

EFL teachers' beliefs about students' motivation towards learning English during emergency remote learning at an Indonesian junior high school

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KEYWORDS

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ABSTRACT With the outbreak of COVID-19, the teaching and learning process is mostly conducted online. However, the implementation of online learning in this pandemic situation is not the same as a well-planned online education system. As a result, the concept of online learning was shifted to emergency remote learning (ERL). This method can bring advantages, but not all students can take advantage of this method. The longer this pandemic situation made the students' interest and learning motivation decrease. Therefore, the study aimed to investigate the EFL teachers' beliefs about the seventh-grade students' motivation to learn English during ERL at SMPN 1 Kawunganten and their strategies to motivate the students in learning English. Based on the teachers' beliefs, there were both intrinsic and extrinsic motivation influencing students' learning. In intrinsic motivation, there were several internal factors, namely challenge, students' enjoyment of learning English, fun learning activities and students' interests, students' passion for learning English, students' knowledge, skills, attitude or behaviour, and curiosity. Meanwhile, in extrinsic motivation, there were several external factors, namely the benefit of learning, academic achievement, English status and the importance of the English language, students' relationship, students' family conditions, economic conditions, and the environment. Moreover, the teachers had taken several strategies to increase the students' motivation during the ERL that were using a fun approach, being a communicative teacher, using innovative and various learning methods, and doing self-introspection in teaching. With a good implementation of these strategies, the teachers believed that they could face the challenges ahead so that they could increase the students' motivation to learn English.

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1. INTRODUCTION

In 2020, Coronavirus Disease (COVID-19) epidemic has spread in Indonesia and many countries worldwide. According to World Health Organization (WHO), COVID-19 is a disease caused by the 2019 novel coronavirus (2019-nCoV) and firstly found in Wuhan, China (Li et al., 2020, as cited in [Krishnapatria \(2020\)](#)). With the outbreak of this virus, community transmission is restricted by the issuance of the government policy on large-scale social restrictions ([Krishnapatria, 2020](#)); (Robandi et al., 2020), as cited in [Kusuma & Suwartono \(2021\)](#). It has an impact on all aspects of life, including the education field. The government through the Ministry of Education and Culture has implemented some policies that aim to prevent the transmission of COVID-19 at schools, as well as to ensure that all students obtain their right to education.

In short, the teaching and learning process during the COVID-19 pandemic is conducted from home using online learning, offline learning, and/or both of them ([Kusuma & Suwartono, 2021](#)). However, it is mostly done online, and it is known as online learning or electronic learning (e-learning). Some researchers ([Agarwal & Pandey, 2013](#); [Mus-](#)

[limah, 2018](#); [Kusuma & Suwartono, 2021](#)) explained that online learning or e-learning is a learning process conducted online on a digital device, in which the teachers and students use advanced Information and Communication Technology (ICT). It is a substitute for face-to-face learning (traditional method) in the classroom to the remotely digital platforms ([Gustiani, 2020](#)). Besides, it is considered to be the best method for continuing the teaching and learning process during the pandemic.

Several previous studies ([Ferri et al., 2020](#); [Gustiani, 2020](#); [Kusuma & Suwartono, 2021](#)) revealed that this method can bring both advantages and disadvantages. Online learning is beneficial because it can be conducted at any place and at any time, it is more flexible to choose, as well as it allows teachers and students to experience the digital learning process. It is also considered to save more time and money. Besides, it can increase their enthusiasm for using ICT in the learning process. Even though the implementation of this method is expected to run smoothly and effectively, in fact, those studies still mentioned the disadvantages and obstacles that were found in its implementation. Online learning is claimed to cause some health problems for both teachers and students, such as fatigue,

headache, fever, or impaired eyesight. Although some students think this method can save money, some other students still experience financial difficulties because they have to buy large amounts of credit and quota. Furthermore, not all students can access and take advantage of the technological advances smoothly and effectively.

