

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Results

The researcher has conducted research at MA NU Kudus, especially in the class XI MIPS 1. Observations and interviews, there is one important thing that needs to be discussed, namely regarding the teacher's strategy in building student learning motivation in speaking skills. Is also supported by the documentation that has been collected by researcher. The researcher presents the research findings as follows:

#### 1. The Students' Motivation in Speaking Skills at MA NU Kudus

Since English is our second language, so it is no wonder that many people have low motivation in learning English, considering that English is not our daily language. But as time goes by, many people relies the importance of English in this day and age. This awareness of the importance of English can affect their interest in learning it. So that indirectly the motivation that was previously low becomes high.

Having a strong motivation in learning especially learning English speaking, is the basis of the emergence of students' enthusiasm for learning. However, building motivation is also difficult because motivation is created from the heart and deepest thoughts. But in reality students have many similarities in their motivation levels in speaking English.<sup>1</sup>

The researcher also categorized the students' motivation levels to make it easier to estimate how much motivation the students have in learning speaking English, namely between low, medium and strong levels. The statement is based on the following interview:

*"Saya kira lumayan kuat karena dia tahu bahwa ketika Inggris adalah utama, dalam artian ketika*

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<sup>1</sup> Observation Result on 10 October 2023

*sekarang dia melihat di televisi dia mengerti bahwa Bahasa itu adalah ilmu , orang bisa berbahasa Inggris saja itu sudah dianggap pintar ketika dia keluar dari Indonesia dan dia bisa berbicara dengan Bahasa Inggris.”<sup>2</sup>*

(I think it is quite strong because they knows that English is the main language, in this sense that now when they sees on television he understands that language is part of knowledge, people who can speak English alone are considered smart when they come out of Indonesia and they can speak English).

On the other hand, teacher and students said that students’ motivation level was at a medium level. This is based on the following interview:

*“Saya kira motivasi mereka di level sedang saja. Karena kan sangat bervariasi dan tidak bisa di kualifikasikan satu dengan lainnya. Dan juga seperti jika kita pergi ke kelas yang kebetulan murid-muridnya support buat belajar ya akan lebih mudah. Tapi jika kita pergi ke kelas yang murid-muridnya tidak terlalu support ya akan terasa lebih lambat.”<sup>3</sup>*

(I think their motivation level is at a medium level. Because it varies and cannot be equalized with one to another. And also if we go to a class where there are may students who support us to learn speaking, it will be easier. But if we go to a class where there are few students who support us to learn speaking, it feels slower).

Based on the interview with the English teacher, we can conclude that the average motivation of students in learning speaking English is at a moderate level, and environmental factors also affect the level of motivation of students in supporting their learning.

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<sup>2</sup> Interview with headmaster on 25 November 2023

<sup>3</sup> Interview with English teacher on 04 October 2023

On the other hand, a student A, H, and F said that her motivation in learning speaking English was at a medium level. The statement is based on the following interview:

*“Saya kira, motivasi saya berada di level sedang, and juga belajarnya itu tergantung, terkadang mudah tapi terkadang sulit, dan yang paling penting adalah tetap terus mencoba buat belajar speaking”.*<sup>4</sup>

(I think my motivation’s level is at medium level, and learning also depends sometimes it’s easy but sometimes it’s hard, the most important thing is to keep trying to learn speak).

Likewise with two other students when interviewed they said that their motivation was at a moderate level. Their statement is reinforced by their arguments when asked whether learning English is difficult or easy considering that these factors also play a role in building student’s motivation. They said that English is medium to difficult because of limited vocabulary and inhibited pronunciation. The statement is quoted in interview below:

*“iya, di level sedang juga”.*<sup>5</sup>  
(Yes, it’s medium also).

Another student also have similar opinions, the statement as quoted in the following interview:

*“Saya kira sangat sulit, karena bahasanya itu berbeda dengan kita, terkadang juga sulit di pengucapan”.*<sup>6</sup>

(I think it is very difficult, yes because the language is different from ours, sometimes it’s also difficult in pronunciation).

