AN ANALYSIS OF STUDENTS' MOTIVATION BASED ON TEACHER STRATEGY IN TEACHING SPEAKING AT THE TENTH GRADE STUDENTS' OF SMA NEGERI 3 SUKOHARJO IN THE ACADEMIC YEAR 2022/ 2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
SURAKARTA

By:

Sekar Fildzah Hidayati

SRN. 19.61.21.148

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR'S SHEET

Subject : Thesis of Sekar Fildzah Hidayati
SRN : 196121148

To:
Dean
Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Sekar Fildzah Hidayati
SRN : 196121148
Title : An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at the Tenth Grade Students of SMA Negeri 3 Sukoharjo in the Academic Year 2022/ 2023

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

Sukoharjo, May[22] 2023
Advisor,

Nestiani Hutami, M.A.
NIP. 19861104 201903 2 007

RATIFICATION

This is to certify the *Sarjana* thesis entitled "An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at the Tenth Grade Students of SMA Negeri 3 Sukoharjo in the Academic Year 2022/ 2023" by Sekar Fildzah Hidyati has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Languages Education of Raden Mas Said State Islamic University Of Surakarta

Chairman   :   Atin Kurniawati, S.Pd.,M.A.   (.................................)
                   NIP. 19910104 202012 2 018

Secretary   :   Nestiani Hutami, M.A.   (.................................)
                   NIP. 19861104 201903 2 007

Main   :   Sabariyanto, M.Pd.   (.................................)
Examiner   NIP. 19750325201701 1 164

Sukoharjo, May²⁵ 2023

Approved by

Dean, Faculty of Cultures and

Languages

Prof. Dr. Toto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

ii

DEDICATION

This thesis is dedicated to:

1. My parents who always give me love, prayers, and support in my life.

2. My brothers who give me support in finishing my thesis.

3. My Almamater UIN Raden Mas Said

MOTTO

"And He found you lost and guided (you)"

(Dan Dia mendapatimu sebagai seorang yang bingung,

lalu Dia memberikan petunjuk)

(Q.S Ad-Duha: 7)

"Life is like riding bicycle, to keep your balance,

you must keep moving."- Albert Einstein

(Hidup itu seperti mengendarai sebuah sepeda.

Untuk menjaga keseimbanganmu, kamu harus tetap bergerak.)

– Albert Einstein

PRONOUNCEMENT

Name   : Sekar Fildzah Hidayati
SRN   : 196121148
Study Program : English Education Department
Faculty   : Faculty of Cultures and Languages

I hereby sincerely state that the thesis titled **"An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at the Tenth Grade Students of SMA Negeri 3 Sukoharjo in the Academic Year 2022/ 2023"** is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May^{25} 2023

Stated by,

Sekar Fildzah Hidayati

SRN. 196121148

v

ACKNOWLEDGMENT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Sekar Fildzah Hidayati. 2023. *An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at the Tenth Grade Students of SMA Negeri 3 Sukoharjo in the Academic Year 2022/ 2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Motivation in language learning plays a curcial role in providing encouragement, direction, and persistence in behavior. Speaking in a foreign language with other people becomes a challenge for majority of students. The ability to speak a foreign language is not acquired naturally, but it is acquired through learning. However, there are some factors that affect students to get the expected learning final results. Some of them are teaching strategy and motivation. In this study, the researcher tried to find out: 1) the method mostly used in teaching speaking by the English teacher. 2) the students' motivation in learning speaking skill based on the strategies used by the English teacher.

This research used descriptive qualitative research. This research was conducted at SMA Negeri 3 Sukoharjo.The subjects of this research were the English teacher of tenth grades of SMA Negeri 3 Sukoharjo and the tenth grade students of SMA Negeri 3 Sukoharjo. There were 12 students. The data were gained through observation and interview. The data were analyzed by using Sugiyono's theory through several stages: data collection, data reduction, data presentation, and draw conclusion & verification.

