TEACHERS’ STRATEGIES IN ENCOURAGING STUDENTS TO SPEAK IN ENGLISH CONFIDENTLY

THESIS

Submitted in Partial Fulfillment

of the Requirement for the Degree of

Sarjana Pendidikan

Aldilah Putri Utami

112014076

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ART

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

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# TABLE OF CONTENTS

COVER PAGE .................................................................................................................. i

INSIDE COVER .......................................................................................................... ii

Approval .................................................................................................................... iii

Pernyataan Tidak Plagiat .............................................................................................. iv

COPYRIGHT STATEMENT ............................................................................................ v

Persetujuan Akses ...................................................................................................... vi

Declaration Form ......................................................................................................... vii

TABLE OF CONTENTS ............................................................................................... viii

LIST OF TABLE .......................................................................................................... x

ABSTRACT .................................................................................................................. 1

INTRODUCTION ......................................................................................................... 1

LITERATURE REVIEW ............................................................................................ 3

  Definition of Motivation .......................................................................................... 3
  Intrinsic Motivation ............................................................................................... 4
  Extrinsic Motivation .............................................................................................. 5

Strategies to Motivate Students to Speak Confidently ............................................ 6

Strategies to Increase Students’ Motivation in Speaking English ............................ 9

THE STUDY ................................................................................................................ 9

  Context of the Study ............................................................................................ 10

  Research Participants .......................................................................................... 10

  Data Collection Instrument ................................................................................. 11
Data Collection Procedures ................................................................. 11
Data Analysis Procedures ................................................................. 11

FINDINGS AND DISCUSSION ............................................................... 11
Types of Teachers’ Strategies ............................................................ 12
Encouraging the students ................................................................. 13
Making fun activity .......................................................................... 13
Motivating the students ................................................................. 17
Drilling ............................................................................................ 19

CONCLUSION ..................................................................................... 20
REFERENCES ..................................................................................... 22
ACKNOWLEDGMENT ......................................................................... 24
APPENDIX .......................................................................................... 25
LIST OF TABLE

Table 1: Types strategies that the teacher used ........................................................ 12
TEACHERS’ STRATEGIES IN ENCOURAGING STUDENTS TO SPEAK IN ENGLISH CONFIDENTLY

Aldilah Putri Utami

ABSTRACT
This study addressed junior high school teachers’ strategies to encourage the students to speak English confidently. Specially, in the rural area which was Jambu, Ambarawa. The participants were four teachers from two junior high schools in Jambu, Ambarawa. They were interviewed after having their teaching session. It was found that there were four strategies that the teacher used to encourage their students to speak confidently. Those were encouraging the students not to be afraid to speak in English, making some fun activities, motivating the students by describing the benefit of having the skill of speaking English and guiding the students to repeat the English sentences word by word to correct their pronunciation.

Keyword: speaking English, confident, English teachers’ motivation

INTRODUCTION
Many teachers found that their students can read in English well. However, according to Ur (1996, as cited in Tuan and Mai 2015) some students are not confident to speak in English. In this case there are some reasons that make students less confident to speak in English. The reason is that the students are worried and fearful to
make mistakes. Moreover, there are many students who are too shy to speak in English because there are some students who tend to be more dominant in class.

However, according to Qureshi (2005), speaking is an important thing when students learn a language, because people see the successful of language learning from speaking. He also argued that English has become an international language. Therefore, learning speaking English is important. Some countries like India, Malaysia, and Pakistan even have put English as their second language. Thus, the current generation should be able to speak in English well. In order to make the students able to speak in English, the teachers should motivate them and give explanation that speaking in English is an important thing.

