

Investigating Motivational Factors and Strategies for EFL among Adult Learners: A Case Study

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*Rahmayana¹, Adib Jasni Kharisma², Bambang Nur Alamsyah Lubis³ 

^{1,2,3}Universitas Muhammadiyah Sumatera Utara

Corresponding Author: rahmayanaa72@gmail.com

ABSTRACT

English is a subject that requires acquisition due to its continued relevance in the contemporary global context. Consequently, this research examines the primary motivational factors driving adult learners to engage in foreign language studies and the strategies they employ to enhance their language proficiency through the use of case studies. Utilizing a mixed-method research design, the investigation incorporated questionnaires and interpreting data with a total of 30 adult EFL learners. The findings derived from the questionnaire revealed statistically significant results. Findings indicate a notable emphasis on motivational factors such as the necessity for global communication and professional growth as the primary motivators, while effective learning tactics encompass the utilization of digital resources, organized speaking exercises, and participation in hands-on activities. English is a subject that requires acquisition due to its continued relevance in the contemporary global context. Consequently, this research examines the primary motivational factors driving adult learners to engage in foreign language studies and the strategies they employ to enhance their language proficiency through the use of case studies. Utilizing a mixed-method research design, the investigation incorporated questionnaires and interpreting data with a total of 30 adult EFL learners. The findings derived from the questionnaire revealed statistically significant results. Findings indicate a notable emphasis on motivational factors such as the necessity for global communication and professional growth as the primary motivators, while effective learning tactics encompass the utilization of digital resources, organized speaking exercises, and participation in hands-on activities. This study has proven that with the motivation and strategies can make students improve their foreign language.

Keyword: Motivation, Strategies, EFL, Learning, Language

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INTRODUCTION

Motivation is a powerful force that propels individuals to take action and pursue their desired objectives. Furthermore, the factors that shape and impact motivation in achieving success, pursuing goals, and fulfilling objectives include intrinsic and extrinsic factors, psychological contracts, and work attitudes (Acar & Erozan, 2024). Intrinsic motivation is a type of motivation that originates from within oneself. It is driven by the desire to acquire knowledge, a feeling of accomplishment, or the gratification of engaging in an activity. On the other hand, extrinsic motivation is driven by external factors like rewards, praise, or punishment. In addition, it is worth noting that motivation does not play a significant role in the positive outcomes achieved through structured input (Benati & Chan, 2023). One of the previous studies has shown that the overall intrinsic motivation score was greater than extrinsic motivation. As a result, the implication of this study requires teachers to boost extrinsic motivation to increase their academic achievement in studying english at the university (Mahmud et al., 2023). Another research by (Elizabeth & Ena, 2019) has shown that intrinsic motivation is more dominant than extrinsic motivation in the academic performance of English education graduate students batch 2018. In intrinsic motivation, the initial purpose or goal-oriented of English education graduates students batch 2018 for entering college is the

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most dominant factor in building the academic performance. In extrinsic motivation, the role of supportive peers is higher than other characteristics of extrinsic motivation. In addition, more precisely The desire to learn and improve English language skills is what motivates individuals in their pursuit of English language proficiency. In this particular context, motivation can stem from a range of factors. These may include the aspiration to engage with English-speaking individuals, enhance professional prospects, broaden one's horizons, or attain specific educational objectives. The level of engagement, persistence, and learning outcomes in English learning can be significantly influenced by one's motivation. People with solid motivation are more likely to put in extra effort, actively seek out chances to practice and show resilience when it comes to overcoming challenges in learning English. Exploring the motivation of adult learners in their pursuit of English language proficiency, evaluating the perceived effectiveness of the strategies they employ, and considering potential avenues for enhancing their efficacy (T. S. O. Lee & Lin, 2022). In addition, when it comes to learning English, it is crucial to cultivate a strong sense of motivation to enhance the effectiveness and enjoyment of the learning process. Receiving support from a conducive learning environment, engaging teaching methods, and well-defined objectives can significantly boost an individual's motivation to learn English. Creating a conducive environment for students to use English may be more important in schools with diverse contexts, as opposed to schools where students are surrounded by people who speak their mother tongue (Canrinus et al., 2024).