The findings show that the method mostly used by English teacher to teach speaking for tenth grade students of SMA Negeri 3 Sukoharjo is discussion method. By using discussion method, the students are motivated to learn English speaking becasue they can understand the material more deeply, and they have their own desire to improve their speaking skills.

Keywords: *Speaking, Students Motivation, Teaching Strategy*

CHAPTER I
INTRODUCTION

A. Background Of the Study

Students achievement in learning English is determined by several factors, one of which is learning motivation. Motivation in language learning plays a curcial role in providing encouragement, direction, and persistence in behavior. Motivation can affect students success because motivation influences the way students learn English. In learning English, students are supported by some motivations. Every student has a different motivation to learn English. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2007). Motivation is considered a mental driving force and provides direction for human behavior, including learning behavior. Motivation leads to a desire, a hope, a need, and a goal to be achieved (Uno, 2007).

According to Gross (2006), states that the students motivation refers to a students willingness, want, preference and compulsion to take part in, and be successful within the learning process. Students who have motivation to learn are characterized by a change in energy within themselves, the impulse that arises from within a person turns into an energy that makes him work or study, seek, and solve problems to completion. Motivated students also make reactions that direct themselves to achieving goals. Slavin (2009) states that

students who have high motivation to learn something are more likely to be active than others consciously in terms of planning. Whereas, Dornyei (2001) states that if people who are learning a language are not motivated, they cannot work well, leading to failure in their learning process. Students who have high motivation will more easily receive success, so it is clear that motivation is an important factor in the learning process.

Speaking in a foreign language with other people become a challenge for majority of students. According to Brown (2004), speaking is an interactive process between two or more people that consist of production, reception, and processing of information to get the intended meaning. Student's environment does not use English in their daily life. Ideally, the students are able to deliver their expression in shape to the context of speaking. However, most of them showed a few incompetences even as speaking which include; they have been not able to maintain the interaction going naturally. Additionally they didn't pronounce the language correctly. Besides, they built the sentences in spoken form have been incorrect in its grammatical. The main point, the ability to speak a foreign language is not acquired naturally however it is acquired through learning. Through learning, the students will improve their skill in speaking effectively. However, there are some factors that affect students to get the expected learning final results, some of them are teaching strategy and motivation.

The use of teaching strategies in classroom is very important to overcome students' difficulties in speaking. In the teaching and learning process, strategy is an action that both the teacher and the students must perform in order for the learning activity to be successful and efficient. Uno and Muhammad (2015) states that teaching strategy became the ways or methods that selected and used by the teacher to deliver the learning material. Strategies used by teacher in teaching affect student learning motivation, the right strategy can improve student motivation in learning. Furthermore, in choosing an appropriate teaching strategies, the teachers need to have an understanding how students learnt, how their interest, how the proficiency, and how the teachers will facilitate them.

Students' motivation to learn can be a strength to achieve the best for themselves. Student learning achievement will be optimal if the teacher uses appropriate teaching methods to stimulate students' motivation. Teachers must be good at using methods in the learning process that are innovative, active, effective, and comfortable. The teacher's responsibility is to find the right strategy and make the teaching and learning process effective. Effective teaching strategies include active participation. (Amiruddin, 2009).

There are some researchers who have conducted the research on analysis students' motivation with different research problems were found. The first previous studies is from Subakthiasih (2020) entitled "An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic", which

analyzed to investigate students' motivation in studying English during Covid-19 Pandemic, whether they had intrinsic or extrinsic motivation. From this research, the first semester of English students at Faculty of Foreign Language, Mahasaraswati Denpasar University had the higher intrinsic motivation than extrinsic motivation in learning English during Covid-19 Pandemic. In other words, the motivation to learn English that comes from inside students was higher than the motivation comes from outside students.

