is to explore the pros and cons of the technology during the Covid-19 outbreak.

There are four dimensions in motivation. They are competence, control or autonomy, interest or

value, and relatedness. Competence deals with the students' capability to complete the task. Control or autonomy lets students feels in control and retains their autonomy in doing the task. Interest or value lets the students see the value of completing the task. Relatedness improves students' awareness in a sense of belonging to a classroom or approval from others (Usher & Kober, 2012). In other words, motivation plays crucial role on students and learning process.

In the context of second language (L2) learning, motivation has long been considered as one of the primary elements that controls L2 achievement and attainment. It serves as the preliminary engine to prompt learning and later functions as an ongoing driving force that helps to sustain the long and usually tedious journey of acquiring a foreign language (Cheng & Dörnyei, 2007). Moreover, they contend that the cleverest learners are unlikely to succeed in the L2 learning process if they do not have adequate motivation, while the others can attain proficiency in L2 in spite of their language aptitude and or any unpleasant learning circumstances. Hence, motivation plays a pivotal role in L2 learning as it can determine whether an L2 learner is going to be successful or failed in their trajectory of learning or mastering the second or foreign language.

Motivation on students also affect the result of learning. Students who are highly motivated achieve good grades as the result of the learning, while those who are less motivated achieve minimum score. Motivation from the teacher is crucial to improve students' skill (Sari, 2012). It is in line with the testimonies given by some lecturers teaching at some departments. In some cases, students majoring in departments A and B usually have higher motivation, while students majoring in other departments possess a lower level of motivation. The different motivational levels in those departments may be brought about by the lecturers' strategies during learning process. It is proven that strategy in learning process plays a vital role. It also shapes students' perception toward learning English. Students' perception toward English can be classified negative (Jiménez, 2018). Exploring the motivational strategies in the college level may be useful for converting students' negative perception toward English and finally beneficial for making them motivated in learning English. Underpinned by those reasons, it is pivotal to conduct this research to provide a new insight in the motivational strategies implementation in higher education institution, peculiarly in the EFL context in Indonesia. This research aims to unveil the lecturers' perception toward their students' motivation in the EFL classes.

2. RESEARCH METHODS

This research belongs to qualitative research as it attempts to collect, analyze and interpret of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. The purposes of qualitative research are based in scope

and center around fostering a deep and holistic or complex understanding of a particular phenomenon, such as an environment, a process, or even a belief which cannot be obtained from quantitative approach (Mills & Gay, 2019). In other words, it underscores the importance of qualitative data in the forms of words and images analysis rather than numerical data (Silverman, 2017). The research participants in this research are English lecturers teaching at different universities. In determining the research participants, purposive sampling was implemented in which the researchers made a deliberate selection of the research participants who match the objective of research (Etikan, 2016).

The primary instrument used to collect the data in this research was interview. It was developed based on some aspects, like the lecturers' background, their perception toward students' motivation, types of motivational strategies, the efficacy of the strategies, and the like. The interview was in form of semi-instructed interview. The questions on the interview were combination of closed (convergent) questions allowing a brief response, such as yes or no, and open-ended (divergent) questions which enables a detailed response and elaboration on questions may not have anticipated (Adams, 2015). The secondary instrument was non-participant observation or external observation done in the classroom, either in the online or offline class. The researchers observed and recorded behaviors but did not interact or partake in the life of the setting being scrutinized (Adams, 2015).

To analyze the data, the research employed thematic analysis. It is a method to identify, organize, and offer insight systematically into patterns of meaning (themes) across a data set. Furthermore, it is also a way of identifying what is general to the way a topic is talked or written about and of making sense of those generalities (Braun & Clarke, 2006). The phases on how to use the method are explained in the following figure.

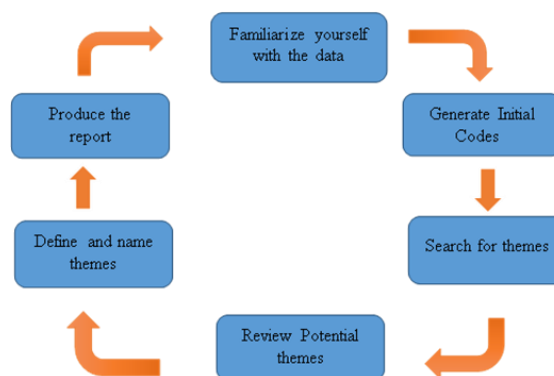


Figure 1. Stages of Thematic Analysis (Braun & Clarke, 2006)

3. RESULT AND DISCUSSION

The observation was conducted in five classes at different faculties in different universities. All of the research participants have been teaching English at

college from four to ten years. They were graduates of English Department from both national and international universities and aged between 30-41 years old. Class observation was conducted to collect the data.

