Chapter One

Introduction

This chapter consists of several point to lead the introductory of the issue in this research. Then, the first chapter includes the background of the research to explain the reason why the researcher chose this topic. The next is the statement of the problem is mentioned and followed by the delimitation of the problem. Besides, the researcher puts forward some issues to support the research questions in this research, then followed by an explanation of the purpose of research. The significance of the research explains the benefit of this research for the parties. Finally, the organization of the chapter also will be revealed by the end of this chapter.

Background of the Research

One important aspect of learning English is speaking. Shumin (2002) stated that speaking is one of the central matters of communication. Therefore in learning English, speaking skills must be emphasized to be mastered because the success of a student in learning English can be seen from how they master speaking skills. As Boonkit (2010) stated that one of the four language skills that must be mastered by EFL learner is speaking skill because it is the basis of communication matter in English. Speaking English as an international language is important for people to interact with others in a public area such as

hospitals, markets, schools, and public areas. By mastering speaking English, Indonesian people can easily have a conversation with people overseas without any hesitation.

According to Wesarat (2011), strategy becomes a very important part of learning because it covers the objectives of the activity, who is involved in activities, the fill in the activity, the process of activity, and the medium to supporting the activities. The various motivating teaching strategies applied to deliver knowledge and facilitate the students to enhance their speaking proficiency. In fact, sometimes the students feel nervous and lose their self-confidence when they learn speaking skills. Furthermore, when they speak in front of their friends, they feel nervous, and it influences their speaking performance. In addition, the nervous comes from the lack of the students speaking in terms of what they have to say. That problem is caused by lack of vocabulary so they are not able to explain what they need to say clearly. The other problem is when they do the presentation. For instance, the students feel unconfident if there is a teacher staring at them. Consequently, they are afraid to make any mistake so it will inhibit them in developing their speaking abilities. Besides, the students face some difficulties to develop their speaking skill because they are lazy to use the language as a daily conversation. Additionally, the students feel that it is a boring process to practice English with their friend.

Therefore, the teachers should have motivating strategies to increase

their motivation and skill in speaking. According to Safrianti (2018), the students need a motivating and creative strategies that can motivate them to speak English fluently.

Teaching is one of teachers' part has the most important part through various efforts and methods to achieve the planned goals. By teaching, the teachers can deliver their knowledge and information to achieve the purpose of the subject matters. Therefore, the teachers should know how to transfer their knowledge and deliver the subject matter as clearly as possible to make their students understand about a subject. As stated in Syaodih (2003), teaching is a concept of two dimensions of activities (learning and teaching) that must be planned and actualized with directed to achieving goals or mastering several numbers of competencies and indicators as an illustration of learning outcomes. By recognizing the statements, it means that teaching takes an important part as the way for students to master the target matters. The teacher must have strategies to motivate and make students feel comfortable for learning and understand the material in class. Majid (2008) stated that teachers can make efforts to imitate, modify, improve, and develop an alternative learning model that exist to raise student motivation in learning according to the needs, potential and environmental situation. It shows that teachers must have a motivating strategy in teaching to make students motivated in learning. As a result, the students will easily understand and master the lessons that are being taught. Therefore, teachers need some ways to implement the subject matters for students with several strategies

that can make them comprehend.

Considering those opinions, after understanding that teaching is the most important thing that must be done by the teacher, the teacher also must know how their teaching method can motivate students in learning. So, the students will grasp enthusiastic of learning and easy to absorb the lessons. Additionally, Eccles and Roeser (2011) stated that teachers are key actors who shape the learning environment. It seems like a teacher must have some motivating strategies that can be applied in the teaching and learning process to make students easy to understand in receiving lessons according to the target matters.

There are two research in identifying motivating teaching strategies in speaking skill. In the first research focus on motivating teaching speaking skills through simulation. Furthermore, the result of the research showed that the students are highly motivated, and they feel that they have enough practice as well as theory. The second research identifies teaching motivating in speaking through role play. The result revealed that the teachers can use some communicative classroom activities such as role-play to raise the students' motivation for learning speaking in English lesson. From those two studies, researcher only finds out one strategy that is used to motivate students in developing students speaking skills.