The second previous studies that relevant in this research belongs to Haya (2022) entitled "Students' Motivation on Speaking Skill at the X Grade of Vocational High School 1 Jambi City", here it is analyzed about what is the motivation of students in terms of speaking skills. According to the findings of the researchers concluded that the results of this study indicate that there are two students' motivations in speaking skills, namely intrinsic motivation, namely motivation to be active or not need to be stimulated from outside because everyone has the urge to do something and extrinsic motivation, namely motivation that is motivational, level, and functional with external stimuli. This research found that there are some students whose intrinsic motivation is more dominant than extrinsic motivation. In contrast, extrinsic motivation is more dominant than intrinsic motivation. Most of the students who answered the questionnaire, both intrinsic motivation and extrinsic motivation agreed, then students who answered continuously the specification

strongly agreed, the specification was undecided, the specification disagreed and the specification strongly disagreed. And intrinsic motivation is 74% more dominant than intrinsic motivation is 26%. The difference between intrinsic motivation and extrinsic motivation 48%. Thus, in this study, intrinsic motivation is more dominant than extrinsic motivation.

There are several similarities, differences, and novelties from the previous studies that can be linked to this research. The similarities and differences include subjects of objects of this research, research methods, and others. The novelty of the research can be in the form of an improvement from the previous principle or an improvement from a previously existing theory or practice. From the previous studies above the novelty of this research, first is lies on the focuses of this research that is to discusses the students' motivation based on the teacher strategies in teaching speaking. In this research, the researcher analysis the strategies used by the English teacher at the tenth grade students to teach English speaking, furthermore the researcher analysis the level of students motivation in speaking class based on the teacher strategies. The second is the subject of the research, this research subject is the English teacher and students at the tenth grade students' of SMA Negeri 3 Sukoharjo.

In this study, the researcher conducts the pre- research in SMA Negeri 3 Sukoharjo. In this case the reason the researcher chose SMA Negeri 3 Sukoharjo is because SMA Negeri 3 Sukoharjo is one of the public school in Sukoharjo which is the students' background are different, some of students

can speak English fluently and there are some students still not fluent in speaking English. SMA Negeri 3 Sukoharjo is located in the city center of Sukoharjo, Central Java.

To get in- depth information about teaching English speaking, the researcher conduct pre- research on Tuesday 3th January 2023. The researcher interviewed English teacher who teach tenth grade class students. Based on pre-research the researcher received information that English subject are exist and applied at all grade levels from grade 10th to grade 12th students of SMA Negeri 3 Sukoharjo. In the tenth grade students, some skills of English lesson are taught, starting from the input that is listening and reading, then the output is speaking and writing. Based on the interview, speaking skills are always taught to sudents in every meetings. Moreover, in each meetings students are targeted to be able to speak English this is because mastering English speaking skill become the important things and the indictor that should be achieve by tenth grade students of SMA Negeri 3 Sukoharjo.

Related in mastering speaking skills in the classroom environment, learning motivation is the curcial things that are needed by students. Motivation is one of the most important factors influencing students' performance when learning English. As Slavin (2009) stated that students who have high motivation to learn they will be an active learning attitude to learn than others in term of planning. Whereas, students who are not motivated in learning, they

cannot work well, leading in failure in their learning process, even worse, they will not learn optimally in class.

From the statement above, students motivation and strategies used by English teacher plays important role in learning process. It means that the key of the sucsessness of teaching and learning process depends on the students motivation and strategies used by the teacher. In this case, the resesearcher corious to do research about students motivation in speaking class based on the teacher strategies used in class. Therefore, the researcher interested in conducting the research entitled **"An Analysis of Students' Motivation based on Teacher Strategies in Teaching Speaking at the Tenth Grade Students' of SMA Negeri 3 Sukoharjo in the Academic Year 2022/2023"** because the researcher wants to analyze the level of student's motivation based on the strategies used by English teacher to teach English speaking. As the results of the study can helps the teacher to find out the appropriate strategies to be deliver for students.