I also experienced in being too shy to speak in English, when I was in junior high school. My teacher never taught me how to speak in English well. Unfortunately, at the end of year in junior high school, my teacher asked me and my friends to present how to do something or how to make something as the last test of speaking competence. Most of us were not confident and afraid because of some reasons such as lacking of vocabulary and being unconfident to speak in front of the class. Due to those reasons, Dornyei (2008) and Songsiri (2007) suggested that teachers should give them an explanation of how important speaking English and how being confident to speak in English will give them many benefits in the future. Besides that, teacher should also motivate students to speak in English confidently. So, the students will be braver presenting their work in front of the class. Considering how important teacher’s
strategies in English learning, this study works under the research question: “what are teachers’ strategies to encourage their students to speak in English confidently?”

The aim of the study is to investigate the strategies teachers do to make their student motivated in speaking English confidently. It is hoped that findings of this study help the future educators to provide their insight about what they do to make their students able to speak confidently and react towards the strategies to encourage students to speak in English confidently.

LITERATURE REVIEW

Definition of Motivation

According to Badu (2013) motivation is a human psychological characteristic that can increase a commitment in doing something. Meanwhile, according to Biehler and Snowman (1993, as cited in Brennen 2000) motivation determines the interest, choice, direction, and an augmentation of behaviors. It is almost the same with Kreitner and Kinicki (2007 as cited in Kiangura and Nyambegara 2012)'s argument. They assumed that motivation is a process to create enthusiasm, orientation, and persistence of goal oriented voluntary action.
Types of Motivation

Motivations can be divided into several types. According to (Lakhani and Wolf, 2013) and Karsenti and Thibert (1995), motivations are divided into two types. Those are intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

According to Deci (1971, as cited in Reinholt, 2006 and Crump, 1995), cited in Mahadi and Jafari (2013), intrinsic motivation is a motivation that comes from ourselves. When someone has the desire to do specific tasks and want to reach it, then it belongs to the intrinsic motivation. Then our deep desire can built our high motivation. The evidence when students have curiosity and interest to speak in English confidently also can belong to the intrinsic motivation. According to Ryan & Deci (2000, as cited in Yoo, 2012), there are some examples of intrinsic motivations. Those are:

Example 1: Students want to learn how to speak English confidently because their future goals demand them to be able to speak in English very well. Thus, it makes the students have the desire to speak in English to achieve their future goals. For example, when students want to be a sailor, they have to be able to speak in English well to sail around the world. In order to make themselves to be a sailor who can go around the world, the students will looking for many ways to make them able to speak in English;

Example 2: Students love speaking in English. Therefore, they want to increase their ability in speaking in English. When students love speaking in English, they have desire
to be able to speak English well. They will look for strategies to make them able to speak in English, because usually when people love something they will find many ways to achieve something that they love;

Example 3: Students want to learn how to speak English confidently because they want to able to speak in English very well. For example, when students want to travel around the world and they want to easily to communicate with people when they travel, they will find many ways to make themselves able to speak in English well.

**Extrinsic Motivation**

According to Filimonov (2017), extrinsic motivation is a motivation that comes from outside. In other words, our desires to do something are controlled by a source that comes from outside. Extrinsic motivation is driven by an external reward like money, fame, grades, and praises.

According to Akin-Little, Lovett & G. Little (2004) there are some examples of extrinsic motivation. Those are:

Example 1: Students have the enthusiasm to speak in English because if they able speak in English well, their parents will give them a reward. For example, when parents want their children able to speak in English well, then they promise to his/her children “If you able to speak in English well. I will give you some toys that you like most”. Due to their parents will give them some toys that they like most. The students will find some ways to make themselves able to speak in English well;
Example 2: A school obliges to students if the students have to be able to speak in English to pass the English examination. Since the students have to pass the English examination, the students will find some ways to make themselves able to speak English well. If the students do not find the ways to make themselves able to speak English well, they won’t pass the English examination and they will stay at the same class for two years;

Example 3: Students have the spirit in speaking because he/she was appointed to join a speaking competition. So, to make him/her school to be a winner, he/she trying hard to make him/her self not to look nervous. For example, a student will join an English Debate Competition. However, he or she not able to speak English well. In order to win the competition, the students will find some ways to make themselves able to speak in English well.