In this research, the researcher will find out some of the strategies that are often used by teachers in increasing students' motivation to learn speaking skills. Speaking English becomes a part that must be mastered by

the students of English foreign language (EFL) because it affects them in a successful conversation, and it can also greatly help them easier to get job opportunities. In addition, Pandey (2014) stated that English communication is very important for people in the present to allow them to get employed. Therefore, the teacher should be able to motivate the students to learn English and make students achieve the target of learning. Besides, as students of the English language education department, they are required to be able to master English especially in the field of speaking skills, because it will be a requirement as a teacher when they want to become a teacher after graduated from university.

However, there are several problems faced by the students when they learn speaking English. For instance, not all students in this faculty are proficient in English. Sometimes they choose the majors because of the choices of their parents or because they want to try the majors that they will master English after joining the class. Unfortunately, many students don't understand that learning English is not just knowing words and their meaning. Besides, they also need to understand how to pronounce and speak using the English language. Therefore, the teacher must be able to motivate the students to make them master the target matters. Based on the researcher'sobservation, some students in this faculty feel bored when students learn speaking skills. In addition, they feel bored because the strategies applied by the teacher are less motivating, sometimes students feel less confident when speaking in front of the class, the thing most often

thought of by students when speaking in front of the class is they are afraid of making mistakes, both from the pronunciation of words or in making sentences.

In addition, the observations also revealed when the students learn speaking skills, they sometimes feel difficult to speak because they have limited vocabulary in their memory, and they also must combine word by word with the correct grammar and spontaneously. It will interfere to speak clearly. In that situation, it will reduce their self-confidence in speaking in front of people or communicating with other people. All problems must be solved by the teacher.

Therefore, students need a teacher who will help them to solve the problem and improve their speaking skills. Sometimes, the students feel nervous and lose their self-confidence when they speak in front of people so that it also influences their speaking skills. Sometimes, the student cannot say the word correctly because they do not know how to say the word. The other problem is when they do the presentation, the students feel unconfident if the teacher watches their performance because it will make them afraid to make any mistake so it will inhibit them in developing their speaking abilities. The teachers should have some strategies that will motivate the students to increase their motivation and skill to learn to speak.

According to Ihsan (2016), the students need motivating and creative teaching strategies that can raise them to speak English fluently. Besides, some of the teachers in the English Language Education Department (ELED)

in a private university in Yogyakarta have applied some motivating strategies in speaking class. The implementation of the strategies can greatly influence students' motivation in learning, but each student has their perceptions of which strategies that they think are motivating and in accordance with their capability. Therefore, the researcher wants to know about the students' perception of teachers' strategies that can motivate the students in speaking at the English Language Education Department (ELED) in a private university in Yogyakarta. Because the researcher noticed that there are some teachers in ELED in a private university that apply some motivating strategies that can increase students' motivation to learn English as well. The strategies applied by those teachers can maximize the learning process. The strategies can help students to reduce students' discomfort and improve their speaking ability so that their speaking skills can be used in conversation during the teaching and learning process or in their environment.

The students' perception of which strategies applied by the teacher will bevery helpful in developing their speaking skills. The strategies are very influential to support the success of teaching in the class. Therefore, the researcher wants to know students' perceptions of what they think and what they feel based on their experience doing those various applied motivating teaching strategies using group presentation, discussion, roleplay and game.

Delimitation of the Problem

This research focuses on teaching strategies that motivate students in

learning speaking. Furthermore, this research contains of students' perception about which strategies are more motivating for them. Based on the problem, the students of the English language education department of a private university in Yogyakarta lack of motivation in learning to speak English. On the other hand, students know that mastering English speaking is the main asset for students to develop their careers after graduating from university. Therefore, the researcher wants to find out about some teaching strategies that increase students' motivation to learn speaking skills. The limitations of the problems are that the researcher wants to find out what strategies are exposed by the teacher that can increase student motivation to develop their speaking skills. The teacher must be able to come up with some motivating strategies that can motivate their students to be interested in learning English. The participants in this research are 6 students' batch 2017 with one person from each class. The researcher chooses the students' batch of 2017 because they have taken several courses related to speaking skills, so they are matched with the researcher criteria as participants in this research. This research is conducted using qualitative methods and interviews as an instrument of this research. Some strategies that have been implemented by teachers to motivate the students will be explained. The strategies that help students when faced with situations when the student has difficulty pronouncing some word, or they lose their confidence when speaking up in front of their friends. The other thing that may obstruct their ability is the high feeling of laziness and boredom when receiving lessons that prevent them

from accepting the lessons.

Therefore, the researcher is interested in the teaching strategies applied by those teachers in English language education batch 2017. The researcher focuses on finding out the students' perceptions about which strategies that the teacher applied that are motivated based on their perception.