B. Identification Of The Problems

Based on the background of the study, there are some problems that can be identified as follows:

1. Some students are not fluent in speaking English

2. Students are not highly motivated in speaking English

3. Students are lack of confidence, afraid, and have anxiety to make mistake when they speak in English

4. Teachers have difficulty in determining the right strategy to teach English speaking skill for students

C. Limitation Of the Problems

This research is limited to analyze the students' motivation based on the method mostly used by the English teacher in teaching speaking at SMA Negeri 3 Sukoharjo. The researcher selected the English teacher and students of tenth grade. The researcher focuses on analysis the method mostly used by the teacher in teaching speaking and analysis the level of students' motivation in learning speaking skill based on the method mostly used by the English teacher.

D. Formulation of the Problems

Based on the background of the study, the identification as well as the limitation of the problem, the research problem can be formulated as follows:

1. What is the method mostly used by the English teacher in teaching speaking to the tenth grade students of SMA Negeri 3 Sukoharjo in the academic year 2022/2023?

2. How are the students' motivation in learning speaking skill based on the method used by the English teacher to the tenth grade students of SMA Negeri 3 Sukoharjo in the academic year 2022/2023?

E. Objectives of the Study

In line with the problem formulation above, the objectives of this study can be stated as follows:

1. To find out the method mostly used in teaching speaking by the English teacher to the tenth grade students of SMA Negeri 3 Sukoharjo in the academic year 2022/2023.

2. To describe how are the students' motivation in learning speaking skill based on the method used by the English teacher to the tenth grade students of SMA Negeri 3 Sukoharjo in the academic year 2022/2023.

F. Benefits of the Study

From this research, it is hoped that the research results can contribute to language teaching and learning activities for the following:

1. Theoretical Benefits

   This research is expected to be significance as an input of English learning process. Besides, this research hopefully can provide more knowledge related to the students motivation based on the strategies used by the English teacher. So this research becomes helpful information and useful reference to the next study.

2. Practical Benefits

   a. For the English teachers

1) The results of this research is hoped to give more knowledge about teaching speaking strategies used by the teachers to teach.

2) The beneficial of this research is used to helps the teacher to find out the appropriate strategies to be deliver for students so the teacher will know how to improve student motivation in learning English speaking skill.

b. For the students

1) The results of this research is to be able to motivate students so they can be more active in their speaking class.

2) Based on the results of this research, the exsistence of motivation in students will be able to encourage them to study harder.

c. For the other reasearchers

1) The results of this research can be useful for other researchers to do further study concerning with similar field as a frame of thought or starting points to do further research.

G. Defiition of the Key Terms

In this research, there are some of terms which are important to be explained clearly related to this research. There are:

1. Speaking

   Speaking is one of the main component of the English learning curriculum because it will be the basis for the development of other oral skills and has the correlation between listening skills (Thombury,2005)

2. Students Motivation

   According to Gross (2006) stated that the students motivation refers to a students willingness, need, and compulsion to participate in learning activity, and desire to be successful to achieve the goals of their learning process.

3. Teaching strategy

   Uno and Muhammad (2015: 5-6) stated that teaching strategy became the ways or methods that selected and used by the teacher to deliver the learning material.

CHAPTER II
THEORITICAL REVIEW

A. Theoritical Review

1. Concept of Speaking

a) Definition of Speaking

There are four important skills in teaching English should we know. Those are reading, listening, writing, and speaking. Speaking is one of the four English language skill that needs more attention for the students, because through speaking ability students can have a good interaction with other. Speaking has several kinds of definition according to some experts. Speaking is a skill that someone uses to communicate in everyday life, both at school and outside of school. Speaking is an activity that includes one or more people in which the participants consist of listeners and speakers have to act what they speak and what they listen to and make their contribution at high speed (Brown, 2004). It is a method to convey associate data or express thought and a key for communication among individuals in everyday life. Through speaking, people could specific their minds, ideas, concept, and thought freely.

Speaking, according to Harmer (2007), is the ability to speak clearly and ramp up comprehend knowledge and languages in addition to having a functional knowledge of linguistic features.

Additionally, (Richards, 2008) stated that when we speak, we often accomplish goals, explore concepts, make progress on the world, or simply spend time with one another. Students will find it easier to communicate and explore ideas if they can speak English well. Students who are proficient in English can also obtain the most recent knowledge in any area. The students have also mastered every aspect of speaking skills necessary to communicate effectively and naturally.