**Strategies to Motivate Students to Speak Confidently**

There are several types to motivate students to speak confidently. There are three experts who suggest the teacher to motivate the students to speak confidently. They are Dornyei (2008), Songsiri (2007), and Juniar (2016).

According to Dornyei (2008) there are three strategies for teacher to motivate their students to speak confidently.
First, teacher can tell the students that speak English confidently are important to them. Speak English with confidently can open up many works opportunities no matter what their ethnicity or their background comes from.

Second, the teacher can trust them and increase their beliefs that they can learn speak English well, because if the teacher cannot trust the students. The students will be unmotivated and less confident to speak in English, because they think that their teacher downgrading their ability and don’t believe that they can do it.

Third, teachers can decrease the students’ speaking anxiety by making them speak in the group. Many students do not confident to speak in English because they afraid to make mistakes. It is because the students think they become attention of their friends. However, students speaking anxiety can decrease by making them speak in group, because they will feel that just not him/her who become the attention of his/her friends.

Meanwhile, according to Songsiri (2007) there are two strategies to motivate the students to speak in English confidently. One of the strategies have similarities with Dornyei’s argument.

First, teacher can promote the students’ positive attitude toward the speaking English. In this case the teacher can build the students' mind and that speaking confidently can help their future education in English. If they can speak confidently since they were young, the students will get many benefits in the future.
Second, teacher can build positive atmosphere in students learning. It means the teachers should make the speaking class fun for the students because it will increase the extrinsic student's motivations, the other reasons is students need to express their feelings towards the classroom atmosphere. Most students told him that classroom atmosphere affected their language learning. It means that creating fun speaking class is important for the teacher to motivate their students.

According to Juniari (2016) there are three strategies to motivate the students to speak confidently. Those are:

First, she stated that to make students motivated to speak in English, the teacher should make the tasks more interesting to the students, for example, the teacher can make a role play to build the students' confidently when they speak in front of the class. It also can build the students' intrinsic motivation of the students.

Second, teacher can give the students a reward as an extrinsic motivation. It is because the students are happy if someone gives them a reward for their achievement. For the example, teacher can give the students snacks or some stationery to the students who have speak well in front of their friends.

Third, explain carefully to students precisely why the speaking is important, meaningful and valuable to them. This argument has similarity with Dornyei’s and Songsiri’s argument. Telling the students that speaking is important is a something that teachers have to do, because the students do not know how important speaking for
them. The students will underestimate the speaking itself. They will assume if speaking is not important subject for them.

Strategies to Increase Students’ Motivation in Speaking English

According to Anjaniputra (2013) there are three strategies in increasing students’ motivation to speak English. Those are cooperative activities, role play, creative tasks, and drilling. According to Newton and Nation (2009, as cited in Anjaniputra 2013) cooperative activities is a teachers’ encouraging of language item. Meanwhile, according to Thonbury (2005), Harmer (2001), and Solcova (2011, as cited in Anjaniputra, 2013), role plays are when students pretend to be involve in various social roles and various social context.

According to Solcova (2011, as cited in Anjaniputra, 2013) creative tasks are the students’ creativity when doing the activity that the teachers give. It focuses on students producing something interesting rather than on the language. Last, according to Tornbury (2005, as cited in Anjaniputra, 2013) drilling is a teachers’ strategy to improve students’ pronunciation by imitating and repeating word and phrases. The function of drilling the students is to make them pay more attention to the new material and emphasize words, phrases, or utterances on students’ mind.

THE STUDY

This study employed a qualitative research. The data of qualitative research was an inductive approach and the goal was to gain a deeper understanding of a person’s or
group’s experience. According to Cresswell (1994) qualitative research investigated process of understanding a social or human problem based on building a complicated problem. In the qualitative research, it covered the detail views of interviewee, and in the qualitative research, it conducted in a natural setting.