The motivation to acquire English language skills plays a crucial role in adult learners as it provides the essential impetus for active engagement in the learning process. In addition, cooperative learning fosters student motivation, enhances social and interpersonal skills, and cultivates collaborative abilities (Bećirović, 2023). The EFL environment has yet to generate significant research interest in the implementation of cooperative learning and the enhancement of motivation to optimize the efficacy of the learning process (Bećirović et al., 2022). Adult students, driven by solid motivation, exhibit greater diligence and persistence when confronted with problems that arise during the process of learning the English language. Enhanced motivation plays a significant role in improving learning outcomes, including proficiency in speaking, writing, listening, and reading in English. Moreover, a vigorous drive can enhance the autonomy of adult learners in acquiring English language skills, prompting them to actively pursue supplementary learning materials, broaden their lexicon, and improve their comprehension of grammar. Therefore, the desire of adult students to learn English is a crucial element in enhancing the standard of education and attaining English language proficiency objectives. Motivation is regarded as a crucial factor that propels and maintains individuals' endeavors to accomplish their objectives (Peng & Gao, 2019). Furthermore, comprehending individual motivation can enhance productivity, job satisfaction, and the attainment of goals related to certain areas of language acquisition and instruction. Moreover, motivation plays a crucial role in ensuring a successful learning process and fostering lifelong learning (Held & Mejeh, 2024). The significance of motivation in adult language learners cannot be exaggerated, as they must actively engage in the learning process, unlike toddlers who effortlessly acquire language without conscious awareness.

Learning English as a foreign language (EFL) is a popular strategy among learners who aim to enhance their English language proficiency. Furthermore, language learning strategies encompass various techniques for acquiring a language in its entirety or accomplishing specific linguistic objectives (Zha & Liu, 2023). In addition, the strategy involves the thoughtful guidance of a process. Taking a broad and global view, strategy entails purposeful actions to address identified problems within a specific area of human activity (Rios et al., 2024). This approach encompasses a range of methods and techniques aimed at enhancing students' comprehension, communication, and utilization of the English language. Practical strategies for learning English as a foreign language include actively engaging in conversation, attentively listening to native speakers, regularly reading in English, keeping written notes or journals, improving vocabulary, actively participating in discussions, and utilizing various learning resources like books, online courses, or language learning apps. Contrarily, language

learning strategies refer to the particular actions, behaviors, steps, or techniques that students employ to improve their advancement in acquiring skills in a second or foreign language (S. Lee, 2020). Through the consistent application of EFL English learning strategies, learners can make significant improvements in their English skills.

In addition, motivation and strategy are crucial factors in ensuring the ongoing progress of English language learning as a foreign language. The relationship between motivation and strategy is highly significant. Furthermore, when it comes to acquiring English as a second language for adult learners in Indonesia, motivational factors and learning strategies intertwine intricately, mutually impacting one another; adult students can be highly motivated to actively engage in the learning process due to their strong desire to enhance their English language skills for career or educational purposes. The motivation described here can have a significant impact on students' learning strategies. It may lead them to engage in more frequent speaking practice, enroll in English courses, or actively seek out opportunities to communicate with native speakers. Additionally, incorporating successful learning techniques can enhance student motivation through the attainment of favorable outcomes. Please take note of the various ways adult learners can improve their English language skills. Engaging in regular reading of English materials, joining discussion groups, or utilizing interactive learning applications are all effective learning strategies. Achieving success in implementing this strategy can boost one's self-confidence and motivation to enhance their English language skills further. Mastering the art of teaching and learning English as a Foreign Language (EFL) can be pretty challenging, particularly in regions where English proficiency is scarce (Karimian Shirejini & Derakhshan, 2020). In the realm of EFL learning, there exists a concept known as intrinsic motivation. This refers to the learner's internal drive and aspirations to master the English language independently. The motivation factor is crucial in cultivating a genuine and enduring affection for the English language (Alzubi & Nazim, 2024). Research Question 1: What are the motivational factors for learning of English as a foreign language (EFL)? Research Question 2: What are the strategies for learning English as a foreign language (EFL)?