Although most of them said that speaking English is difficult, they relies that being able to speak English is important, this is in accordance with their statement in the interview below:

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<sup>4</sup> Interview with student A on 10 October 2023

<sup>5</sup> Interview with student H on 10 October 2023

<sup>6</sup> Interview with student F on 10 October 2023

*“penting, karena jikalau suatu hari kita bertemu orang bule atau bahkan jika kita mungkin pergi ke luar negeri, dengan bisa berbicara Bahasa Inggris kita akan lebih mudah memahami komunikasi disana”*.<sup>7</sup>

(It is important, because if one day maybe we meet with foreigners or even if we might go to abroad by being able to speak English we will find it easier to understand the communication that exist).

Other students also said the same thing, they feel that being able to speak English is important for their life abroad, as quoted in the following interview:

*“Ya, itu penting, karena jika kita mau kuliah di luar negeri tentunya kita butuh skill berbicara inggris yang baik, kalau tidak bisa ya buat apa? Karena itu kan penting selama proses belajar disana”*.<sup>8</sup>

(Yes, it is important, because if we want to study abroad of course we need good speaking skills, and if we do not understand it, I guess what’s the point? Because it is important for the process during study).

In addition, there are also those who argue that being able to speak English is important because there may be traffic signs or any information that is often found on the road using English. The statement as quoted in the following interview:

*“Ya. Itu sangat penting karena jika kita butuh apa-apa dijalan (informasi dan sebagainya) biasanya kan berbahasa inggris. Jadi prenting sih buat bisa memahaminya”*.<sup>9</sup>

(Yes, it quite important because if we need something on the road (information and so on) it is usually in English. So it is important to be able to understand it).

From the data above shows that on average their motivation in learning speaking English is not too high

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<sup>7</sup> Interview with student F on 10 October 2023

<sup>8</sup> Interview with student H on 10 October 2023

<sup>9</sup> Interview with student A on 10 October 2023

but only at a medium level. Even so, they relies that being able to speak English is an important thing considering that will be useful in everyday life.

## 2. The Factors That Influence Students' Motivation in Learning Speaking Skills

Based on students' level motivation and awareness of speaking English, there are several factors that may affect their motivation in learning speaking English. The Headmaster said that the main factor students in learning speaking English is environment. The statement is based on the following interview:

*"Pengaruhnya karena lingkungan global, contohnya sekarang kan orang tidak bisa lepas dari hp, karena memang lingkungannya. Mereka biasanya terbiasa dengan Bahasa tersebut sehari-hari".<sup>10</sup>*

(The influence is due to the global environment, for example now people cannot be separated from smartphones, because of the environment. They are usually accustomed to everyday language).

On the other hand, the English teacher said that the factor that influences them to learn speaking skills is desire to be able to. Speaking English well is the main factor that motivates students to learn. It was said as follows:

*"Mungkin karena mereka ingin tahu dan ingin bisa juga, itu sih yang utama".<sup>11</sup>*

(Maybe because they want to know and want to be able to, that is the main thing).

Although from the teacher's point of view, it turns out the surprising fact is the friendship environment factor. From several students who have been interviewed by researcher, they all say that friends have been a big influence in creasing their motivation to learn speaking

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<sup>10</sup> Interview with Headmaster on 25 November 2023

<sup>11</sup> Interview with English teacher on 04 October 2023

English. The statement is based on the following interview:

*“Saya kira dari teman-teman dan juga lagu sih”*.<sup>12</sup>  
(I think from friends and songs).

There are also students who have a similar opinion that the environment and friendship do make their motivating factors in learning English. The statement is quoted in the interview below:

*“Saya kira dari lingkungan, teman (maksudnya adalah temannya yang menyukai speaking English. Dia juga akan menyukainya)”*.<sup>13</sup>

(I think is environment, friends (meaning that if her friends like speaking English, she will also like it) and herself).