All online learning activities provided to respond to the COVID-19 pandemic situation are not the same as a well-planned online education system (Muslimin & Harintama, 2020). Therefore, the implementation of online learning in this emergency situation encourages experts, policymakers, governments, and schools in all countries including Indonesia to seek a new solution, which results in a shift from the concept of online learning to emergency remote learning (Ferri et al., 2020; Muslimin & Harintama, 2020). According to their studies, emergency remote learning (ERL) is a temporary shift from a normal instructional delivery or learning mode to an alternative delivery mode due to crises. It has occurred when the face-to-face teaching and learning process must be transformed into a digital education in distance learning during this COVID-19 pandemic. ERL can be delivered to students in the form of presenting online lessons, interacting with the teacher by radio, social media, or learning management system (LMS), and learning from texts, online resources, or mixed learning solutions (Muslimin & Harintama, 2020).

In ERL, successful students are autonomous learners who can take the initiative to learn independently Fidyati(2016), as cited in Ferri et al. (2020). They can learn from many different sources, other students, and their teachers. Unfortunately, as previously mentioned, not all students can take advantage of online learning. Initially, the students seemed enthusiastic and excited about participating in learning online, especially in English lesson. However, as time goes by and the pandemic situation is still uncertain, their interest and motivation to learn English have decreased. It becomes a challenge for teachers to maintain their learning interest and motivation (Subakhtiasih & Putri, 2020). Therefore, teachers must also be more creative and improve their teaching competence to deal with this matter Meiers, (2007), as cited in Ferri et al. (2020).

Motivation has an important role in learning foreign languages, one of which is English (Mukhtar, 2017; Subakhtiasih & Putri, 2020). Especially during the COVID-19 pandemic, students' motivation is needed when implementing the learning process. According to Dornyei & Ushioda (2011), the word 'motivation' derives from the Latin verb 'movere', which means 'to move'. They explained that the definition of motivation is related to the direction and magnitude of human behavior, namely the choice of a certain action, the persistence with it, and the effort spent on it. It means that motivation can influence why people decide to do an activity, how long they maintain it, and how hard they pursue it. Besides, motivation is defined as a situation that can initiate, guide, and maintain a person's attitude until a target is achieved or a response is blocked Arno(2001), as cited in Irsanti (2017). This is in line with the opinion of Ryan and Deci (2000) stating that being motivated means being moved to do something. Based on their perspective, someone who has the energy to act is considered motivated, whereas someone who does not have this energy or inspiration to act is characterized as unmotivated. Furthermore, Harmer (2007) explained that motivation is a kind of internal drive that pushes a person to do things in order

to achieve something. Thus, it can be concluded that motivation is a stimulus that can move or influence human behaviour and action to accomplish a goal.

In the learning process, students' motivation needs to be considered and maintained because positive motivation will influence and improve their learning achievement (Irsanti, 2017; Subakhtiasih & Putri, 2020). In this case, the teacher's role is needed to increase their motivation and learning achievement. For example, teachers can provide support in the form of reward or reinforcement for students who get an achievement or can follow the lesson well. Therefore, the teacher must also know the reason or purpose of a student taking action in the learning activities. According to experts (Dornyei & Ushioda, 2011; Harmer, 2007; Ryan & Deci, 2000), in Self-Determination Theory (SDT), the types of motivation can be differentiated based on different reasons or goals which create an action, namely intrinsic and extrinsic motivation. In simple terms, it means that motivation can come from 'inside' and 'outside'.

The first type of motivation is intrinsic motivation (IM). Dornyei & Ushioda (2011) described that IM deals with behaviour conducted only for the purpose of obtaining pleasure and satisfaction, such as the pleasure of participating in a specific activity or gratifying one's curiosity. In addition, Ryan & Deci (2000) expressed that IM means doing something because it is intrinsically interesting or delightful. Another definition was delivered by Subakhtiasih & Putri (2020), who stated that motivation deriving from internal factors is the child's natural curiosity, urgency, confidence, and satisfaction when doing a task.