Research Question

Based on the background of the research previously mentioned, the problems of the research can be identified as follows:

1. What types of strategies do the teachers use in motivating students to speak during the teaching process?

2. Why are the strategies applied by those teachers motivated based on students' perceptions?

Purpose of the Research

There are two purposes to this research:

1. To find out what types of strategies do the teachers use in motivating students to speak during the teaching process.

2. To ascertain why the strategies applied by those teachers are motivated based on students' perceptions.

Significance of the Study

The result of the study hopes to provide benefits for education, teachers, pre-service teacher, and the other researchers:

For the Researcher

The research is expected to help increasing the researcher's comprehension of various strategies of teaching speaking motivation that is often used by the teacher and its correlation to the students' proficiency. Then, the researcher can have the awareness of what strategies best for her in teaching, solving problems, and challenging the obstacle in speaking into her teaching style.

For Teachers

Through this research, this research aims to givea beneficial guide to exhibiting teachers in choosing what speaking strategies that are motivating and can help students easier to speak English and develop their speaking skills. The teacher also can overview about the various styles of motivating teaching speaking strategies used to develop the teaching technique based on the various speaking strategies. Then the strategies can be applied by the teacher in their class and can give more benefits for the students to reduce their boredom and increase their speaking skills.

For the Pre-service Teachers.

In this research, the researcher provides additional knowledge, information, and references on some motivating teaching strategies concerning speaking skills for pre-service teachers. From the known

strategies, they can apply during teaching practice so that it is easier for them to choose and determine what motivating strategies are appropriate to apply when teaching speaking skills.

For Future Researchers

This research will give some additional information in conducting their research on the improvement of speaking strategies, especially in motivating teaching strategies in teaching speaking skills. Besides, it also provides an overview to find the appropriate teaching motivating method that covers the various speaking strategies in the teaching and learning process. Furthermore, it can be a source of information that will help their research related to their writing.

The Organization of the Chapter

The structure of the research will be organized into five chapters. In the first chapter, the researcher explains the introduction of the research. The introduction will be divided into some points such as the background. For instance, in the background, the researcher explains the importance of speaking skills and why the teacher should apply motivating teaching strategies to develop students' speaking skills. In addition, the delimitation explains the high feeling of laziness and boredom when receiving lessons that prevent them from accepting the lessons. Besides, the researcher mentions two things that need to be known based on the type of teaching motivating and students' perception of teaching strategies motivating themin research

question section. The purpose of the study mentions two purposes of this study. Significance of this study explains the benefit of the study and what they can do after knew the strategies for the teacher, pre-service teacher, and future researcher. And last, the organization of the study is to organize and to inform what will be explained in each chapter.

Then, in the second chapter, the researcher explains the literature review of the subject of this study. The literature will explain some theories about speaking skills, teaching strategies interestingly, and some theories of Students' boredom in receiving the lesson. The theories of students' confidence are also included in this chapter.

In the third chapter, the researcher will focus on the research methodology. Many aspects that include in this chapter such as research design. In the research design, the researcher explains which method is used to collect the data. Research setting and participants explain about where and who will be resources of this study. In a research instrument, the interview is explained by gathering the data. It is also described in data gathering procedures. The last, data analysis is to analyze the data and explain the steps of data analysis.

The next chapter is the chapter four. This chapter presents the findings related to the topic. To make it clear for the readers, the researcher relates the discussions of the findings. To begin with, the teaching strategies in speaking English among students of English Language Education Department in the private university in Yogyakarta will be explored in detail. There are five

challenges in this finding, namely poor pronunciation, interference of first language, lack of grammatical structures, fear in making mistakes, and lack of confidence. The second finding is the strategies used by the students to improve speaking skills will be described. In this part, the researcher categorizes seven strategies that researcher found during the interview like practicing debate, sharing with friends, asking for feedback from friends and teachers, practicing in speaking English every day, listening to music, watching movies, and looking up the dictionary and practicing the pronunciation. Besides, this chapter also explains the theories of expert judgment to make it the data strength.

The last chapter is chapter five. Chapter five discusses the conclusion of the researcher or what the researcher can take from this research that is shortly described in this chapter. In addition, this chapter also concludes some recommendations for several parties such as for the students, English teachers, and other researchers regarding students' strategies in speaking English at English Language Education Department in the private university in Yogyakarta.