

**EFL Secondary School Teachers' Perceived Use of Dornyei's
Motivational Strategies in Classrooms in Jayapura Regency**

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Statement of Originality

I hereby declare that this submission is my own work and to the best of my knowledge, it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the award of any other degree or diploma at Flinders University or any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others with whom I have worked at Flinders University is explicitly acknowledged in the thesis. I also declare that the intellectual content of this thesis is the product of my own work; any assistance from others in the project's design and conception or in style, presentation and linguistic expression is acknowledged.

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List of Abbreviations

EFL	English as a Foreign Language
L2	Second Language
MGMP	Musyawarah Guru Mata Pelajaran (Subject Teaching Working Group)
MS	<i>macro</i> motivational strategies
ms	<i>micro</i> motivational strategies
PPG	Pendidikan Profesi Guru (Teacher Professional Education)

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EFL Secondary School Teachers' Perceived Use of Dornyei's Motivational Strategies in Classrooms in Jayapura Regency

Abstract

Motivation is an internal and external drive that compels foreign language learners to pursue specific English language proficiency levels. Dornyei's ten well-researched macro motivational strategies (MSs) are widely acknowledged and used worldwide in many secondary school contexts to enhance student motivation for English language learning. However, there is a lack of studies on EFL teachers perceived uses of Dornyei's macro MSs in secondary schools in Jayapura Regency, where students' motivation to learn English is notably low. This study thus aims to investigate the perspectives of EFL secondary school teachers regarding their perceived uses of ten Dornyei's macro MSs in their classrooms in secondary schools in the Jayapura Regency. To achieve this aim, this study seeks to answer two research questions: (i) To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's ten macro motivational strategies in classrooms? and (ii) What are their perceived challenges in using Dornyei's ten macro motivational strategies in classrooms in Jayapura Regency? Analyses of data collected from one-on-one semi-structured interviews with six participating EFL secondary school teachers from six different public schools in the Jayapura Regency revealed that two macro MSs (4 & 5) were perceived to be fully implemented, four macro MSs (1, 2, 3 & 9) were perceived to be mostly implemented, four macro MSs (6, 7, 8, & 10) were partly implemented, and no MS was perceived to be unimplemented by the participating teachers. The study also offered a list of accompanying micro-motivational strategies that were perceived to be under-utilised and unutilised by participating teachers. Interview data also unveiled four perceived challenges in applying these motivational strategies related to Jayapura Regency's secondary school students, EFL teachers, secondary schools, and the government. Recommendations for impactful stakeholders of school leaders, the government, and the English Subject Teaching Working Group (MGMP) were also provided in this study, benefiting English language teachers who, in turn, could help with their students' motivation to learn English in Indonesian secondary schools in Jayapura Regency and beyond.

CHAPTER 1: INTRODUCTION

One of the most significant challenges English language teachers have faced in any English as a Foreign Language (EFL) context worldwide is how to motivate their students to acquire higher English proficiency levels. EFL teachers in Jayapura Regency secondary schools in Papua, Indonesia, are not an exception and are also subject to this global challenge. Their students' low motivation to learn English is caused by their limited exposure to English and other factors unique to their region in Jayapura Regency (Pulalo, 2022; Rahayu & Wompere, 2019).

A preliminary literature review reveals significant studies on foreign language learning motivation. For example, research conducted by Gardner and Lambert (1959), Crookes and Schmidt (1991) and more recently by Dörnyei and Ottó (1998), and Dörnyei (2009) offers fundamental knowledge about how social, cognitive, learning processes and learners' self-systems influence their motivation to learn a foreign language. Notably, the importance of using Dörnyei's motivational strategies as a motivational invention is well acknowledged in the literature (Arabai, 2014; Guilloteaux & Dörnyei, 2008).

However, EFL teachers in secondary school contexts in Indonesia in general and in Jayapura Regency in Papua in particular, are still struggling to use Dörnyei's motivational strategies, though widely used elsewhere, as they have found it hard to choose the most appropriate ones for their students (Rahayu & Wompere, 2019; Yektingtyas & Rahayu, 2017). To help address this challenge, research on Jayapura Regency secondary school EFL teachers perceived uses of motivational strategies for their learners is needed.

1.1. Overview of Chapter 1

Chapter 1 introduces the current research project and consists of six key sections. *First*, it provides an overview of this Chapter. The *second* and *third* sections describe the Chapter describes Chapter contextual background, highlighting the main challenges in English language teaching and learning in Indonesia in general and in the Jayapura Regency's secondary schools in particular, one of which is how to motivate their secondary school students to learn English as a foreign language. *Fourth*, it provides the rationale for the proposed study on motivational strategies for teaching English as a foreign language in secondary school classrooms in Jayapura Regency. *Fifth*, the Chapter defines the key guiding concepts for the current proposed research project, namely (1) the concept of teacher perception and (2) Dornyei's motivational strategies. *Sixth* and *seventh*, it develops the research aims and research questions. *Eighth*, the Chapter defines the scope of the study. The *ninth* section summarises the key points covered in Chapter 1, providing a solid foundation, and charting the path for the current research project on EFL secondary school teachers' perceived use of Dornyei's motivational strategies in classrooms in Jayapura Regency.

1.2. The Context of the Study

In Indonesia, English has been taught as a foreign language since the 1950s, after Indonesia became an independent country in 1945 (Dardjowidjojo, 2000; Zein et al., 2020). English is a compulsory language subject taught at Indonesian secondary schools covering both junior high school (Years 7-9) and senior high schools (Years 10-12). English is also considered significant in Indonesian secondary school student's education as it is one of the four main subjects in the nationwide secondary school examinations at the end of Years 9 and 12 (Effendi & Suyudi, 2016; Zein et al., 2020). The results of these nationwide examinations are essential for the Ministry of Education of Indonesia as it illustrates the quality of educational programs and units (Ministry of Education Culture Research and Technology of the Republic of Indonesia, 2015b). For Indonesian students, the examination results,

including the English test results, are used to determine whether secondary school graduates could enter the next level of education (Effendi & Suyudi, 2016; Zein et al., 2020).

Regarding the curriculum, the government has changed the English curriculum seven times since its independence in 1945, as reviewed in (Astuti, 2015). From *grammar translation in 1945 to audio-lingual instruction, the communicative approach, the competency-based curriculum* in 2004, and the school-based curriculum in 2006. Then, in 2013, it changed again to the 2013 curriculum, which focused on character building: religious, nationalist, independent, cooperative, and integrity. Therefore, English lessons were reduced from three hours to two hours per week, and many elementary schools have discontinued English subjects to give room for other subjects that served as the focus of the 2013 National Identity curriculum (Zein et al., 2020).

With the Freedom curriculum (2022- now), the government has returned English teaching from the elementary school level, realising the students' low English proficiency, imbalanced English curriculum, and inequitable access to quality education (Educational Standards Curriculum and Assessment Agency, 2022). However, the hours for English teaching remain low, which is only 120 to 160 minutes per week (The Ministry of Education Culture Research and Technology, 2022), despite the importance of English as one of the four critical subjects taught and assessed in Indonesian secondary schools (Zein et al., 2020).

The status of English as a foreign language, with fewer hours of instructional time at Indonesian schools, has made their students perceive English as more challenging and irrelevant to their daily communication in which their first language of Indonesian is normally used (Liando et al., 2005). Moreover, including English language tests as one of the national school exam subjects has created much pressure on Indonesian secondary school students, English language teachers and schools themselves to score high in English language tests (Effendi & Suyudi, 2016; Ministry of Education Culture Research and Technology of the Republic of Indonesia, 2015a, 2015b). In addition, crowded classrooms due to a large number of students (i.e., more than 40 students per class), insufficient amenities and teaching and learning materials, and less competent English language teachers are all

contributing factors to demotivating Indonesia's public secondary school students from learning English (Astuti, 2015; Songbatumis, 2017).

In the context of Jayapura Regency, located in Papua, the far eastern province of Indonesia, English language teaching in its secondary schools is even worse due to (1) teachers' scarcity (AKATIGA, 2022; Safitri & Suhono, 2022), (2) lack of government support for teachers and schools (Irfan, 2023; Pulalo, 2022), (3) lacks social support (Mahendra, 2022; Public Information and Communication, 2021), and (4) lack of teachers' training (Rahayu & Wompere, 2019). These factors have negatively affected not only school students' motivation to learn English but also English language teachers' motivation to teach English in the Jayapura Regency region (Rahayu & Wompere, 2019). See section 2.4.3 for the details.

1.3. The Research Problem Statement

English as a foreign language (EFL) is well acknowledged in the literature to be essential in Indonesian secondary school student's education because it is one of the four main subjects in the nationwide secondary school examinations, determining the quality of educational programs and units (Effendi & Suyudi, 2016; Zein et al., 2020). However, due to the abovementioned factors, secondary school students' motivation to learn English in Indonesia, in general, and in Jayapura Regency, in particular, remains low. This issue concerning Indonesian school students' low motivation to learn English has been well-acknowledged in the literature (Fajriah et al., 2019; Habibi et al., 2018; Muslim et al., 2020; Tambunsaribu & Galingging, 2021). More specifically, in the Jayapura Regency context, secondary school students lack understanding and are not proficient in learning English (Rahayu & Wompere, 2019). It is well-reported that English teachers in Jayapura have been experiencing a lack of support, access to resources, and adequate training to pedagogically use motivational strategies to improve their students' motivation to learn English (AKATIGA, 2022; Rahayu & Wompere, 2019).

1.4. The Rationale of the Study

Regarding motivational strategies for English language learning, the preliminary literature review suggests different motivational strategies based on other theories. For example, drawn from the *social psychology theory*, Wallace Lambert and Robert Gardner (1959) argued that learning goals are closely related to students' motivation and thus suggested promoting learning goals as a motivational strategy. According to the *cognitive theory*, learning objectives and other factors such as self-determination, skills, effort, perceived task complexity, and luck determine students' motivation levels (Crookes & Schmidt, 1991; Oxford & Shearin, 1994). However, these factors and strategies don't fully help students' motivation to study a second language (Dörnyei, 2005; Oxford & Shearin, 1994). See section 2.3 for details.

Recognising the limitations of motivational strategies drawn from the *social psychology theory* and *cognitive theory*, Dörnyei and Csizér (1998) drew from the *process-oriented theory* developed by Dörnyei and Ottó (1998) and released a list of ten practical macro motivational strategies originally called the “*Ten Commandments for Motivating Language Teachers*” (Astuti, 2015; Cheng & Dörnyei, 2007). Many studies conducted both nationally (inside the Indonesian context) and internationally (outside Indonesian contexts) show that Dörnyei's ten macro motivational strategies have been used widely in EFL classrooms and have proven effective in improving language learner motivations (Alrabai, 2014; Guilloteaux & Dörnyei, 2008). See Section 2.5 in Chapter 2 for further details.

However, not all the ten macro motivational strategies suggested by Dörnyei are transferable and context-specific (Dörnyei & Csizér, 1998; Wong, 2014). Though studies on the importance and the use of ten motivational strategies in non-Indonesian school contexts have been ample since they were first released in 1998 (Alrabai, 2014; Cheng & Dörnyei, 2007; Cirocki, Soto, et al., 2019; Guilloteaux, 2013; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012; Wong, 2014; Xavier, 2005), research on the Indonesian EFL secondary school teachers' perceived uses of Dörnyei's motivational strategies in classrooms in the local context of Jayapura Regency is lacking. Thus, there is a need for further investigation to raise Indonesian EFL secondary school teachers' voices, hence

significantly contributing to English language teaching in Indonesian secondary school contexts in general and in the local secondary school context of Jayapura Regency in particular.

1.5. Definitions of The Two Key Guiding Concepts

This section attempts to define the two relevant key guiding concepts of (1) Teacher Perception and (2) Dörnyei's Motivational Strategies, which are both relevant to this current research, first starting with the Concept of Teacher Perception.

1.5.1 The Concept of Teacher Perception

Teacher perception refers to teachers' opinion about their teaching and learning process and their students, which significantly contribute to their lesson's goal setting and curriculum development (Nunan, 1989). Teacher perceptions are not rigid convictions and often consist of consciously or unconsciously held hypotheses or assumptions (Bracey, 2016). The literature has documented and recognised the significance of teacher perceptions (Bracey, 2016).

In a broad sense, teacher perception is essential as it provides teachers with valuable insights into their teaching methods and the learning environment, and teachers continually observe and assess their students' comprehension and performance within their classrooms (Brown, 2014). In a seminal article titled "*Motivation and Motivating in the Foreign Language Classroom*", Dörnyei (1994) highlights the importance of teacher perceptions and notes that if a foreign language teacher does not perceive or is not convinced of the effectiveness of a new macro motivational strategy, they are unlikely to try to implement it (Bracey, 2016).

Acknowledging the importance of teacher perception, the present study highlights the English language teacher perception in teaching English at local secondary schools in Papua. The concept of teacher perceptions, in this current study, is defined as the views,

interpretations, or mental representations of the participating EFL teachers (Spilt et al., 2011), particularly those at local public secondary schools in Papua, regarding their perceived uses and challenges of using Dörnyei's motivational strategies in their local EFL secondary school classrooms in Jayapura Regency.

1.5.2 The Concept of Dörnyei's Motivational Strategies

Motivational strategies are instructional techniques, approaches, tactics, or interventions intentionally utilised to stimulate, maintain, and enhance student motivation (Cirocki, Soto, et al., 2019; Dörnyei & Ushioda, 2021). This study employs Dörnyei's definition of motivational strategies as "*methods and techniques to generate and maintain the learners' motivation*" (Dörnyei, 2001c). It uses Dörnyei's Motivational Strategies as the guiding framework of this study.

The original version of ten macro motivational strategies was first developed by (Dörnyei & Csizér, 1998) and labelled as the "*Ten Commandments for Motivating Language Learners*", which was later revised by Cheng and Dörnyei (2007), is referred to in this study as Dörnyei's motivational strategies and was used as the guiding framework for collecting, analysing and interpreting the data about EFL teachers' perceived use and perceived challenges of using Dörnyei's ten macro motivational strategies in their EFL secondary school classrooms in Jayapura Regency. See *Table 2.1* for the revised list of Dörnyei's ten new macro-motivational strategies (MSs) and their accompanying micro-strategies for each MS. However, whether local EFL secondary school teachers in Jayapura Regency have used Dörnyei's ten macro motivational strategies and their accompanying micro-strategies in classrooms to motivate their students to learn English in Jayapura Regency or not and what their perceived challenges, if any, of using them are still open for investigation.

1.6. Research Aim

This research investigates EFL secondary school teachers' perceptions of using Dornyei's macro-motivational strategies in classrooms in Jayapura Regency in Papua- Indonesia. The study's findings, supported with empirical interview data, would offer practical recommendations for key stakeholders as well as implications for further research and practices in English language classrooms in local public secondary schools in Papua, Indonesia, which would help improve the currently low level of motivation to learn English among students in participating local secondary schools in Jayapura Regency in Indonesia and beyond.

1.7. Research Questions

Towards achieving the research aim mentioned above, this study seeks answers to two following main research questions:

- 1. To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms in Jayapura Regency's public secondary schools?*
- 2. What are their perceived challenges, if any, in using Dornyei's motivational strategies in classrooms in Jayapura Regency's public secondary schools?*

1.8. The Scope of the Study

Given the researcher's limited time and resources, the scope of this current study is *first* limited to participating EFL secondary school teachers perceived uses of Dornyei's motivational strategies and their perceived challenges in their language classrooms in Jayapura Regency's public secondary schools.

Second, the research participants are only secondary school teachers of the English language who were recruited to teach English in the government's secondary school in Jayapura Regency, met the participant selection criteria (See *Section 3.4*) and consented to participate voluntarily in this research.

Third, this study only focuses on Dörnyei's Ten macro motivational strategies revised by Cheng and Dörnyei (2007) as they are well acknowledged to provide a detailed and practical guide for EFL teachers (Astuti, 2015; Cheng & Dörnyei, 2007).

1.9. The Summary of Chapter 1

In summary, this chapter provides the rationale for the current study by offering a brief overview of the *national* context of English language education in Indonesia and the *local* context in Jayapura Regency in the far Eastern province of Papua in Indonesia. It also defines two (02) key concepts relevant to this study, namely, *teacher perception* and *Dörnyei's motivational strategies (MSs)* that include both macro MSs and accompanied micro-ms, providing a guiding framework and a direction for the study. The introductory chapter mentions the research aim, questions, and scope. It emphasises the need to investigate EFL secondary school teachers perceived uses and challenges of implementing Dörnyei's motivational strategies in local participating secondary school classrooms in Jayapura Regency. In the following chapter, *Chapter 2*, the relevant literature will be thematically reviewed to justify the chosen research focus.

CHAPTER 2 – LITERATURE REVIEW

2.1. Overview of Chapter 2

This chapter comprehensively reviews the literature relevant to the currently proposed research on EFL secondary school teachers perceived uses and challenges of implementing Dornyei's motivational strategies in Jayapura Regency in Papua, Indonesia. The reviewed literature covers relevant scholarly books, dissertations, journal articles, government websites and documents, and news articles, including seminal studies published from 1994 to 2023. The reason for choosing this publication period is that the older literature provides the foundation for second and foreign-language research findings and theory, and the newer studies help inform the updated teaching and learning trends of the English language. This literature was found in the Flinders University library where the researcher studies and professional databases, such as Eric, Google Scholar, ProQuest, Linguistics and Language Behaviour Abstracts, Wiley Online Library, and Scopus.

To search for relevant studies, the researcher used the critical search terms of *English as a Foreign Language (EFL)*, *Secondary School Teachers*, *Dornyei's Motivational Strategies*, *Classroom Motivation*, *Language Teaching Strategies*, *English Teaching in Indonesia*, *Jayapura Regency*, and *Motivational Techniques*. Using these keywords for advanced search, the researcher found numerous studies from now on reviewed and thematically structured in this chapter according to four main common themes: 1) *Motivation in EFL*; (2) *Research on Second/Foreign Language Motivation and Motivational Strategies*; (3) *Challenges in motivating students in various EFL global, national and local contexts*; and (4) *Dornyei's motivational strategies*, which will be used as the guiding conceptual framework for this study.

2.2. Motivation in EFL

According to Harmer (2007) at its fundamental level, learners' motivation refers to an internal drive that propels individuals to act to achieve specific goals concerning learning a foreign language. Cheng and Dörnyei (2007) defined learners' motivation as the initial engine to generate learning and as an ongoing driving force that helps learners sustain the long and usually laborious journey of acquiring a foreign language. Language learning motivation is unique, compared to motivation for learning other subjects, because learners should take on elements of the target language community's culture, psychological identification with the second language community, and changes in identity (Dörnyei, 2001c; MacIntyre, 2002). Concerning a foreign language context, Oxford and Shearin (1994) emphasised that it is usually more difficult for students to learn an additional second language in a foreign language context where students have little opportunity for contact with the target language speakers. In EFL contexts, learning English as a foreign language is a more laborious journey in which learners' motivation should be promoted for successful learning (Cheng & Dörnyei, 2007).

2.3. Research on Second/Foreign Language Motivation and Motivational Strategies.

Because motivation is well acknowledged in the literature as one of the critical factors for successful second/foreign language motivation, enormous research has been conducted in this field emphasising different related aspects of motivation, as mentioned in Section 1.4. Dörnyei and Ushioda (2021) have categorised research on second/foreign language motivation into four other groups of research, namely, (i) *socio-psychological* by Gardner and Lambert (1959); (ii) *cognitive-situated* by Crookes and Schmidt (1991); (iii) *socio-dynamic* by Dörnyei and Ushioda (2021); and (iv) *process-oriented* by Dörnyei and Ottó (1998) groups of research. In this section, reviewed studies are organised according to each of these four research groups.

First, the *socio-psychological* research group, as marked by Gardner and Lambert (1959) research in a Canadian context, emphasised the significance of language learners' attitudes and feelings towards the targeted language and its culture. They classified motivation into two basic types: integrative and instrumental. According to Gardner and Lambert (1959), integrative motivation refers to learning English to be a part of the community. In contrast, instrumental motivation refers to learning English to reach a utilitarian goal, such as career opportunities and higher salaries (Dörnyei, 2010). Nonetheless, some researchers (e.g. Dörnyei (2005) argue that this classification of motivation may not fully represent students' motivation to study a second language.

Second, the *cognitive-situated* research group emphasised that integrating into the targeted language environment is not the only factor motivating students to learn a second/foreign language (Dörnyei & Ushioda, 2021). Instead, it requires students' decisions, involvement, and perseverance throughout the learning process (Crookes and Schmidt, 1991). It also depends on students' curiosity about other cultures, intention for overseas travel, and intellectual conditions (Oxford & Shearin, 1994). However, Dörnyei and Ushioda (2021) students' motivation does not solely rely on students' cognitive ability as it is not rigid over time or varies in nature and intensity.

Third, the *socio-dynamic* research group emphasises the importance of learners' interactions inside their learning environment and socio-dynamic factors, including classroom, family, and social context, in shaping students' motivation to learn a second language (Dörnyei, 2014; Dörnyei & Ushioda, 2021). socio-dynamic factors introduced the three main dimensions of students' language learning motivation: the ideal L2 self, the ought to L2 self, and the L2 learning experience. While the ideal L2 self refers to the learner's future aspiration, the ought L2 self covers external expectations from other individuals like learners' parents, peers, or teachers and is internalised by the learner; the L2 learning experience includes the student's learning environment and encompasses the teacher, curriculum, peer group, and success experiences (Dörnyei & Ushioda, 2021).

The *fourth* research group is *process-oriented*, marked by Dörnyei and Ottó (1998). It viewed motivation as a process with three stages: (1) the pre-actional stage, where motivation is

generated; (2) the actional stage, where motivation is preserved and safeguarded; and finally, (3) the post-actional stage, where students perform a reflective assessment to select motivating learning tasks to work towards their future objectives. In support of the process-oriented research on second/foreign language motivation, Dörnyei and Csizér (1998) proposed the ten major strategies or "*Ten Commandments*", which will be further reviewed in the following Section 2.4.2 Dörnyei (2001a)

Commenting on this grouping of motivation research, Astuti (2015) highlighted that even though students' *socio-psychological* and *cognitive* factors influence their motivation, they may not encompass the full scope required to represent students' motivation to study a second language, as suggested by Dörnyei (2005) and Oxford and Shearin (1994). Astuti (2015) also reported that the *socio-dynamic* research has complemented this gap. However, socio-dynamic research focuses on the influence of students' self, family, and learning context on students' motivation, not on teachers' classroom practices as in the *process-oriented* research. Since this study focuses on teachers implementing Dörnyei's motivational strategies and their perceived challenges, emphasising teachers' practices from beginning to concluding the learning process, the *process-oriented* research group is the guiding literature.

2.4. Challenges in Motivating Students in Various EFL Contexts

In this section, reviewed studies on challenges in motivating students to learn a foreign language are organized according to various EFL *global*, *national*, and *local* contexts, starting with the challenges in the *global* EFL contexts outside Indonesia.

2.4.1. Challenges in Motivating Students in the Global EFL Contexts Outside Indonesia

Motivation is essential for students to achieve high English language proficiency levels. However, generating and maintaining students' motivation in the global EFL contexts, according to the relevant literature review, is hindered by four main challenges: (1) learners' lack of exposure to English outside schools (Hien, 2022; Orosz et al., 2021); (2) the ELT curriculum's failure to support communicative competence (Orosz et al., 2021; Valizadeh, 2021); (3) learners' anxiety (Bui, 2018; Karimi & Fallah, 2021); and (4) learners' low level of interest in learning English (Han et al., 2019; Hidalgo & Villacis, 2020). These four main challenges are mainly related to learners and have been highlighted in reviewed studies conducted in various global EFL contexts outside Indonesia, such as Ecuador, Turkey, Vietnam, China, Japan, and Saudi.