The second type of motivation is extrinsic motivation (EM). According to Dornyei & Ushioda (2011), EM entails engaging behaviour as a means to achieve some distinct goals, for example, receiving an extrinsic reward (e.g. good scores) or avoiding punishment. Besides, EM means doing something because it results in a distinct outcome (Ryan & Deci, 2000). For example, students who study because they believe that it is valuable for their career or because they are afraid of punishment from teachers or parents are extrinsically motivated.

In addition to these two types of motivation, Dornyei & Ushioda (2011) added one more type of motivation, namely 'amotivation'. This type of motivation arises due to the lack of any kind of motivation, whether intrinsic or extrinsic. However, this study will focus more on intrinsic and extrinsic motivation. Although intrinsic motivation has appeared as a prominent issue, extrinsic motivation is also equally important discussed in this study.

On the other hand, some teachers still find it difficult to grasp the students' motivation in their daily teaching and learning process. Therefore, knowing the teachers' beliefs is essential to discuss. As stated by Oxford (2012) in the Oxford Learner's Pocket Dictionary, belief is defined as a feeling that something or somebody is real, true, and can be trusted, or something that is accepted as true. In this case, teachers' beliefs have a lot of impact on their teaching and will affect how they think of their students' way of learning English. Hence, English as Foreign Language (EFL) teachers' beliefs in this study mean what the EFL teachers believe and think about the students' motivation in learning English during emergency remote learning (ERL).

Some previous studies investigated the teachers' beliefs and the students' motivation. First, Elliott (2003) observed teachers' opinions about what influenced adoles-

cent students' motivation and de-motivation at sites in each of the UK, the USA, and Russia. Second, [Haneghan et al. \(2015\)](#) analyzed middle school teachers' beliefs regarding seven learning outcomes linked with a project involving the development and testing of a set of engineering design modules presented for use by middle school mathematics and science teachers. Third, [Irsanti \(2017\)](#) investigated what factors that motivated students to study in private GTI English courses in Banda Aceh with quantitative methods using a questionnaire to collect data. Fourth, [Mukhtar \(2017\)](#) discussed the motivation towards learning English in the eighth grade in MTs Darul Amin Palangkaraya. He also described what factors behind the motivation towards learning English and how the teachers motivate students in learning English. Fifth, [Gustiani \(2020\)](#) revealed a study aimed to explain the motivation of the students at the English Department of Sriwijaya Polytechnics toward their online learning during the COVID-19 pandemic era. Sixth, [Muslimin & Harintama \(2020\)](#) examined the students' challenges, motivations, and alternatives with a descriptive qualitative research case study in KSP (short course) English Syntax using WhatsApp group at English Education Study Program of UIN Mataram. The last study is based on the researcher's personal experience [Kusuma & Suwartono \(2021\)](#) when investigating the students' response to the use of Telegram. At that time, the result of the study revealed that Telegram was useful for students and very effective in English class. However, some students still experienced obstacles with the most common problem emerged in the students' concentration and motivation to study that decreased during the e-learning.

According to the search and limitation of the study, research on the English teachers' beliefs about students' motivation still needs to be discussed, especially during this pandemic. Therefore, this current study aims to investigate teachers' beliefs about students' motivation towards learning English during emergency remote learning (ERL) at SMPN 1 Kawunganten. Based on the explanation above, the distinctions between the current study with the previous studies are on the variable, subject of research, and research methodology. Those previous studies are relevant to this study, so they can be adopted as the references of this study. In short, the research questions of this study can be framed as:

1. How are the EFL teachers' beliefs about the seventh-grade students' motivation towards learning English during emergency remote learning (ERL) at SMPN 1 Kawunganten?
2. What strategies did the EFL teachers apply to motivate the students in learning English during emergency remote learning (ERL) at SMPN 1 Kawunganten?