Based on the result of class observation, it seemed that the majority of the students enjoyed the class. It could be seen by students' smiling faces and active participation. Furthermore, the teacher and students also had a good rapport as if there was no distance among them. The atmosphere was so relaxing that the students did the task happily. Sometimes, there was a big laughter when the students pronounced some words incorrectly or suddenly, they stopped to talk since they did not know some English words. Yet, no one was offended or embarrassed as they realized that it was not aimed at humiliating them. Instead, the only weakness of this activity was the students' competence in English and the lecturer's limited time to give the feedbacks for the students. This activity could boost students' motivation to learn English due to the relevance between them and the topics. It can be said that most classes applied student-centered learning.

Table 1. Result of Thematic Analysis

Concept	Theme	Sub-Theme	Code
	Lecturers' perception	Lecturers' perception toward students' motivation	<ul style="list-style-type: none">· No motivation· No knowledge on English class· Some are highly motivated· Some others are less motivated· To complete the task· To get good grades· To meet the attendance

The next analysis is the analysis of students' motivation. Students' motivation level is varied and fluctuating. It depends on several causal factors, such as class physical condition, materials or lessons, students' physical and psychological problems, and teachers' teaching styles. Those factors are intertwined and affect students' motivation. When there is only one factor, maybe it does not impact significantly. The problem is when those four factors are existent during the learning process. If it happens, it can be predicted that the teaching and learning process is not going to run smoothly. To gather the data, interview was conducted.

Based on the interview with the participants, it was disclosed that most of the students had a low motivation in attending the English class. Not all students had motivation or unmotivated in English class, but worse than anything, they also did not know why they had to attend the English class. This condition could hamper the learning process since

motivation is the natural human process employed to direct energy to attain a goal (Wlodkowski, 2008). The absence of this element could lead to failure as when students had no clear goal with respect to their English learning trajectory, they did not direct their energy, so they could easily give up particularly when they have difficulties or problems during the learning process. In addition, students were not going to enjoy the class regardless the efforts exerted by the lecturer.

In other hand, some students were highly motivated in learning English since they were at junior high school, yet some other students were less motivated because they did not understand English and they also regarded English difficult. In addition, their perception was that English was not their focus and burden for them. The former was highly motivated since they have got a good competence in the language since the previous educational levels. Furthermore, they were also driven to enhance their English skill by joining some English related activities. In other words, they have a higher need of achievement, an oblivious drive to do superior toward a standard of fabulousness compared to the other students (McClelland & Boyatzis, 2017). These motivated students have a positive perception toward English. By joining those activities, their English improved better as they interact with the other members having the same goals, namely improving their English. They had a positive support system or conducive environment which was highly beneficial for maintaining and boosting their motivation to learn and to elevate their competence in English. The latter perceived English negatively by considering it as a burden that is hard to master. Thus, they have a negative perception toward English. As a result, they had a low motivation in the lesson. This type of student is not going to succeed in their English learning. They were not going to try hard to learn the language as they perceived that English is going to put them in trouble. In other words, their attitude is negatively constructed in a particular situation (English learning) for they have a negative perception toward the language. The analogy of the situation could be seen in the case of human interaction. When a person perceives that another person is not interesting to talk with, s/he is going to have a negative attitude toward the person that may lead him/her reluctant to talk with him or her. Hence, having positive perception toward English is quite important for students as it determines their attitude toward the language and its learning process.

Other students' main drive in learning English is to do the obligation or to cater the requirement set by the faculty or department. It was a common

phenomenon that many students join the English class owing to the campus regulation. In other words, they are forced to take it. If they do not take it, they would not graduate. Thus, they do business as usual and consequently, it impeded the learning process for they did not have a strong motivation to enhance their English skill. Other case was students' motivation to attend English class was just to obtain the score and to help them in completing their final project. Having a good score means that students should not retake in the next semester that can delay their graduation. If score has become their main orientation or target, students probably use all means to achieve it. It means that they are not concerned whether the ways are against the academic rule or not. The most important thing is to get the score. To sum up, students' motivation in learning English does affect the learning process and result.

4. CONCLUSION

It can be inferred that in general the students' motivation is low since their motivation is not dealing with improving their English skill. Students join English class for some motives, like completing the task, meeting the minimum attendance, and getting the score. It is advisable to involve more respondents if future researchers are interested in conducting similar research. It is also suggested that future researchers can combine four dimensions of motivation to make the research more comprehensive.

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