Nunan (2003:48) additionally states that speaking is the productive skill that includes producing systematic verbal utterane to deliver meaning. It means that the process of speaking is interaction among or more people particularly situation and condition to obtain an objective through verbal and non- verbal language.

In other words, speaking is an important skill when used in spoken form, according to Kayi (2006) It is more difficult than it appears at first and requires much more than merely pronouncing the words, much like other abilities. Speaking, on the other hand, is the act of creating and exchanging meaning through the use of verbal and non-

verbal symbols in a variety of circumstances, according to Chaney (in Kayi, 2006).

Based on the above definition, it can be concluded that speaking is a way for someone to explain something with oral communication as an activity. Speaking is also used for many specific purposes and every purpose involves different skills want to express our thoughts, make clear information, persuade someone or something. Furtherore, speaking is an crucial skill in expressing ideas, opinions, or feeling to others. speaking also plays an important role in life because all activities in everyday life are completed through communication. Through communication, people can set up relationships, tell, share, and searching for information. In different words, people can do anything they want through communication. In this case speaking is a skill that need by students to carry their ideas in order to communication easily.

b) **Function of Speaking**

Speaking can be classified into three different functions, according to Richards (2008), namely speaking as an interaction, speaking as a transaction, and speaking as a show. The explanations of each speaking function are as follows:

1) Speaking as interaction

   The goal of speaking as interaction in communication is to emphasize social interaction. It is about how individuals interact with one another, thus they must talk clearly and effectively.

2) Speaking as transaction

   The goal of speaking as a transaction is to correctly and effectively communicate information to the audience. For instance, during a language class, students can take part in a variety of activities to examine ideas connected to tenses and reduction.

3) Speaking as a show

   Speaking in this situation focuses more on monologue than discourse. In speeches, public lectures, public announcements, and narrative, speaking serves as a performance. There are an illustration, delivering sales presentations, having class debates, and reporting on students' experiences are the implementation of speaking as performance.

c) Component of Speaking

Speaking is a complex skill, according to Harmer (2007), at least because it involves elements like grammar, vocabulary, pronunciation, fluency, and comprehension. The explanations for each speaking component are as follows:

1) Grammar

Grammar is a sort of linguistic knowledge that functions in the creation and recognition of expression in a language that is suitably structured. Grammar is sometimes described as a methodical approach to measuring and forecasting an ideal speaker's or hearer's linguistic proficiency. All well-formed or grammatical utterances in the language may be produced using a set of principles and rules.

2) Vocabulary

Knowing a variety of vocabularies will make it more easy for us to convey our ideas, feelings, and thoughts, whether orally or in writing. Vocabulary is defined as the appropriate diction or the most significant item in a language, especially while speaking. The vocabulary used when speaking has a tendency to be common and routine. It indicates that in order to comprehend spoken language or

speaking, the vocabulary used must be highly common and utilized in regular speech. A fundamental component of learning a language is developing ones personal vocabulary, which consists of nouns, verbs, adjectives, and adverbs. Include words with functions like preposition, conjunction, article, and pronoun as well.

3) Pronounciation

Pronunciation learning focuses on understanding the flow of speech and word production. It suggests that even if the student has a limited vocabulary and grammar, they can communicate successfully if they have strong pronounciation and intonation. Pronunciation also refers to all the elements of speech that contribute to a naturally understandable flow of speech, such as segmental articulation, rhytm, interpolation, and phrasing, as well as, less obviously, gesture, body language, and eye contact.

4) Fluency

The capacity to talk fluently and accurately is defined as fluency. Fluency typically refers to the ability to communicate spoken words easily and without interruption. Fluency is the ability to speak a language confidently and spontaneously; the speaker should talk as quickly and

17

rhythmically as a native speaker, especially in everyday circumstances for more complex topics. If the teacher wishes to assess students' fluency throughout the teaching and learning process, the teacher allows students to express themselves freely and without interruption. The goal is to assist students in speaking smoothly also with easy. The teacher does not correct right away since too much correcting disrupts the flow of the talk.