First, reviewed studies (Hien, 2022; Orosz et al., 2021) highlight that English is only available in classrooms in most global EFL contexts. Thus, there needs to be more English language input and opportunities for English language learners to use it. In this regard, Setiyadi (2020) emphasized in his book titled "*Teaching English as a Foreign Language*" that English in the global EFL context is learned intentionally, not naturally acquired, and EFL students often feel not motivated to learn as they do generally not to communicate in English daily. Moreover, English subject hours in most global EFL contexts are limited, class sizes are large, and classroom facilities that support using different teaching media are restricted. Therefore, teachers find it hard to effectively provide enough English language input to their students (Orosz et al., 2021; Valizadeh, 2021). For example, referring to the Ecuadorian context, Orosz et al. (2021) examined potential factors contributing to students' limited English proficiency by conducting interviews with 10 English language teachers in primary and secondary schools. According to the teachers, insufficient practice and internalization of the material were attributed to the limited class hours, which were only 3-5 hours per week with 40-minute sessions. Additionally, the teachers highlighted the challenge of covering numerous English topics and tasks within the weekly schedule (Orosz et al., 2021).

Second, the English language curriculum does not support their EFL learners' communicative competence development (Orosz et al., 2021; Valizadeh, 2021). Instead, it only focused on developing EFL learners' linguistic competence and was test oriented. For example, in Vietnam, English teaching emphasizes grammar structure and exam preparation (Hien, 2022). Overemphasized grammar demotivates EFL students for some reasons, such as grammar is being difficult to learn and use, students become reluctant to write and speak as they afraid of making grammatical mistakes, and they prefer more stories, open discussion, and idioms to improve their motivation to learn (Alizadeh, 2018; Alyousif & Alsuhaibani, 2021; Myhill et al., 2012; Savignon & Wang, 2003). In classrooms focusing on exam preparation, a study by Ca and Danh (2021) found that most participants used their time to memorize vocabulary rather than use the vocabulary in communication form. Concerning the EFL context in Ecuador, Orosz et al. (2021) referred to their English language curriculum as unachievable and unrealistic because the research participants, ten English teachers in public primary and secondary schools, perceived their lack of skills, knowledge, and time to implement new pedagogical practices (Valizadeh, 2021).

Third, language learners' anxiety is another challenge, especially in Asia. Reviewed studies (Bui, 2018; Karimi & Fallah, 2021) revealed that Asian students mostly fear making mistakes when speaking English. Concerning the Vietnamese university context, Bui (2018), in her book chapter titled "*Learner Autonomy in Tertiary English Classes in Vietnam*", relates this phenomenon of Vietnamese's English language anxiety to Hofstede's six cultural dimensions as power distance, individualism, motivation towards achievement and success, uncertainty avoidance, long term orientation, and indulgence (Hofstede, n.d.). According to Hofstede's cultural dimensional theory, members of such collectivist countries as South Korea, Vietnam, Japan, and China avoid giving negative feedback to maintain harmony (Hofstede, n.d.). Consequently, in those Asian EFL contexts, mistakes are considered a shame and a damaged reputation, and the students prefer to use their first language in their EFL classrooms (Bui, 2018; Karimi & Fallah, 2021).

Last but not least, reviewed studies in various contexts like Argentina, Turkey, Vietnam, Japan and Saudi Arabia highlighted their EFL learners' low interest in learning English as the most significant challenge in EFL contexts, mainly caused by an uncondusive and

competitive EFL classroom environment, uninteresting learning material and activities, and a lack of teacher training (Han et al., 2019; Hidalgo & Villacis, 2020). For example, a study conducted in Argentina by Hidalgo and Villacis (2020) found that 61.51% of 317 participating students in their research attributed their low English language proficiency levels mainly to their lack of motivation to learn English, not to other factors (e.g., students' preference over other subjects or their poor attendance in English language lessons). The same situation was found elsewhere: Turkey, Saudi Arabia, China, and Japan. (Alyousif & Alsuhaibani, 2021; Gao et al., 2021; Hussain et al., 2020; Yalcin Arslan, 2019; Yamada, 2018)

2.4.2. Challenges in Motivating Students in the National EFL Context Inside Indonesia

As part of Asia, Indonesia has faced almost the same challenges in motivating its students to learn English as a foreign language, such as English is only available in classrooms, a curriculum which does not support communicative competence development, and language learners' anxiety and lack of interest.

First, the literature reviewed showed that students in Indonesia lack exposure to English outside the classroom and are not encouraged to utilize English in everyday communication (Setiyadi, 2020). Thus, they have low oral and written proficiency. Moreover, the time allocated for English teaching in the classroom is also limited to only 120 to 160 minutes per week (The Ministry of Education Culture Research and Technology, 2022).

Second, the curriculum does not support communicative competence development (Poedjiastutie et al., 2018; Tumansery & Munden, 2020). Tumansery and Munden (2020) investigate two Indonesian National Curricula documents, namely the 2006 and 2013 curricula, to determine whether they show the linguistic competence to be achieved. The result shows they each focus on four language skills: attitudes and personality. They highlighted that both curricula are incoherent with the communicative competence

stipulated. Moreover, Poedjiastutie et al. (2018) reported that the Indonesian curriculum is still underdeveloped in communicative competence due to its (1) top-down approach, (2) the absence of Need Analysis (NA) and (3) lack of curriculum evaluation. The top-down approach means Indonesia's centralized curriculum development doesn't meet the students' contexts. In terms of Need Analysis, Poedjiastutie et al. (2018) highlighted that the government didn't analyze the student's and teachers' needs before designing the English curriculum and didn't evaluate the curriculum changes.

Third, ample studies found that Indonesian students have anxiety about English speaking, are afraid of their friends' adverse reactions, are under time pressure, lack vocabulary and grammar, have low self-esteem, fear of being evaluated by teacher, cultural issues where learning are usually teacher-centered (Anandari, 2015; Farhani et al., 2020; Mukminin et al., 2015). For example, Jambi, Sinaga et al. (2020) surveyed 163 secondary students to know their English-speaking anxiety level and the factors causing it. They used the Foreign Language Classroom Anxiety Scale (FLCAS). The result was 61.43% of the students were "Mildly Anxious", and 25.71% were "Anxious". The reasons are they are afraid of laughs and judgement from their friends.

Fourth, EFL students in Indonesia generally reported in reviewed studies a lack of interest in studying English (Ate, 2022; Cirocki, Anam, et al., 2019; Fajriah et al., 2019; Habibi et al., 2018; Lamb, 2007). For example, Fajriah et al. (2019) found that participating students complained that English class was bland and the teaching materials were irrelevant and unrelated to their lives. Regarding participation, a study conducted in one of the Indonesian Islamic Boarding schools by Habibi et al. (2018) found that participating students were sometimes forced to do class activities during English lessons because they were afraid and anxious to speak or write in English.

In summary, according to reviewed studies, motivating students to improve their English language proficiency in the Indonesian context is hindered by four main challenges: English is only available in classrooms, curriculum which does not support communicative competence development, and language learners' anxiety and low of interest in learning

English. Most of these challenges are the same as what reviewed studies in various global EFL contexts outside Indonesia (See Section 2.4.1 for details).

2.4.3. Challenges in Motivating Students in the Local Context of Jayapura Regency

Secondary school students in Jayapura Regency are reported to have low motivation to learn English in their classrooms. Rahayu and Wompere (2019), in community service to improve the professionalism of senior high school English teachers in the regency of Jayapura, found that students have low motivation. Through interviews and group discussions, the teachers mentioned that their students come with inadequate background knowledge, so they are less able to understand the English lessons. They also prefer to play when English teaching and learning occurs.

Supporting the above findings, Yulianti and Ukka (2020) examine individual learning strategies at the secondary school in Jayapura Regency. Samples were taken using a purposive sampling technique, totalling 230 people from 2 schools: Religious Middle School (Jayapura State MTs) and Public Secondary School (Nimboran 3 Public Middle School). They found that based on students' questionnaires, English is the most challenging lesson for the students in math and social studies. Yulianti and Ukka (2020) highlighted that those students' English learning achievement is so low. They stated, "Students at public junior high schools (secondary schools) tend to have learning difficulties in English language subjects by 50%" (Yulianti and Ukka, 2020, p. 290).

Since there are not many scholarly articles describing Jayapura Regency's high school students' motivation level in learning English at the university level, a few articles are found. For example, Sulistyahadi and Handayani (2020) highlighted that lecturers in English courses at Muhammadiyah Teacher Education in Manokwari stated that native Papuan students dominate the failure rate in English subjects. These students do not take lessons seriously, do not do their assignments optimally, and are passive in English learning activities (Sulistyahadi & Handayani, 2020).

Safitri and Suhono (2022) handed out questionnaires to 100 Papuan students and made observations and a literature review to find out factors that increase Papuan students' interest in English learning. They found that 45% of students stated they have difficulty learning English, 30% said they never repeat the lesson at home, and 63% stated that they are not actively asking questions. Safitri and Suhono (2022) concluded that these students still lack interest in English learning.

Motivating high school students in the local context of Jayapura Regency to learn English is challenging and has been reported in studies to experience five unique challenges: (1) Papua's high illiteracy rate (Papua Province Central Statistics Agency, 2023); (2) their students' shallow exposure to the English language (Rahayu & Wompere, 2019); (3) their lack of government support for English language teachers and secondary schools (Janggo, 2023; Sumule et al., 2022); (4) their lack of social support (Mahendra, 2022; Myriad Research, 2017); and (5) their lack of English language teachers' training (Rahayu & Wompere, 2019). See **Appendix 12** for details on how secondary school teachers in Jayapura Regency perceive these challenges of motivating their students to learn English, which is still open to investigation.

2.5. Dornyei's Motivational Strategies

2.5.1 An Overview of Dornyei's motivational strategies

As mentioned in *Section 2.3*, Dornyei's motivational strategies were first developed and belonged to the process-oriented research group. After conducting a questionnaire survey among 200 Hungarian English teachers, asking them to rate the importance of 51 motivational strategies and how frequently they implemented them, as mentioned in *Section 1.5.2*, Dörnyei and Csizér (1998) first published an original set of ten macro motivational strategies recommended for foreign language teachers – *See Appendix 8*.

Commenting on these ten macro MSs, Dörnyei and Csizér (1998) stated that these motivational strategies are derived from the European foreign language context and might not be valid in all cultural contexts, despite its name "*Commandment*". They emphasized that the artistic, ethnolinguistic, and institutional settings influence the strategies needed in the classrooms.

Nine years later, a Taiwanese study by Cheng and Dörnyei (2007) replicated the Hungarian research to see whether the motivational strategies fit other cultural and ethnolinguistic contexts. The process of selecting strategies for the questionnaire was based on Dörnyei's (2001b) overview of motivational techniques, with an initial pool of over 100 microstrategies. The final questionnaires were refined through pilot testing with 19 participating English teachers with 48 motivational strategies. Despite some differences from a previous Hungarian study, both surveys aimed for comprehensiveness and focused on similar motivational dimensions, enabling comparability of results (Cheng & Dörnyei, 2007).

Cheng and Dörnyei (2007) suggested revising these ten macro motivational strategies by considering five changes (1) Merging the old MS 1, "*Set a personal example with your own behaviour*", and the old MS 2, "*Develop a good relationship with the learners*" and making them the new MS 1 "*Proper teacher behaviour*"; (2) Merging old MS 6 "*Increase the learners' goal-orientedness*" and the old MS 7 "*Personalize the learning process*" and making them the new MS 6 "*Increase learners' goal-orientedness*"; (3) Revising MS 9 "*Familiarize learners with the target language culture*" into a new MS 8 "*Familiarise learners with L2-related values*"; (4) Revising the old MS 8 "*Make the language classes interesting*" into the new MS 7 "*Make the language classes stimulating*", and (5) Adding MS 2 "*Recognize students' effort*" and MS 9 "*Promote group cohesiveness and group norms*" into the revised list. These five changes are all reflected in **Table 2.1** below. At the same time, the four (04) remaining MSs (*i.e.* MS 3, 4, 5, & 10) remain unchanged.

Table 2.1 The initial and revised lists of ten macro motivational strategies (MSs)

The Initial (OLD) List by Dörnyei and Csizér (1998)	The Revised (NEW) List by Cheng and Dörnyei (2007)
1. Set a personal example with your own behaviour. 2. Develop a good relationship with the learners.	1. Proper teacher behaviour
	2. Recognize students' effort.
3. Increase the learners' linguistic self-confidence.	3. Promote learners' self-confidence.
4. Create a pleasant, relaxed atmosphere in the classroom	4. Creating a pleasant classroom climate
5. Present the tasks properly.	5. Present tasks properly
6. Increase the learners' goal-orientedness.	6. Increase learners' goal-orientedness
7. Personalize the learning process.	
8. Make the language classes interesting.	7. Make the learning tasks stimulating.
9. Familiarize learners with the target language culture.	8. Familiarise learners with L2-related values.
	9. Promote group cohesiveness and group norms
10. Promote learner autonomy.	10. Promote learner autonomy.

In **Table 2.1** above, the revised (new) list of 10 macro MS is more updated and comprehensive as it combines similar strategies and inserts new essential strategies developed by Cheng and Dörnyei (2007). In each macro MS of the newly revised set of ten macro MSs, Cheng and Dörnyei (2007) included accompanying microstrategies, totalling 48. See Appendix 9 for a detailed and comprehensive list of these 48 accompanied microstrategies.

2.5.2. Reviewed Studies on the Application of Dörnyei's Motivational Strategies Outside and Inside Indonesia

The revised list of ten macro motivational strategies suggested by Cheng and Dörnyei (2007) gained popularity among practitioners and researchers on foreign/second language learning motivation (Cheng & Dörnyei, 2007; Cirocki, Soto, et al., 2019). For example, Astuti (2015) summarised 14 studies from 2005 to 2013 investigating the application and

effectiveness of Dornyei's ten motivational strategies in diverse EFL contexts. More recently, from 2015 to 2019, more studies were conducted on applying Dornyei's ten macro motivational strategies outside Indonesia, particularly in other Asian countries, in the Middle East and South America and inside Indonesia, ten of which are selected and hereinafter.

2.5.2.1 The Application of Dornyei's Motivational Strategies Outside Indonesia

It is important to note that Dornyei's ten motivational strategies (MSs) were initially generated in the Western educational context. The reviewed studies below were done outside Western school contexts, such as in Taiwan (Cheng & Dörnyei, 2007), South Korea (Guilloteaux, 2013), Saudi Arabia (Alrabai, 2014; Moskovsky et al., 2013), Oman (Al-Mahrooqi et al., 2012), Ecuador (Cirocki, Soto, et al., 2019), Brazil (Xavier, 2005), and China (Wong, 2014), to see the validity and benefits across contexts.

Five studies describe which strategies are adequate to improve EFL students' motivation to learn English. *First*, in the survey conducted in the context of **Taiwan**, MS 1, MS 3, MS 4, MS 5, and MS 8 were applied by the educators; however, MS 10, "*promoting learner autonomy*" is not considered essential by them. *Second*, in **South Korea**, these motivational strategies are applicable; however, MS 4, "creating a pleasant classroom climate", and MS 9, "*Promoting group cohesiveness and group norms*", are not observed because learning is a serious and competitive process. *Third*, in **Ecuador**, students perceived MS 1, MS 4, MS 7, and MS 9 as the most motivating, while they desired MS 10 to be applied more. *Fourth*, in **Brazil**, only MS 1 (*Teachers' good relationship with students and teachers' commitment to them*) and MS 7 (*using various interesting topics*) are considered motivating. At the same time, the rest of the motivational are underused, especially MS 6 (*promoting goal-orientedness*). *Finally*, in **China**, only six out of ten of Dornyei's ten motivational strategies effectively increased participating students' motivation.

Two studies describe the impact of Dornyei's motivational strategies on their students. *First*, in the **Iranian** context, Dornyei's motivational strategies increased students' alertness, participation, and volunteering in learning. *Second*, applying Dornyei's motivational strategy

in **Saudi Arabia** has enhanced students' motivation and learning achievement. See Appendix 10 for the details of each study.

It is important to note that reviewed studies on applying Dornyei's 10 MS outside Indonesia, particularly in Taiwan, South Korea, Oman, Ecuador, and China, showed a *positive* link between the participating teachers' application of motivational strategies and their students' motivational levels. Participating teachers and students in those different contexts outside Indonesia perceived differently the extent to which each of Dornyei's ten new motivational strategies have been applied.

2.5.2.2 The Application of Dornyei's Motivational Strategies Inside Indonesia

A search for the literature on applying Dornyei's motivational strategies in different parts of Indonesia, particularly in **Sulawesi** (Kassing, 2011), West Sumatra (Astuti, 2015), West Java (Nugroho & Mayda, 2015) and in the national scope of Indonesia (Khasbani, 2018), found four fundamental relevant studies from now on review.

First, in **Sulawesi**, lecturers and their students agree that MS 1 "*Proper teacher behaviour*" increases students' motivation to learn English. The students expect more application of MS 2, "*recognising students' effort* ", from the lecturer's side. However, some participating lecturers were unaware of the significant influence of their applied MS on their student-teacher motivation.

Second, in **West Sumatera**, teachers mainly applied MS 1 of "*Proper teacher behaviour*", MS 4 of "*Creating a pleasant classroom climate*", and MS 6 of "*Increase learners' goal-orientedness*" and used L1 as an additional MS.

Third, in **West Java**, MS 1, "*Proper teacher behaviour*", and MS 4 "*Creating a pleasant classroom climate*", are perceived to be the most important. *Fourth*, English teachers in the national scope of Indonesia were found to be fully applied seven MSs 1, 2, 3, 4, 5, and 7

and underutilised the other three: MS 6 of “*Increase learners’ goal-orientedness*”, MS 8 of “*Familiarise learners with L2-related values*”, and MS 10 of “*Promote learner autonomy*”. See Appendix 10 for the details of each study.

To sum up, in this Section, the literature review of ten (10) relevant studies conducted from 2005 to 2019, including six studies outside Indonesia and four studies inside Indonesia, reveals that Dornyei’s ten revised motivational strategies were used in both the Western and Eastern educational contexts (Al-Mahrooqi et al., 2012; Cheng & Dörnyei, 2007; Guilloteaux, 2013).

The review also highlights the benefits of these motivational strategies in improving students’ motivation and achievement in EFL classrooms (Alrabai, 2014; Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Nugroho & Mayda, 2015; Papi & Abdollahzadeh, 2012). However, EFL teachers under investigation in these studies were not necessarily aware of these impacts. They underutilised some motivational strategies in their classroom, especially MS 10 of “*Promote learner autonomy*”, which is not perceived as a priority in Asian and South American contexts.

2.6. Summary of Chapter 2

In summary, this chapter reviews the relevant literature on motivation in EFL, research on second/ foreign language learning, challenges in motivating students in the *global, national, and local* context of Jayapura Regency, and Dornyei’s motivational strategies. This chapter also provides an overview of the old and the new lists of Dornyei’s ten macro motivational strategies, including the description of 48 accompanying micro strategies, followed by a review of 12 studies on applying Dornyei’s ten revised macro motivational strategies outside and inside Indonesia. This chapter reveals that although there are numerous studies on the application of Dornyei’s motivational strategies in improving learners’ motivation in various contexts, literature is scarce on EFL secondary school teachers perceived uses of Dornyei’s Motivational Strategies (including both macro MS and accompanied micro strategies) in

classrooms in the local context of Jayapura Regency, which thus justifies the chosen focus for this current research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Overview of Chapter 3

This chapter presents the research methodology for the proposed research and is divided into **eight** main sections. The *first* section provides an overview of the chapter's structure. The *second* section discusses and considers various existing research methodology options for a study on teaching and learning English as a foreign language. The *third* section justifies the qualitative research design chosen for this study, which aims to investigate EFL secondary school teachers' perceived use of Dornyei's ten macro motivational strategies in the Jayapura Regency. The *fourth* section describes research participant selection criteria, followed by the *fifth* section outlining this study's interview data collection and analysis instruments. The *sixth* section discusses the analysis of the interview data. The *seventh* section discusses the methodological limitations and emphasises the fitness of the chosen qualitative research methodology for research aims and questions despite its limitations. Lastly, the *eighth* section concludes this chapter.

3.2. Research Approach Consideration

Three main research approaches are considered: quantitative, qualitative, and mixed. Each type has its characteristics, pros, and cons, which need consideration before selecting the most suitable type that fits the current proposed research aim and questions.

The *first* approach type is *quantitative research*, which relies on quantitative data consisting of numerical information and statistics (Bryman, 2016). There are three main benefits of the quantitative research approach. *First*, the objective is to measure the quantitative data and reduce potential biases because the researcher is independent of the research (Williams, 2007). *Second*, its quantitative research result can describe, predict, and confirm relationships between chosen variables (Leedy & Ormrod, 2001).

However, in *quantitative* research, various essential aspects of individuals' and communities' identities, perceptions, and beliefs cannot all be effectively distilled into numerical data or comprehensively grasped without considering the specific local context in which individual participants reside (Dudwick et al., 2006). Also, large amounts of quantitative data usually require researchers' comprehensive research skills and resources for conducting quantitative research (Dudwick et al., 2006).

Unlike the *quantitative* research method, the *second* type of *qualitative research* approach investigates the "how" and "why" aspects of research questions and facilitates a more profound comprehension of experiences, phenomena, and contexts (Bryman, 2016). The qualitative research approach focused on social phenomena from the participants' viewpoint in a natural setting (Williams, 2007). It is helpful to describe, explain, and interpret the collected data and even form new theories (Williams, 2007). However, this qualitative research approach lacks predefined truths or assumptions because the researcher uses inductive reasoning in data collection (Leedy & Ormrod, 2001).

The *third* research type combines quantitative and qualitative approaches (Creswell, 2003; Johnson & Onwuegbuzie, 2004). The benefit of this mixed approach research is that the result will be more comprehensive by combining, synthesising and merging quantitative and qualitative data (Williams, 2007). It is also suitable for testing and building theories because it incorporates deductive and inductive analysis within the same study (Williams, 2007). Moreover, it allows the researcher to adapt their approach based on the mixed nature of the research questions and the phenomenon under study (Williams, 2007).

However, mixed-approach research is more complex than quantitative and qualitative research. It requires additional resources, including time, expertise, and financial investments, due to the complexity of the mixed approach research design, data collection, and analysis processes (Plano Clark & Ivankova, 2015). In addition, integrating two types of quantitative and qualitative research approaches in mixed approach research can be challenging in ensuring the coherence and validity of the research findings (Plano Clark & Ivankova, 2015).

To sum up, each of the three research method types mentioned above, namely, the quantitative, qualitative, and mixed approach, serves its purpose, collects different kinds of data, and has advantages and disadvantages. Researchers need to consider the research aims and the nature of the research question while weighing the pros and cons of each research approach type before choosing the most appropriate one.

3.3. Qualitative Research Design Justification

As presented in *Section 1.6*, this research investigates EFL secondary school teachers' perceptions of using Dornyei's motivational strategies in classrooms in Jayapura Regency in Papua, Indonesia. Therefore, this research aim suggests a research approach focuses on a social phenomenon from the participants' viewpoint in a natural setting, which, in this case, is concerned with participating EFL secondary school teachers' perceptions of using Dornyei's motivational strategies in Jayapura Regency in Papua- Indonesia.

Also, according to *Section 1.6*, this study seeks answers to two research questions: (1) *To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms?* and (2) *What are their perceived challenges in using Dornyei's motivational strategies in classrooms in Jayapura Regency?* The nature of these two research questions is qualitative; answers to these questions are thus expected to be in the qualitative form of description, explanation, and interpretation, not in a numeric or quantitative data form. Considering the fitness of its research aim and the nature of the two research questions, this study chose the qualitative research approach. The research design is *semi-structured interviews* that enable researchers to gather valuable insights from individuals (Cohen et al., 2007). In conclusion, a qualitative research approach with a semi-structured interview research design is most suitable for investigating EFL secondary school teachers' perceptions of using Dornyei's motivational strategies in Jayapura Regency in Papua- Indonesia. See *Section 3.5* for details on the *semi-structured interview* design.