2. METHOD

2.1 Design

The objectives of this research are to describe the EFL teachers' beliefs about the seventh-grade students' motivation towards learning English during ERL at SMPN 1 Kawunganten and investigate their strategies to motivate the students in learning English. To achieve its objectives, this study was designed as qualitative research using a case study method. According to [Sugiyono \(2015\)](#), the qualitative research method is a research method based on the

philosophy of postpositivist, used to examine the condition of natural objects, where the researcher is the key instrument, the data sampling is carried out purposively or snowballing, the data collection technique is triangulation, the data analysis is inductive, and the result of the study emphasizes meaning rather than generalization. In addition, Hesse-Biber and Leavy (2006), as cited in [Astuti \(2013\)](#) stated that qualitative research yields exploratory and descriptive interpretations. Meanwhile, a case study research based on [Cresswell \(2007\)](#) is the study of the problem being explored through one or more cases in a restricted system (i.e., setting and context).

2.2 Site and participants of the research

The study was conducted at a state junior high school, SMPN 1 Kawunganten, in Kawunganten District, Cilacap Regency, Central Java Province, Indonesia. The main purpose of this study was to find out the EFL teachers' beliefs about the seventh-grade students' motivation towards learning English during emergency remote learning (ERL) at SMPN 1 Kawunganten. Therefore, a purposive sampling technique was applied. According to [Suwartono \(2014\)](#), the purposive sampling technique is different from random sampling, and it should be achieved if there is a bias when research subjects are randomly selected, so they must be selected with certain criteria. In addition, [Sugiyono \(2015\)](#) stated that purposive sampling is a sampling technique with certain considerations, and it is included in the nonprobability sampling. There are three seventh-grade teachers at SMPN 1 Kawunganten, including the researcher. The seventh-grade primary teacher is a male teacher who teaches four classes, the second teacher is a female teacher who teaches two classes, and the last is the researcher who teaches one class. Since this study was aimed at EFL teachers' beliefs about the seventh-grade students' motivation at SMPN 1 Kawunganten, the participants were those two English teachers who teach the seventh graders.

2.3 Instruments

The data used in this study were obtained through two techniques, namely a questionnaire and an interview. The first was the questionnaire, which was in form of an open-ended questionnaire. According to [Agarwal & Pandey \(2013\)](#), a questionnaire can be used to describe and measure in research. The second was the interview, which was semi-structured. [Sugiyono \(2015\)](#) explained that interview is used as a data collection technique if a researcher wants to conduct a preliminary study to find problems that must be studied more deeply with a small number of respondents.

In this qualitative study, the researcher herself was included as the human instrument. [Sugiyono \(2015\)](#) mentioned in his book that a qualitative researcher as the human instrument functions in determining the focus of the research, selecting participants as the data sources, collecting data, assessing the data quality, analyzing data, interpreting data, and concluding all of them. Furthermore, after the focus of the research is clearer, research instruments can be developed. Thus, the instruments developed in this research study were in the form of questionnaires and interview guidelines. The types of data, the instruments, and the data collection techniques of this study are presented in the following table.

TABLE 1. Types of data, instruments, and data collection techniques

Data	Instrument	Collection Technique	Usage
Questionnaire	Questionnaires	Questionnaire	In reflection
Interview transcript	Interview guidelines	Interview	In investigation In reflection

2.4 Data Collecting Techniques

In this research, the data were collected through two main techniques, namely an open-ended questionnaire and a semi-structured interview. The study was conducted at the end of the second semester in the academic year 2020/2021 (June 2021). Besides intending to answer the research questions, it was also aimed to evaluate the teaching and learning process of English lesson in the academic year 2020/2021. The first technique was the open-ended questionnaire, which was distributed to the two English teachers at SMPN 1 Kawunganten as the participants. It was distributed to get information about the English teachers' beliefs about the types of students' motivation, or what influenced the students' motivation. The questionnaire was delivered online through Google Form to the participants. The researcher developed the questionnaire in several steps, including defining the variables before formulating the questions and determining the indicators to be analyzed. The second was the semi-structured interview. According to Galletta (2013), a semi-structured interview provides a list of possibilities, which can be organized into segments from fully open-ended questions to more theoretically driven questions as the interview progresses. The interview was conducted face-to-face by implementing COVID-19 health protocols, and it was recorded using a voice recorder on a smartphone. It was used to verify and find out the deepest information from the questionnaire. Before conducting the interview, the researcher composed the interview guide to direct the framework of thinking and questioning.