**Context of the Study**

The study had been done at two junior high schools which were SMP Negeri 1 Jambu and SMP Muhammadiyah Jambu. Those schools are located in Jambu village. The two schools were chosen in order to compare public school and private school in Jambu Village, whether the teachers have the same strategies to motivate their students to speak confidently or not.

**Research Participants**

The participants were the English teachers of SMP Negeri 1 Jambu and SMP Muhammadiyah Jambu. I interviewed two teachers for each school. Therefore, there were four teachers that I interviewed. In choosing the participants, I chose the teachers who teach grade eight and grade nine. It was because in grade eight and nine, students have been taught to speak English in front of the class. Moreover, grade nine the students have to do speaking examination in the end of the year.
Data Collection Instrument

A set of qualitative item had been used for this paper. The interview questions used English to four teachers who were interviewed. The interview contained some demographical questions and some interview questions.

Data Collection Procedures

The procedures started with consent form for the teachers. Then I asked the teacher whether she/he were willing to be interviewed or not. If the teachers gave me permissions, I gave them consent form. Furthermore, I asked the teachers to sign in consent form. After that, I did the interview session. If my interviewee allowed me to record the interview session, I recorded the interview through video recording or voice recording.

Data Analysis Procedures

Analyzed the data, I collected the results of interviews. Secondly, I separated the result of my interview. Thirdly, I collected the data with the same result. Finally, I concluded what the most used strategies the teachers use to motivate their students to speak confidently.

FINDINGS AND DISCUSSION

The study found that there were four strategies that the teachers used to make their students confident to speak in English. Those were encouraging the students not to be afraid to speak in English and making some fun activities to make the learning
more fun. In addition, the teachers were also motivating the students by describing the benefit of having the skill of speaking English and drilling the students by guiding them to repeat the English sentences word by word to correct their pronunciation.

Table 1: Types strategies that the teacher used

<table>
<thead>
<tr>
<th>No</th>
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<th>Encouraging the students</th>
<th>Making fun activity</th>
<th>Motivating the students</th>
<th>Drilling</th>
</tr>
</thead>
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<tr>
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<td>Teacher A</td>
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<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher B</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher C</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher D</td>
<td>-</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>

Types of Teachers’ Strategies

Table 1 shows that the teachers have four strategies to motivate their students to speak English confidently. Mostly, teachers used strategy which was making fun activities. Meanwhile, the strategies such as telling the students not to be afraid to try speaking in English and guided the students to repeat the English sentences word by word were occasionally used. Each strategy would be explained one by one starting from telling the students not to be afraid to speak in English.
Encouraging the students

There was only one teacher who used this kind of strategy to motivate her students to speak English confidently. Teacher A told students not to be afraid to speak in English. The teacher thought that students need to get encouragement from the teacher to be more confident in speaking English.

Excerpt (1)

“Don’t worry if you make some errors, because here, we learn together. So, you don’t need to be shy or underestimate yourself if you make some errors” (Teacher A)

The sentence “we learn together” made the students more comfortable and confident because they knew that their teacher was still learning like they did. In other words, the teacher was friendly to her students and she would look like a friend to her students. She uttered this sentence to her students when there were some students who were afraid of making mistakes.

Making fun activity

Some teachers also had another way to motivate their students to speak in English confidently. It was by making some fun activities in order to make the class more entertaining. It was because when the class was very tense, the students would be afraid to make errors. If the students were afraid to make errors, the students would learn nothing and would not be confident to speak in English in front of many people. However, the teachers always had their own ways to motivate the students.