3.4. Research Participants

This study involves human participants who are English as a Foreign Language teachers from various local secondary schools in Jayapura Regency, Indonesia. The inclusion of three (03) main criteria for selecting appropriate secondary school teachers of English to participate in this research is as follows:

- (1) They are a *local English language teacher* in any secondary school under Government management in the Jayapura Regency area *for at least one year* because the participants' experience of teaching English for at least one year would be sufficient to share their perceptions in the interviews.
- (2) *Employing any motivational strategies* that they know of or are familiar with in their English language teaching; they are *not necessarily familiar with the names/labels of Dornyei's ten macro motivational strategies* because their English language education background and teacher training programs in Jayapura Regency might not inform them about this.
- (3) *Consenting* to participate in this study voluntarily in one-on-one semi-structured interviews that will be conducted in the Indonesian language, audio-recorded and transcribed for subsequent analyses of interview data for the current research purposes only.

Though there are **forty-seven (47)** local public secondary schools across Jayapura Regency, each school has only a small number of English language teachers. On average, there is only **one (01)** English language teacher per public school. Given the minimal number of English language teachers in each public school in Jayapura Regency, plus the researcher's limited time and resource constraints, and the long geographical distance between the researcher based in South Australia and potential participating teachers based in Jayapura Regency, the researcher decided to conduct *online one-on-one semi-structured interviews* in the Indonesian language with those English language teachers who met all the

three (03) main inclusion criteria mentioned above and consented to participate voluntarily in this current research

The reason for choosing Indonesian as the language of communication in the interviews was because this is the language shared by both the interviewer and interviewees, who are all more proficient in Indonesian than English. The researcher contacted **fifteen (15)** secondary school English language teachers in Jayapura Regency via WhatsApp who are potential participants and invited them to participate in this research. Only **six (06)** contacted teachers consented to participate voluntarily in this research. *Table 3.1* below describes the six participating teachers' backgrounds.

Table 3.1 A brief description of six participating teachers' backgrounds

Participating Teacher's Background							
06 Participating Teachers	Gender (M: Male/F: Female)	The Highest Qualification (All from Indonesian Universities)	Professional Development Certification/ Training			Received Training about motivating students	Years of English Language Teaching
			Teacher Professional Education Program (PPG)	The Activator Teacher (Guru Penggerak)	English Subject Teaching Working Group (MGMP)		
Teacher A	F	B. Ed from University X	Yes	No	Very rarely	No	6 years.
Teacher B	M	B. Ed from University X	Yes	No	Very rarely	No	7 years.
Teacher C	F	B. Ed from University Y	Yes	Yes	Regularly	Yes	8 years.
Teacher D	F	B. Ed from University Z	Yes	No	Sometimes	Yes	4 years.
Teacher E	F	B. Ed from University X	Yes	No	Never	No	4 years.
Teacher F	F	B. Ed from University X	Yes	Yes	Regularly	Yes	18 years.

3.5. Interview Data Collection

As this research is related to human participants who are English as a Foreign Language teachers from various secondary schools in Jayapura Regency, applying for ethical approval from Flinders University's Social and Behavioural Research Ethics Committee (*SBREC*) was the *first* crucial step, followed by the *second* step of conducting one-on-one semi-structured interviews with consented ones in Indonesian language via Zoom. The interview data was then transcribed, translated by the researcher into English, and emailed to each of the six participating teachers for verification before being analysed to ensure the translation didn't change their meanings. It is important to note that those interviewed teachers were not proficient in oral English. However, their written proficiency in English is good enough to read and understand translated transcripts.

3.5.1. Ethics Application for Approval Notice

A comprehensive ethics application was prepared and submitted in May 2023 to Flinders University's Social and Behavioural Research Ethics Committee (*SBREC*) under the guidance of and consultation with the researcher's supervisor. The ethics application comprises project information, investigators' information, location, and research funding. It also includes a data collection approach, storage access, and potential risks. The research project received an official approval notice (**for Research Project Number 6118**) from *SBREC* on June 21st, 2023.

3.5.2. Contacting Research Participants and Snowball Sampling Techniques

Upon receipt of the Ethics Approval Notice, the researcher contacted 15 potential research participants who met the pre-determined selection criteria mentioned in *Section 3.4* via WhatsApp and telephone using the four steps described below.

First, after receiving the ethics approval notice, the researcher immediately contacted an acquaintance (i.e. Colleague X) via the WhatsApp application to ask her to recommend any first potential English language teacher who meets the inclusion criteria mentioned in Section 3.4.

Second, on behalf of the researcher, Colleague X asked the first recommended teacher (Teacher A) if she was willing to participate in the project voluntarily and allowed Colleague X to share Teacher A's contact number with the researcher. The contact details were not passed on to the researcher unless consent was obtained from the recommended participants.

Third, the researcher contacted Teacher A (with her consent) to invite her to participate in the current project and briefed her on the research project, the research objectives, the research question, the data collection procedure, and the participant consent form before interviewing Teacher A.

Fourth, after interviewing Teacher A, the researcher used the snowball sampling technique for identifying and recruiting participants through existing participants, forming a chain-like structure where each participant refers or introduces the researcher to others (Etikan et al., 2016). This method is advantageous because accessing the desired population is challenging, and creating a comprehensive population list presents obstacles for the researcher (Etikan et al., 2016).

In this study, the researcher had difficulty contacting them as they all lived in remote areas. Using the snowball sampling technique, the researcher asked Teacher A to recommend any other potential participants who met the pre-determined inclusion criteria mentioned in Section 3.4 to get five more participants. The same snowball technique was used to get five more participants, making it a total of six participating teachers, labelled anonymously as Teachers A, B, C, D, E, and F, who all consented to participate voluntarily in the current research project. See *Table 3.1* for a brief description of six participating teachers' backgrounds.

It is important to note that contacting local teachers in the Jayapura districts is typically difficult due to poor internet access. All communications in the recruitment process were carried out in Indonesian via the WhatsApp application commonly used in Jayapura Regency among participating teachers. Email is not generally used in this area and was thus not an option for communicating with participants in this current research.

3.5.3. Interview Data Collection

3.5.3.1 Consideration of Different Interview Data Types

In qualitative research, interviews are widely recognized as one of the primary and effective methods for collecting qualitative data. They are considered robust data collection instruments that enable researchers to gather valuable insights from individuals (Cohen et al., 2007). This research used interviews to collect data about individual teachers' contexts, experiences, and perspectives regarding their uses of Dornyei's motivation strategies in secondary school classrooms within Jayapura Regency.

Three types of interviews are to consider: *structured, unstructured, and semi-structured*. A **structured** interview is characterized by a high degree of structure, meaning there are limited response categories, making the organization and quantifying findings straightforward (Doyle, 2004). It is also rigid concerning the structured interview scripts and order of asking questions, and it aims only for brief and standardized answers (Fontana & Frey, 1998). The benefits of structured interviews are that they are reliable and quick to use, suitable for larger sample sizes, and produce consistent interview results. However, the disadvantages of a structured interview are that it lacks in-depth information and restricted and unexplored participant responses (Cohen et al., 2002).

On the contrary, the **unstructured** interview is informal and flexible, adapting to the interviews and contexts to make them feel relaxed and unassessed (Hannabuss, 1996). This interviewer does not prepare a preselected set of questions; the questions are developed as the interview unfolds (Greene, 1994). The benefits of unstructured interviews

are creating a relaxed- conversation like an interview, facilitating extensive information sharing, and potentially enhancing the validity of the research findings by capturing diverse and nuanced perspectives (Cohen et al., 2002). However, the disadvantages of unstructured interviews are that they are time-consuming, and the results tend to divert away from the research focus, making it challenging to compare and analyze interviewees' answers.

Finally, the **semi-structured** interview occupies the intermediate space between structured and unstructured interviews, providing a balanced approach to qualitative research (Alvesson & Deetz, 1999). It is guided by identified themes to guide the interviewee toward specific topics (Qu & Dumay, 2011). During the semi-structured interview, the guide can vary from highly scripted to relatively loose, but their purpose remains consistent- towards the preselected themes (Qu & Dumay, 2011). The benefits of semi-structured interviews are in-depth exploration and information, flexibility in questioning, encouragement of participant expression, and contextual understanding. However, the disadvantages of the semi-structured interview are that it is time-consuming, can cause fatigue, and requires good interviewing skills due to the open-ended nature of the questions (Cohen et al., 2002).

3.5.3.2 One-to-One Semi-Structured Interviews Justification

Considering the benefits of semi-structured interviews mentioned above and the aim of this research, semi-structured interviews were chosen to allow the interviewer to understand the context of the participating teachers and get their deep and elaborate information. This is suitable for exploring teachers' perceptions and experiences applying Dornyei's motivational strategies. Notably, the researcher paraphrased Dornyei's motivational strategies using the plain Indonesian language in the Interview Protocol (See Appendix 3). The reason for using the Indonesian language in the interviews was because the participating teachers and speaking English proficiency levels varied to share their perceptions confidently and comfortably. Interviewing them in Indonesian, a language shared between the interviewer and interviewees is a more viable and practical option. The researcher translated the transcripts from the Indonesian language into English. Also, before the interview data collection, the researcher conducted a pilot interview with another English language teacher colleague to get her constructive feedback on the interview structure and the clarity of the

questions to improve interview questions and sub-questions in the Interview Protocol. From the pilot interview result, a few prompt questions are added to enable an in-depth exploration of teachers' perspectives on each of Dornyei's motivational strategies. See *Appendix 3*.

3.5.3.3 Development of Semi-structured Interview Questions

Seventeen (**17**) semi-structured interview questions were developed to gain insights from six participating teachers into their perceived use and challenges of Dornyei's macro motivational strategies. It consists of three main parts: opening, main, and closing. Each part has main interview questions, with **seventeen (17)** interview questions and prompts that serve as hints for interviewees. See *Appendix 3 – Interview Protocol* for the list of 17 interview questions.

According to the interview protocol in *Appendix 3*, the *first* part of the interview is an opening consisting of **six (06)** questions about the participating teacher and the school context. (See Interview Questions 1 to 6 in *Appendix 3*). The *second* part is the main part of the interview, comprising **ten (10)** questions asking the participating teachers' perspectives on using Dornyei's motivational strategies (See Interview Questions 7-16 in *Appendix 3*). Each question in the central part focused on one of ten macro motivational strategies. In the main body of the interview, specific prompts were formulated based on the descriptions of accompanied micro-strategies by Cheng and Dörnyei (2007), to guide participants and direct them towards the study's objectives (Gillespie & Cornish, 2014).

The *third* part of the interview is the last part that closes the interview and includes **one (01)** interview question (See Interview Question 17 in *Appendix 3*), which asks for any perceived support the participating teachers need to apply Dornyei's motivational strategies fully. In the closing part, the researcher concluded by thanking the participants and promising the follow-up steps (i.e., the researcher promised to email each participant with the translated transcriptions for verification).

It is important to note that the **seventeen (17)** interview questions were guided by the descriptions of macro/micro motivational strategies, carefully developed, and finalized to ensure their relevance to the research aim and objectives. See Interview Protocol in Appendix 3 for details. The initial interview questions were typically broad and open-ended, allowing participants to discuss their interests or enabling the researcher to delve deeper into significant subjects. Consistent with established guidelines in the Interview Protocol (See Appendix 3), the researcher asked all seventeen questions in order and encouraged natural conversational flow, allowing participants to articulate their thoughts (Hesse-Biber & Leavy, 2010). The researcher employed probe/hint questions to clarify participants' answers (Kvale, 1996). Finally, specific sub-questions were utilized to extract more detailed descriptions from the interviewees' statements (Kvale, 1996).

3.5.3.4 Recordings and Transcriptions of Recorded Interviews

Each of the six semi-structured interviews was conducted with the six participating teachers and audio-recorded with participants' consent. They were transcribed verbatim in Indonesian before being translated into English by the researcher and subsequently verified by six participating teachers.

All six participants were asked the same pre-developed semi-structured interview questions in the same order to ensure consistency and facilitate subsequent data analyses and synthesis (see Appendix 3 for Interview Protocol). In addition, to ensure the preservation and accuracy of the interview data, the researcher took steps to record and transcribe all interviews word for word. While transcription is a crucial part of the interview and research process, Cohen et al. (2007) suggest that the interviewer/researcher should also take note of non-verbal cues such as gestures, tone, volume, and pitch displayed by the participants. Following Cohen's advice, the researcher used an iPhone voice recorder app to capture each interview and made additional notes on non-verbal cues that could not be recorded. Any audio files, participant transcripts, and related documents were securely stored electronically for 12 months before being removed from the original recording device, as indicated in the Ethics Application.

After being transcribed, the interview transcripts were sent to each participant through WhatsApp for their authentication and verification. All six participants confirmed that the translated transcript was correct and reflected their perspectives accurately. Only one participant suggested revising minor information in the transcripts. For example, in the transcript, Teacher B's school is called "SP3 Kaureh One Roof Middle School". However, teacher B suggested using the Indonesian name "SMP Satu Atap SP3 Kaureh" instead and spotted some grammatical errors, which the researcher fixed.

3.6. Interview Data Analyses

The researcher conducted two stages to analyze the transcribed and translated data. The first stage was an *initial analysis* of the interview data, followed by the second stage of subsequent comprehensive analyses. Each of the two stages is described below.

3.6.1 Initial Analyses of Interview Data

The researcher initially skimmed and examined the raw interview data, comprising transcripts of recorded interviews (in the Indonesian language) and the researcher's additional written notes to gain a broad understanding of each dataset and identify common and distinct themes before conducting more comprehensive subsequent thematic analyses (See Section 3.6.2).

The interview data gathered from six participating teachers was categorized into six datasets labelled Teacher A, Teacher B, Teacher C, Teacher D, Teacher E, and Teacher F, corresponding to each of the six interviewed teachers. Upon conducting an initial analysis of each interview data, the researcher tabulated and analyzed the shared patterns among participants according to four analytical themes: (1) Participating Teachers' Background (See Appendix 4), (2) Participating Secondary Schools' Contexts (See Appendix 5), (3) The Perceived Implementation of each of Dornyei's 10 macro MS (See Appendix 6), and (4) The Perceived Challenges in Implementing Dornyei's 10 MS" (See Appendix 7). Based on these

initial data analyses, a brief description of each of the six participating teachers' insights was reported in *Section 4.2*.

3.6.2 More Comprehensive Subsequent Analyses of Interview Data

After completing the initial data analysis, based on each participating teacher's individual insights reports (See Appendix 11), the researcher conducted more thorough analyses for each teacher's dataset. This involved a meticulous reading of each dataset, wherein relevant data directly associated with each interview question was carefully annotated. The annotated information was then compiled, reviewed, and analyzed to identify key emerging themes across six participating teachers' insights that could address the pertinent research questions. Subsequently, the researcher summarised the findings from the interviews, aiming to identify common patterns and relationships among six participants, as advised by Cohen et al. (2007).

3.6.3 Interpretation of Analytical Data

To interpret the analytical data, the researcher conscientiously examined the themes that surfaced during the interviews, and any additional insights, comments, or reflections were duly noted. To enhance the thematic data interpretation, guided by the description of macro MSs and accompanied by microstrategies described by Cheng and Dornyei (2007) (See Appendix 9, the researcher persisted in categorizing and thematically coding the interview data. Throughout this thematic interpretation process, the researcher considered the backgrounds of the six participating teachers, encompassing factors such as their teaching experience, qualifications, training, and the specific contexts of their teaching, encompassing their school's location and context and their students' context. This holistic approach aimed to better understand the participants' perceptions and motivations in context, shedding light on the reasons behind their interview responses.

3.7 Methodological Limitations of the Study

Despite enormous efforts in carefully designing the study, this research still has a few methodological limitations related to the chosen qualitative research design and the small sample size of only six participants selected and consented to interviews. *First*, due to limited time and resources in doing this project, this study focuses only on teachers' perspectives. It doesn't consider students' perspectives on the utilization of Dornyei's motivational strategies. It also doesn't measure the impact of these strategies on the student's motivation. *Second*, the qualitative approach chosen has limitations as the researchers might be biased in interpreting the participating teachers' perspectives in the interviews.

Moreover, the participating teachers could tend to assess one's behaviour more in a positive light that fits in with the desirable outcome of the motivational strategies. *Third*, this research design is limited to interviews due to location limitations. The use of classroom observation research design, which could complement the data, couldn't be carried out by the researcher.

3.8 Summary of Chapter 3

In summary, this Chapter considered various research methodological options, presented the granted Ethics Approval Notice for this current research, and justified the choice of a qualitative research design with a snowball sampling method and semi-structured interviews (with seventeen interview questions) as an instrument for data collection, see **Appendix 3**, while acknowledging inherent research approach limitations. This Chapter emphasized using semi-structured interviews (in the Indonesian language) with six participating teachers as the suitable data collection approach to seek answers to the two main research questions developed in *Section 1.6* about EFL secondary school teachers perceived uses of Dornyei's macro motivational strategies in the local context of Jayapura Regency. Chapter 4 will present the findings from interview data analyses/interpretation and discuss the findings with supporting interview data in light of the research aim, research questions, and the reviewed literature.

CHAPTER 4: INTERVIEW DATA ANALYSES AND DISCUSSION OF FINDINGS

4.1. Overview of Chapter 4

This chapter presents the findings from analyses of six interview data sets collected from six participating teachers through Zoom. Each semi-structured one-on-one interview with each participating teacher lasted for around 60 minutes. The findings in the chapter are supported by the interview data of six participating teachers perceived uses of Dornyei's 10 macro-Motivational Strategies (MSs). The chapter also discusses the findings in light of the relevant literature review and concerning the two guiding research questions formulated from the beginning of the current research in *Section 1.7*, namely,

- **Research Question #1 (RQ1):** *To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms in Jayapura Regency's public secondary schools?*
- **Research Question #2 (RQ2):** *What are their perceived challenges, if any, in using Dornyei's motivational strategies in classrooms in Jayapura Regency's public secondary schools?*

This chapter is structured into **six (06)** sections: *first*, starting with an overview of the chapter. The *second* section is a brief description of the six participants' insights. The *third* section thematically analyses interview data in response to RQ1 and RQ2. The *fourth* section summarises the findings, followed by the *fifth* section, which discusses key findings in light of the research aim and questions and the literature review. The chapter concludes with a summary in the final *sixth* section.

4.2. A Brief Description of Six Participating Teachers' Insights

Table 4.1 provides an overview of the perceived uses of Dornyei's 10 macro motivational strategies among six participating teachers anonymously referred to in this current study as Teacher A, Teacher B, Teacher C, Teacher D, Teacher E and Teacher F. The information from both *Table 3.1* (A brief description of six participating teachers' backgrounds) and *Table 4.1* (An Overview of Six Participating Teachers' Perceived Uses of Dornyei's 10 Motivational Strategies (MS) was integrated to report each participating student's insights, with a focus on three themes: (I) the *background* of each participating teacher (including the information of gender, highest qualification, certification/ training, and their number of teaching experience year) (ii) their *perceived uses* of Dornyei's ten motivational strategies; and (iii) their *perceived challenges* in using Dornyei's ten motivational strategies. See *Appendix 11* for all the six individual teachers' insights reports.

As can be seen from Appendix 11, Teacher A's insight report revealed that she perceived to have implemented macro MSs 2, 4, and 5 fully, macro MSs 1, 3, and 9 mostly, and four macro MSs (i.e. MS 6,7, 8, and 10) partly. She told the researcher that she tried to change the study roster to deliver complete lessons to those who lived far away from school. Whereas Teacher B's insight report in Appendix 11 suggested that he perceived to have implemented macro MSs 4 and 5 fully, macro MSs 1, 2, 3, and 9 mostly, and macro MSs 6,7, 8, and 10 partly amid his time-consuming non-teaching responsibility.

According to Appendix 11, in Teacher C's insight report, macro MSs 2, 3, 4, and 5 were perceived by her to be implemented fully, macro MSs 1, 7, and 9 mostly, and macro MSs 6, 8, and 10 partly, and be able to use 80% of English for her classroom instructions. In Teacher D's insight report in Appendix 11, she perceived to have implemented macro MSs 4 and 5 fully, macro MSs 1, 2, 3, and 9 mostly, and macro MSs 6,7, 8, and 10 partly; she also perceived to be reliant on curriculum and lack the confidence to speak English.

According to Teacher E's insight report in Appendix 11, Teacher E perceived to have implemented macro MSs 2, 3, 4 and 5 fully, macro MSs 1, 7 and 9 mostly, and MSs 6, 8, and 10 partly, she told the interviewer that she often invited her students to comment on her teaching for improvement. As can be seen from Teacher F's insight report, she perceived to have implemented macro MSs 1, 2, 3, 4 and 5 fully, macro MSs 7, 9, and 10 mostly, and only macro MSs 6 and 8 partly, with her most extended years of English language teaching experience.

4.3. Findings from Interview Data Analyses

4.3.1. Analyses of Interview Data in Response to Research Question 1

The first research question (RQ1) developed in *Section 1.7* was, "*To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms.*" To find answers to this **RQ1**, the researcher interviewed all six participating secondary school teachers in Jayapura Regency to ask how and how much they have used each of Dornyei's ten macro motivational strategies in their EFL classrooms, as Dornyei suggested.

Table 4.1 An Overview of Six Participating Teachers' Perceived Uses of Dornyei's 10 Motivational Strategies (MSs)

Teachers	MS 1	MS 2	MS 3	MS 4	MS 5	MS 6	MS 7	MS 8	MS 9	MS 10
Teacher A	mostly	√	mostly	√	√	partly	partly	partly	mostly	partly
Teacher B	mostly	mostly	mostly	√	√	partly	partly	partly	mostly	partly
Teacher C	mostly	√	√	√	√	partly	mostly	partly	mostly	partly
Teacher D	mostly	mostly	mostly	√	√	partly	partly	partly	mostly	partly
Teacher E	mostly	√	√	√	√	partly	mostly	partly	mostly	partly
Teacher F	√	√	√	√	√	partly	mostly	partly	mostly	mostly
Overall perceptions	MOSTLY	MOSTLY	MOSTLY	FULLY	FULLY	PARTLY	PARTLY	PARTLY	MOSTLY	PARTLY

Legends:

- √ means the MS was perceived by participating teachers to be **fully implemented** (i.e. 100% of the accompanied micro strategies for the MS), according to Dornyei's full description of the accompanied micro strategies in Appendix 9
- **partly** means the MS was perceived by participating teachers to be **partly implemented** (i.e. up to 50% of the accompanied micro strategy for the MS), according to Dornyei's full description of the accompanied micro strategies in Appendix 9
- **mostly** means the MS was perceived to be **mostly implemented** (i.e. more than 50% of the MS), according to Dornyei's full description of the accompanying micro strategies in Appendix 9

It is important to note that an MS would be interpreted as **fully implemented** by the researcher when all six participating teachers applied all the accompanying microstrategies described in Cheng & Dornyei (2007) in **Appendix 9**.

An MS would be interpreted as **implemented** by the researcher overall when at least more than half of the six participating teachers applied mostly the accompanying microstrategies described in Cheng & Dornyei (2007) in **Appendix 9**.

An MS would be interpreted as overall **partly implemented** by the researcher when at least half or less than half of the six participating teachers applied partly the accompanied microstrategies described in Cheng & Dornyei (2007) in **Appendix 9**.