2.5 Data Analysis Techniques

Since this study was qualitative research with a case study method, the data might be analyzed through the description of the case, themes of the case, and cross-case themes (Cresswell, 2007). He explained that data analysis in qualitative research includes preparing and organizing the data for analysis, reducing the data into themes through a process of coding and condensing the codes, and representing the data in figures, tables, or a discussion. Thus, this study applied several steps to analyze the data based on Cresswell (2007), namely data managing, reading and 'memoing', describing, classifying the data, interpreting, and representing the data.

The analysis of the data was started after gathering the data through the questionnaire and interview. The first step in analyzing the data was data managing. In this case, the researcher created and organized files for data, such as transcribing the interview from the voice recorder into the written text, selecting the relevant data, and deleting the irrelevant data. The second step was reading and 'memoing'. It means that the researcher read the text, made notes, and formed initial codes. The third step was describing, in which the researcher described the case and its context.

The fourth step was classifying the data to establish themes. The fifth step was interpreting by using direct interpretation and developing into a conclusion. The sixth step was representing the data. In this last step, the researcher presented an in-depth description of the case using narration and tables.

Furthermore, to obtain the research validity, the researcher used triangulation because it is considered a powerful way of demonstrating validity in qualitative research. According to Suwartono (2014), triangulation is a way to control the validity of research data, which is likely termed as 'cross-check', by collecting and checking data using different perspectives. Therefore, the validity of the study was gained by adopting triangulation from Suwartono (2014). In this study, the researcher applied method triangulation because this study used questionnaire and interview. As Suwartono (2014) stated, method triangulation is defined as combining several methods in one research.

3. RESULTS AND DISCUSSION

This study aimed to describe the EFL teachers' beliefs about the seventh-grade students' motivation towards learning English during emergency remote learning (ERL) at SMPN 1 Kawunganten and investigate their strategies to motivate the students in learning English. The reason why grade 7 was chosen was that all English teachers at SMPN 1 Kawunganten teach the seventh grade, including the researcher. The seventh-grade primary teacher, hereinafter referred to 'Teacher 1', is teaching four classes, the second teacher, hereinafter referred to 'Teacher 2', is teaching two classes, and the last is the researcher teaching 1 class.

To obtain the research result, the researcher analyzed the data from the open-ended questionnaire and the semi-structured interview. The result of the data was coded for answering the two research questions. Referring to the research questions, the results of the data from the participants are presented in the following subsections entitled: EFL teachers' beliefs about students' motivation towards learning English during ERL and EFL teachers' strategies to motivate the students in learning English.

3.1 EFL Teachers' Beliefs about Students' Motivation towards Learning English during ERL

In this first subsection, the researcher discussed the EFL teachers' beliefs about the students' motivation towards learning English during the emergency remote learning (ERL) at SMPN 1 Kawunganten and the factors that influenced the students' motivation in the teachers' beliefs. After obtaining the result of the data from the questionnaire and the interview, it can be concluded that there are slight conceptual differences between the two participants, but there are similarities in their beliefs.

Based on the data of the interview, the teachers perceived that there were both intrinsic and extrinsic motivation of the seventh-grade students in learning English during ERL at SMPN 1 Kawunganten. Thus, the result showed that the teachers agreed that the students' learning activities were influenced by their motivation. It could be seen from the first statements of Teacher 1 and Teacher 2 about students' motivation.

Teacher 1: Learning motivation is a series of impulses or driving forces that come from within

the students themselves or from outside, to carry out learning activities, causing changes in their learning behaviours so that the goal desired by them will be achieved.

Teacher 2: Well, motivation is certainly a driving force or encouragement from a student that directs him/her to his/her desire to be enthusiastic about learning. In addition, the teachers believed that the seventh-grade students had the motivation to learn English, and their motivation was increasing during the ERL. It can be concluded in the following statements.

Teacher 1: For my perception, the seventh-grade students' motivation towards learning English was currently increasing because we provided them with online media, such as Telegram, WhatsApp, Google Form, and other online media that can motivate them to at least open their communication tools to learn.