Motivation to Learn English

Language motivation does not arise spontaneously but rather evolves through engagement with many experiences throughout one's chronicle. The life experiences of each learner significantly influence their decision to pursue language learning and their motivation to continue with it (Al-Hoorie, 2017). Motivation can be defined as a state of enthusiasm and willingness to take action without external instruction or pressure. Motivation can be defined as the innate drive to achieve a particular goal or objective. Motivation is a crucial factor for achieving success in the learning process. In other words, motivation can be defined as a set of factors that guide individuals to behave in a specific way. Motivation is a multifaceted psychological process that encompasses neurological activity, cognition, emotional realm, and stable personality traits, enabling individuals to engage with their surroundings (Escobar Fandiño et al., 2019). A multitude of things can encompass motivation. English language acquisition is one of the contributing variables.

Motivation is a crucial factor in the process of acquiring language. Motivation has a significant impact on the extent of pupil learning. Therefore, motivation, which encompasses both external and internal elements, is crucial in the process of learning. According to (Indriani, 2020), motivation, particularly in the context of learning English, can be influenced by various elements, including an individual's personality, attitude, the role of the teacher, learning style, and the relationship between languages. The level of motivation that students experience has a direct correlation with their learning outcomes. This is because motivation influences the extent to which they engage with the subject and the frequency of their studying (Akbarjono et al., 2022). This is because having a high level of skill in English is an essential requirement for almost all professional fields, regardless of their academic focus. English, as a worldwide language, is understandable to nearly all individuals and international tourists

worldwide (Prasangani, 2015). Additional research discovered that three components were identified, namely: (a) personal gratification, (b) societal status, and (c) the experience of being stimulated. The study by (Bagheri Nevisi & Farhani, 2022) revealed that the participants' motivation to learn English stemmed from their genuine interest and passion for the language, their desire to attain a higher social standing, and their inclination to tackle demanding and complex tasks. External causes also influence the English language. Previous research has identified certain external elements that serve as motivation for individuals to learn English. The factors include job prospects, higher compensation, improved academic performance, personal growth, and the influence of professors (Adara, 2019).

Motivation plays a crucial role in Foreign Language learning since it maintains learners' interest throughout the learning process (Adara, 2019). The study conducted by (Ekiz & Kulmetov, 2016) revealed that the majority of learners are inspired by their parents and teachers. The children's motivation was impacted when their parents urged them to engage in extensive English practice. Conversely, the students exhibited higher levels of motivation when their teacher provided explicit explanations regarding their involvement in an activity and its objectives. This occurrence has led to the increase in English as a Second Language (ESL) education programs, creating a worldwide need for language instructors and materials. Moreover, the global ubiquity of the English language necessitates overcoming the challenges it poses. It is imperative to exert efforts in promoting the utilization of multiple languages, safeguarding endangered languages, and cultivating a diverse range of languages to uphold a harmonious and equitable global linguistic landscape (Díaz & Switkes, 2021). Recognizing the benefits that come from sharing a common language can simultaneously improve understanding and interaction between different cultures.

Strategies to Learn English

Strategies refer to the astute guidance of a process. From a comprehensive and worldwide viewpoint, they encompass the measures undertaken to address the identified issues within a specific domain of human endeavor (Rios et al., 2024). In the subject of learning strategy, Language Learning Strategy (LLS) holds significant importance in the process of learning. In current language research, learning strategies refer to deliberate, intentional, purposeful, self-selected, and self-regulated thoughts and activities used to acquire knowledge about the target culture and language. According to the research conducted by (Zha & Liu, 2023) the learning technique plays a significant role in determining language competency. Additionally, it is essential, both in practical and theoretical terms, to synthesize the methods used by successful English learners and develop a theory of English learning processes based on these strategies.