As shown in **Table 4.1**, all six participating EFL teachers in Jayapura Regency perceived by the researcher to have implemented all Dornyei's ten macro motivational strategies to different degrees. Notably, they all perceived to have **fully implemented** only two (02) macro MSs (*i.e.*, MS 4 & 5), **mostly implemented** four (04) macro MSs (*i.e.*, MS 1, 2, 3, & 9), and **partly implemented** four (04) macro MSs (*i.e.*, MS 6, 7, 8, & 10). The following subsection synthesises the interview data and describes the uses of these two **fully implemented** MSs, four **mostly implemented** MSs and four **partly implemented** MSs.

*4.3.1.1 Perceived Uses of **Two Fully Implemented** Macro Motivational Strategies*

Two (02) macro MSs (*i.e.*, MS 4 & 5) were perceived to be fully implemented by all six participating teachers who applied all accompanied micro strategies of MS 4 and MS 5, as described by Cheng and Dornyei (2007) in **Appendix 9**.

MS 4 "To create a pleasant classroom climate".

MS 4 was perceived to have been fully implemented by all six teachers. They all told the interviewer that they created a pleasant atmosphere in the classroom by (i) creating a supportive classroom climate that promotes risk-taking, (ii) bringing in and encouraging humour, (iii) avoiding social comparison, and (iv) using a short and interesting opening activity to start, which are all described as micro strategies in Appendix 9.

First, all participating teachers allowed their students to take risks and make mistakes in the class, making it a safe environment for them to interact, practice, and grow their English. For example, Teacher D noted:

"... I always give appreciation every time my students bravely speak or read in English....I say it's okay if you make mistakes, we will correct them and learn" (Teacher D)

Second, all teachers tried to always share laughter by sharing some jokes and bringing in humour. According to them, the purpose is to create a relaxed classroom and improve students' engagement. In this regard, for example, Teacher A noted:

"[In their first year] they were afraid of being laughed at [if they make mistakes], but after I joked with them, the children are happy and feeling relaxed in learning English" (Teacher A)

Third, all teachers avoid social comparison because it demotivates their students. Instead, the teachers value collaboration through peer tutoring and group work. Teacher F especially respected her students' differences by applying differentiated learning. Teacher F noted:

"[I] guide students according to their interests and talents ... to achieve the best version of themselves. And avoid social comparison. Students can choose how they want to be assessed. It is called differentiated learning (Teacher F)

Fourth, all teachers tried using a short and exciting opening activity to start. Teachers A, B, and F began their class by discussing many things in the students' lives. Teacher D used games, and Teachers C and E used English songs to start their lessons. Teacher D, for example, noted:

"We played a game as an ice-breaking activity. When I take student attendance, I always ask students how they feel, or they can mention interesting quotes.... before lessons ... we play a spelling bee. (Teacher D)

Overall, in light of Dornyei's full description of all four microstrategies for MS 4 (See **Appendix 9**), the interview data analyses, and interpretation show that MS 4 was **fully implemented**, as perceived by all six participating teachers.

MS 5 "To present tasks properly."

Like MS 4, this MS 5 strategy was perceived to be fully implemented by all the six participating teachers who used all of MS 5's accompanied microstrategies, as Cheng & Dornyei (2007) recommended (see **Appendix 9**) by (i) giving clear instructions by modelling and (ii) giving good reasons to students as to why a particular task is meaningful.

First, to give clear instructions by modelling, participating teachers used simple language, incorporated students' L1, and encouraged students to ask for clarification to ensure students' understanding. They also provided a modelling example to give students a clearer idea about what was expected of them. For instance, in the assignment "Describing People," Teacher B showed his students his favourite person before the students chose their character. Participating teachers also used printed worksheets for precise and time-effective tasks. In this regard, Teacher D noted:

"For clear and precise instructions, I usually prepared worksheets for them ...to save time...I think that is very helpful because when they finish the explanation, they immediately start working on it." (Teacher D)

Second, all the teachers highlighted the meaningful purpose of their task. For example, Teacher D gave good reasons and explained that understanding food labels is essential for students to know what is inside the products they use, even though the labels were written in English. Teacher D noted:

"Usually, I always explain why we must do this task. This is related to the material [For example], yesterday we learned in ninth grade about food labels. So why do we need to know labels? The goal is so we know information about the product." (Teacher D)

Overall, in light of Dornyei's full description of all the accompanying microstrategies for MS 5 (see **Appendix 9**), interview data analyses and interpretation show that MS 5 was another **fully implemented one**, as perceived by all six participating teachers.

4.3.1.2 Perceived Uses of **Four Mostly Implemented** Macro Motivational Strategies

Four macro MSs (i.e., MS 1, 2, 3 & 9) were perceived to be mostly implemented by all six participating teachers who applied more than half (or 50%) of the accompanied micro strategies of each of those macro strategies, as described by Cheng and Dornyei (2007).

MS 1 "To show proper teacher behaviour."

MS 1 was perceived to have been implemented mostly by five participating teachers (i.e. Teachers A, B, C, D & E) but was fully implemented by Teacher F only. They all highlighted that it was the most fundamental strategy for motivating their students to learn English. The interview data reveals that they implemented MS 1's accompanying micro strategy as recommended by Cheng & Dornyei (2007) (see **Appendix 9**) by (i) showing their care about their student's progress (*all six teachers*), (ii) establishing good rapport (*all six teachers*), (iii) showing enthusiasm when teaching English (*all six teachers*), (iv) share with students that they value English as a meaningful experience (*Teacher F only*), and (v) be themselves in front of students (*Teachers C, E, & F*).

First, all teachers tried different students to show their care for their students' learning progress. Teacher A worked with the curriculum coordinator to move the English class from morning to before lunch to wait for the students to arrive before starting the class because they live far from school (See section 4.3.2.4 for details), and English class only happened once a week. Teacher A didn't want the students to miss the lesson because they usually felt less motivated to participate in class, as they were behind their friends. It also made the Teacher repeat the past topic and behind the curriculum timeline. Teachers C and F always checked in on students and asked if they needed help in their study process. Teachers A, B, D and E all gave extra classes in the afternoon at their school. Teacher B even made an extraordinary effort by travelling to the students' village to teach English and set up a WhatsApp group for his classes so that he could answer her students' questions outside

school hours. Teacher F also convinced their students that they were always available to guide them in English learning so their students would not be worried. In this regard, Teacher A noted:

"School is a long way from students' homes, so I asked the teacher coordinator or head of the curriculum to move the English class from the first to the second lesson of the day. We want the students who are late from far away to receive complete lessons." (Teacher A)

Second, to establish a good rapport with students, all the participating students were empathetic and patient with their students in their English language learning process. For example, before the class started, Teachers A, B, C, and E had a small talk about various interesting things or responded to students' requests, such as playing games to make them feel comfortable in the class. Teacher D treated all the students fairly, while Teachers E and F assured students, they would accompany them if they needed further tutoring to address their challenges. In her words, Teacher F stated:

"...I told it to them [learning a foreign language] takes a lot of repetition like a baby learning a language. So, I act like a parent who will accompany and guide them until they can [speak English]." (Teacher F)

Third, the interview data reveals that participating teachers showed enthusiasm for teaching by showing their happy faces (*Teachers A, B, & F*), coming prepared and starting the class on time (*Teachers C & D*). Teacher C used a microphone to teach students after lunchtime, which supported her and allowed her to maintain English as a language of instruction in the classroom because she usually needed to repeat her instruction or show relevant gestures. Teacher B used the WA group to compensate for his absence from school and communicate with students. In his school, a substitute teacher was not available to replace him when he had to work as the school operator in the city. Teacher C, for example, noted:

"Usually, they (students) are still embarrassed to pronounce the words... So, I read the words over and over again, so I feel tired. If it's daytime, I usually use a microphone." (Teacher C).

Fourth, in sharing with students that they valued English as a meaningful experience, Teacher F told her students how she benefited from English skills and became interested in English. Commenting on this, Teacher F noted as follows:

"I told my students that learning English is a fun journey, and English skill got me a good job in a hotel when I was young. I told them learning English is valuable" (Teacher F)

Fifth, in being themselves in front of students, Teachers E & F were honest about their situations and expectations and invited students to work together to make the learning successful. Teacher E used surveys asking the students why they didn't like English lessons. The anonymous result gave her a lot of information about the students. Most of her students said memorising and pronouncing English vocabulary was challenging because they didn't know Indonesian. Teacher F, for example, noted:

"I always remind my students that I also have to drive one hour to teach daily, so I ask them to cooperate and do their best in class. They should appreciate their effort [hours of walking] to come to school, too" (Teacher F)

Overall, in light of Dornyei's full description of most of the accompanying microstrategies for MS 1 (See **Appendix 9**), interview data analyses show that MS 1 was a **mostly implemented one**, as perceived by a majority of participating teachers (*i.e.* Teachers A, B, C, D & E) but fully implemented by Teacher F.

MS 2 "To recognise students' effort".

This MS 2 strategy was perceived to be mostly implemented by only two teachers (*i.e.* Teachers B and D), though fully implemented by four other participating teachers (*i.e.* Teachers A, C, E, and F). To implement MS 2's accompanying microstrategies, as Cheng & Dornyei (2007) described in Appendix 9, participating teachers recognised their students' efforts by (i) recognising students' effort and achievement (*all six teachers*), (ii) Monitor students' progress and celebrate their victory (*Teachers A, C, E, & F*), (iii) making sure grades reflect students' effort and hard work (*all six teachers*), and (iv) promoting effort attributions (*all six teachers*).

First, participating teachers told the interviewer that they recognised students' effort and achievement by generously giving verbal and non-verbal praises when their students did

their tasks or showed their learning progress. For example, Teachers A, B, D, and E preferred verbal praises such as "*Good job, I am proud of you*" because their students rarely read their written comments. Teachers C and F preferred to give written praises because their students read their comments. Teacher C told the researcher that she liked to use cute stamps and colourful writing on students' books. In her own words, Teacher B noted:

"I lavish my students with praise whenever they show progress. Saying a Good job, you are cool, etc. As a class, we also give applause." (Teacher B)

Second, Teachers A, C, E, and F monitored students' progress and asked if they were making big or small progress. Teacher E, for example, told the interviewer that her students made significant progress in vocabulary learning, as follows:

".... I always give them (students) vocabulary practice, 15 more vocabulary words each session. Usually, they can only answer 9 or 10 out of 15. We still celebrate it, even though it's a little progress." (Teacher E)

Third, all the six participating teachers also tried to ensure their students' grades reflected their efforts. Teachers C and F actively explained to their students about their grades and gave them specific feedback, as Teacher C noted:

"For example, after students' presentations, I provide corrections personally. I explain; you must add -s or -es... So, they know why they got the score through the feedback" (Teacher C)

Fourth, when implementing MS 2, teachers promoted effort attributions by saying, "*Give it your best*" or "*Practice makes perfect*" (all six teachers). For example, Teacher F used an illustration of babies who were learning their first language for the first time to motivate her students. She emphasised that learning a foreign language requires much input, guidance, and practice. To promote effort attribution, Teacher F asked their students to make their mini dictionary (Teacher F), while Teacher B used a word wall for vocabulary learning. Uniquely, Teacher F tried to make the lesson easier by allowing her students to use such tools as Google Translate and copy classmates' vocabulary lists because some students had no translation tools. In this regard, Teacher F noted as follows:

"Learning English can employ many kinds of effort/ techniques. I encourage my students to use the Google Translate application or look up printed dictionaries when conversing with me. I trained them always to make an effort to gain knowledge" (Teacher F)

Overall, in light of Dornyei's full description of most of the accompanying microstrategies of MS 2 (See **Appendix 9**), data analyses show that MS 2 was **mostly implemented**, as perceived by most participating teachers.

MS 3 "To promote learners' self-confidence".

This MS 3 strategy was perceived to be mostly implemented by three participating teachers (*i.e.*, Teachers A, B, and D), though fully implemented by three remaining teachers (*i.e.*, Teachers C, E, and F). They promoted their learners' confidence by applying the accompanying micro strategies of (i) providing positive feedback (*all six teachers*), (ii) teaching students English learning techniques (*all six teachers*), (iii) making clear to students that communicating meaning effectively is more critical than being grammatically correct (*all teachers*), (iv) encouraging students to try harder, and (v) designing tasks that are within the student's ability (*Teachers C, E, & F*)

First, in providing positive feedback, all six teachers told the researcher that they gave descriptive individual feedback to each student. Teachers C and E, for example, immediately corrected students' pronunciation when they spoke and read out loud in English so that their students would not make the same mistakes again the next time they pronounced the same word. Teacher F ensured her feedback was helpful for future tests. Teacher F and her students usually reviewed the past exams so that the students could perform better in the coming examinations. In this regard, Teacher F noted:

"In giving feedback, ... I provide specific comments, corrections, and explanations for each student. I also repeated the exam questions from the semester that I passed for improvement." (Teacher F)

Second, all six participating teachers reteaching taught students learning strategies to help them improve their English. They all taught their students how to use dictionaries, songs from the internet, etc. In this regard, Teacher C noted as follows:

"I teach my students to use printed dictionaries, so they can independently study and improve their vocabulary. I also teach them how to learn English using YouTube Application" (Teacher C)

Third, all participating teachers believed that being grammatically correct was not the main purpose of learning English. They emphasised the importance of trying and being brave enough to speak English in class and never negatively judging their students or their incorrect English pronunciation. In this regard, Teacher A noted as follows:

"I don't overemphasise grammar or anything that makes students think, wow, it's hard to learn English." (Teacher A)

Fourth, all six participating teachers encouraged students to try harder to leave their comfort zones. All teachers stimulated their students to take risks and show resilience in learning. Teacher E, for example, shared that her students complained about memorising vocabulary initially. Still, afterthought them to work harder and gave them more support, they scored higher and mastered a lot of vocabulary weekly, as she noted:

"I usually encourage my students to show learning resilience by saying, every night you should try to memorise the [vocabulary] so that you can understand when you miss a sentence or conversation next time." (Teacher E)

Fifth, Teachers C, E, and F designed tasks that were challenging but still within their students' ability. They perceived to give the students the right amount of vocabulary to study, doable projects, etc. All teachers understood that many students had no internet access, so they designed a task that could be done by referring to books or receiving teacher assistance. In this regard, Teacher F noted as follows:

"I give students tasks that are challenging but still doable. For example, I ask them to search for some words for translations into English, which can be found in English books or dictionaries. I also offer assistance when they can't find the words themselves" (Teacher F)

Overall, in light of Dornyei's full description of most of the accompanying microstrategies for MS 3 (See **Appendix 9**), data analyses show that MS 3 was **mostly implemented**, as perceived by most participating teachers.

MS 9 "To promote group cohesiveness and group norms".

This strategy was perceived to be mostly applied by four participating teachers (*i.e. Teachers A, B, C and F*) though fully implemented by two remaining teachers (*i.e. Teachers D and E*) by (i) explaining the importance of the class rules (*all teachers*), (ii) allowing students to get to know each other, and (iii) asking students to work toward the same goal. Notably, the other two remaining micro strategies (*i.e., Encourage students to share personal experiences and thoughts and Let students suggest class rules*), as described by Cheng and Dornyei (2007), were not mentioned by the participating teachers in the semi-structured interviews.

First, all six participating teachers tried to explain the importance of the class rules, mainly for students to show respect and appreciation when their friends were brave enough to give opinions and not judge their mistakes and learning progress. In this regard, Teacher F noted:

"I give students an understanding about class rules. For example, respect and collaborating with others will provide much-added value for us compared to competing between students to be the best." (Teacher F)

Second, all the six participating teachers allowed students to get to know each other and asked them to work toward the same goal. They all promoted dialogue, connections, and student collaboration by involving them in group work. Teachers D and E asked their students to become tutors for their friends because they could explain to peers using the more straightforward language, they were more familiar with. Moreover, in interviews, all six participating teachers reported that their students loved to work more in groups than

individually. They worked faster and more happily with their chosen teammate. Moreover, Teacher F always promoted collaboration and avoided competition in her classrooms. In this regard, Teacher E noted:

“I often make them work in groups. They feel enthusiastic and work faster in groups, as long as they can choose their teammate.” (Teacher E)

Overall, in light of Dornyei’s full description of MS 9’s accompanying microstrategies (see **Appendix 9**), data analyses show that MS 9 was **mostly implemented**, as perceived by most participating teachers.

*4.3.1.3 Perceived Use of The **Four Partly Implemented** Motivational Strategies*

The interview data reveals four macro motivational strategies that were perceived to be **partly** implemented by all six participating teachers, namely, MS 6, “*To increase learners’ goal-orientedness*”, MS 7 “*To make the learning tasks stimulating*”, MS 8 “*To familiarise learners with L2-related values*”, and MS 10 “*To promote learner autonomy*”. These four macro MSs (i.e., MS 6, 7, 8 & 10) were perceived to be partly implemented by all six participating teachers who applied less than half (<50%) of the micro strategies of each of those macro strategies, as described by Cheng and Dornyei (2007)

MS 6 “To increase learners’ goal-orientedness.

When asked about their perceived use of MS 6, Teacher D told the interviewer that the curriculum was too packed to tailor students’ individual goals to the teaching materials. Moreover, Teacher B encouraged his students to build their word wall independently to record new vocabulary at home. However, he has not monitored their progress due to his busyness in doing non-teaching responsibilities, as Teacher B noted:

"I gave them a lot of encouragement and reminded them to make their word wall at home, but I don't know if they do it. I promised to visit their house to see the chart (word wall). But I haven't visited them yet. I hope I can make time for that." (Teacher B)

MS 7 "To make the learning tasks stimulating."

When asked about their perceived use of MS 7, the six teachers didn't mention the other three micro-strategies (*i.e.*, *Introduce various exciting topics, make the tasks attractive by including novel and fantasy elements, and make the task challenging*) as described by Cheng and Dörnyei (2007). Teacher D also mentioned that she perceived a lack of mastery of English teaching methods to apply micro strategies, which included (i) *presenting various auditory and visual teaching aids* and (ii) *encouraging students to make products*. She noted:

"I haven't found the right way to apply differentiated learning to accommodate each student's learning style yet. I haven't mastered the method yet, perhaps." (Teacher D)

MS 8 "To familiarise learners with L2-related values" & MS 10 "To promote learner autonomy"

Similarly, for MSs 8 and 10, all six participating teachers commented on the three main reasons for not applying both these MSs, which were (i) not being aware of these macro motivational strategies and their benefits on students' motivational level (*Teacher B*), (ii) difficulties in accessing authentic materials or inviting native speakers (*all six teachers*), and (iii) perceived lacks of training to promote students' autonomy in learning English (*Teacher A, B, C, D, & E*).

Concerning not being aware of MS 8 and its benefits on students' motivational level, Teacher B noted:

"It (MS 8) looks great, but I never thought of it. However, I don't know if it (the L2 values) is useful for my students to know." (Teacher B)

Regarding difficulties in accessing authentic materials or native speakers, Teacher E noted the following:

"I don't have authentic materials available to use. Also, It's hard to invite native English speakers because our place is so far away. It is seven hours by motorbike from the city of Jayapura Regency"
(Teacher E)

Highlighting the perceived lack of training to promote students' autonomy in learning English, Teacher A noted:

"I need training to help me improve my teaching. Usually, I have to go down to the city to search on Google [to look for teaching methods or materials]. ... the support I need is training courses to motivate my students." (Teacher A)

Overall, in light of Dornyei's full description of MS 6, 7, 8, & 10's accompanying microstrategies (see **Appendix 9**), data analyses show that these four MSs were **partly implemented**, as perceived by participating teachers.

4.3.2. Analyses of Interview Data in Response to Research Question 2

The second research question developed earlier in Section 1.7 is, "*What are the challenges in employing those motivational strategies? How and why?*" The analyses of interview data revealed the **four (04)** perceived challenges in applying motivational strategies, which are related to four critical stakeholders of (i) secondary school students, (ii) English language teachers at participating secondary schools, (iii) participating secondary schools in Jayapura Regency, and (iv) the Indonesian government, first starting with the perceived challenges concerning secondary school students.

4.3.2.1 Perceived Challenges concerning Secondary School Students

The perceived challenges facing participating teachers in employing Dornyei's macro motivational strategies are related to secondary school students, which are specifically (i) students' lack of exposure to English (*all six teachers*), (ii) students' low literacy (*Teachers C, E & F*), (iii) students' low discipline in learning (*Teacher A, C & F*), and (iv) students' low expectations for better careers (*Teacher A & E*).

First, acknowledging their students' lack of exposure to English, the participating teachers mentioned that 80% to 100% of the students in Grade 7 in the participating schools have never learned English. This contrasts with students who studied in the city or private school and started learning English in Grade 4 or even in kindergarten. Consequently, the students felt shy about learning or inferior to their peers. Teacher C, for example, noted:

"They have never learned English in elementary school. None of the students have studied English before ... So, we start from the real basics." (Teacher C)

Second, regarding students' low literacy rate, Teachers C, D, and F reported that approximately ten per cent of their students could not even read in Indonesian yet. Therefore, teachers spent extra time to help them read, as Teacher C noted:

"Some of my Grade 7 students cannot read, even Indonesian. Some in grade 8 are also still not yet fluent in reading. So, language teachers should help them to read. This inhibits English learning because I can't teach them English or how to use a dictionary." (Teacher C)

Third, Teachers A and F perceived their students to have low discipline in learning English. Teachers A and F told the interviewer that their students, though at school, didn't necessarily come to class. They chose to hang out around the school during the English lesson hours. Moreover, Teacher C also complained about her students, who usually left the English class when bored, usually after lunchtime. She reported that she usually had only fifty per cent of the students in the classroom. Consequently, the student's English language knowledge

varied, and the teacher needed to repeat the lesson over again. Teacher A, for example, noted:

"Students are not disciplined. They will go home if they feel tired from one long day of lessons. It could be that only five or four people left [out of 20] are in a class. So, the following week, we must repeat the same thing (lesson)." (Teacher C)

Fourth, students felt English was irrelevant to their future as they believed they would only live as farmers. In Teacher A and Teacher E's classrooms, students were often uninterested in setting their goals because they thought they would not study further or have a bright career. Teacher E, for example, noted:

"...many students often think that English has nothing to do with their lives in the future because some immediately get married after graduating from junior high school or do not continue their university-level education after graduating from senior high school due to financial factors." (Teacher E)

Due to the four above challenges, six participating teachers found it hard to apply MS 3 "to promote learners' self-confidence", MS 6 "to increase learners' goal-orientedness", MS 7, "to make the learning tasks stimulating", and MS 8 "to familiarise learners with L2-related values". Therefore, to apply MS 3, 6, 7 and 8, these four challenges, as perceived by participating teachers, need addressing.

4.3.2.2 Participating Teachers' Perceived Challenges concerning Secondary School Teachers

The perceived challenges facing participating teachers in employing motivational strategies are related to participating teachers themselves, which are specifically: (i) they do not have enough time to prepare their lessons (*Teacher C & F*), (ii) lack of mastery of English teaching methods (*Teacher D*), and (iii) lack of confidence to speak English (*Teachers C & D*).

First, participating teachers perceived not to have enough time to prepare for their lessons. For example, Teachers B, C, and F shared that they needed more time to design fun, proper and stimulating tasks (*MS 4, 5 and 7*). Teacher B stated he lacked time to browse and

download interesting teaching material. At the same time, Teacher F needed more time to comment on students' work for implementing MS 3 (*to recognise students' effort*). This perceived lack of time is closely related to other non-teaching roles that Teachers C and B had to shoulder; in this regard, Teacher C noted:

"I want to make my lesson meaningful for my students ... However, I sometimes lack time to prepare, making the lesson delivery poor. My work as BOS Fund treasurer at school consumes much of my teaching preparation time." (Teacher C)

The *second* challenge is teachers' lack of English teaching strategies. Teacher D points out that *to make the learning tasks stimulating* (MS 7), she finds it challenging to cater to students' different learning styles. She also lacked teaching strategies to design project assignments for her students.