Teacher 2: In my point of view, the students could be classified as the students who had the motivation to learn English. Therefore, they had a desire to be able to get better learning outcomes. For example, if they do not know or want to know the meaning of English vocabulary, they would ask me as their teacher via gadget or smartphone. Besides, when the learning process happened, the children were also enthusiastic, yeah, to be active in learning. Thus, compared to the upper class, I think the seventh graders had more motivation to learn English.

From the above explanation, it can also be inferred that the seventh graders' motivation was higher than their seniors in the higher classes. In this case, their enthusiasm could be seen from the smallest thing that was when they wanted to start opening their gadgets to learn, and when they had a curiosity about new vocabulary or lesson materials they did not know. Their increased motivation certainly had several rationales behind it, and this issue related to the two types of motivation previously mentioned, namely intrinsic and extrinsic motivation. The result of the data was gained from the open-ended questionnaire and the semi-structured interview. It was also related to the factors that influenced the students' motivation in accordance with the teachers' beliefs.

3.2 Intrinsic Motivation

Related to the first type of motivation, the teachers believed that the students were intrinsically motivated to learn English during the ERL. As the results of the open-ended questionnaire and the semi-structured interview showed, the teachers had a similar thought about intrinsic motivation, which they described as motivation that comes from within the students themselves. It refers to the statements of the two teachers as follows.

Teacher 1: Well, motivation from within or intrinsic motivation is a motivation to do something caused by a push factor that comes from the person himself/herself, without any influences from the outside. For example, a motivation that comes from oneself is knowledge, skill, attitude

or behavior that is the will of oneself, and at last, curiosity from oneself.

Teacher 2: Motivation from within or what we know as intrinsic motivation is a motivation that arises from the students themselves or from a person to do something, for example, student's interest, desire, motivation to learn, all of which grow from the student himself/herself.

Furthermore, in their beliefs, intrinsic motivation towards learning English was influenced by several factors, which were linked to internal factors. This result was obtained from the data analysis of the questionnaire. The first factor was 'challenge'. The challenge here was adapted to the purpose of learning English. If a student was increasingly challenged to learn English online and focused on his/her goal of learning, his/her motivation to learn would also increase. The second factor was students' enjoyment of learning English. For example, 'Teacher 2' stated that the students were happy in learning English although perhaps not all of them, especially when they learned English with fun applications. The third factor was fun learning activities related to the students' interests. The students would usually like doing fun activities, especially if those suited their interests. Thus, with the fun activities that match their interests, students' motivation towards learning English could increase. For example, 'Teacher 1' also mentioned that the example was learning English using pictures or videos during ERL. The fourth factor was the students' passion for learning English. It was associated with the students' efforts to master English and improve their English skills. In addition, other factors that influenced intrinsic motivation mentioned by the participants in the interview were students' knowledge, skills, attitude or behaviour, and curiosity.

3.3 Extrinsic Motivation

In contrast, still based on the teachers' beliefs, extrinsic motivation as the second type of motivation is a motivation influenced by external factors. It refers to their statement in the interview as follows.

Teacher 1: External motivation is motivation obtained from outside parties or other people. For example, getting encouragement from others, an award for achievement, attention to do something, praise, and gifts from others. Those all are referred to the motivation from outside.

Teacher 2: Motivation from outside or what we know as extrinsic motivation is surely motivation that grows as a result of influences or factors that come from outside, such as family factors, the environment at home, economic conditions, and also how the students' relationship with teachers and peers. I think like that. For example, if the students' family conditions are not good, or we know that there is a broken home, it will affect the students. When a student comes from a broken home, his/her enthusiasm for learning is not supported by the balance of both parents who motivate him/her. Therefore, he/she is not motivated to learn. Another example is the influence of the students' relationship with the teacher. For example, if a student does not

like the teacher during the lesson, it will also affect his/her motivation to take part in the lesson, such as they may become lazy and get bored. The last example is the students' relationship with their friends. For example, a student does not like his/her peer, even only a person, so it will influence his/her focus on what he/she is doing during the lesson. Moreover, in this ERL situation, he/she might not even want to join the study. In addition, talking about environmental and economic factors during the ERL, the electricity and internet connection could also influence their learning motivation. If there was a problem with the electricity, or my students could not buy an internet quota, automatically they could not join the learning.