In addition there also student who argue that apart from the friendship environment as most of the above, she said that the teacher who teaches fun is one of the factors why she is motivated in learning speaking English. It was said as follows:

*“Saya kira ya dari diri sendiri sih karena ketika kita suka Bahasa Inggris kita akan mengikutinnya. Dan juga dari gurunya yang asyik dan teman-teman juga”*.<sup>14</sup>

(I think it is my self because if we're like English, we will definitely follow it. Then also in a fun teacher and friends).

From the data above we can see that the level of students, motivation in learning speaking English is at medium level on average. Even so, they relies that being able to speak English is important, and their increased motivation in learning speaking English is influenced by most factors, namely friendship environment.

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<sup>12</sup> Interview with student A on 10 October 2023

<sup>13</sup> Interview with student H on 10 October 2023

<sup>14</sup> Interview with student F on 10 October 2023



In addition to the supporting factors above, there are also inhibiting factors that make sure students have a decreased motivation to learn speaking English. The English teacher said that the main factor they are inhibited in learning speaking English is embarrassment and fear of being wrong. The statement as quoted in the following interview:

*“Faktor utamanya adalah rasa malu, dan juga malu karena tidak bisa dan takut salah, jadi mereka berbicaranya suaranya menjadi semakin pelan.”<sup>15</sup>*

(the main factor is embarrassment, also shame of not being able to and fear of being wrong and because they are embarrassed, they speak in low tone).

In the students' point of view, the researcher found two main inhibiting factors in learning speaking skills, those are pronunciation and vocabulary. English pronunciation tends to be confusing for students because the spelling and pronunciation are mostly not the same. Most of sounds English do not exist in Indonesian. Therefore, students need to practice often in order to pronounce English word according to the correct English pronunciation rules. This will make them nervous when practicing speaking in class and make them feel embarrassed for fear of pronouncing it wrong. It was said by one of the student as follow:

*“Di pengucapan sih, contohnya kayak di inggris di baca A tapi menjadi (ei)”<sup>16</sup>*

(In pronunciation, for example as in English the letter A becomes (ei) and others).

Others students also said the same. She said the main factor inhibit her is pronunciation. It was stated by them as follows:

*“Di pengucapannya, dan juga terkadang merasa malu”<sup>17</sup>*

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<sup>15</sup> Interview with English teacher on 04 October 2023

<sup>16</sup> Interview with student A on 10 October 2023

<sup>17</sup> Interview with student H on 10 October 2023

(It is pronunciation, and also embarrassment sometimes).

This pronunciation limitation causes students to be afraid to be confident in speaking English, the English teacher also added that the inhibiting factor for students in learning to speak English is the fear of being wrong, and this is also certainly related to the inhibiting factors experienced by students in learning pronunciation. The statement as quoted in the following interview:

*“Mereka takut salah, itu yang menghambat mereka”*.<sup>18</sup>

They're afraid of being wrong, that is what holds them back).

From the data above shows that the inhibiting factor for students in learning to speak English is the fear of being wrong due to pronunciation limitation. They assume that the difficulty in speaking English is because English words and pronunciation are different, which make them confused in learning.

Meanwhile, English vocabulary is closely related to pronunciation because when students learning English vocabulary, they also learn how to pronounce it automatically. The amount of vocabulary students have also affect their speaking ability. Students who have small vocabulary, it is certain that their speaking ability is also low. They complained that they only mastered the vocabulary that often appears in everyday life and even then, not much. It was as said of students as follows:

*“Saya merasa sulit di pengucapan dan vocab, terkadang sering bingung antara satu kata ke kata lain, Cuma sedikit kosakata jadi rasanya jadi lebih sulit, dan hanya tahu yang basic aja kayak sleep, how are you dan lain-lain”*.<sup>19</sup>

(I feel difficult in pronunciation and vocabulary, sometimes often confused between one words to another,

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<sup>18</sup> Interview with English teacher 2023

<sup>19</sup> Interview with student H on 10 October 2023



limited vocabulary so that it feels more difficult. And master only easy such as the basic words for example sleep, how are you and others).