"In my opinion, I still lack English teaching strategies. I still need to learn how to design project assignments appropriate to the students' context and learning objectives. Also, I want to learn how to apply differentiated learning, especially in a big class like mine." (Teacher D)

The *third* challenge is teachers' perceived need for friends or a community to practice their English. Teacher D shared that she was often not confident in her English-speaking ability. It has been a long time since she spoke English actively. She hoped that she could get into a community which would improve her speaking ability. Meanwhile, Teacher C voiced her hope for the government to facilitate a camp for teachers where they could speak English with native speakers.

"As English teachers, we need to refresh our English-speaking skills. Students can feel the impact if the teacher is confident in using the language. Hopefully, the government can see this need and facilitate a camp where teachers can actively interact with foreign people." (Teacher C)

Consequently, teachers' lack of time for teaching preparation, lack of teaching method mastery, and lack of confidence in speaking English make them all challenged *to present tasks properly* (MS 5), *make the learning stimulating* (MS 7), and *increase the amount of English in the classrooms* (MS 8). To apply fully MS 5, 7 & 8, these three challenges, as perceived by participating teachers, need addressing.

4.3.2.3 Perceived Challenges concerning their Participating Secondary Schools

Participating teachers' second perceived challenges in employing motivational strategies are related to their schools' limited facilities, such as (i) poor electricity (*Teachers B, E & F*), (ii) lack of internet connection (*Teachers A, B, D, E & F*), (iii) lacks projectors and printers (*Teachers B, D & F*), and (iv) lacks dictionaries and reading books (*Teachers A, B, C & E*).

First, regarding electricity, according to Teacher B, it was only found in some classrooms in his school. He reported that it had been years since he had told the principal about the situation, but no electricity fixing had been done. Consequently, he must use a long roll cable to bring electricity to class. Teachers E and F experienced the same thing. Especially when it rained, the electricity could be off for one week, affecting the teaching quality. Highlighting the need for electricity connection in all her classes, Teacher F, for example, noted:

"I want electricity to be connected to every class so that I can deliver material using various media, not just using whiteboard because in my school only two classes have electricity." (Teacher F)

Second, an internet connection is only accessible in Teacher C's school, which is 15 minutes from the city. Even though her school had no Wi-Fi, Teacher C could use her mobile data. The internet was limited in Teacher D's and Teacher F's schools. They could access videos but got interrupted in the middle. Therefore, they usually waited to go to the city to download teaching resources, as the school was located 1-hour drive from the city. The worst situation was found in Teacher A's, Teacher B's, and Teacher E's schools, where the internet was only available in some spots and very low. They couldn't download teaching resources or watch YouTube videos with their students. They could rarely go to the city to access the internet as their schools were 4 to 7 hours away from the city. Teacher D, for example, noted:

"The challenge is that the internet is stuck when we want to play a video. So, we can't use material that uses the internet. So, usually, when I go to the city, I download it. But it is not practical. Also, the internet network sometimes disappears, especially if it rains." (Teacher D)

Third, most teachers reported that projectors were unavailable in the classrooms, with only approximately two available in the library. Therefore, they had to book the projectors, take them to the class, and return them afterwards. Teacher D highlighted that the projectors are often unused due to the complicated process. The participating teachers expected that the school could provide in-class projectors for ease of use. Teacher E, for example, noted:

"I wish there were more projectors available. There is a projector in our library, but only one, in the library. We can't take it to use in class" (Teacher E)

Fourth, regarding printed dictionaries and English reading books, at some schools, such as Teachers D and Teacher F's schools, there were sufficient printed dictionaries and English reading books. Teacher D reported that a literacy corner of various reading books was still under construction in her school. However, when Teacher C browsed her school library, she found that most reading books were unsuitable for her students' reading level. Most books were for adults or at a higher intermediate reading level. On the other hand, in Teachers A, B, C, and E schools, printed dictionaries were perceived to be limited, with approximately two per class, and English reading books were unavailable. Teachers B and E shared that they had encouraged their students to buy their dictionaries, which was not feasible because of the student's financial situation and the bookstores' location in the capital city. In this regard, Teacher B, for example, noted:

"I encourage them to tell their parents to buy a dictionary. However, the Sentani area (the nearest city) doesn't have a bookstore ... Sometimes, even after they reach ninth grade, they still don't have a dictionary." (Teacher B)

Consequently, this lack of all these facilities has hindered teachers from *making the learning task stimulating* (MS7), *using materials that support intercultural awareness* (MS 8), and *facilitating students to be goal-oriented* (MS 6) and *autonomous learners* (MS 10). To help them fully apply MS 6, 8 and 10, the participating schools thus need to address these four challenges as perceived by participating teachers.

4.3.2.4 Participating Teachers' Perceived Challenges Concerning the Local Government

The perceived challenges facing participating teachers in employing motivational strategies are related to the Jayapura Regency's Local Government, which are specifically (i) workload policies that overloaded teachers with non-teaching work (*Teachers A, B, C & E*), (ii) lack of support for teachers' access to the English Subject Teaching Working Group (MGMP) (*Teachers A, B, D & E*), (iii) lack of support for teachers' internet access (*Teachers A, B, D, E & F*), (iv) students' difficult access to school (*Teachers A, B & F*).

The *first* perceived challenge teachers face regarding government policy is the workload policy, the overload of work, where almost all six participating teachers had to take on non-teaching responsibilities. For example, besides regular teaching, Teacher A is also the vice principal and student council adviser. Teacher B also works as his school operator, whose workload is as much as teaching. Teacher B shared in the interview that he felt terrible because he had to abandon his teaching responsibility and often left his class to do this non-teaching role. Teachers C and E work as school treasurers and reading teachers for teaching Grade 7 students who can't read yet.

Regarding her extra work, Teacher C expressed her exhaustion and hoped the school would hire someone to be the treasurer and let the teachers focus on teaching. These additional and overloaded responsibilities were perceived to have taken a lot of teaching time, and consequently, they struggled to make their lesson motivating to students. In this regard, Teacher B noted as follows:

"This semester, I am pretty busy outside doing additional assignments from school as a school operator. So, I dropped a lot of classes. I feel sorry for these children and try to catch up on the material in my spare time." (Teacher B)

The *second* perceived challenge is teachers' difficulty accessing the English Subject Teaching Working Group (MGMP). Though this MGMP offers tips for motivating students and benefits English teachers, four participating teachers (Teachers A, B, D, and E) could not attend it due to the long and unsafe distance to the working group location, which is a one-to-seven-hour drive away). The lack of this training left teachers unsupported and lacking practical knowledge to motivate their students. Highlighting unfavourable conditions, Teacher D noted as follows:

*"I used to want to join MGMP, but my school principal forbade me from joining because it was far away. Also, as you know, the roads are unsafe, people get drunk and commit violence as they please."
(Teacher E)*

The *third* challenge is the poor internet connection. The government should provide an internet connection for all school units. Better internet connectivity will allow teachers to support students in applying motivational strategies. In this regard, Teacher A noted as follows:

*"Internet is only available at a few spots in our area, and it is minimal. I usually go down to the city, a 4-hour drive away, to look for the information I need, such as teaching materials, how to motivate students, etc."
(Teacher A)*

The *fourth* perceived challenge is students' difficult access to school. Teachers A, B, and F mentioned that some students lived far from the school. Teacher A said some students lived 20 km from school without public transport. They often must catch a ride in a passing truck to get to school. Teacher B also reported that half his students needed to pass a forest to attend school. Therefore, inviting the students to receive extra English language classes in the afternoon is not safe for them. Finally, Teacher F highlighted that some students had to walk three to four hours to reach school. This challenge causes low student attendance in class and affects students' and teachers' motivation to teach and learn English. In this regard, Teacher F notes as follows:

*"Many times, I have to repeat the lesson because the students didn't come regularly...the distance from their homes to school is far; some take 3 to 4 hours to get to school on foot."
(Teacher F)*

All these challenging factors were perceived to cause exhaustion for teachers and students. Consequently, participating teachers did not have enough time and energy *to prepare classroom tasks properly* (MS 5) and *make the learning stimulating* (MS 7), especially when they had to repeat the lesson due to low school attendance. Moreover, the poor internet facility hindered teachers from *making the learning task stimulating* (MS 7), *using materials that support intercultural awareness* (MS 8), and *autonomous learners* (MS 10). To fully apply all these MS 5, 7, 8 and 10, these three challenges, as perceived by participating teachers, need addressing.

4.4 Summary of the Major Findings

In summary, this study revealed the findings concerning (i) the six (06) participants' individual insights, (2) their perceived implementation of Dornyei's 10 macro MSs and accompanied microstrategies (ms), and (iii) their perceived challenges in implementing Dornyei's MSs.

First, the findings reveal exciting similarities and differences among participating teachers' individual insights into their teaching qualification background, secondary school context, and creative implementation of Dornyei's 10 macro MSs. The similarity among these six participating teachers' backgrounds is that they all had the same qualification of a Bachelor of Education from Indonesian universities. Their contextual difference is that while two participating teachers (*i.e. Teacher C & Teacher F*) lived near the city and received other complete professional development certification and training (*i.e. The Activator Teacher and English Subject Teaching Working Group*), the other four remaining teachers (*i.e. Teacher A, B, D, and E*) lived in remote areas and did not receive complete professional development certification and training. Consequently, teachers C and F can attend MGMP weekly and, therefore, apply *MS 7, "To make the learning tasks stimulating,"* more effectively than teachers living in remote areas. See **Appendix 11** for details.

Second, regarding their perceived implementation of Dornyei's 10 macro MSs, all six participating teachers were found to have *fully implemented* only two macro MSs (*i.e.* MS 4 & 5), *mostly implemented* four macro MSs (*i.e.* MS 1, 2, 3, & 9), and *partly implemented* four remaining macro MSs (*i.e.* MS 6, 7, 8, & 10). Among the six participating teachers, Teacher F was the only teacher who practised most of the accompanying micro strategies of MS 10 "To promote learner autonomy". by allowing her students to choose how they wanted to be assessed

In addition, there are five accompanied microstrategies perceived to be **not at all implemented** by six participating teachers (*i.e.*, ms 7.4 *Make tasks attractive by including novel and fantasy elements*, ms 8.6 *Invite senior students to share their English learning experiences*, ms 8.7 *Invite English-speaking foreigners to class*, ms 10.4 *Allow students to assess themselves*, and ms 10.6 *Involve students in designing and running the English course*). At the same time, there were fourteen (14) underutilized micro strategies (*i.e.*, ms 1.4 *Share with students that you value English as a meaningful experience*, ms 1.5 *Be yourself in front of students*, ms 3.4 *Design tasks that are within the student's ability*, ms 6.2 *Encourage students to set learning goals*, ms 6.3 *Find out students' needs and build them into curriculum*, ms 7.3 *Present various auditory and visual teaching aids*, ms 7.5 *Encourage students to create products*, ms 8.3 *Familiarise students with the cultural background of the target language*, ms 8.4 *Introduce authentic cultural materials*, ms 9.2 *Encourage students to share personal experiences and thoughts*, ms 9.5 *Let students suggest class rules*, ms 10.1 *Adopt the role of a 'facilitator'*, ms 10.3 *Teach self-motivating strategies*, and ms 10.5 *Give students choices in deciding how and when they will be assessed*. (See **Appendix 9** for the list of Macrostrategies and their accompanying microstrategies).

Third, the findings revealed the four main challenges related to four key stakeholders: (i) the participating students (*i.e.* *lack of exposure to English, low literacy, low discipline in learning, and low expectations for better careers*), (ii) the four participating secondary schools (*i.e.* *limited facilities, such as poor electricity, internet connection, projectors, printers, dictionaries, and reading books*), (iii) the participating secondary school teachers, (*i.e.*, *not having enough time to prepare for their lessons, and lacking a mastery of English teaching methods and confidence to speak English*); and (iv) the Jayapura Regency's local

government (*i.e.* workload policies that overload teachers with non-teaching work, lack of support for teachers' access to the English Subject Teaching Working Group (MGMP), lack of support accessing an internet connection, students' access to school).

4.5. Discussion of Key Findings

4.5.1 Discussion of Key Findings in Light of The Research Aims and Questions

This research investigates EFL secondary school teachers' perceptions of using Dornyei's motivational strategies in classrooms in Jayapura Regency in Papua, Indonesia. To achieve this aim, the researcher conducted one-on-one semi-structured interviews with six participating teachers. Two research questions (RQs) were asked at the beginning of this current research: RQ 1) *To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms?* RQ 2) *What are the challenges in employing those motivational strategies? How and why?*

In response to RQ 1, the finding shows that EFL secondary school teachers in Jayapura Regency perceived to have implemented Dornyei's two macro MSs (*i.e.* MS 4 & 5) **fully**, and four macro MSs (*i.e.* MS 1, 2, 3 & 9) **mostly** in their classrooms. The other four remaining macro-MS (*i.e.*, MS 6, 7, 8, and 10) were perceived as unfamiliar to them and were thus partly implemented. Based on the MS implementation, the finding shows that Teacher F stood out among the six participating teachers in implementing MS 10 by facilitating differentiating learning and allowing students to choose how they want their English to be assessed. This might be related to her teaching years, which are ten years longer than the rest of the teachers', and her more complete professional development training and certifications received from the Jayapura government compared to the other five remaining teachers.

In response to **RQ2**, the findings reveal that in implementing Dornyei's 10 macro MSs in their classrooms, six participating teachers were perceived to be challenged by **four groups of factors** related to four critically stakeholders of the students, the secondary schools, the

English language teachers, and the Indonesian government: (i) **the students** lack exposure to English, have low literacy, low discipline in learning, and low expectations for better careers; (ii) **the schools** have limited facilities, such as poor electricity, internet connection, projectors, printers, dictionaries, and reading books; (iii) **the English language teachers** do not have enough time to prepare their lessons, and some lack of English teaching methods and confidence to speak English; and (iv) The Jayapura Regency's Government allows workload policies that overload teachers with non-teaching work, lack of support for teachers' access to the English Subject Teaching Working Group (MGMP), lack of support accessing an internet connection, and students' access to school. The only difference is that the students and teachers who live near the city have access to an internet connection, students' access to school is easy, and teachers can attend the MGMP regularly. However, teachers face the rest of the challenges near the city and in remote areas. Therefore, this study recommends that (i) Government form a regional MGMP closer to teachers in remote areas and (ii) school leaders, both in the city and the remote regions, improve the school facilities and learning resources.

As the two research questions were answered, the initial aim of investigating EFL secondary school teachers' perceptions of using Dornyei's motivational strategies in classrooms in Jayapura Regency in Papua- Indonesia, was achieved.

4.5.2 Discussion of Findings in Light of Literature Review

The following sub-sections discuss the findings in light of the relevant literature review. They are structured into two main themes: (i) the use of Dornyei's 10 macro MSs in Jayapura Regency, compared to their applications in *global, national, and local* contexts and (ii) the challenges in applying Dornyei's 10 macro MSs and their accompanied microstrategies.

4.5.2.1. *The Uses of Dornyei's MSs in Jayapura Regency*

First, this study found that MS 4 and MS 5 were perceived to be fully implemented, and MS 1, 2, 3, and 9 were perceived to be mostly implemented by all participating teachers. As revealed from the empirical interview data, the six participating teachers were very creative in implementing these MSs, *for example*, by proactively changing the study roster to allow students from distant villages to attend the English lessons entirely, visiting students' villages to give them extra lessons outside school hours, using microphones to avoid fatigue when teaching, and WhatsApp groups for communication when the teacher was away, and surveying students for the reasons behind their unmotivated behaviours. The Teacher Professional Education Program (PPG), which all six teachers had attended, was perceived to contribute to their implementation of these 10 macro MSs.

This finding is consistent with what the literature confirmed that the PPG is beneficial for producing a new generation of Indonesian teachers (*i.e. English language teaching professionals*) who commit to being role models, have a love for the English language teaching profession, and are lifelong learners (Direktorat PPG, 2023). While this study's finding in relation to the partly implemented MSs (*i.e. MS 6, 8 & 10*) is also consistent with the findings by Khasbani (2018) in his study titled "*Revealing Teachers' Motivational Strategy in Indonesian EFL Classrooms*," as the underutilized MSs, notably, the finding concerning MS 7 perceived to be partly implemented is the new finding and unique to this study context of Jayapura Regency. In this study, MS 7 was perceived to be challenging to apply because of factors related to schools, teachers, and government, as elaborated in *Section 4.3.2*.

Only Teachers C and F could regularly attend The English Teachers' Subject Teaching Working Group (MGMP) in Jayapura Regency, which is the regional working group for increasing English teachers' experience, knowledge, skills and competence, providing opportunities for working group members to share experiences and assist each other (Ministry of Education Culture Research and Technology of the Republic of Indonesia, 2020). Teacher C testified that this working group supported teachers in discussing many updated topics in English teaching and even writing lesson plans and PowerPoint

presentations for each book chapter to use in classrooms, to apply mainly the macro-MS 7 *"Make the learning tasks stimulating."*

Second, this study found that the six participating teachers partly implemented the macro-MS 6 *"Increase learners' goal-orientedness"* strategy because Jayapura Regency's students were perceived to have no goal in learning English due to their belief in not studying further or having no bright future careers. This finding is aligned with the study of Muslim et al. (2020) conducted among 450 secondary students in West Java, Indonesia. They found that students with lower socioeconomic status, living in villages, and coming from working-class families are less motivated to learn English.

Moreover, participating teachers perceived increasing learners' goal-orientedness as challenging because the curriculum was packed, and there was no room in the lesson plan to include topics related to students' interests. This issue was also raised by Cheng and Dörnyei (2007) after surveying 387 Taiwanese teachers on Dörnyei's MSs. Commenting on this issue, they concluded two possible reasons: (i) the participating teachers were unsure of the value of setting the learners' goals in the study, or (ii) the curriculum was perceived to be fixed and already meet students' needs.

This MS 6 *"Increase learners' goal-orientedness"* strategy is underutilized in Taiwanese and Omani EFL contexts (Al-Mahrooqi et al., 2012; Cheng & Dörnyei, 2007). In light of Cheng and Dörnyei (2007), the teachers are suggested to motivate students to establish their educational objectives, find out students' needs and build them into the curriculum, and present the class objectives on a visual chart and regularly assess and discuss them, to implement this strategy fully.

Third, this study found that the six participating teachers partly implemented MS 8 *"to familiarise learners with L2-related values."* Getting authentic materials and hiring native speakers requires many resources, especially in Jayapura Regency, where the internet was perceived to be unavailable to four out of the six participating teachers. Not only in this study, Khasbani (2018) mentioned earlier that using authentic materials and hiring native speakers

are challenging across Indonesian EFL classrooms. This strategy is also underused in other contexts, such as Hungary, Taiwan, South Korea, and Oman. In light of Cheng and Dörnyei's (2007) suggestions, English language teachers are suggested to boost the use of English within and outside the classroom, acquainting students with the cultural context of the language being studied by using authentic materials and bringing English-speaking individuals into the class and having senior students share their experiences in learning English, to implement this strategy fully.

Fourth, this study found that the six participating teachers partly implemented MS 10 "to promote learner autonomy" because their students considered them the only source of information. This finding is supported by Khasbani (2018) who also found that Indonesian EFL teachers, in general, underused this strategy. Students become dependent on teachers because they view teachers as the highest authority, limiting their ability to express their opinions toward the learning process. This macro-MS 10 strategy is underutilized in China, Ecuador, and Taiwan (Cheng & Dörnyei, 2007; Cirocki, Soto, et al., 2019; Wong, 2014). In light of Cheng and Dörnyei's (2007) suggestions, English language teachers are suggested to act as 'facilitators', promoting peer teaching and group presentations, promoting self-motivational techniques, permitting students to conduct self-assessments and determining how they want to be assessed and engaging them in the creation and management of the English course.

4.5.2.2 *The Challenges in Applying Dörnyei's MSs.*

As mentioned in **Section 4.3.2**, this study found that in implementing Dörnyei's MSs, six participating teachers perceived challenges related to students, teachers, schools, and government. Some of these perceived challenges (*i.e. those related to secondary schools and their students*) are consistent with the findings in the literature, while few others and teachers' insights explaining why they perceived those challenges are the new findings. The findings revealing that the Jayapura Regency's secondary school teachers' lack of time to prepare their lessons due to their many non-teaching responsibilities, schools' lack of electricity, dictionaries, and reading books and teachers' difficulty in attending MGMP have not yet been revealed/discussed in the existing literature, and thus the new findings.

First, the first perceived challenges related to students were also confirmed in the literature review in Section 4.3.2.1, highlighting students' lack of exposure to English AKATIGA (2022); (Safitri & Suhono, 2022), low literacy (Papua Province Central Statistics Agency, 2023), low discipline/attitudes towards learning (Rahayu & Wompere, 2019), and low expectations for better careers (Muslim et al., 2020). For example, highlighting students' attitudes towards learning, Rahayu and Wompere (2019) noted:

"These students come with inadequate background knowledge so that when they are in high school, they cannot understand the lessons the teacher gave. On the other hand, students prefer to play when the English teaching and learning process occurs."

Second, perceived challenges are related to participating teachers, where the Jayapura Regency's secondary school teachers lack the pedagogy and confidence to speak and teach English, consistent with previous studies (Hadi, 2019; Renandya et al., 2018). For example, Renandya et al. (2018) noted:

"The majority (of Indonesian teachers) probably fall in the lower intermediate range, possibly in the B1-B2 levels on the CEFR scale. teachers are not very fluent and lack confidence in using the language in and out of the classroom. Many resort to using their L1 because of their limited proficiency and because their students may not understand much English."

However, the finding concerning teachers' lack of time to prepare for their lessons due to many of their non-teaching responsibilities is new to the literature.

Third, perceived challenges are related to schools with limited facilities such as the internet (Janggo, 2023; Letuna, 2022; Sumule et al., 2022), projectors, and printers, already highlighted in the literature review in Section 2.4.3. However, the findings that electricity, dictionaries, and reading books are minimal in schools are new and have not yet been discussed in the literature. Highlighting poor telecommunication access, Janggo (2023) recently noted as follows:

"The Jayapura Regency Communication and Information Service, Papua said that people in villages or Non-Disadvantaged, Outermost and Underdeveloped (N3T) areas in this area need telecommunications access.... (the government) had met with the community in Sebum Village, Kaureh District to discuss building an e-communications network in the area."

Fourth, the perceived challenge is related to the Indonesian government policies, which overloaded participating teachers with non-teaching work and caused them difficulty accessing the English Subject Teaching Working Group (MGMP); this finding is consistent with other studies in the literature review. For example, Rahayu and Wompere (2019) reported that the Jayapura Regency English Subject Teaching Working Group (MGMP) has not carried out activities for quite a long time. Regarding the MGMP activities, Rahayu and Wompere (2019) noted:

"In this interview with the head of the MGMP, it was revealed that the Jayapura district English Language MGMP had not carried out activities for quite a long time.... However, the school principal did not permit the teachers to carry out MGMP activities."

However, based on the interview with the six participating teachers, the Jayapura Regency MGMP now has weekly meetings, which is very helpful for the members. As a contribution to the literature, the participating teachers' insights in this study explain that they needed to drive 1 to 7 hours or set aside two full days only to join the 3-hour working group. Therefore, most teachers in rural areas are not allowed by the principal to enter the MGMP weekly or monthly.

The findings concerning students' difficult school access in Jayapura Regency are new in this literature. Many students lived far from school; some had to walk three to four hours or pass a forest to reach school. Many of them lived approximately 20 km away without proper public transportation. They must catch a ride in a passing truck to get to school.

4.6 Summary of Chapter 4

This chapter has provided an overview of the chapter, a brief description of analyzed interview data covering brief descriptions of each participating teacher's insights (See **Appendix 11** for six individual insight reports), analyses of interview data in response to **Research Question 1 (RQ 1)** covering the perceived implementation of each of Dornyei's 10 macro MSs and their accompanied micro strategies, and **Research Question 2 (RQ2)** covering the perceived challenges in implementing Dornyei's 10 macro MSs. This chapter concludes with a summary of findings, a discussion of the critical conclusions in light of the research aims and questions and a literature review.