5) Comprehension

Comprehension can be defined as the process of interpreting the speaker's utterances. It is the interpretation of meaning and employs the delivered speech act. Thus, in speaking, comprehension refers to the speakers' knowledge of what they are saying to the listeners in order to prevent misunderstanding information; moreover, its function is to ensure that the listeners readily receive the information from the speaking.

d) Types of Speaking

Brown (2004:141) states that there are five basic varieties of speaking. Those five basic types of speaking can be described as follows:

1) Imitative

This part includes the capacity to work on tone and the ability to focus on language features. That is only a word, phrase, or sentence being imitated. In this case, pronunciation has become the major element on which attention should be focused. It implies that imitation is the ability to perform anything after or similarly. The term "parrot back" refers to the imitation of a word, phrase, or eventually a sentence. In the teaching-learning process, the teacher will often begin a phrase by saying, "Repeat after me," and then the students will following along.

2) Intensive

The engagement with an audience or test administrator is minimal at best, and the speaker must be aware of semantic features in order to respond appropriately. Directed response exercises, reading aloud tests, phrase and dialogue competitions, oral questionnaries, picture-cued exercises, and translation up to the basic sentence level are a few examples of intensive assessment tasks.

3) Responsive

Responsive can be defined as interaction involves understanding a brief exchange of words, such as a greeting

or a simple comment. It is a form of brief response to a question or a comment, providing clear instructions and directions that are both sufficient and useful. The stimulus almost commonly consists of a verbal prompt with one or two possible follow-up questions. Questions and answers, offering instructions and directions, paraphrasing, and TSE (Test of Spoken English) are some instances of responsive speaking.

4) Interactive

The length and quality of the communication, which often includes multiple exchanges and/or multiple participants, distinguishes responsive and interactive speaking. Interaction can take one of two forms: transactional language, which is used to convey particular information, or social interactions, which are used to maintain a social relationship. Interviews, role plays, talks and chats, games, and the Oral Proficiency Interview are all kinds of interactive speaking (OPI).

5) Extensive (monologue)

The opportunity for oral communication from listeners is either severely constrained (perhaps to nonverbal response) or drowned out along with the enormous oral

production task that includes speeches, oral representations, and narrative. For extended activities, language style is typically more purposeful and formal, although we cannot completely rule out certain informal monologues, such speech that is offered carelessly.

As stated in the explanation given above, students will have a challenging time learning to speak, and one of the challenges will be psychological problems that will impact their capacity to speak in public. Although, it cannot be seen immediately, evaluation of students' speaking abilities may be easily determined by analyzing their habits and utilizing their active participation in class to decide on the appropriate course of action for each student depending on their speaking development.

2. Teaching Strategies

a) Definition of Teaching Strategies

In teaching English speaking, teacher needs strategy in the classroom. The teacher will select appropriate strategies based on the situation and the needs of the students. Some experts have presented various definitions of teaching strategies. According to Harmer (2007), the teacher in the teaching process can be described as a farmer who

plants seeds of learning inside students and watches them develop. According to Brown (2007), teaching means leading, facilitating students, providing comfort for students while they learn, and regulating conditions while learning activities take place.

Strategies, according to Brown (2007), are particular methods to a problem or activity, modes of operation for attaining a certain goal, and deliberate designs for managing and manipulating specific information. According to Gill and Kusum (2017), strategy is a skillful preparation of a functioning model through which objectives may be effectively attained; strategy adapts in response to changing conditions with the methods used to achieve learning objectives.

Teaching strategy is a broad lesson plan that establishes the framework, instructional objectives, and planned strategies that will be used to implement out the strategy (Stone and Morris, in Issac, 2010). Additionally, Isaac (2010) explains that teaching strategies are teacher behavior that he demonstrates in class, including the creation of teaching strategies, providing the appropriate stimulus for prompt responses, drilling learned comments in response, increasing responses with additional activities, and others. Teaching strategy, according to Aswan et al. (2010), is a teacher's plan for the teaching and learning process to achieve predetermined goals. To put it another way, a teaching strategy is a method of teaching students.