A significant number of pupils have expressed that achieving mastery in all aspects of the English language is challenging. The learning process is closely linked to the strategy for achieving success. The students will adopt the plan when they commence their learning journey and work towards the primary objective of the learning process (Rawung & Poai, 2023). Developing proficiency in a language requires a well-designed language learning plan. In the English language as a foreign language there are identified six distinct sorts of strategies for achieving success in learning: cognitive, in learning metacognitive, memory-related, compensatory, affective, and social. This means that successful students predominantly utilized the metacognitive learning approach at a high level, while failing students were found to be moderate users of the cognitive technique.

Case Study of Participants Learning English in Indonesia

This case study aims to examine the experiences, difficulties, and approaches employed by persons in Indonesia who are learning English, with a specific focus on adult learners in the Indonesian setting. Investigations may occasionally entail a restricted cohort of participants or individuals who are actively engaged in the process of acquiring English as a second language. (Subandowo & Sárdi, 2023) The objective of this case study is to gain a

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thorough understanding of the specific determinants that impact the process of learning the English language in Indonesia, encompassing cultural, social, and educational dimensions. This study aims to examine the motives, objectives, and tactics employed by individuals to overcome problems encountered along their language acquisition journey.

Conversely, this case study could shed light on common challenges faced by English language learners in Indonesia, such as limited exposure to genuine English language input, inadequate opportunities for spoken practice, and problems in understanding cultural nuances. In addition, it may reveal effective strategies employed by individuals, such as utilizing online resources, engaging in language exchange programs, or joining an English language club or community. This case study will offer valuable insights into the specific context of English language acquisition in Indonesia. It has the potential to enhance the creation of more effective language instruction programs, resources, and procedures. The citation (Anggia et al., 2023) refers to a publication by Anggia and colleagues in the year 2023. Moreover, it can improve understanding of the factors that influence successful language acquisition outcomes in the Indonesian context and assist educators, namely adult learners, and policymakers, in making informed decisions to strengthen English language learning efforts.

METHOD

This study employs a blend of qualitative and quantitative research approaches to ascertain the motivational variables and tactics implicated in the acquisition of English as a second language. The research methodology will utilize qualitative techniques, specifically by administering detailed questionnaires to adult participants who are studying English as a Foreign Language (EFL) in Indonesia. In addition, we will engage in participatory observation and analyze pertinent documents to gain a thorough understanding of the variables that motivate individuals and the approaches used for learning English as a Foreign Language (EFL). The primary focus of the qualitative data analysis will be to discover patterns, themes, and importance that are generated from surveys and observations. Data reliability will be prioritized by cross-referencing data sources and verifying the data through confirmation with independent participants and researchers.

Quantitative research is a valuable approach that enables the examination of interconnected variables (Creswell, 2014). The objective of this research is to acquire a comprehensive understanding of the motivation and tactics employed in the process of acquiring English as a second language. This technique seeks to enhance education by bolstering the assessment of procedures and fostering a holistic comprehension. Quantitative methodologies are valuable for identifying the fundamental factors that influence motivation through the application of recognized concepts. The quantitative research approach employs surveys or questionnaires to evaluate the influence of motivational factors and EFL learning strategies on the academic performance of adult participants. Quantitative data will be collected by questionnaires that assess the level of motivation, learning strategies, and achievement in English as a Foreign Language (EFL) learning. Quantitative data analysis involves the utilization of statistical techniques, such as regression, to identify relationships between the variables being examined. The data's dependability is guaranteed through the verification of the instrument's reliability and validity, both of which are genuine and representative. This study seeks to provide a thorough understanding of the motivation and strategies used by adult participants in Indonesia to acquire English as a Foreign Language (EFL) by combining these two methodologies.

Respondents

The research sample consisted of 30 adult students, ranging in age from 22 to 24 years, from Muhammadiyah University of Bangka Belitung and Muhammadiyah University of Makassar. The participants were selected using the fundamental random sampling technique.