CHAPTER 5: RECOMMENDATION AND CONCLUSION

5.1. Overview of Chapter 5

This research investigates EFL secondary school teachers' perceptions of using Dornyei's motivational strategies in classrooms in Jayapura Regency in Papua- Indonesia. This chapter starts with practical recommendations for key stakeholders of (i) the school leaders, (ii) the local government, and (iii) the English Subject Teaching Working Group (MGMP) in Jayapura to use of Dornyei's macro/micro motivational strategies. This chapter also highlights the significance and limitations of this current study and offers implications for further practice and research. This chapter concludes with a summary of the chapter and a concluding remark.

5.2. Recommendations for Key Stakeholders (Where to From Here?)

5.2.1. Recommendations for school leaders

This study recommends that school leaders (i) provide their English language teachers with essential facilities to support their students' English learning and (ii) provide their English language teachers by providing them with favourable conditions for their attending the English Subject Teaching Working Group (MGMP).

First, as described in Section 4.3.2, the perceived challenges related to the participating secondary schools are the lack of school facilities such as internet, projectors, and printers, which have also been confirmed in the literature (Janggo, 2023; Songbatumis, 2017). Moreover, the participating teachers ask for proper electricity, dictionaries, and reading books at their schools. This lack of facilities is perceived to have hindered teachers from making the learning task stimulating (*MS 7*), using materials that support intercultural awareness (*MS 8*), and facilitating students to be goal-oriented (*MS 6*) and autonomous learners (*MS 10*). In this regard, Songbatumis (2017) who conducted a study on challenges

faced by English Teachers in Taliwang, Indonesia, highlighted the need for better teaching facilities and resource improvement and noted:

“... every year, the school attempted to complete and provide books in the library and free WiFi. Special efforts should ensure that teachers receive proper teaching facilities, including space, books, and teaching aids.”

Second, all six participating teachers, as reported in Section 4.5.2.1 and Appendix 11, confirmed the benefits of MGMP being (1) a working group for English language teachers to discuss many updated topics and issues related to English teaching, (2) workshops on writing lesson plans and PowerPoint presentations for each book chapter to use in classrooms, (3) a Community to make teachers feel recognized and supported. However, most teachers were not encouraged by their school principals to attend MGMP because its meeting point was always in the city, a one-to-seven-hour drive away from teachers' locations, and no substitute teachers could cover their classes if they attended MGMP. This issue is acknowledged in the Indonesian Ministry of Education's book titled *“The Role of Development Subject Teachers Working Group (MGMP) in Improving Quality Learning in High School”* by Hidayati et al. (2020) suggested school principals support teachers to attend MGMP by providing substitute teachers and flexible teaching hours. In this regard, Hidayati et al. (2020) advised:

“The solution is to leave class; if you (the teachers) have to leave class, there is a substitute teacher in the class (or) Support from the school principal to give flexibility to teachers to give MGMP days without teaching hours at school.”

5.2.2. Recommendations for the local Indonesian government

This study recommends the local Indonesian government to (i) reduce non-teaching responsibilities from teachers' workloads, (ii) provide internet network access throughout the Jayapura Regency, (iii) facilitate a regional MGMP, and (iv) provide better access for students to reach their schools.

First, as described in *Section 4.3.2*, most participating teachers are perceived to be challenged by the high volume of non-teaching responsibilities. They suggested that the school and government hire another substitute employee to do the extra non-teaching roles so that they could focus on implementing motivational strategies and making their English lessons motivating to their students. Supporting this suggestion, Wahyuningtyas (2014) who interviewed 30 elementary school teachers who did extra roles as BOS fund treasurer in their schools in Pasuruan Regency, Indonesia, found that teachers are ineffective in doing these two roles concurrently. She suggested the local government to hire other professionals to do the job by noting:

“The Pasuruan Regency Education Office can use the research results as consideration for the procurement of administrative staff in the financial sector, especially at the elementary school level, so that teachers can carry out their duties well and not feel pressured by the additional workload given”.

Second, as described in *Section 4.3.2*, the limited internet has hindered the participating teachers from making their lessons stimulating (*MS 7*), bringing L2 values into the classrooms (*MS 8*), and facilitating students’ autonomy (*MS 10*). Therefore, in the interviews, all six participating teachers voiced their need for the local Indonesian government’s provision of proper internet facilities. In this regard, Lekawael (2017) investigated the impacts of smartphone and internet usage on English language learning by distributing a questionnaire to 35 students around 12 to 20 years old from primary to secondary schools in Ambon, Indonesia, and asserted:

“The Internet is a medium to help teachers and students get much material, enrich teachers’ pedagogy when selecting the material and methods in English learning, and engage the students in creating a new learning experience.”

Third, even though the school leaders suggested supporting their teachers in attending the MGMP by preparing a substitute teacher, the participating teachers in this study told the local government to form a regional MGMP closer to their location. The reason is that commuting to MGMP typically took days on unsafe roads and was thus perceived undesirable. In this regard, Teacher B expressed the following:

“... the distance from above from our place of duty to the city is quite time-consuming. So, we must go to the town if the Subject Teaching Working Group (MGMP) is tomorrow. We'll join the activities tomorrow, and the day after tomorrow, we'll be back again (to our school locations), so that's three days. There is a talk about forming an MGMP for our region.... If possible, we would be grateful if we could have MGMP close by.

Fourth, this study recommends that the government create better access for students to reach their secondary schools. Some students in the participating teachers' schools had to walk for hours to go to school or catch a truck ride, as mentioned in Section 4.3.2. It is thus essential for the government to oversee this situation, as reported by Sumule et al. (2022):

“The long distance between school and home and the lack of access to transportation have resulted in low participation of students in obtaining educational services in the Papua region.”

5.2.3. Recommendations for the English Subject Teaching Working Group (MGMP)

This study recommends that the English Subject Teaching Working Group (MGMP) should make full use of this study's findings by paying particular attention to four (04) partly implemented macro strategies (*i.e.* MSs 6, 7, 8 & 10), four (04) mostly macro strategies (*i.e.* MSs 1, 2, 3, & 9), fourteen (14) underutilized micro strategies (*i.e.* ms 1.4, 1.5, 3.4, 6.2, 6.3, 7.3, 7.5, 8.3, 8.4, 9.2, 9.5, 10.1, 10.3, 10.5), and five (05) unutilized micro strategies (*ms* 7.4, 8.6, 8.7, 10.4, & 10.6) into their working discussion and training events. In so doing, teachers who participate in MGMP will be fully aware and equipped with a comprehensive list of macro and micro motivational strategies.

5.3. The Significance of the Study

This study significantly contributes to the existing literature and English language teaching practice. Concerning the literature, this study provides rich information about teachers' insights into the perceived uses of Dornyei's ten (10) macro MSs and forty-eight (48) microstrategies (*ms*) in EFL secondary schools in Jayapura Regency. By providing the empirical interview data, this study also helps narrow the gap where there has been a lack

of literature on EFL teaching and teachers perceived uses of Dornyei's motivational strategies in EFL secondary school classrooms in Jayapura Regency.

These findings make practical contributions to English language teaching practice. They provide secondary school English teachers with helpful teaching ideas about what and how to implement Dornyei's ten macro MSs and their accompanying micro strategies. This study also offers practical recommendations to school leaders, the local Indonesian government, and English Subject Teaching (MGMP) to further support secondary school teachers of English who, in turn, would better motivate their students to learn English. The interview data, the relevant literature, and the findings of this research will support these recommendations.

5.4. The Limitations of this study

Despite its significant contributions to research and practice, like any other study, this study has limitations despite the researcher's effort to minimize them. *First*, the scope of this study is limited because it is done only within nine months as part of the researcher's Master's program, including the time to get an ethics approval notice and contact the participants. This study did not investigate students' views on using Dornyei's motivational strategies and their challenges. Also, this study did not measure the impact of Dornyei's motivational strategy on students' motivation. *Second*, the scope of the literature review is limited to its guiding review questions on the use of Dornyei's MSs in EFL classrooms inside and outside Indonesia. *Third*, the chosen qualitative research design used in this research implied some methodological limitations, especially concerning the one-on-one semi-structured interviews as the only data collection instrument for this study. *Fourth*, the sample of this study is limited to only **six (06)** participants, meaning it cannot and should not represent the perceptions of all EFL secondary school teachers in Jayapura Regency. However, this study aims not to generalize its findings but to investigate secondary school teachers' insights into their perceived uses of Dornyei's motivational strategies.

5.5. Implications of the study

5.5.1. Implications for further practice

Motivation is essential in learning English as a foreign language. The perception of six participating teachers in this study on using Dornyei's ten macro MSs in their classrooms can be helpful for English teachers contemplating the best way to motivate their students despite the study's limitations. Secondary school teachers of English should pay due attention to those partly and mostly implemented macro-strategies, including underutilized and not at all utilized microstrategies, as revealed in this study (See Section 4.4 to make the best use of Dornyei's ten macro MSs and accompanied micro strategies. Teachers should also be more aware of the professional development training, certification, and facilities they need to be provided and use to motivate their students to learn English successfully. Finally, as many participating teachers used strategies creatively in their classrooms, other English teachers in Jayapura Regency and beyond can also freely and creatively apply strategies suitable to their teaching contexts.

5.5.2. Implications for further research

Future research into the extent to which EFL secondary school teachers apply Dornyei's MSs in Jayapura Regency should broaden its scope of study. More participants would better represent the picture of using motivational strategies in Jayapura Regency. Also, future research could combine more instruments in collecting the data, such as classroom observation, community meetings, or students' work samples and student interviews, for their insights into how Dornyei's ten macro strategies and forty-eight micro strategies have impacted their motivation levels. Quantitative research instruments, such as surveys for a larger sample size of participants, can also be used to ensure the objectivity of the data collected. Further research on the perceived challenging MSs (*i.e.* MS 6, 7, 8,10) could benefit English teachers and their students.

5.6. Summary of Chapter 5 and Concluding Remarks

This chapter has recommendations for three (03) critical stakeholders of secondary school leaders, the local government, and the English Subject Teaching Working Group (MGMP). These recommendations, well supported by empirical interview data and the relevant literature review, can potentially boost EFL secondary school teachers' use of Dornyei's motivational strategies in their classrooms. This chapter also presented this current study's significance, limitations, and implications for further practice and research.

To summarise, by conducting six one-on-one semi-structured interviews in this study, analyzing and interpreting them thematically in light of Dornyei's descriptions of ten macrostrategies and accompanied microstrategies, this study has achieved its aim, which is to investigate EFL secondary school teachers perceived uses of Dornyei's motivational strategies in the Jayapura Regency. The interview data analysis answers the two research questions: (i) To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms (ii) What are the challenges in employing those motivational strategies? How and why?

The findings of this study are that EFL secondary school teachers have **fully implemented** two (02) MSs of Dornyei's motivational strategies (*i.e.* MS 4 & 5), **mostly implemented** four (04) MSs (*i.e.* MS 1, 2, 3, & 9) and **partly implemented** the other four (04) MSs (*i.e.* MS 6, 7, 8 & 10). The study also revealed a list of fourteen underutilized microstrategies and five unutilized microstrategies. The findings also captured the six participating teachers' four perceived challenges in applying Dornyei's macro MSs and accompanied micro MSs. The four main challenges are related to four key stakeholders: students, teachers of English, secondary schools, and the local Indonesian government. Based on these findings, this study also presents recommendations for the school leaders, government, and the English Subject Teaching Working Group (MGMP) as the three most impactful and influential stakeholders on the working conditions of teachers, who in turn could have impacts on their students' motivation through their uses of Dornyei's motivational strategies.

Despite its limitations and constraints, the results of this research study provide a noteworthy contribution to both the existing literature and the practices of English language teaching and learning. These findings will benefit EFL secondary school teachers in Jayapura Regency and beyond, especially in contexts similar to six participating secondary schools. Putting into practice all the practical recommendations will help secondary school teachers of English fully implement Dornyei's motivational strategies for enhancing their students' motivation to learn English, which would help produce the next generation of young people with higher English language proficiency levels in Jayapura Regency and beyond.

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APPENDICES

Appendix 1 Ethics Approval Notice

21 June 2023



HUMAN ETHICS LOW RISK PANEL APPROVAL NOTICE

Dear Dr Senior Lecturer Mai Ngo,

The below proposed project has been **approved** on the basis of the information contained in the application and its attachments.

Project No: 6118

Project Title: EFL Secondary School Teachers' Perceived Use of Dornyei's Motivational Strategies in classrooms in Jayapura Regency

Chief Investigator: Dr Senior Lecturer Mai Ngo

Approval Date: 21/06/2023

Expiry Date: 30/12/2023

Approved Co-Investigator/s: Ms Yenny Sinaga

Please note: Due to COVID-19, researchers should try to avoid face-to-face testing where possible and consider undertaking alternative distance/online data or interview collection means. For further information, please go to <https://staff.flinders.edu.au/coronavirus-information>.

Please note: For all research projects wishing to recruit Flinders University students as participants, approval needs to be sought from the Pro Vice-Chancellor (Learning and Teaching Innovation), Professor Michelle Picard. To seek approval, please provide a copy of the Ethics approval for the project and a copy of the project application (including Participant Information and Consent Forms, advertising materials and questionnaires etc.) to the Pro Vice-Chancellor (Learning and Teaching Innovation) via michelle.picard@flinders.edu.au.

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above-mentioned errors.

the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information, and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialing codes for all telephone and fax numbers listed for all research to be conducted overseas.

2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research 2007 (updated 2018)* an annual progress report must be submitted each year on the approval anniversary date for the duration of the ethics approval using the HREC Annual/Final Report Form available online via the ResearchNow Ethics & Biosafety system.

Please note that no data collection can be undertaken after the ethics approval expiry date listed at the top of this notice. If data is collected after expiry, it will not be covered in terms of ethics. It is the responsibility of the researcher to ensure that annual progress report

are submitted on time; and that no data is collected after ethics has expired.

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please either submit (1) a final report; or (2) an extension of time request (using the HREC Modification Form).

For student projects, the Low Risk Panel recommends that current ethics approval is maintained until a student's thesis has been submitted, assessed and finalised. This is to protect the student in the event that reviewers recommend that additional data be collected from participants.

3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such proposed changes / modifications include:

- change of project title;
- change to research team (e.g., additions, removals, researchers and supervisors)
- changes to research objectives;
- changes to research protocol;
- changes to participant recruitment methods;
- changes / additions to source(s) of participants;
- changes of procedures used to seek informed consent; changes
- to reimbursements provided to participants;
- changes to information / documents to be given to potential participants;
- changes to research tools (e.g., survey, interview questions, focus group questions etc);
- extensions of time (i.e. to extend the period of ethics approval past current expiry date).

To notify the Committee of any proposed modifications to the project please submit a Modification Request Form available online via the ResearchNow Ethics & Biosafety system. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

4. Adverse Events and/or Complaints

Researchers should advise the Executive Officer of the Human Research Ethics Committee on at human.researchethics@flinders.edu.au immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that effects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Yours sincerely,

Hendryk Flaegel

on behalf of

Human Ethics Low Risk Panel
Research Development and Support
human.researchethics@flinders.edu.au

Flinders University
Sturt Road, Bedford Park, South Australia, 5042
GPO Box 2100, Adelaide, South Australia, 5001

ResearchNow
Ethics & Biosafety

Appendix 2 Participation Request, Project Information and Consent for Participants



College of Humanities, Arts and
Social Sciences

Sturt Road, Bedford Park South
Australia 5042

GPO Box 2100 | Adelaide SA 5001 |
AUSTRALIA

CRICOS PROVIDER. 00114A

June 2023.

Dear Teacher A,

I hope you are well.

I got your phone number from Ms X.

Thanks in advance for indicating your willingness to participate voluntarily in my research.

Now, I will introduce myself. My name is Ms Yenny, and I was an English teacher at Papua Hope School in Jayapura Regency. Currently, I am doing an MTESOL degree at Flinders University. This research is one part of my MTESOL degree.

My research topic, EFL Secondary School Teachers' Perceived Use of Dornyei's Motivational Strategies in Classrooms in Jayapura Regency, has been approved by **Flinders University Human Research Ethics Committee (HREC)** at Flinders University (Project number 6118).

The study's first stage involved reviewing the literature on students' motivation in EFL classrooms. The next stage will involve interviewing EFL secondary school teachers in Jayapura Regency. In this stage, interviewees will participate in a one-on-one semi-structured interview through Zoom. It requires 60 minutes of your convenient time as arranged later. These interviews will be transcribed, and the transcription will be returned to you for authentication.

Together with this message, I attach the interview questions, the participant Information sheet and the consent form. Please read through it and don't hesitate to contact me via email or WhatsApp.

I would appreciate you sending me back the completed consent form by email or WhatsApp to confirm your participation by (date to be added).

Yours sincerely,
Yenny

PARTICIPANT INFORMATION SHEET AND CONSENT FORM

Title: EFL Secondary School Teachers' Perceived Use of Dornyei's Motivational Strategies in Classrooms in Jayapura Regency

Chief Investigator

Dr Mai Ngo

College of Humanities, Arts and Social Sciences (CHASS)

Flinders University

Phone: 0481832304

Co-Investigator

Ms. Yenny Warisa Sinaga

College of Humanities, Arts and Social Sciences

Flinders University

Phone: 0451622166

Supervisor

Dr Mai Ngo

College of Humanities, Arts and Social Sciences (CHASS)

Flinders University

Phone: 0481832304

Description of the Study

This project investigates EFL secondary school teachers' perceived use of Dornyei's motivational strategies in classrooms in Jayapura Regency. This project is supervised by Dr Mai Ngo, Senior Lecturer of TESOL and Applied Linguistics from the College of Humanities, Arts and Social Sciences (HASS) at Flinders University. This project does not include any other corporations that are supporting it financially.

Purpose of the study

The ultimate aims of the research project are dual, namely (1) to deepen the understanding of English language education and the teachers' motivational strategies in secondary schools in Jayapura Regency; and (2) to offer practical implications for further research and English language teacher education practices in Papua- Indonesia.

Benefits of the study

This study will significantly contribute to a deeper understanding of English language education and the teachers' motivational strategies in secondary schools in Jayapura Regency. The findings of this study will offer practical implications for further research and English language teacher education practices.

Participant Involvement and potential risks

If you agree to participate in the research study, you will be asked to do a one-on-one semi-structured interview through the Zoom application. The interview will take approximately 45 minutes on your chosen schedule, and your participation is entirely voluntary. The interview will be audio recorded and transcribed for subsequent analyses for research purposes. You will be asked to sign a consent form before the interview.

The researchers do not ask any interview questions to cause any harm or discomfort to you. However, if you experience feelings of distress due to your participation in this study, please let the researcher know immediately. You can also contact the following support service:

- Melati Ismi Hapsari +62 81328229644

Withdrawal Rights

Without penalty, you may decide not to participate in this research study. If you decide to take part and later change your mind, you may, without any penalty, withdraw at any time. You do not need to provide an explanation. To withdraw, you can refuse to answer any questions or tell the interviewer to stop. Any data recorded during the interview will then be destroyed. If you have any concerns about your withdrawal rights, please get in touch with Dr Mai Ngo (Chief Investigator) to discuss.

Confidentiality and Privacy

Only researchers listed on this form have access to the individual information provided by you. Privacy and confidentiality will be assured at all times. The research outcomes may be presented at conferences, written for publication, or used for other research purposes as described in this information form. However, individuals' privacy and confidentiality will always be protected. You will not be named, and your individual information will not be identifiable in any research products without your explicit consent.

No data, including identifiable, non-identifiable and de-identified datasets, will be shared or used in future research projects without your explicit consent.

Data Storage

The information collected will be stored securely on a password-protected computer and/or Flinders University server throughout the study. Any identifiable data will be de-identified for data storage purposes unless indicated otherwise. All data will be securely transferred to and stored at Flinders University for 12 months after publication of the results. Following the required data storage period, all data will be securely destroyed according to university protocols.

How will I receive feedback?

On project completion, a summary of the outcomes will be provided to all participants via the WhatsApp application and email.

Ethics Committee Approval

The project has been approved by Flinders University's Human Research Ethics Committee (Project ID: 6118).

Queries and Concerns

Queries or concerns regarding the research can be directed to the research team. Suppose you have any complaints or reservations about the ethical conduct of this study. In that case, you may contact Flinders University's Research Ethics and Compliance Office team via telephone at 08 8201 2543 or email at human.researchethics@flinders.edu.au.

Thank you for taking the time to read this information sheet, which is yours to keep. Please sign the enclosed consent form if you accept our invitation to be involved.

CONSENT FORM

Consent Statement

- I have read and understood the information about the research, and I understand I am being asked to provide informed consent to participate in this research study. I understand I can contact the research team if I have further questions about this study.
- I am unaware of any condition preventing my participation, and I agree to participate in this project.
- I understand that I am free to withdraw at any time during the study.
- I understand that I can contact Flinders University's Research Ethics and Compliance Office if I have any complaints or reservations about the ethical conduct of this study.
- I understand that my involvement is confidential, and that the information collected may be published. I understand that I will not be identified in any research products.

I further consent to the following:

- Participating in an interview
- Having my information audio recorded
- Receive a short summary of the study outcomes via the WhatsApp application and email.

Signed: _____**Name:** _____**Date:** _____

Appendix 3 Interview Protocol

Interview Protocol

INTRODUCTION AND INFORMED CONSENT

1. *Self-introducing and outlining the aim of the interview and research questions .*

Hello, my name is Yenny, and I am a student researcher in the Master in TESOL program in the College of Humanities, Arts and Social Sciences at Flinders University. Thank you for being here today and agreeing to participate in this interview session for the research project on **EFL Secondary School Teachers' Perceived Use of Dornyei's Motivational Strategies in Classrooms in Jayapura Regency.**

You are chosen to participate in this research project because you met the selection criteria of (1) being a local English language teacher in any secondary school under Government management in the Jayapura Regency area for at least one year; (2) employing any motivational strategies that they know of or are familiar with in their English language teaching; you do not need to be familiar with Dornyei's ten Motivational Strategies because their English language education background and their English teacher training programs in Jayapura Regency might not inform them about this; and (3) consenting to participate in this study voluntarily in one-on-one semi-structured interviews that will be audio-recorded and transcribed for subsequent analyses of interview data.

Dornyei's 10 Motivational Strategies are often used to motivate second language and foreign language learners. It is constructed by Dörnyei and Csizér (1998) after conducting a survey of 200 Hungarian English teachers.

This research seeks answers to the main research question (RQ1) To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms, and 10 sub research questions, each of which corresponds with each of Dornyei's 10 motivational strategy.

RQ1a. How have you shown proper teacher behaviour to your students?

RQ1b. How have you recognised students' effort?

RQ1c. How have you promoted learners' self-confidence?

RQ1d. How have you created a pleasant classroom climate?

RQ1e. How have you presented tasks properly?

RQ1f. How have you increased learners' goal-orientedness?

RQ1g. How have you made the learning tasks stimulating?

RQ1h. How have you familiarised learners with L2-related values?

RQ1i. How have you promoted group cohesiveness and group norms?

RQ1j. How have you promoted learner autonomy?

The main research question (RQ2) What are their perceived challenges in using Dornyei's motivational strategies in classrooms in Jayapura Regency. The *sub-question to elicit the second main research question is as follow:*

RQ2a. What are the challenges in employing those motivational strategies? RQ 2b. How and RQ 2c. Why/Why not?

2. *Giving the participant a copy of the participant information sheet and an informed consent form to read and sign.*

- Before we start, here is an informed consent form for you to read and sign if you agree to participate in this interview on the voluntary basis. Please read it carefully, and if you have any questions or issues, don't hesitate to ask me. When you're prepared, you can mark the informed consent form to indicate your agreement to take part before signing.