Moreover, as explained previously, the extrinsic motivation of the seventh graders in learning English was influenced by several external factors. This result was gained from the data analysis of the questionnaire. The first factor was the benefit of learning. One of the benefits of learning was getting a reward. For example, a student tried to complete the assignment because he/she wanted to get a reward from the teacher. The second factor was academic achievement, which was related to the students' grades. Thus, when a student was motivated to learn because he/she wanted to gain a good grade, it means that he/she was influenced by an external factor. The third was English status including the importance of the English language. In this globalization era, English becomes an international language. As the results of the analysis of the questionnaire, students at least already know that English is important because of its role as an international language. Especially in this current era during ERL, many features use English, and with the provision of English language learning at school, the teachers expected that the students could prepare their future in competing in this era. The fourth factor was the relationship. The relationship here included the relationship of students with teachers, friends, parents, and other people. This factor was influential because it could affect learning motivation. For example, if the students liked the teacher, they would enjoy learning online, and vice versa. The next was the relationship with friends, for example, if someone had a problem with a friend, it would disrupt their concentration in learning online so that they could not focus, or even they did not want to join the ERL. Further, students' relationship with parents and the environment around them was an influential factor. If their relationship was fine, they must be encouraged to study hard, and vice versa.

In addition, other factors that influenced extrinsic motivation mentioned by the participants in the interview were the students' family conditions, economic conditions, and the environment around them. For example, in environmental and economic factors, the electricity and internet connection could influence the students' learning motivation. If there was a problem with the electricity, or the students could not buy an internet quota, automatically they could not join the teaching and learning process.

TABLE 2. Teachers' beliefs about students' motivation towards learning English during ERL

Motivation	Factors
Intrinsic Motivation	Challenge, students' enjoyment of learning English, fun learning activities related to the students' interests, students' passion for learning English, students' knowledge, skills, attitude or behaviour, and curiosity.
Extrinsic Motivation	The benefit of learning, academic achievement, English status and the importance of the English language, students' relationship, students' family conditions, economic conditions, and the environment around the students

3.4 EFL Teachers' Strategies to Motivate Students in Learning English

The discussion of this second subsection focused on the EFL teachers' strategies to motivate the seventh-grade students in learning English during the emergency remote learning (ERL) at SMPN 1 Kawunganten. This result was based on the analysis of interview transcripts as follows.

Teacher 1: My strategy as a teacher to increase students' learning motivation during ERL was using a fun approach to students, being a communicative teacher, and using various learning methods, not just using traditional methods. The last one was introspection. Do not blame students too much if they were lazy to study, not respectful, or even afraid of the teacher. Perhaps, something might go wrong when the presence of a teacher was not expected. Therefore, we must introspect ourselves as teachers, to reflect on and improve the teaching and learning process so that education for the students will be better, especially during this ERL.

Teacher 2: As a strategy to increase students' learning motivation, as a teacher I made various efforts. One of them was to use more innovative and various learning methods so that students did not get bored with the learning that was being delivered. Therefore, they might get a new experience. With a variety of learning methods, students would definitely get a new experience that will certainly be more fun. For example, we could create a pleasant atmosphere from the opening activities. If learning activities were opened by interesting things, the packaging was attractive and fun, students would enjoy every stage of the process their motivation. If it was interesting from the start, of course, it would make them more focused and fun for the main and closing activities. Besides, it could increase their motivation to learn English online.

Based on the results of the data analysis, it can be concluded that the EFL teachers of the seventh graders had taken several strategies to increase the students' motivation during the ERL. Those strategies were obtained based on their experiences in teaching online. The main strategies they applied were using a fun approach, being a com-

municative teacher, using innovative and various learning methods, and doing self-introspection in teaching. With the implementation of these strategies, the teachers believed that students' learning motivation could increase so that it could support a more conducive teaching and learning process during ERL.