In addition, other student also argue that sometimes they do not understand the material delivered by the English teacher, this can occur due to limited vocabulary which is an obstacle for students in learning speaking skills. it said as follows:

*“terkadang saya merasa tidak mengerti bahasanya, tapi kadang mengerti”.*<sup>20</sup>

(sometimes I feel like I don't understand the language, but sometimes I do).

English teacher also said that the lack of vocabulary was one of the factor inhibit students. It was said as follows:

*“terkadang memang siswa kesulitan dalam menyampaikan isi di pikiran mereka karena factor keterbatasan kosa kata yang mereka kuasai”.*<sup>21</sup>

(Sometimes it is difficult for students to convey the content in their minds due to their limited vocabulary).

From the data above shows that limited vocabulary is one of the factors that inhibit students in learning speaking English. Most of them tend to memorise basic vocabulary only. They also have difficulties in English pronunciation which will affect their speaking learning process.

### **3. The Strategies Used by The Teacher to Enhance Students' Motivation in Speaking Skills**

Teacher's strategy in learning speaking skill is one of the most important roles in building students' motivation in learning English speaking. The English teacher said there are several strategies that she used in learning process of speaking skills.

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<sup>20</sup> Interview with student F on 10 October 2023

<sup>21</sup> Interview with English teacher on 04 October 2023

a. Creating and practicing conversation in the class

The English teacher said that strategies she currently uses are included in the existing basic curriculum (KD). With this method, students are expected to express and practice conversational speaking skills. It was said as follows:

*“Jika disesuaikan dengan kelas speaking, maka akan menggunakan kurikulum dasar (KD). Contohnya seperti meminta mereka untuk membuat teks ekspresi. Seperti meminta atau memberi pendapat dan kemudian mempraktkannya”.*<sup>22</sup>

(if it is appropriated for current speaking class, it will use the existing basic curriculum (KD). For example, asking students to create conversational text expression, such as asking and giving opinions, and then practicing them).

The statement was also confirmed by students that they were sometimes given the task of making conversation texts and practicing in class with friends. It was said as follows:

*“Guru memberi tugas seperti membuat teks diskusi dan di praktekan”.*<sup>23</sup>

(the teacher have given assignments such as creating discussion text and practice them).

But sometimes this strategy cannot be maximized because students sometimes use Google’s help to create conversational text. By using the help of Google, students find it easier to do the task given by the teacher without having to think hard. So, sometimes the teacher also directly practices speaking with random students by reading out the narrative conversations in the book.

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<sup>22</sup> Interview with English teacher on 04 October 2023

<sup>23</sup> Interview with student F on 10 October 2023



**Figure 4. 1. Teacher practice speaking conversation with students**

b. Using Media

The use of media has become commonplace in learning. As well as in learning speaking, English teachers used media in the form of textbooks, speakers, video and language labs to support the learning of English speaking. It said as follows:

*“Ya, saya menggunakan media. Contohnya seperti lab Bahasa, kemudian video untuk menyampaikan materi dan juga mengambil contoh dialog di video kepada siswa (video berbahasa Inggris)”*.<sup>24</sup>

(Yes, I use media. For example in the language lab. Then the videos to convey the material and also take examples of dialogue videos to show to students (speaking English videos)).



**Figure 4. 2. Language lab**

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<sup>24</sup> Interview with English teacher on 04 October 2023



**Figure 4. 3 textbook**

After using the media above, the teacher hopes that students can look at the content and also imitate it. From several students who have interviewed by researcher, they all answered that besides learning in the language lab, English teacher also use speaker and textbooks. It was said as follows:

*“Selain lab Bahasa, Guru Bahasa Inggris juga biasanya menggunakan speaker dan buku (LKS)”*.<sup>25</sup>

( in addition to the language lab, English teacher usually use speaker and textbooks).