3. *Start the interview after the participant has signed the informed consent form.*

- The interview is about 60 minutes long and consists of 3 main parts, the opening, main, and concluding part are approximately 15, 40, and 5 minutes long respectively. The first part of the interview is to get your basic participant background information, followed by the main part with open-ended questions and will finish with concluding questions.

The interview will be conducted in Indonesian, recorded and transcribed for research purposes.

The whole interview consists of 17 sub-interview questions.

Please do not hesitate to ask for clarification and let me know if you need to take a break at any time. You can withdraw from the interview any time.

Now let's start with the first question of the interview.

Interview Parts	Main Interview Questions (IQ)	Sub-interview questions	Prompts	Relevance of each interview questions/sub-questions for the specific part(s) of the research project and its following research questions?	Any special notes for Yenny (the researcher)
Opening:	IQ1.1. Can you briefly describe your background in teaching English.	1. What is your highest qualification, degree, certification, training, and teaching experience in the participating school and in general?	<ul style="list-style-type: none"> Can be related to PPG (Teacher professionalism training) Can be related to teaching English in other institutions. 	for a brief description of research participants' basic background information	
Describe your school/ classroom context and its	IQ1.2. Can you briefly describe your school/ classroom context and	2. Can you provide some background information about your school, such as its accessibility, internet, and the motivational state of the students you teach?	<ul style="list-style-type: none"> The name of the curriculum used and its modification if any The ways the curriculum is implemented. 	for a brief description of research participants' basic background information for RQ 2	

English teaching.	its English teaching.	<p>3. What is the primary language of instruction in your English class? Why? How is the curriculum for language teaching developed and implemented at your school?</p> <p>4. Are there any specific resources or materials provided to support language teaching and learning?</p> <p>5. How are language teachers supported in their professional development at your school?</p> <p>6. What are your challenges in teaching English in your classroom?</p>	<ul style="list-style-type: none"> Teachers' challenges to teach could be related to salary, accessibility, teaching load, lack of training, etc. 		
<p>Main Part:</p> <p>Research question 1:</p> <p>To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms?</p> <p>Research question 2:</p> <p>What are the EFL secondary school</p>	<p>IQ 2.1. To what extent have EFL secondary school teachers in Jayapura Regency used Dornyei's motivational strategies in classrooms?</p>	<p>7. How have you shown proper teacher behaviour to your students?</p> <ul style="list-style-type: none"> what how example challenge any other thing (AOT) 	<ul style="list-style-type: none"> Show students you care about them Establish good rapport with students Show your enthusiasm for teaching Share with students that you value English as a meaningful experience Be yourself in front of students 	For RQ 1 and 2	
	<p>IQ 2.2. What are your perceived challenges of using Dornyei's motivational strategies in classrooms?</p>	<p>8. How have you recognised students' effort?</p> <ul style="list-style-type: none"> what how example challenge any other thing (AOT) 	<ul style="list-style-type: none"> Recognise students' effort and achievement Monitor students' progress and celebrate their victory Make sure grades reflect students' effort and hard work Promote effort attributions 	For RQ 1 and 2	
	<p>9. How have you promoted learners' self-confidence?</p> <ul style="list-style-type: none"> What how example challenge any other thing (AOT) 	<ul style="list-style-type: none"> Provide students with positive feedback Teach students learning techniques Encourage students to try harder Design tasks that are within the students' ability Make clear to students that communicating meaning effectively is more important than being grammatically correct 	For RQ 1 and 2		
	<p>10. How have you created a pleasant classroom climate?</p>	<ul style="list-style-type: none"> Create a pleasant atmosphere in the classroom. 	For RQ 1 and 2		

teachers' perceived challenges of using Dornyei's motivational strategies in classrooms in Jayapura Regency?		<ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Bring in humour, laughter and smile. • Have games and fun in class. • Have game-like competitions within class. 		
		<p>11. How have you presented tasks properly?</p> <ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Give clear instructions by modelling • Give good reasons to students as to why a particular task is meaningful 	For RQ 1 and 2	
		<p>12. How have you increased learners' goal-orientedness?</p> <ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Help students develop realistic beliefs about English learning • Encourage students to set learning goals • Find out students' needs and build them into curriculum • Display the class goal in a wall chart and review it regularly 	For RQ 1 and 2	
		<p>13. How have you made the learning tasks stimulating?</p> <ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Break the routine by varying the presentation format, • Introduce various interesting topics • Present various auditory and visual teaching aids • Make tasks attractive by including novel and fantasy element • Encourage students to create products • Make tasks challenging 	For RQ 1 and 2	
		<p>14. How have you familiarised learners with L2-related values?</p> <ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Increase the amount of English you use in the class • Encourage students to use English outside the classroom • Familiarise students with the cultural background of the target language • Introduce authentic cultural materials • Remind students of the benefits of mastering English 	For RQ 1 and 2	

			<ul style="list-style-type: none"> • Invite senior students to share their English learning experiences • Invite English-speaking foreigners to class 		
		<p>15. How have you promoted group cohesiveness and group norms?</p> <ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Explain the importance of the class rules • Encourage students to share personal experiences and thoughts • Allow students to get to know each other • Ask students to work toward the same goal • Let students suggest class rules 	For RQ 1 and 2	
		<p>16. How have you promoted learner autonomy?</p> <ul style="list-style-type: none"> - what - how - example - challenge - any other thing (AOT) 	<ul style="list-style-type: none"> • Adopt the role of a 'facilitator' • Encourage peer teaching and group presentation • Teach self-motivating strategies • Allow students to assess themselves • Give students choices in deciding how and when they will be assessed • Involve students in designing and running the English course 	For RQ 1 and 2	
Concluding Part	IQ 3.1. What are your perceived support needed to put 10 motivational strategies into your classroom?	<p>17. What kind of support are needed for you to put 10 motivational strategies into EFL classroom practice?</p> <ul style="list-style-type: none"> - what - how - example - why 	<ul style="list-style-type: none"> • Can be related to government, school, or society support/ policy 	For RQ 2 and reccomendation	

4. At the end of the interview, thank the participants for their time and promise to send them the transcript for verification

Appendix 4 Participating Teachers' Background

Teacher's Background								
Teacher	Gender	Highest qualification	Certification/ Training			Training about motivating students	Teaching Experience	Additional Responsibility at school
			Teacher Professional Education Program (PPG)	The Activator Teacher (Guru Penggerak)	English Subject Teaching Working Group (MGMP)			
Teacher A	F	B. Ed from Cendrawasih University	Yes	No	Very rarely	No	6 years.	Extra work (Vice a Principal on Students Division and Students Council Adviser)
Teacher B	M	B. Ed from Cendrawasih University	Yes	No	Very rarely	No	7 years.	Extra work (School operator)
Teacher C	F	B. Ed from Undana University	Yes	Yes	Regularly	Yes	8 years.	Extra work (Teaching kids which can't read yet and School treasury)
Teacher D	F	B. Ed from Nomensen University	Yes	No	Sometimes	Yes	4 years.	Extra work (art teacher)
Teacher E	F	B. Ed from Undana University	Yes	No	Never	No	4 years.	Extra work (School treasury)
Teacher F	F	B. Ed from Cendrawasih University	Yes	Yes	Regularly	Yes	18 years.	Extra work (Teacher's teaching materials/ administration supervisor)

Appendix 5 Participating Secondary Schools' Contexts

School Contexts									
T	Distance from teacher's accommodation (drive)		School Facility					Language of instruction	School Cultural
	to School	to the city	Electricity	Internet	Printers/Projectors	Printed Dictionaries	Reading Books		
TA	5 min	4 hours	Yes	No	Yes	No	No	30% English	Multicultural
TB	5 min	4 hours	Very limited	Very limited	Yes	Very limited	No	30% English	Multicultural
TC	15 min	15 min	Yes	Yes	Yes	Very limited	No	80-90% English	Papuan
TD	5 min	1 hour	Yes	Limited	Yes	Yes	Yes	30% English	Papuan
TE	5 min	7 hours	Limited	Very limited	Yes	No	No	40% English	Papuan
TF	1 hour	5 min	Very limited	Limited	Yes	Yes	Yes	40% English	Mostly Papuan

Appendix 6 The Perceived Implementation of Each of Dornyei's 10 MS

(The Overview and Extended Versions)

1. The Overview Version

Teachers	MS 1	MS 2	MS 3	MS 4	MS 5	MS 6	MS 7	MS 8	MS 9	MS 10
Teacher A	mostly	√	mostly	√	√	<i>partly</i>	<i>partly</i>	<i>partly</i>	mostly	<i>partly</i>
Teacher B	mostly	mostly	mostly	√	√	<i>partly</i>	<i>partly</i>	<i>partly</i>	mostly	<i>partly</i>
Teacher C	mostly	√	√	√	√	<i>partly</i>	mostly	<i>partly</i>	mostly	<i>partly</i>
Teacher D	mostly	mostly	mostly	√	√	<i>partly</i>	<i>partly</i>	<i>partly</i>	mostly	<i>partly</i>
Teacher E	mostly	√	√	√	√	<i>partly</i>	mostly	<i>partly</i>	mostly	<i>partly</i>
Teacher F	√	√	√	√	√	<i>partly</i>	mostly	<i>partly</i>	mostly	mostly
Overall perceptions	MOSTLY	MOSTLY	MOSTLY	FULLY	FULLY	PARTLY	PARTLY	PARTLY	MOSTLY	PARTLY

Legends:

- √ means the MS was perceived by participating teachers to be **fully implemented** (i.e. 100% of the accompanied micro strategies for the MS), according to Dornyei's full description of the microstrategies in Appendix 9
- ***partly*** means the MS was perceived by participating teachers to be **partly implemented** (i.e. less than 50% of the accompanied micro strategies for the MS), according to Dornyei's full description of the microstrategies in Appendix 9
- ***mostly*** means the MS was perceived to be **mostly implemented** (i.e. from 50% and more than 50% of the MS), according to Dornyei's full description of the microstrategies in Appendix 9

2. The Extended Version

Motivational Strategies					
T	1. To show proper teacher behaviour	2. To recognise students' effort	3. To promote learners' self-confidence	4. To create a pleasant classroom climate	5. To present tasks properly
T A	<ul style="list-style-type: none"> Show happy face and enthusiasm for English teaching. Build good relationships. Pat students' back 	<ul style="list-style-type: none"> Say thank you when students make little and big progress. 	<ul style="list-style-type: none"> Make them feel cool when they can speak English. Praise students a lot. Not focusing much on grammar Make the task challenging but not too difficult 	<ul style="list-style-type: none"> Use a lot of humour. Use games, 	<ul style="list-style-type: none"> Give clear instructions. Explain why the task is useful
T B	<ul style="list-style-type: none"> Greet the students in English. Care about students learning (give extra class, visit students in different village) Available to help students outside school hours through WhatsApp Application. 	<ul style="list-style-type: none"> Give applause and praise to the students. Allow a lot of practice 	<ul style="list-style-type: none"> Not focusing much on grammar Appreciate every small progress. 	<ul style="list-style-type: none"> Use games, songs, humour. Allow mistakes. 	<ul style="list-style-type: none"> Give clear instructions. Explain why the task is useful and meaningful
T C	<ul style="list-style-type: none"> Greet the students in English. Talk about anything fun. 	<ul style="list-style-type: none"> Give signature, good job, thank you so much for doing this assignment, use emoticon stamps, and give encouraging comments. Explain students' grade. 	<ul style="list-style-type: none"> Give specific feedback on students work one on one and as a class. Teacher and students brave to use English outside the classrooms. Emphasise on progress not perfection. Not focusing much on grammar 	<ul style="list-style-type: none"> Use English songs in the classroom and sing with students. Apply games (spelling Bee, chain message, describing object) Allow mistakes. 	<ul style="list-style-type: none"> Print worksheets Explain the instructions clearly.
T D	<ul style="list-style-type: none"> Come prepared and start class on time. Be a friend to my students so that they feel comfortable when they want to study. Listen to students' opinions and requests. 	<ul style="list-style-type: none"> Verbal praise, say great job, applause. 	<ul style="list-style-type: none"> Appreciate every small progress. Encourage them to try. If they read it wrong, I immediately correct the pronunciation. 	<ul style="list-style-type: none"> game, ice-breaking activity. check students' feeling. Share motivation and jokes. Allow mistakes. 	<ul style="list-style-type: none"> Give clear instructions. Explain why the task is useful

T E	<ul style="list-style-type: none"> Teacher inspires students by showing her ability in talking with foreigner. 	<ul style="list-style-type: none"> Encourage students to try harder. Practice dialogues. 	<ul style="list-style-type: none"> Give 15 new vocab to memorise and test it and give students support when evaluating them. 	<ul style="list-style-type: none"> Use songs and games 	<ul style="list-style-type: none"> Give clear instructions. Encourage students to be brave and ask questions. Explains the logic and consequences if they are being shy.
T F	<ul style="list-style-type: none"> Show empathy to students. Convince students that the teacher is there to help. Invite the students to cooperate. Coach the students 	<ul style="list-style-type: none"> Always give feedback on students' work individually, and as a class. Discuss the past exam questions. 	<ul style="list-style-type: none"> Use herself as the example about learning. Allow students to show their talent. 	<ul style="list-style-type: none"> Use songs and game. Allow mistakes and the use of Google Translate. Introduce new technology to students. 	<ul style="list-style-type: none"> Give clear instructions. Explain why the task is useful
T	6. To increase learners' goal-orientedness	7. To make the learning tasks stimulating	8. To familiarise learners with L2-related values	9. To promote group cohesiveness and group norms	10. To promote learner autonomy
T A	<ul style="list-style-type: none"> Set realistic goals with the students. the basic first and we will slowly increase our goal. 	<ul style="list-style-type: none"> Apply different kinds of teaching methods and being creative. 	<ul style="list-style-type: none"> Reminding students of the benefits of mastering English: they will look cooler. Connect the English for using social media 	<p>Not fully applied.</p> <ul style="list-style-type: none"> Teacher is not aware of this strategy. The students laugh at their friends and think they only want to learn from the teacher, not friends. 	<p>Not applied yet.</p> <ul style="list-style-type: none"> The students are not confident. There is no internet for autonomous learning.
T B	<p>Applied but not followed up.</p> <ul style="list-style-type: none"> Encourages students to create their learning goals but has never evaluate it. Teacher is very busy. 	<ul style="list-style-type: none"> Make the tasks meaningful to students. Creative tasks Apply schema approach (use thought-provoking <i>questions</i>) 	<p>Not fully applied.</p> <ul style="list-style-type: none"> Remind students of the benefits of mastering English Teacher is not aware of this strategy's definition and benefit. If to apply, teacher needs to consider the students their level of understanding. 	<ul style="list-style-type: none"> Teach students to respect and not judging their friends' learning process and progress 	<p>Not fully applied.</p> <ul style="list-style-type: none"> Very limited printed dictionaries No supervision for students at home.
T C	<ul style="list-style-type: none"> Set realistic goals with the students. "They can at least understand what other people say." Encourage students to talk with foreigner visiting their neighbourhood. 	<ul style="list-style-type: none"> Accommodate kinesthetics learning style by physical movements, such as come to the front of the class and write on the board, Use project-based learning approach. 	<ul style="list-style-type: none"> Not much, only focus on some important topics. Introduce students to topic such as different perception of privacy, personal space, time etc abroad. Encourage students to use English outside the classroom. 	<ul style="list-style-type: none"> Teach students to respect and not judging their friends' learning process and progress 	<ul style="list-style-type: none"> Become facilitator in learning. Allow the students to do independent practice without teacher's interruption. Encourage students to voluntarily come up or

		<ul style="list-style-type: none"> Facilitate students to use English in real life: encourage students to be an MC in school events in English and deliver English speech. Post English posters on the wall. 			answer questions. Never force the students.
T D	<p>Challenged</p> <ul style="list-style-type: none"> Give examples in students' contexts and emphasise that with English, we have more comprehensive options in life. Teachers focus on curriculum goals. 	<p>Not fully applied.</p> <ul style="list-style-type: none"> Use downloaded audio and video. Trying to accommodate various learning style. But too many students, so not fully. Trying to apply project-based learning. But it takes a lot of extra time. 	<ul style="list-style-type: none"> Encourage students to use as much English during the class. Remind students of the benefits of mastering English 	<ul style="list-style-type: none"> Students become peer tutors for their friends. 	<p>Not yet.</p> <ul style="list-style-type: none"> Encourage students to watch videos in English at YouTube. Or watch a movie or listen to a song.
T E	<p>Challenged</p> <ul style="list-style-type: none"> Because students have financial situation where they think they will not go to university. Give examples in students' contexts and emphasise that with English, we have more comprehensive options in life. 	<ul style="list-style-type: none"> Do group work, so they can work with their friends and not feeling sleepy. Make the learning meaningful by observing their school when learning about Present Continuous. 	<ul style="list-style-type: none"> Remind students of the benefits of mastering English 	<ul style="list-style-type: none"> Teach students to respect and not judging their friends' learning process and progress. Students become peer tutors for their friends. 	<ul style="list-style-type: none"> I ask students preferences about my teaching topics and strategies. Encourage students write the vocabularies' pronunciation.
T F	<ul style="list-style-type: none"> Give examples in students' contexts and emphasise that with English, we have more comprehensive options in life. 	<ul style="list-style-type: none"> Introduce various interesting topics and technologies. Accommodate different learning styles and talents. Various auditory and visual teaching aids Make students curious about the next topic. 	<ul style="list-style-type: none"> I teach about privacy and cultural differences through phrases. 	<ul style="list-style-type: none"> Encourage collaboration, mutual respect, cooperation. Share the role based on students' talent. 	<ul style="list-style-type: none"> Allow students to choose the type of task that suit their personality. Allow the students to be independent and provide help as needed. Students bring small books to write vocabulary.

Appendix 7 The Perceived Challenges in Implementing Dornyei's 10 MSs

Perceived Challenges in applying Dornyei's Motivational Strategies					Support Needed
T	Students -related	Teachers-related	Secondary Schools -related	Local Government-related	
T A	<ul style="list-style-type: none"> 80% of the ss studying English for the first time. Students live around 20km from school without proper public transport. The students laugh at their friends and think they only want to learn from the teacher, not friends. Students feel they don't need English because they will not study further. 			<ul style="list-style-type: none"> No internet Teacher lives 4 hours from regular English Subject Teaching Working Group (MGMP) location. 	<ul style="list-style-type: none"> Training on motivation English Subject Teaching Working Group (MGMP) Internet connection
T B	<ul style="list-style-type: none"> 85% students studying English for the first time. Students from the other village need to pass a forest to attend school. Some students are slow learner, need more repetitions. Parents need to supervise their children's studies. 	<ul style="list-style-type: none"> Not much time to prepare a complete lesson. 	<ul style="list-style-type: none"> Extra work (School operator). He did operator work as much as teaching. No electricity in some classrooms. Technology for teaching Offline learning materials for students 	<ul style="list-style-type: none"> Students cannot answer the end-of-semester exam made by the English Subject Teaching Working Group (MGMP) Teacher lives 4 hours from regular English Subject Teaching Working Group (MGMP) location. 	<ul style="list-style-type: none"> Proper electricity Internet connection Technology for teaching Offline learning materials for students (reading books, Games and Puzzles, Interactive, Multimedia, Poster, or Visual Aid, etc.) Subject Teaching Working Group (MGMP)
T C	<ul style="list-style-type: none"> 100% students learning English for the first time. Some students can't even read Indonesian text when in grade 7. Usually take 3-4 months to give them extra reading guidance in the library. Some students leave class when they get bored. Students are from low economic background. No parents to communicate/ monitor students' progress. 	<ul style="list-style-type: none"> Not much time to prepare a complete lesson. 	<ul style="list-style-type: none"> Extra work (Teaching kids which can't read yet and School treasury) Not enough dictionaries and no reading books. There are around 40 students in one class. 		<ul style="list-style-type: none"> Dictionaries, Reading Books Less responsibility outside teaching.
T D	<ul style="list-style-type: none"> Children come from various ethnic groups. A wide variety of characters 	<ul style="list-style-type: none"> Lack of mastering English teaching 	<ul style="list-style-type: none"> There are around 32 students in one class. 		<ul style="list-style-type: none"> Internet Projectors in classrooms

		<p>methods and strategies.</p> <ul style="list-style-type: none"> • Crate English project suitable for her students. • Not very fluent or confident in English speaking. 	<ul style="list-style-type: none"> • Poor Internet • Lack of Projectors in classrooms 		<ul style="list-style-type: none"> • A friend/ community to improve her speaking
T E	<ul style="list-style-type: none"> • Several students can't read or write yet. • Students have poor memory. • A few students are a lot older than their peers, so they rarely participate in class. • Financially, students can't buy stationery for project. • Students want to know vocabularies about things around them daily and conversation. • Parents need to supervise their children's studies. • Students feel they don't need English because they will not study further. 		<ul style="list-style-type: none"> • There are around 42 students in one class. • School doesn't support stationery for teachers and students to use. 	<ul style="list-style-type: none"> • the questions from the education department are quite difficult for children. • The road from school to city is not safe. Many drunk and violent people around. 	<ul style="list-style-type: none"> • Training on motivation • English Subject Teaching Working Group (MGMP) • Internet connection
T F	<ul style="list-style-type: none"> • 90% students studying English for the first time. • Students many times can't come to school. • Students live far from school, some needs to walk 3 to 4 hours. • Students come to school but not necessarily to classrooms. 	<ul style="list-style-type: none"> • Live 1 hour from school's location. • Work until late. 	<ul style="list-style-type: none"> • No electricity in most classrooms. • Lack of Projector 	<ul style="list-style-type: none"> • The school are far from students' location. 	<ul style="list-style-type: none"> • New additional school • Proper electricity. • Projector

Appendix 8 The “Ten Commandments for Motivating Language Teachers”

Developed by Dörnyei and Csizér (1998)

1. Motivational Strategy (MS #1) Set a personal example with your own behaviour.
2. Motivational Strategy (MS #2) Create a pleasant, relaxed atmosphere in the classroom.
3. Motivational Strategy (MS #3) Present the tasks properly.
4. Motivational Strategy (MS #4) Develop a good relationship with the learners.
5. Motivational Strategy (MS #5) Increase the learners' linguistic self-confidence.
6. Motivational Strategy (MS #6) Make the language classes interesting.
7. Motivational Strategy (MS #7) Promote learner autonomy.
8. Motivational Strategy (MS #8) Personalize the learning process.
9. Motivational Strategy (MS #9) Increase the learners' goal-orientedness.
10. Motivational Strategy (MS #10) Familiarize learners with the target language culture.