In accordance with the definition proposed above, a teaching strategy is a teacher's plan that includes the methods, techniques, and evaluation plan created during the teaching process to attain the educational objective. A great teacher will not only pay attention to the subject material, but also to how they will present it and assist their students improve their English. A good teaching strategy will enable an English teacher to deliver their lessons with the maximum effectiveness and accomplish their learning goals.

b) The Components of Teaching Strategies

The components of a teaching strategy, according to Harmer (2001), are stated as follows:

1) Teacher

Because a teacher is a facilitator of learning, they are crucial to this topic. Other elements of a teacher's lesson plan can be modified by them. However, the other elements of a teaching approach cannot regulate the teacher. The goal of teaching management is to change the learning environment for students so that they experience it as expected during the teaching-learning process and, as a result, become competent to requirements. The teacher must be based their lessons on the implemented of curriculum while in teaching manipulation.

2) Learners

The central focus of the teaching and learning process is the learner. All students have the same characteristics, including intelligence, emotional stability, accessibility to residence, and all the other characteristics of being a human being, including the capability to speak at least one language (Harmer, 2001).

3) Purpose

The basis for determining on strategy, material, media, and teacher evaluation is the purpose. Therefore, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

4) Materials

In order to promote the teaching and learning process, materials are being used. Materials should be designed with the people and process in consideration as they are there to promote learning and teaching. The materials must be varied and managed according to the needs of the student. As a result, the teacher must use creativity to select materials that are appropriate for their students.

5) Method

A method is a broad range of classroom guidelines for achieving language objectives. Methods frequently focus on the roles and actions of the teacher and the students primarily, and then on aspects like language and the objectives, sequencing, and resources of the subject material. They are most generally considered to have broad applicability to a variety of audiences in a variety of contexts.

6) Media

There are certain media in education that are used in the teaching and learning process to promote learning to students. this was proposed by media education. There are several forms of media all around us, including television, computers, pictures, radio, newspapers, and more.

7) Evaluation

Evaluation is a crucial part of the teaching and learning process because it helps teachers understand the results of their objective. Evaluation can determined into two types there are summative and formative.

8) Situation or Environment

The environment has an impact on the teacher's decision of strategy in teaching process. In this definition, "situation"

refers to contexts and physical ability including climate, school, location, facilitation and others.

c) Teacher's Strategies in Teaching Speaking

To get over the problems students face in learning speaking, teachers' strategies for teaching speaking are very crucial. The purpose of teaching speaking is to provide students the ability to communicate themselves in the target language in order to deal with basic communicative skills (Brown & Yule, 2000). Teachers have a wide range of choices for strategies they may use to teach students speaking skills. The several strategies or approaches used by teachers in the teaching-learning process are called as teacher strategies.

Kayi (2006) proposes several methods which can be applied to encourage and develop students' speaking skills. The following are the explanations for each speaking teaching strategy:

1) Role Play

Students are taught to pretend to be in a variety of social environments and social positions during role-play activities (Harmer, 2001; Thornbury, 2002). Students act on characters that they may not often perform in real life. Based on the students needs, the social roles in various fields were

chosen, and these learning methods provided the students social experience in how to play the roles in particular communication contexts. Students act out a situation by pretending to be someone else. One of the ways we can provide our students the chance to practice honing a variety of real-life spoken language in the classroom is through role play.

Two types of role play can be distinguished: highly structured role play and less structured role play (Larsen-Freeman, 2000). Very structured role-play , often known as scripted role-play, includes interpreting either the dialogue from a textbook or speaking text that the teacher instructs the students on how to say. After all, the text's primary goal is to effectively communicate the meaning of linguistic components. The term "free role play" or "improvisation" refers to the less structured or unstructured role play. The terminology to use and the direction the conversation should go must be decided by the students themselves. Good preparation from the teacher and students is absolutely important in order to complete this activity.