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Simple random sampling is a frequently employed sampling technique in scientific research (Tajik and Golzar, 2022). To conduct this sampling, the researcher will choose individuals who are both willing and capable of participating in completing the questionnaire. Simple random sampling is the preferable method since it guarantees Simple random sampling is the recommended method because it ensures representativeness, reduces bias, enables generalization, facilitates statistical inference, and is user-friendly. A group of 30 adult EFL learners currently need help understanding the ideas of motivation and effective strategies for improving their English skills. Therefore, it is essential to utilize reward components and strategies that are recognized for improving their ability in English composition.

Instruments

The study instrument was implemented through the use of a questionnaire, which is a method employed in experiments. Questionnaires are tools used in research to collect data from participants. The questionnaire consists of a series of carefully designed questions aimed at gathering the necessary data for the researcher. The main goal of the questionnaire is to methodically and consistently collect data from a representative sample of participants. Questionnaires are frequently used in research to collect quantitative data, such as opinions, habits, preferences, or other information, from participants. The survey uses a Likert Scale.

Procedures

Questionnaires can be classified into two categories: closed questions, which provide predetermined answer options, and open questions, which allow respondents to provide their responses freely. After the respondent finishes the questionnaire, the collected data can be analyzed to acquire significant insights for research objectives.

This study aims to investigate two research concerns. The data was acquired by employing both qualitative and quantitative analysis methods.

Data analysis

This study utilized descriptive statistical techniques to examine data obtained from persons who are acquiring English as a Foreign Language (EFL). Descriptive statistics are statistical techniques that utilize data from a specific group to explain or draw inferences about that group. They offer a succinct and accurate overview of a dataset's fundamental attributes. Data visualization is the systematic arrangement and efficient data transmission to enhance comprehension and examination. Descriptive statistics aims to succinctly and accurately represent intricate data by describing essential characteristics, such as measures of central Tendency (mean, median, mode), variability (range, standard deviation), and distribution.

However, Data Exploration aids researchers and analysts in carefully examining characteristics. Data collection is acquiring information, whereas data organization entails intentionally arranging and structuring the obtained data. Typical methods involve using tables, charts, graphs, and summaries to portray factual facts accurately. Central Tendency pertains to the computation of statistical measures that represent the central value of a dataset, encompassing the mean, median, and mode. Variability is a quantitative evaluation of the extent to which data is distributed or scattered, indicating the degree to which individual observations deviate from the average value. Frequency distribution entails creating a statistical representation that shows the frequency or rate of occurrence of each value or range of values in a specific dataset. These statistics serve as the foundation for further analysis and aid in comprehending the patterns and trends within the data. In addition, researchers require a data collection tool called SPSS V.24. IBM SPSS is a software tool specifically designed for doing exact quantitative analysis, enabling the calculation of statistical metrics such as mean, median, standard deviation, and more.

FINDINGS AND DISCUSSION

This research found the result as described below:

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.832	15

The researcher employed a Likert scale developed by Podsén (1997) in order to evaluate the attitudes of the students. Each query presented various options, such as strongly agree (SA), agree (A), neutral (N), disagree (D), or strongly disagree (SD). Assigning numerical values to positive statements: SA = 5, A = 4, N = 3, D = 2, and SD = 1. Conversely, for negative statements, the scale is scored in reverse. This research includes three tables of questionnaires. Table 2 pertains to inquiries on Motivation EFL in Learning English, while table 3 focuses on questions related to Strategies EFL in Learning English.

Table 2. Motivation EFL in Learning English

No	Statement	SD		D		N		A		SA		Total
		F	%	F	%	F	%	F	%	F	%	
1	I feel enthusiastic when learning English	1	3.3	-	-	1	3.3	17	56.7	11	36.7	100%
2	I will keep going even when it gets hard for me to learn English	-	-	1	3.3	6	20	16	53.3	7	23.3	100%
3	I like doing challenging English assignments	1	3.3	1	3.3	6	20	14	46.7	8	26.7	100%
4	I engage fully in English class	-	-	1	3.3	8	26.7	12	40	9	30	100%
5	English is a key language for conversation, so I work hard to learn it	-	-	1	3.3	4	13.3	16	53.3	9	30	100%
6	I want to get better at English because I need it in this globalized world	-	-	-	-	2	6.7	14	46.7	14	46.7	100%
7	I think that studying English will inspire me to acquire a decent job.	-	-	2	6.7	6	20	17	56.7	5	16.7	100%
8	I study English for school reasons, like to go to college abroad or continue my studies.	-	-	1	3.3	3	10	16	53.3	10	33.3	100%