Excerpt (2)
“Beside that, I also make some role play. For example, like yesterday activity, I asked them to make a dialogue and present it in front of the class. Some students were excited to present their work because most of them have their own topic to be showed to their friends” (Teacher A)

From excerpt 2 we know that, besides telling her students that having a good skill in speaking English is important. Teacher A also gave some fun activities to her students. Sometimes she made a role play activity. The students were asked to work in groups, after that the students should make a dialogue and present it in front of the class. However, the students should make the dialogue as unique and as creative as possible. For example when she taught the students about Simple Past Tense, she asked the students to make a dialogue which was consisted of at least 3 Simple Past Tense sentences. The students could make the sentences based on something that caught their interest, such as games that they liked, place that they have visited, or the cartoon and anime that they liked. Sometimes, she also gave the students a game which was related to the material, because she believed that the students would be more interested and confident when their assignment was fun, relax and not too serious. When she taught her students about Present Continuous Tense, she usually asked a student to go in front of the class to do something like reading a novel, running, walking, and many more. After that, the other students should guess what their friend did using Present Continuous Tense, and the fastest group who could answer correctly would get a point. Usually, she gave this activity to her students at the end of a chapter to check the students’ understanding.

Excerpt (3)
“Sometimes, I make some fun activities such as role play, groups work and mini drama. It is because the students did not confident when they work by themselves. As you know, Junior High School students always laugh when there were some students who make a mistake. It makes the students under pressure. Meanwhile, when they work in group they will be more confident” (Teacher B)

From the excerpt 3 we know that teacher B also did the same as what teacher A did. She did role plays, games, and group works. According to her, by using this strategy, it could make the learning process more fun and the students would enjoy it more, because they would not be pressured by their friends. When the students worked alone, the students would get more pressure because they felt that they had to make their assignment perfectly by themselves. Meanwhile, if the students did the assignment with their friends, the students would think that the pressure could be shared among them. In Teacher B’s case, when the students got an assignment to speak English in front of the class, the students were afraid to make mistakes and feeling more pressured. The students thought that if they made a mistake, all students in the class would laugh only to him or her. However, if they did their work with their friends and they made a mistake, their friends would laugh not only to them but also their friends. Similar with teacher A, teacher B used role play, games and group work at the end of the chapter. Teacher B also gave an example of a group work activity. Another example was when she was teaching the students about Simple Past Tense. The students were asked to tell about themselves since they were a baby until they were in elementary school. The students should make it into a story, and they had to work in pairs. Then,
the students had to tell their story to their partner. The partner, later on, should give comments about their friend’s story and present it in front of the class.

Excerpt (4)

“In K13 curriculum we as a teacher usually asked the students to present their work in the end of the chapter. However, I think it would be make the students bored, because the students had known the activities well. So, usually I make the mini drama at the end of the second semester. They have to make a mini drama with minimum duration of 30 minutes” (Teacher D)

Teacher D also had some interesting activities to make the students enjoy learning English. The activities were similar with teacher A’s and teacher B’s, which were games and role play. Nevertheless, the role play and the games were different with teacher A’s and teacher B’s. Teacher D gave an example when he asked his students to make a mini drama using the grammar that they liked during two semesters. Usually it would be performed at the end of the semester. The mini drama should be at least 30 minutes. The students should make the mini drama as creative as possible. Furthermore, the students could consult him about the preparation such as grammar and pronunciation before the performance. The teacher would give a gift for the group which had the most accurate grammar, pronunciation, and the most creative one.

Drawing a connection with findings from previous studies, Songsiri (2007) and Juniar (2016) stated that the teacher should make the class more entertaining such as making a role play. It was similar with my finding showing that having fun and fun activities could make the students more confident. According to Songsiri (2007) most students told him that classroom atmosphere affected the success of their language learning. It means that creating a fun speaking class is important to achieve the
confident of students in speaking English. It is because when the classroom is too tense, the students will be afraid to present their work in front of the class.

**Motivating the students**

Explaining the benefit of having the skill of speaking English was another strategy that the teacher used to motivate their students to speak in English confidently. There were three teachers who used this kind of strategy. Most of them thought that by describing the benefits of having skill in speaking English could make the students realize that being able to speak in English was important. Thus, it could make the students had the desire to be able to speak English confidently.