However, while implementing those strategies in ERL, the teachers encountered several challenges. The challenges referred to the results of the interview

In fact, I faced several challenges in implementing the strategies. The biggest challenge was when I applied more various methods. At first, this was quite difficult because I was used to applying old methods, such as the Grammar Translation Method, or a teacher-focused approach. In addition, there was also a challenge from the student's side. When I used the same method overtimes, students got bored. However, when I changed it, the students experienced a shock at the beginning. For example, when I started with the Communicate Language Teaching method, or with a student-centered approach, they were initially surprised and unprepared. However, as time went by, they enjoyed it.

Teacher 2: The challenge in applying the strategies described previously was how to focus on all students because each student had a different character. As a teacher, I must know how to make them focus on learning. I had tried to find ways to condition them so that from the start they were ready to participate and focus on learning English during ERL.

Based on the above statement, the main challenge they faced was that both teachers and students were unprepared in applying more innovative and various methods at first. From the teachers' point of view, the challenge was when starting something new was sometimes hindered by the will to change. As for the students, the challenge was that when the teacher used the same method all the time, they got bored, but when they replaced it with a new one, they were surprised and not ready. Therefore, it is needed good cooperation and relationship among teachers and students to make them adapt to the changes of times and become more creative in teaching and learning activities. Finally, with the implementation of these strategies, it is expected that the teachers can improve their competence and performance in teaching. Meanwhile, for students, these strategies will motivate them to learn English during the ERL or later so that their learning achievement will increase.

4. CONCLUSION

During the COVID-19 pandemic that is still uncertain, the implementation of online learning is not the same as a well-planned online education system. As a result, the concept of online learning was shifted to emergency remote learning (ERL). This method can bring advantages, but not all students can take advantage of this method. The longer this pandemic situation made the students' interest and motivation to learn English decrease. Therefore, the study aimed to investigate the EFL teachers' beliefs about the seventh-grade students' motivation towards learning English during ERL at SMPN 1 Kawunganten and their strategies to motivate the students in learning English. This last section concludes the research results as follows.

TABLE 3. Teachers' Strategies in Motivating Students and The Challenges

Teachers' Strategies	Challenges	
	Teachers	Students
Using a fun approach.	Teachers were initially	Students got bored with the traditional or same method all the time.
Being a communicative teacher.	unprepared in applying more innovative and various methods.	Students were not ready with a new method.
Using innovative and various learning methods.		

First, based on the teachers' beliefs, there were both intrinsic and extrinsic motivation of the seventh-grade students in learning English during ERL at SMPN 1 Kawunganten. Thus, the result showed that the teachers agreed that the students' learning activities were influenced by their motivation. In intrinsic motivation, there were several internal factors, namely challenge, students' enjoyment of learning English, fun learning activities related to the students' interests, students' passion for learning English, students' knowledge, skills, attitude or behaviour, and curiosity. Meanwhile, in extrinsic motivation, there were several external factors namely the benefit of learning, academic achievement, English status and the importance of the English language, students' relationship, students' family conditions, economic conditions, and the environment around the students.

Second, the EFL teachers of the seventh graders had taken several strategies based on their experiences in order to increase the students' motivation during the ERL. The main strategies were using a fun approach, being a communicative teacher, using innovative and various learning methods, and doing self-introspection in teaching. With the implementation of these strategies, the teachers believed that students' learning motivation could increase so that it could support a more conducive teaching and learning process during ERL. However, the teachers also experienced several challenges in implementing these strategies. For example, both teachers and students were initially unprepared in applying more innovative and various methods.

In conclusion, the current study recommends that EFL teachers in junior high schools can motivate their students by firstly evaluating their own teaching styles and their students' learning styles. After they can apply this basic strategy, they can continue to the other strategies. Therefore, it is expected that it can bring benefits for teachers and students. Finally, this research was conducted in a quite short time, so the researcher expects that other researchers can conduct related research by allocating more time and applying various instruments as well as data collection techniques

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