

ABSTRACT

This research examines the learning motivation of EFL students using the SRL strategy in the classroom. This study is carried out because of the issue and several perspectives on the EFL students' low motivation to learn even though the current curriculum in schools leads students to learn independently, highlighting the role of student learning motivation in the current era. Consequently, this research aims to explore this phenomenon by ensuring that teachers offer students opportunities to develop their self-directed learning and by analyzing students' learning motivation stimulated by these strategies.

This study was carried out at SMPN 4 Cibeber. This research was conducted using a qualitative case study by observing teachers and eighth-grade students implementing SRL strategies in the classroom. In addition, semi-structured interviews were conducted with five eighth-grade students selected through purposive sampling from a group of thirty-five eighth-grade students to collect data on their learning motivation after participating in SRL activities in class using a conceptual framework that connects the data to the basic theory of SRL, which can improve learning motivation.

The research findings showed that the teacher uses the SRL strategy. It included connecting learning, facilitating learning, diversifying learning, and socializing learning to stimulate the learning motivation of EFL students. Furthermore, the student's learning motivation was stimulated through three phases of SRL, including their capacity to define English learning objectives, monitor their learning performance, and evaluate their learning by assessing their performance and learning results. In addition, this study concluded with suggestions for future research, particularly research on subjects pertinent to the use of SRL and student motivation.

Keywords: Learning motivation, self-regulated learning, and English as a foreign language.