**Excerpt (5)**

“However, the students would be more confident and interested to present their work when I told them the benefits of having skill in speaking English, because some of them want to work in a foreign country and some of them are interest in English debate” (Teacher B)

She mentioned some benefits of speaking English to her students. The benefits were the students can be easier to communicate with people around the world. She also told that it could improve students confidence to her students because the fluently of speaking in English could trait their personality. Other ways, the students could join English debate, meeting and presentation in the future. She usually told the students about these benefits when she saw that the students were afraid using English. The students' fear could be seen when she gave her students some activities like drama or role play. The other examples were when her students spoke softly in English and when
she asked her students to read some sentences in their textbook. Also, when her students
did not want to come in front of the class to speak in English and present their work.

Excerpt (6)

“Most of my students enjoy playing mobile legend and the games use English
as the main language” (Teacher C)

Teacher C also mentioned some benefits of having skill in speaking English
such as being able to use the technology like computer, phone, and iPod more easily
because most of modern technology nowadays used English as their instruction or the
main language. Also, the students would be smarter when they had the skill in speaking
English. It is because English become an international language, and the students could
be more confident in doing some job interviews that using English in the future. She
described the benefits of speaking English when she realized that most of her students
were not confident to talk or present in front of the class.

Linking the findings with previous studies, Dornyei (2008) and Juniar (2016)
mentioned that the teachers should tell the students of having skill in speaking English
is important. Their opinion was similar with my finding as they also told the students
to speak in English is very important. According to Dornyei (2008) speaking English
confidently can open up many job opportunities no matter what their ethnicity or their
background is. It is because English has been an International Language. It means that
Dornyei’s and Juniar’s opinion was similar with my finding because told to students
that speak in English confidently is important.
Drilling

There was only one teacher who used this kind of strategy. He had a different way from other teachers. The strategy was done by guiding the students to repeat some English sentences word by word.

Teacher D

Teacher D had the other way to motivate his students to speak English confidently. He guided his students to say the English sentences word by word when he found his students’ wrong pronunciation. For example, when the students had to say “what do you do?” the teacher would guide the students like this excerpt:

Excerpt (7)

Teacher : What..
Students : What..
Teacher : Do..
Students : Do..
Teacher : You..
Students : You..
Teacher : Do??
Students : Do??

By using this strategy the students would not be pressured by the teacher because the teacher corrected their mistakes. Also, the students could know how to pronounce some word correctly. Therefore, the students would be more confident
because the teacher thought that the students would not feel under pressured if the teacher guided them and did not oblige them to make the assignment to be perfectly.

CONCLUSION

The current study aimed to investigate what teachers did in motivating their students speak in English confidently. It was found that there were 4 strategies that the teachers used to motivate their students spoke English confidently. Those were encouraging the students, making fun activity, motivating the students by describing the benefit of having skill of speaking English and guiding the students to repeat English sentence word by word.

The type of strategies that the teachers mostly used was making some fun activities. The teacher thought that the students would be more confident when they had fun atmosphere in the class. The students would not feel pressured when they did the activity. Also, the strategies that the teacher rarely used were encouraging the students not to be afraid to try speaking in English and guiding the students to repeat the English sentence word by word.

However, the teachers should know that there were some students who were not interested in the activity that the teacher made. It was because some students thought that activity such as role play and games were wasting time and they prefer in serious activity. Avoiding that, the teachers should know when they have to give the students fun activity. This study was done in the limited area. The result is just from
the small interviews, and just from four teachers. If other researchers could develop this study, it would be better that they got many participants or more data to analyze. For further research, the researchers who want to study this case could observe about how the teachers motivate the students in learning English.
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APPENDIX

Interview Questions

1. What’s your name?
2. How long Mr/Mrs has taught English?
3. What grade do you teach English in this School?
4. Do you ever teach another grade in this school?
5. Have you found some students who do not confident when they get task about speaking in English?
6. Generally, what makes they do not confident to speak in English?
7. What strategies or ways that Mr/Mrs used to solve this problem?
8. Is there any special case that students have got motivation from the teacher but the students still do not confident to speak in English?