Appendix 9. The Initial and Revised Lists of Ten Motivational Macrostrategies (MS) and Microstrategies (ms)

An Initial List of 10 old MS by Dörnyei and Csizér (1998)	A Revised List of 10 new MS by Cheng and Dörnyei (2007)	A Description of accompanied micro strategies (ms) for 10 new MSs by Cheng and Dörnyei (2007)
1. Set a personal example with your own behaviour. 2. Develop a good relationship with the learners.	1. Proper teacher behaviour	ms 1.1 Show students you care about them. ms 1.2 Establish good rapport with students. ms 1.3 Show your enthusiasm for teaching. ms 1.4 Share with students that you value English as a meaningful experience. ms 1.5 Be yourself in front of students.
	2. Recognise students' effort.	ms 2.1 Recognise students' effort and achievement. ms 2.2 Monitor students' progress and celebrate their victory. ms 2.3 Make sure grades reflect students' effort and hard work. ms 2.4 Promote effort attributions
3. Increase the learners' linguistic self-confidence.	3. Promote learners' self-confidence.	ms 3.1 Provide students with positive feedback. ms 3.2 Teach students learning techniques. ms 3.3 Encourage students to try harder. ms 3.4 Design tasks that are within the students' ability. ms 3.5 Make clear to students that communicating meaning effectively is more important than being grammatically correct
4. Create a pleasant, relaxed atmosphere in the classroom	4. Creating a pleasant classroom climate	ms 4.1 Create a pleasant atmosphere in the classroom that encourage risk-taking. ms 4.2 Bring in and encourage humour. ms 4.3 Avoid social comparison. ms 4.4 Use a short and interesting opening activity to start.
5. Present the tasks properly.	5. Present tasks properly	ms 5.1 Give clear instructions by modelling. ms 5.2 Give good reasons to students as to why a particular task is meaningful
6. Increase the learners' goal-orientedness. 7. Personalize the learning process.	6. Increase learners' goal-orientedness.	ms 6.1 Help students develop realistic beliefs about English learning. ms 6.2 Encourage students to set learning goals. ms 6.3 Find out students' needs and build them into curriculum. ms 6.4 Display the class goal in a wall chart and review it regularly.
8. Make the language classes interesting.	7. Make the learning tasks stimulating.	ms 7.1 Break the routine by varying the presentation format, ms 7.2 Introduce various interesting topics. ms 7.3 Present various auditory and visual teaching aids ms 7.4 Make tasks attractive by including novel and fantasy element. ms 7.5 Encourage students to create products. ms 7.6 Make tasks challenging
9. Familiarize learners with the target language culture.	8. Familiarise learners with L2-related values.	ms 8.1 Increase the amount of English you use in the class. ms 8.2 Encourage students to use English outside the classroom. ms 8.3 Familiarise students with the cultural background of the target language. ms 8.4 Introduce authentic cultural materials. ms 8.5 Remind students of the benefits of mastering English.

		<p>ms 8.6 Invite senior students to share their English learning experiences.</p> <p>ms 8.7 Invite English-speaking foreigners to class</p>
	9. Promote group cohesiveness and group norms	<p>ms 9.1 Explain the importance of the class rules.</p> <p>ms 9.2 Encourage students to share personal experiences and thoughts.</p> <p>ms 9.3 Allow students to get to know each other.</p> <p>ms 9.4 Ask students to work toward the same goal.</p> <p>ms 9.5 Let students suggest class rules.</p>
10. Promote learner autonomy.	10. Promote learner autonomy.	<p>ms 10.1 Adopt the role of a 'facilitator'.</p> <p>ms 10.2 Encourage peer teaching and group presentation.</p> <p>ms 10.3 Teach self-motivating strategies.</p> <p>ms 10.4 Allow students to assess themselves.</p> <p>ms 10.5 Give students choices in deciding how and when they will be assessed.</p> <p>ms 10.6 Involve students in designing and running the English course</p>

Appendix 10. Reviewed Studies on the Application of Dörnyei's Motivational Strategies Outside and Inside Indonesia

The Application of Dörnyei's Motivational Strategies Outside Indonesia

Taiwan

Cheng and Dörnyei (2007) conducted a study in Taiwan to investigate whether or not these ten revised motivational strategies were applicable in Taiwan. Using the modified questionnaire developed earlier Dörnyei and Csizér (1998), Cheng and Dörnyei (2007) surveyed 387 participating teachers from elementary schools to university levels in Taiwan. The survey result shows that MS 1, MS 3, MS 4, MS 5, and MS 8 were applied in Taiwanese schools. At the same time, MS 10, "promoting learner autonomy, " was not viewed by Taiwanese participating teachers as relevant or culturally specific, indicating that Taiwanese teachers didn't value autonomy as much as Western teachers.

Iran

In the Iranian context, Papi and Abdollahzadeh (2012) the Motivation Orientation of Language Teaching (MOLT) instrument was used to observe whether the motivational strategies increased students' engagement in learning. The results show that teachers' motivational strategies are positively linked to students' alertness, participation, and volunteering in learning. This study categorised students as alert when they showed academic engagement or a broad preparedness to handle incoming stimuli by attending to visual stimuli, observing peers contributing to the task, responding appropriately nonverbally, and avoiding inattentive or disruptive behaviour.

South Korea

A similar result was found by Guilloteaux (2013) using the same questionnaires from Cheng and Dörnyei (2007), to investigate whether the ten motivational strategies were applied by 268 secondary school teachers in South Korean EFL classrooms. The results verified that all ten motivational strategies are transferable in South Korea. However, the application of MS 4 and MS 9 was almost invisible in the questionnaire results. It suggests that most Korean teachers did not prioritise investing extra effort in fostering a positive learning environment and

conducive group dynamics. The observed trend may be attributed to the unique cultural and contextual factors within the Korean educational setting (Guilloteaux, 2013).

Saudi Arabia

In the Saudi Arabian context, Moskovsky et al. (2013) studied 14 teachers and 296 high school students split into an experimental and a control group. The study found that teachers' motivational teaching strategies enhanced students' L2 learning motivation. Another study in Saudi Arabia by investigated to what extent the ten motivational strategies benefited students' motivation. She gave a 10-week motivational strategies course to 14 teachers to apply to their 437 learners. Through questionnaires, classroom observations, and achievement tests, Alrabai (2014) confirmed Moskovsky et al. (2013) findings that teachers' motivational strategies increased students' motivation and learning achievement in EFL classrooms.

Oman

In the Omani context, Al-Mahrooqi et al. (2012) investigated the importance of Dornyei's motivational strategies and the frequency of their uses in motivating EFL learners. The study shows that 286 participating teachers used most of motivational strategies except for MS 6 and MS 10, which were underused and considered less important by the participating teachers.

Ecuador

Cirocki et al. (2019) conducted mixed methods research to gather information from 80 participating teachers and 350 students in Ecuador's secondary schools. The study found that MS 1 of *proper teacher behaviour* is the most frequently used motivational strategy, while MS 10 of *promoting learner autonomy* is the least implemented strategy among 80 secondary school participating teachers. Notably, their study also investigated 350 participating students' perspectives on which of the ten motivational strategies were motivating for them. Students' data revealed MS 1, MS 4, MS 7, and MS 9 were perceived by students to be most motivating. Also, participating students expected their English teachers to apply more of MS 10 to promote learner autonomy though it was not perceived by participating teachers to be a prioritized MS.

Brazil

In Brazil, Xavier (2005) the importance and frequency of 43 motivational strategies were investigated on 23 teachers and 213 students in private language academies, private and public schools and universities. Questionnaires, interviews, and classroom observations revealed that only the Brazilian teachers view MS 1 (Teachers' good relationship with students

and teachers' commitment to them) and MS 7 (using various interesting topics) as motivating. The rest of the motivational are underused, especially MS 6 (promoting goal-orientedness).

China

In Chinese English language classrooms, Wong (2014) found that only six out of ten Dörnyei's ten motivational strategies effectively increased participating students' motivation. Wong (2014) observed 10 English teachers, 30 EFL classrooms, and more than 900 learners of Years 7 to 9 and surveying 80 EFL teachers through questionnaires developed by Dörnyei (2001b), Wong (2014) cautioned that Dörnyei's motivational strategies might not fit all learning environments. These findings supported what (Dörnyei & Csizér, 1998) earlier warned in their seminal article "*Ten Commandments for Motivating Language Learners: Results of an Empirical Study*" that his motivational strategies are transferable but also culture-sensitive.

The Application of Dörnyei's Motivational Strategies Inside Indonesia

First, a qualitative study was conducted by Kassing (2011) on applying motivational teaching strategies among five private university lecturers in Sulawesi and their 23 student-teachers. The findings revealed a consensus among all participants that MS 1 of *cultivating a caring relationship* was a particularly impactful strategy. Participating lecturers actively provided encouragement, offered advice, and demonstrated approachable behaviours to foster positive relationships with their students. Notably, student-teachers expressed the desire for lecturers to employ further "*recognising students' effort*" (MS 2) as an additional motivational strategy. However, some participating lecturers were notably unaware of their applied MS's significant influence on their student-teachers' motivation.

Second, a case study was conducted Astuti (2015) in West Sumatera, Indonesia, to investigate the motivational strategies used by four teachers in four high schools and their impacts on students' motivation. The result shows that the participating teachers mainly applied MS 1 of "*Proper teacher behaviour*", MS 4 of "*Creating a pleasant classroom climate*", and MS 6 of "*Increase learners' goal-orientedness*" by giving positive reinforcement, fostering trust and establishing respect, creating engaging activities, using various resources, and managing the classroom well. Another notable finding in her study is that participants

perceived using L1 in proper amounts to be one of the new desirable motivational strategies for students and teachers.

Third, a study conducted in West Java by Nugroho and Mayda (2015) who compared students' motivation levels in two different teaching situations. In the first situation, the participating teacher built positive relationships with students by being enthusiastic and cheerful, greeting and remembering students' names, and making the class atmosphere relaxed by bringing in humour. In the second situation, the teacher did not do this; instead, they focused on delivering learning material. As a result, students in the second situation behaved more passively while learning. In this study, Nugroho and Mayda (2015) concluded by highlighting the perceived importance of MS 1, "*Proper teacher behaviour*", and MS 4, "*Creating a pleasant classroom climate*", in the West Java context.

Last but not least, Khasbani (2018) later investigated Dörnyei's MSs used by Indonesian teachers in the national scope of Indonesia using questionnaires developed by Cheng and Dörnyei (2007). He surveyed 159 teachers from kindergarten to university levels. He found that the participating teachers fully applied seven MSs of 1, 2, 3, 4, 5, and 7 and underutilised other three; MS 6 of "*Increase learners' goal-orientedness*", MS 8 of "*Familiarise learners with L2-related values*", and MS 10 of "*Promote learner autonomy*". These motivational strategies were underused by participating teachers due to their difficult access to authentic materials, native speakers, and the teacher-centred and high-power distance learning culture in the national scope of Indonesia (Khasbani, 2018).

Appendix 11. Six Individual Teachers' Insights Reports

Teacher A's Insights Report

According to Table 3.1, the participating Teacher A is a female teacher who graduated from University X and has taught English for six years. She only completed the Teacher Professional Education Program (PPG), has never attended the Activator Teacher (Guru Penggerak), and rarely participated in the English Subject Teaching Working Group (MGMP). In the class, she used only 30% English for her classroom instruction. The school she taught at is only 5 minutes from her accommodation but 4 hours from the city. Her school was perceived to lack dictionaries, English books, and internet connection. She told the researcher in the interview that she had limited teacher training and internet unavailability, which prevented her from enriching her pedagogical knowledge to motivate her students to learn English.

Regarding her perceived uses of Dornyei's ten motivational strategies, Teacher A perceived to have fully applied 6 out of 10 Dornyei's MS in her classrooms creatively, except for four partly implemented MSs of MS 6 (*To increase learners' goal-orientedness*), MS 8 "*Familiarise learners with L2-related values.*" MS 9 (*To familiarise learners with L2-related values*), and MS 10 (*To promote learner autonomy*). Commenting on these three partly implemented MS, she told the interviewer that she was unaware of MS 6 and MS 9, and her students were not ready to apply MS 10. See Table 4.1. Teachers' Perceived Uses of Dornyei's MS for details.

Commenting on her perceived challenges, Teacher A noted that eighty per cent of her students had no background in English language learning. They often felt shy and teased their friends who tried to speak English. She also observed that many of her students could not attend or came late to classes because they lived 20 km away from school without proper transportation. To solve this issue, Teacher A worked with the curriculum coordinator to move her English class from early morning to late morning (before lunch) to ensure that her students could fully attend English lessons. Teacher A also complained that her students still felt that English would not be essential for their future because they thought they would not intend to study higher. Furthermore, Teacher A stressed the need for an internet connection and access to a regional MGMP, which, according to her, should be supported by the government.

Teacher B's Insights Report

Teacher B is the only male teacher who participated in this current research project. He graduated from the same University X as Teacher A and taught English for seven years, one year longer than Teacher A. Like Teacher A, he only completed the PPG and rarely participated in the MGMP. Like Teacher A, he used only 30% English for his classroom instruction. The school he taught at is 5 minutes from his accommodation but 4 hours from the city. Teacher B perceived the school facilities even worse than Teacher A's. Apart from the lack of dictionaries, English books, and internet connection, the electricity provision in Teacher B's school was poor.

Regarding his perceived uses of Dornyei's ten motivational strategies, Like Teacher A, Teacher B was perceived to have creatively applied 7 out of Dornyei's 10 MS in his English classrooms, except for his struggle to use three partly implemented motivational strategies of MS 6 (*To increase learners' goal-orientedness*), MS 8 (*To familiarise learners with L2-related values*), and MS 10 (*To promote learner autonomy*). According to Teacher B, the reasons for not fully implementing MS 6, MS 8, and MS 10 were the lack of time and facilities to support his teaching.

According to Teacher B, he was challenged by his other role as the school operator, which took much of his teaching time. He told the researcher that he was too busy to prepare for his class and to apply for MS 6, MS 8, and MS 10. He also admitted that he was unaware of the benefits of MS 8. He was also perceived to be challenged by his students' parents, who didn't supervise their children's studies at home. Apart from Dornyei's MS, teacher B revealed his use of two other new and unique motivational strategies, which are (i) his use of WhatsApp to communicate with those students who were absent from his English class and (ii) his visit to his students' homes in their village to give extra English lessons to support them. Teacher B stated that WhatsApp was used to communicate with his students because the internet is minimal, with limited 3G and 2G signals.

Teacher C's Insights Report

Teacher C is a female teacher who graduated from University Y and taught English for 8 years. She has already received three types of teacher certification: The Teacher Professional Education Program (PPG), the Activator Teacher (Guru Penggerak) and the English Subject Teaching Working Group (MGMP). She told the interviewer she was very confident in teaching English and could use as much as 80% - 90% English for her English classroom instruction.

Teacher C's school was not far from the Jayapura Regency Capital, and it was perceived to have most of the facilities she needed to teach English, except for the lack of printed dictionaries and English reading books.

Regarding her perceived uses of Dornyei's motivational strategies, Teacher C is perceived to have fully applied all of Dornyei's 10 motivational strategies in her classroom. She testified in the interview that the three certified trainings had equipped her with teacher professionalism, teachers' characters, and even lesson plans and PowerPoint presentations for each book chapter.

Teacher C perceived two main challenges in motivating her students, which were related to her and her school. : First, none of her students had any background in English learning at the elementary school level, and some students had low literacy rates and could not read well, even in the Indonesian language, which caused delays in planned lessons, and students were also not well disciplined in learning English. Usually, after lunch, more than half of the students left school. Moreover, Teacher C said that her school principal assigned her to be the school's treasurer of the BOS fund, a special non-physical allocation fund to support non-personnel operational costs for the Education Unit (Directorate of Primary Schools, n.d.). Her role as the treasurer includes receiving, recording, paying, and reporting BOS Funds. Apart from that, the treasurer is also responsible for accountability, recapitulating purchases of regional property, and collecting and remitting taxes according to regulations (Regulation of the Minister of Education and Culture, 2015). She testified that this additional multi-task role was challenging and time-consuming, affecting her class preparation negatively. Also, Teacher C commented that her class size was quite extensive, with around 40 students in one class, which was a real challenge for her to meet the students' learning needs.

Apart from her perceived use of Dornyei's motivational strategies, Teacher C revealed two new and unique strategies from this interview, mainly (i) her use of a microphone to teach students English after lunchtime and (ii) her skipping some topics in the curriculum, which she perceived to be irrelevant for students, as suggested by the school principal.

Teacher D's Insights Report

Teacher D is a female teacher who graduated from University Z and taught English for only four years, much shorter than teachers A, B, C, and F. Like teachers A and B, she only completed the Teacher Professional Education Program (PPG). She sometimes attended the English Subject Teaching Working Group (MGMP). The school she taught at is 5 minutes from her accommodation but 1 hour from the city. She was perceived as unconfident in her English-

speaking skills and used 30% English for her classroom instruction. Teacher D's school was perceived to have all the basic facilities she needed to teach, except for the limited internet.

Regarding her perceived uses of Dornyei's motivational strategies, Teacher D perceived to have creatively applied all Dornyei's 10 MSs in her classrooms. As shown in Table 4.1. Teacher D perceived to have used 6 out of 10 MSs in her classroom, though she was challenged to apply four remaining strategies of MS 6 (*To increase learners' goal-orientedness*), MS 7 (*To make the learning tasks stimulating*), MS 8 (*To familiarise learners with L2-related values*), and MS 10 (*To promote learner autonomy*). Teacher D told the interviewer that applying these four remaining MSs was challenging because she was obsessed with achieving the curriculum learning objectives and had little time to encourage and facilitate students to create their own learning goals (MS 6). She also admitted to her lack of English teaching methods and motivational strategies. The challenge she faced was related to her students' multicultural backgrounds, whose characters, according to her, were not easy to accommodate in the classroom and the relatively large number of 32 students. Teacher D perceived a need for a better internet connection, projectors in the school, and a friend or community to improve her English speaking. The above three reasons challenged her to fully apply MS 7 and 10, such as accommodating different learning styles, designing project-based learning, and giving students options on how they want to be assessed.

Teacher E's Insights Report

Teacher E is a female teacher who graduated from University Y and taught English for only four years, which is as long as Teacher D. Like Teachers A, B, and D, she only completed the Teacher Professional Education Program (PPG) and sometimes attended the English Subject Teaching Working Group (MGMP). The school she taught at is 5 minutes from her accommodation but 7 hours from the city. Like Teacher B, she perceived her school's lack of dictionaries, English books, internet connection, electricity, and the unsafe road from the city to her school location.

Regarding her perceived uses of Dornyei's motivational strategies, Teacher E perceived to have applied 8 out of Dornyei's 10 MS in her classrooms creatively, but she struggled to use MS 6 (*To increase learners' goal-orientedness*) and MS 8 (*To familiarise learners with L2-related values*). According to Teacher E, applying MS 6 is challenging because the students don't feel English will be useful for their future. Like Teacher A's students, many of her students are from low socioeconomic status. Many get married after finishing year nine or don't attend university after year 12. About MS 8, her focus is on teaching the essential topics because,

according to her, some of her students need a lot of repetitions, and some are still illiterate. Currently, teaching L2-related values is not her priority.

Because Teacher E's school did not provide stationery for students to do poster projects, she told the interviewer that she avoided asking her students to make posters. According to Teacher E, teaching her students who felt English was irrelevant to their being future farmers was challenging. Teacher E commented that some of her students could not even read or write yet and had poor understanding; a few were much older than their peers. Also, Teacher E's class size was perceived to be big, with 42 students.

Apart from Dornyei's motivational strategies, Teacher E told the interviewer she used several new and unique strategies. For example, she told the interviewer about her method of surveying her students by asking them why they didn't like English lessons. According to Teacher E, the completed survey gave her much information about the students' thoughts and insights. Another perceived strategy was Teacher E allowing her students to give her advice about their learning preferences for teaching topics and motivational strategies. Moreover, Teacher E was happy to provide extra classes in the afternoon. Teacher E perceived the need for motivation training, joining the English Subject Teaching Working Group (MGMP), and a better internet connection.

Teacher F's Insights Report

Teacher F is a female teacher who graduated from University Y, and has the longest teaching experience, as she has taught English in her school for 18 years. Similar to Teacher C, she had already received three types of teacher certification: The teacher Professional Education Program (PPG) and the Activator Teacher (Guru Penggerak) and attended the English Subject Teaching Working Group (MGMP) regularly. She even became the teacher trainer for the school curriculum and supported teachers in the Activator Teacher. The school she taught at is 1 hour from her accommodation but only 5 minutes from the city. Compared to all the other five participating teachers' schools, Teacher F's school was perceived to have all the basic facilities she needed to teach English.

Regarding her perceived uses of Dornyei's motivational strategies, Teacher F was perceived to have applied all 10 MS fully and successfully, as well as many other unique MSs. Her new and unique strategy were using folk songs and stories for learning materials, coaching students, and allowing students to choose any learning tasks she designed. She also intentionally made her lesson exciting but incomplete so the students would be excited to return to English class the following week. Moreover, Teacher F always considers students'

various learning styles, interests, creativity, and talents in designing her lesson. For example, those students who perceived themselves as not skilled in presenting in English can be allowed to write the poster instead of doing an oral presentation. She says she tries to put unnecessary pressure on students to learn English. Teacher F perceived that the students who were allowed to write instead of speaking could also learn effectively and feel less pressure to learn English. Moreover, she will enable students to use Google Translate for speaking activity preparation and choose any topic they want to do assignments.

However, Teacher F perceived some challenges in using Dornyei's MS. For example, in the classroom, she could only use 40% of English because of students' limited understanding and her students skipping the English class due to long distances from their houses, which took around a 3-hour walk. Consequently, Teacher F had to repeat the English lessons over again. The other perceived challenges she faced were poor electricity at school, her having to drive 1 hour to reach school and the lack of care from her students' parents, who didn't supervise their children at home.

Appendix 12. Reviewed Studies on Challenges in Motivating Students in the Local Context of Jayapura Regency

First, Jayapura Regency is one of the regions in Papua Province with the highest illiteracy rate of 20.38% in Indonesia in 2020, while the average national illiteracy rate was only 3,68% (Papua Province Central Statistics Agency, 2023). It was estimated that reaching the national illiteracy rate average would take Papua at least 11 years to catch up (Sumule et al., 2022). A few factors contributing to this low illiteracy rate are the lack of schools, low school quality from primary to secondary school level, lack of teachers, and teacher absenteeism. Many schools in Papua do not yet have accreditation and fail to meet National Education Standards (SNP) (Sumule et al., 2022).

Second, AKATIGA (2022) found that some primary schools in Jayapura Regency did not have enough English teachers. Safitri and Suhono (2022) confirm this finding by reporting that the students from the remote areas had never been exposed to English before. Therefore, their basic English language knowledge is minimal. Rahayu and Wompere (2019) supported this finding by conducting interviews and group discussions with secondary school English teachers in Jayapura Regency and found that the unavailability of English lessons at primary schools made it challenging for their students to develop English language skills well at the secondary school level (Rahayu & Wompere, 2019).

Third, the reviewed studies (Bona, 2015; Janggo, 2023; Letuna, 2022; Pulalo, 2022; Sumule et al., 2022) show a lack of government support for English language teachers and secondary schools. In addition, there are poor phone and internet connections in many districts in Jayapura Regency (Janggo, 2023; Letuna, 2022; Sumule et al., 2022). Moreover, teachers have trouble travelling to schools because they live in the city area, and it takes a few hours to drive to schools in remote areas (Bona, 2015). Teachers feel uncomfortable teaching in villages. Edison Awoitauw, the former Jayapura district people's representative council, suggested that the government to oversee the living facilities for the teachers so that they did not have to go to their houses in the city and go back and forth to teach every day (Pulalo, 2022).

Fourth, the literature reports a lack of social support (Mahendra, 2022; Myriad Research, 2017; Public Information and Communication, 2021). According to Myriad Research (2017), the society in many areas in Papua, including Jayapura Regency, is not supportive of education, while land dispute cases causing the banning of schools still happen. For example, the educational activities of SMP Negeri 1 were moved to another school for nine months due to problems between the indigenous people who owned the customary land and the Jayapura Regency government (Mahendra, 2022). This situation also happened at Kanda Junior High School, which was forced to close down for one month by the school security related to the wage payment (Public Information and Communication, 2021). All these problems influence students' and teachers' motivation to teach and learn in classrooms, including English ones. Myriad Research (2017) also noted that some parents, usually from low financial condition, still not aware of the importance of good education for their children, therefore rarely supervise their study or don't care if they skip school.

Fifth, the lack of English language teachers' training also hinders the success of English language teaching and learning (Rahayu & Wompere, 2019). The Jayapura Regency English Subject Teaching Working Group (MGMP) has not conducted teacher training activities for quite a long time (Rahayu & Wompere, 2019). There are several factors allegedly causing this, including the problem of delays in regional allowances for teachers and the problem that several school principals did not permit their teachers to join the MGMP activities for one day each week or even each month (Rahayu & Wompere, 2019).