Based on the data provided above, respondents expressed a consensus on the necessity of self-motivation for acquiring English language skills. The analysis reveals that the first and seventh statements received the highest rankings, each scoring 56.7%. The second highest score was attributed to the second, fifth, and eighth statements, all at 53.3%. Notably, the third and sixth statements yielded significant results at 46.7%. Moreover, the fourth statement demonstrated considerable outcomes, with 40% of respondents selecting the agree option. The data indicates that the EFLs predominantly favored the agree option, with scores aligning closely with the average, thus showcasing a notable influence on motivational outcomes.

Table 3. Strategies EFL in Learning English

No	Statement	SD		D		N		A		SA		Total
		F	%	F	%	F	%	F	%	F	%	
1	I learn English a lot of the time	1	3.3	-	-	2	6.7	16	53.3	11	36.7	100%
2	I like to watch movies and read books to improve my vocabulary	-	-	1	3.3	5	16.7	18	60	6	20	100%
3	I frequently use social media to learn English outside of class.	-	-	-	-	5	16.7	13	43.3	12	40	100%
4	I like getting books that help me learn English more than other kinds of books.	-	-	2	6.7	6	20	17	56.7	5	16.7	100%
5	I practice speaking with my friends or lecturers	-	-	1	3.3	7	23.3	17	56.7	5	16.7	100%
6	I often translate word for word to add new vocabulary	1	3.3	1	3.3	7	23.3	15	50	6	20	100%
7	I have taken a course to improve my English skills	-	-	1	3.3	8	26.7	13	43.3	8	26.7	100%

Based on the data provided, it is evident that EFL students acknowledge the importance of utilizing strategies in the process of learning English to facilitate successful acquisition. This assertion is further substantiated by the degree of concurrence observed regarding the aforementioned five statements. The initial statement garners a substantial score of 53.3%. The second statement registers the highest level of agreement, standing at 60%. The third and seventh statements also exhibit a notable score of 43.3%. Both the fourth and fifth statements attain a maximum score of 56.7%, whereas the sixth statement is endorsed at a rate of 50% based on the data. Each numerical representation within the agreement score percentage signifies the level of conformity among EFL students towards the statements delineated in Table 3. The findings underscore the significance of employing strategies in the realm of language acquisition.

Discussion

Questionnaires and questionnaires were utilized to examine the motivations and techniques of adult learners of English as a foreign language. The findings indicated that the majority of the participants expressed agreement and substantial agreement with the necessity of implementing motives and tactics for achieving success in learning the English language. Motivation is a crucial factor in the process of learning English as a foreign language. The study conducted by (Dewaele & Meftah, 2024) found a significant correlation between proficiency levels in English as a foreign language and motivation scores. Participants expressed the belief that English is a crucial subject that must be fully grasped in today's globalized world. The findings align with prior research that has uncovered the influence of learning English in a global English classroom. The study demonstrated a notable improvement in students' attitudes toward the diversity of English following the GE (Global Englishes) intervention. Qualitative findings additionally supported the notion of a shift in students' perspectives regarding the acceptability of non-standard Englishes (da Costa & Rose, 2024). English is widely recognized as the dominant language in the global education sector. English is the primary language used in education across many disciplines. It is the sole language in which information is preserved in the form of printed and electronic books and journals (Rao, 2019).