After using all these media facilities, it is hoped that all students will better understand the material delivered by the teacher. Students A and F said that they understood better when teacher used the media. It was said as follows:

*“Ya, kita jadi lebih paham “*.<sup>26</sup>

( yes, we seem to understand it better).

In addition, it turned out that student H said the use of the media had the same impact and had no effect at all. It was said as follows:

*“Ya. Rasanya sama saja, khususnya Ketika menggunakan speaker. Kadang-kadang murid*

<sup>25</sup> Interview with student A, F, H on 10 October 2023

<sup>26</sup> Interview with student A and F on 10 October 2023

*yang duduk dibelakang tidak bisa mendengar dengan baik ketika speakernya digunakan”.*<sup>27</sup>

(yes, it feels the same, especially when using the speakers. Sometimes students sitting at the back cannot hear well when the speakers are used).

From all the media that have been used by teachers, it hoped that students will understand more easily and be more motivated to learn speaking English. Although some media sometimes have their own obstacles.

c. Motivating the students

As we know, that students are constrained in pronunciation so that it makes them less confident to continue trying to learn to speak English. The feeling of lack of confidence is what make them shy and increasingly experiencing difficulties in speaking English. So that English teacher provide motivation to students so that they are not afraid of being wrong to always learn to speak English. Also always correct them if they are wrong so that they can learn from mistakes. The statement as quoted in the following interview:

*“Saya kira dengan selalu memotivasi secara verbal, ngasih tahu mereka untuk tidak perlu takut salah dan jangan malu untuk selalu mencoba karena saya akan selalu memberi mereka arahan”.*<sup>28</sup>

(I think by always verbally motivating students, telling them not to be afraid to being wrong and don't be shy to always try because I will always give them direction).

The statement shows that English teacher always build motivation from within verbally, so that students become more enthusiastic in learning speaking skills. In other side, students also confirmed that the teacher

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<sup>27</sup> Interview with student H on 10 October 2023

<sup>28</sup> Interview with English teacher on 04 October 2023

sometimes motivate them to not to be shy or afraid of being wrong, it was said as follows:

“*iya, kadang sering bilang gapapa, jangan takut*”<sup>29</sup>  
(yes, sometimes she said that’s okay, don’t be afraid)

The statement shows that motivating students no to be afraid of being wrong is common thing to do. This because we know that it is normal for students to be afraid of being wrong while learning.

## B. Discussion

In this section, the researcher discusses the result of the study. The researcher discusses about the teacher’s strategies to enhance students’ motivation in speaking skills. Especially in class XI MIPS 1 of MA NU Kudus. Three question have been answered based on interviews with students and teachers, as well as observations.

All language learners will use language strategies in their learning process. In learning strategies. Therefore, language learning strategies are fundamental to success in learning a new language.<sup>30</sup> And it is certainly applies to the learning of speaking English skills.

There are several factors that affect students in learning speaking skills, including pronunciation, lack of vocabulary and less confidence.<sup>31</sup> All the supporting and inhibiting factors that will make English teachers to determine the learning strategies to be used to learn speaking skills.

### 1. The Students’ Motivation in Speaking Skills at MA NU Kudus

Motivation is an important factor in the learning process. In other words, the success of learning influenced by student motivation in the classroom. Motivation

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<sup>29</sup> Interview with student A on 10 October 2023

<sup>30</sup> Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring, “Students’ Strategies in Learning Speaking Skills at SMP Nasrani 3 Medan,” *Journal of Languages and Language Teaching* 8, no. 1 (January 25, 2020): 91–99, <https://doi.org/10.33394/joltt.v8i1.2238>.