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Additionally, it is important to examine factors such as motivation, as self-motivation plays a significant role in autonomous learning (Sadeghi et al., 2021). In contemporary times, students find it convenient to acquire knowledge independently, particularly in the realm of English. Participants experience a strong sense of enthusiasm when gaining knowledge of the English language. This type of motivation has the potential to cultivate self-assurance and inspire individuals to acquire proficiency in English as a second language. This study aligns with the earlier study conducted by (Khalid, 2016), which found that EFL learners acknowledged the advantages of English. The learners showed a strong inclination and were significantly impacted by their ability to study English as a foreign language. This study also elucidated the significance of English in the realm of employment. A significant proportion of the students expressed a strong consensus that having a high level of English proficiency directly enhances their prospects of securing a solid job and achieving success in their professional endeavors. English serves as the primary language for scientific discourse, aviation, computer technology, diplomatic communication, and the tourism industry. Proficiency in the English language enhances your prospects of securing employment in a multinational corporation (Ilyosovna, 2024). Another discovery revealed that the majority of adult learners of English as a foreign language (EFL) agreed or strongly agreed that employing methods is essential for learning the language. The fundamental essence of effective tactics used by proficient English learners can be distilled as "to fully grasp and acquire a comprehensive understanding of the English language within complete contextual frameworks" (Zha & Liu, 2023). To enhance their English proficiency, learners should consistently engage in English language acquisition and can improve their English skills at any location and at any time. According to the obtained statistics, learners have found that English may be learned over a significant period. A study conducted by (Andayani, 2022) has revealed that learning English is not a mere luxury but an essential requirement owing to its extensive usage and its status as one of the predominant global languages. Teaching English in any part of the world is now considered both desirable and urgent. Another approach that students have discovered is to acquire English proficiency through reading books and watching movies. These tactics have the potential to motivate kids to learn vocabulary through reading books. Similarly, watching a movie is an approach that can be employed to enhance students' vocabulary proficiency. Movies have a significant influence in incorporating English terminology into our daily lives.

Furthermore, films can have a significant and positive influence on enhancing our English speaking skills, particularly in expanding our vocabulary. This study is consistent with the research conducted by (Alolaywi, 2023) on the topic of acquiring English language skills through the use of movies. The findings indicated that students acknowledged the beneficial impact of film on their vocabulary acquisition and the development of their listening and writing abilities. In addition, the participants held the belief that being exposed to a target language by native speakers contributes to the improvement of language fluency and proficiency. Furthermore, engaging in everyday conversations is crucial for attaining proficiency in speaking. Proficiency in English is a prevalent talent that enables students to communicate with effectiveness. A practical approach to acquiring additional proficiency in English speaking is to engage in regular practice sessions with friends, educators, or local populations. One of the findings studied by (Muhamad Holandiah et al., 2023) is clearly apparent. The findings pertain to a community of individuals who participate in an English-speaking club. Students who engage in this community have a conducive environment to enhance their English-speaking abilities through activities such as discussion, presentation, speech, storytelling, debate, and other speaking exercises. Club members enjoy camaraderie and companionship, receive moral and emotional backing for their beliefs and viewpoints, enhance their confidence and motivation to communicate in English, have increased chances to articulate their ideas and thoughts in English, expand their English vocabulary and linguistic skills, receive feedback and corrections from fellow members, and derive enjoyment from their English speaking exercises. Hence, the presence of motivation and strategic approaches in

English language learning can lead to a more comprehensive, efficient, and targeted acquisition of skills, thereby fostering students' proficiency and accuracy in English.

CONCLUSIONS

The objective of this study is to examine the motivational variables and tactics utilized by adult learners, namely Indonesian learners, in the process of acquiring English as a Foreign Language (EFL). Within this particular setting, the study emphasizes the significance of comprehending motivation and proficient learning practices in order to assist adult learners in enhancing their English language proficiency. The findings of this study suggest that adult learners' motivation to improve their English language proficiency for a job or educational reasons significantly enhances their involvement and achievement in studying English as a foreign language (EFL). Furthermore, the utilization of learning strategies that are tailored to individual learning needs and preferences significantly contributes to the improvement of learning efficiency. This study offers significant insights into the impact of motivating factors and learning methodologies on the acquisition of English as a Foreign Language by adult learners, particularly in Indonesia. The findings of this study can be utilized to create more efficient and encouraging teaching methods in the context of English as a Foreign Language (EFL) learning in Indonesia.

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