<sup>31</sup> Interview with English teacher and students on 04-05 October 2023



becomes a way that arises when person has desire to achieve a goal in life, the goal will motivate them to achieve it. Motivation in our mind and influences our body to move and act towards the goal.<sup>32</sup> The level of motivation is even used as an indicator of good or bad learner. Students who like a particular subject will study happily and enthusiastically. Motivation will undoubtedly determine the level of student achievement. There are several forms of motivation that can be used to optimize student learning outcomes.<sup>33</sup> Motivation is very important for students in learning activities. Whether or not students are motivated to learn English will affect the learning process in the classroom.<sup>34</sup> However, having strong motivation is the key to students' enthusiasm in learning speaking skills.

The non test methods used in this study there are two ways, namely spreading observation and interviews. Observation was used to ensure that the interview and the field situation were the same. While interview guidelines were used to obtain data more clearly and more in depth. Classification of learning motivation is calculated based on the number of statements and alternative answer.<sup>35</sup> Based on the result of interviews with several students, English teacher and the headmaster, they all said that students' motivation level in learning speaking English is at the medium level.

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<sup>32</sup> Aidil Syah Putra, "The Correlation Between Motivation And Ability," *Channing: Journal of English Language Education and Literature* 2, no. 1 (September 9, 2017): 36–57, <https://doi.org/10.30599/channing.v2i1.87>.

<sup>33</sup> yohanes Joko Saptono, "Motivasi Dan Keberhasilan Belajar Siswa," *Regula Fidei: Jurnal Pendidikan Agama Kristen* 1, No. 1 (2016): 181–204.

<sup>34</sup> Tyas Alhim Mubarak, "Motivasi Belajar Bahasa Inggris pada Siswa Madrasah Aliyah Darul Mutaallimin Sugihwaras Patianrowo Nganjuk," *Briliant: Jurnal Riset dan Konseptual* 4, no. 1 (February 20, 2019): 118, <https://doi.org/10.28926/briliant.v4i1.277>.

<sup>35</sup> Farid Ribkyansyah, Yenni Yenni, and Dian Nopitasari, "ANALISIS KEMAMPUAN REPRESENTASI MATEMATIS SISWA SMP PADA POKOK BAHASAN STATISTIKA," *Prima: Jurnal Pendidikan Matematika* 2 (July 28, 2018): 149, <https://doi.org/10.31000/prima.v2i2.711>.

Categories	Quantity
High	0
Medium	5
low	0

From the previous data showed that students at MA NU Kudus on average have medium level of motivation in learning speaking English, in addition when they realise the importance of speaking English, then it becomes a goal that will motivate them to further strengthen their motivation in learning to speak English. However, it cannot be denied that the rise and fall of their motivation is influenced by several factors, if this time the students only has medium motivation, it can gradually increase or decrease.

The motivation of students XI MIPS 1 at MA NU Kudus which is at medium level also affected their learning outcomes, because the high and low scores obtained by students are taken from their learning outcomes which are largely influenced by the strength or weakness of their motivation. On the other hand, the result of their speaking skills are not so good due to the lack of motivation in students where they can only say some very simple words. Their motivation level should be further improved so that students can develop and improve their speaking skills.

## **2. The Factors That Influence Students' Motivation in Learning Speaking Skills**

There are several factors that influence students in learning speaking skills. This factors has been explained in the previous chapter. The fact on the ground prove that there are three factors that supporting motivation and one inhibiting factor that influence students in learning speaking in class XI MIPS at MA NU Kudus:

a. Supporting Factors

1) Society

From the result of researcher's observations and interviews, society has an influence on students who want to speak English. For example, students think that being able to speak English in this era is a source of pride because being able to speak English is look cool for people. This is line with one several number of sources that influence students' motivation according to Harmer in learning English, namely society, significant other, the teacher and the method.<sup>36</sup> However the facts on the ground do show that students feel that being able to speak English is something cool.

2) Significant Other

From the result of researcher's observations and interviews, all students said that they become interested in learning to speak English because of the friendship environment factors. Friends have a great influence for them to also become interested in learning to speak English. A simple example is when in the classroom there are many students sleep during the lesson, then the other students are also sleepy, but when if in the classroom students are enthusiastic and interested it will make other students distracted to join the enthusiasm for learning also. In addition the teacher have a big role in whether or not students are enthusiastic about learning. This is line with one of several number of sources that influence students' motivation according to Harmer in learning English, namely society, significant other, the teacher and the method.<sup>37</sup> However the fact is that the environment does greatly affect students' motivation in learning speaking English.

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<sup>36</sup> Jeremy Harmer, "The Practice of English Language Teaching."2001.

<sup>37</sup> Jeremy Harmer.

### 3) Self factors

Based on observations and interviews with students and teacher, the researcher found that self factors can bring out the motivation that exists in them, such as they want to be able to speak English or just such as interest in song and indeed their awareness of want to learn speaking skills. This is line with the types of motivation according to Harmer about intrinsic motivation.<sup>38</sup> The students was motivated by inner desire or self without external stimuli.

#### b. Inhibiting Factors

Based on observation and interviews with English teacher and students, the biggest inhibiting factor that students in learning to speak English comes from within themselves. This is accordance with one of Harmer said about intrinsic motivation.<sup>39</sup> They feel less interested in learning speaking English and also sometimes feel shy to try, this feeling of embarrassment is also influenced by their limited pronunciation and vocabulary.

### 3. The Strategies Used by The Teacher Use to Enhance Students' Motivation in Speaking Skills

Teachers have the opportunity to manipulate learning strategies or methods within the constraints of the characteristics of learning objectives and students. Therefore, the use of appropriate and varied learning methods and approaches is expected to increase student learning activities, and with increased activity during learning is expected to improve student learning outcomes.<sup>40</sup>

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<sup>38</sup> Jeremy Harmer, "The Practice of English Language Teaching," 2007.

<sup>39</sup> Jeremy Harmer.

<sup>40</sup> Dera Nugraha, "Urgensi Pendidikan Multikultural Di Ndongesia," *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)* 1, no. 2 (2020): undefined-undefined, <https://doi.org/10.26418/jppkn.v1i2.40809>.

Teachers use three strategies that are most often used to build students' motivation and interest in learning speaking skills as follows:

a. Creating and practicing conversation in the class

When speaking is considered a problem by students, teachers have to be creative to find the right method to make students interested, more fun, and more enjoyable in the speaking class. To smoothen English conversation in speaking teaching, teachers should guide students to facilitate their oral production. To make speaking easier, conversation technique is considered as one of the effective techniques to improve speaking ability, and the researcher is interested in researching whether this technique is effective to improve speaking ability and how effective this technique is to improve students' speaking ability.<sup>41</sup> As many as 39.28% students of students at Ajloun National University shows that speaking skills are the most frequently requested of students in the classroom. They have to make conversation inside the classroom.<sup>42</sup> Based on interview and observations with teachers and students of XI MIPS 1 at MA NU Kudus, they use conversation between students classmates to improve their speaking skills.

b. Motivating Students

Verbal reinforcement can be done by giving certain signs such as reinforcement by making contact, namely by shaking hands or patting students' shoulders after students give a good response. Giving reinforcement to students is expected so that students are motivated to learn what they really need. The purpose of learning motivation is to move students to want to learn to achieve the desired goal, namely good learning

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<sup>41</sup> "The Effectiveness of the English Conversation to Improve Students' Speaking Skill | Palapa," May 25, 2019, <https://ejournal.stitpn.ac.id/index.php/palapa/article/view/45>.

<sup>42</sup> Abdel-Rahman Al- Eiadeh, "Improving English Language Speaking Skills of Ajloun National University Students" 5, no. 3 (2016).

achievement. For example, teachers give praise to students who dare to come forward to answer questions from the teacher. The words of praise can be in the form of “you are great, you are smart. You are extraordinary”, these words will have the effect of creating a sense of pleasure and confidence in students so that students will be motivated to learn.<sup>43</sup> Whether or not students are motivated will affect their level of motivation.

At MA NU Kudus, the English teacher used motivational words such as “Don’t be afraid to be wrong, don’t be shy because I will always give direction”. Such motivation is expected to make students more confident to learn speaking even though they have limited pronunciation and vocabulary.

Mulyasa states that there are three of the purpose of giving verbal reinforcement.<sup>44</sup> One of them is stimulate and increase learning motivation. English teacher in MA NU Kudus stated that by providing motivation directly to students, it is expected to build their confidence so that it can increase their motivation to learning speaking.

c. Using Media

Teachers as messengers sometimes fail to convey their messages in verbal (words) and even non-verbal (symbols) form. So media is needed that can connect information so that it becomes less verbal. Choosing the right learning media allows students to understand the material more quickly.<sup>45</sup> In general, the

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<sup>43</sup> Alda Lendari et al., “Pemberian Penguatan Verbal Dan Pengaruhnya Pada Motivasi Belajar Matematika Siswa Kelas V Sekolah Dasar,” *Insan Cendekia: Jurnal Studi Islam, Sosial dan Pendidikan* 1, no. 1 (August 13, 2022): 66–74.

<sup>44</sup> E. Mulyasa, *Menjadi kepala sekolah profesional: dalam konteks menyukseskan MBS dan KBK*, Cet. 1. (Bandung: Remaja Rosdakarya, 2003).

<sup>45</sup> Dewi Hartati, “Upaya Peningkatan Minat Dan Hasil Belajar Bahasa Inggris Melalui Pemanfaatan Multimedia Interaktif Di Sman 2 Batanghari,” *Paedagogy: Jurnal Ilmu Pendidikan Dan Psikologi* 2, no. 2 (June 29, 2022): 125–31, <https://doi.org/10.51878/paedagogy.v2i2.1282>.



benefits of media in the learning process are to facilitate interaction between teachers and students so that that learning will be more effective and efficient.<sup>46</sup>

Media utilisation in learning should be a part that needs attention from teachers as facilitators in every learning activity. Therefore, every educator needs to learn how to choose and determine learning media, so that the achievement of learning objectives in the teaching and learning process becomes more optimal. Rudi Bretz as cited by Arif Sadiman who divides into eight classifications of media,<sup>47</sup> There are three of which have been used by the English teacher of MA NU Kudus:

1) Moving audio visual media

In class XI MIPA 1, the English teacher used the language lab as one of the media, which also has a projector, computer and headphones as means of delivering material,

2) Audio

English teacher used speaker as a audio media, where the speaker are used to deliver the material, for example, students will listen to a conversation and fill in question given by the teacher.

3) Textbooks

As in general, books are used by teachers as media to convey the materials, in MA NU Kudus English teacher used textbooks as a means for students to better understand the material presented.

However, at MA NU Kudus, the teacher expected that after use the media, students can be more understand the materials has been delivered by the

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<sup>46</sup> Isran Rasyid Karo-Karo and Rohani Rohani, "Manfaat Media Dalam Pembelajaran," *Axiom : Jurnal Pendidikan Dan Matematika* 7, no. 1 (June 29, 2018), <https://doi.org/10.30821/axiom.v7i1.1778>.

<sup>47</sup> Talizaro Tafonao, "Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa," *Jurnal Komunikasi Pendidikan* 2, no. 2 (August 2, 2018): 103–14, <https://doi.org/10.32585/jkp.v2i2.113>.

teacher, so that it will effectiveness of learning speaking English. Because of using media in the learning process will increase students' motivation also.