2) Discussion

There are many reasons for having a discussion. In the discussion groups, the students will attempt to reach a conclusion, exchange ideas on a specific instance, or come up with a solution. The teacher must establish the goal of the discussion activity prior to the discussion. In this way, the students does not waste their time to talk with one another about things that aren't important, the discussion topics must be relevant to the task.

Slavin (2009) explained that to arrange an effective discussion, the group discussion session will be divided into three parts such as follows:

a) Step 1: Pre-discussion Activities, in this activity, the teacher gives an example of reading text to discussion in groups and read it in 5 minutes.

b) Step 2: Whilst Discussion Activities, in this activity, the students read and do the small group discussion about the reading text, answering the questions that was given by the teacher, report their own discussion on the piece of paper that was provided by the teacher, and present the result of their discussion in their own group first and to other groups in panel

discussion, while other member of group may debate, clarify, give opinion, and criticize.

c) Step 3: Post Discussion Activities, in this activity, activities the teacher collects the works of group discussion, and then comments the group discussion and giving the reward (score) to each group and members group who participate in discussion, give some corrections if any, and also give several oral question to members of group randomly.

3) Simulation

Role plays and simulations are quite similar, but the difference between them is in the level of detail involved. According to Nunan (2003), the simulation strategy uses teaching materials and documents to construct a rather realistic environment for language practice. Students can bring objects to the class during simulations to create a realistic environment. If the student is simulating as a singer, she can bring a microphone and then they sing in front of the class.

According to Sam (1990), teacher has a few roles as follows:

a) Controlling the class in order to make the situation run well and not off from the design.

b) Teacher also becomes a model for the students usually in pre activity, in the while activity students act based on the role and situation from the dialogue given.

c) The teacher and the students can reflect what they have learnt in reflection. This activity usually occurs in post activity.

d) The last the teacher can describe the real competence of students through authentic assessment.

Simulation and role play have various advantages. First of all, simply because it is enjoyable and can inspire students. The second advantages is improving students' self-confidence since they will play new characters and not be required to speak for themselves during role-playing and simulation activities.

4) Brainstorming

The teacher uses the "brainstorming method," as a teaching strategy applied in the classroom, by asking a question to the class. The students then respond, share their

opinions, or give suggestions to help the problem develop into a new issue (Roestiyah, 2008). The use of this strategy in the classroom promotes the distribution of information and educational opportunities on the topic being discussed. Students can generate thoughts on a specific topic in a constrained period of time. On given a topic, students can express ideas on a specific topic in a limited length of time. Either individual or group brainstorming is efficient, as students come up with ideas quickly and freely. The advantage of brainstorming is that students are not held responsible for their ideas, which encourages them to share new ideas. This strategy is highly helpful since it not only enhances the level of teaching but also encourages student involvement in class.

5) Storytelling

Storytelling strategy tries to enlighten listeners by expressing a variety of expressions and feelings that are in line with what has been seen, felt, experienced, and read. In order to share their stories with their classmates, students might either describe a previous story they heard or make up their own.

There are several steps in carrying out storytelling learning, among others:

a) Pre-Storytelling Activities: The teacher introducing the topic and motivating the students to read or listen to the stories. The students begin to think about the story; they prepare their minds and show what they know about it.

b) While- Storytelling Activities: The steps in the while-storytelling activity are: The teacher reads the story; The teacher makes questions about the story; Modeling the story; and the last Students answer questions.

c) Post-Storytelling Activities: Some activities in this stage, it includes gathering, reviewing and summarizing lessons.

6) Interview

An interview is a conversation between the interviewer and the informant who engage together to continuously create awareness in the minds (Brenner, 2006).

The procedure of this technique are determined by several stages:

a) The teacher can determine what topics will be used interview material by students

b) Students make questions based on topics determined by the teacher.

c) The teacher give scoe for students who answered the question.

This technique provides opportunities for students to gather information from other people so that they are trained to be able to practice it outside the classroom so that they improve their social skills.

7) Story Completion

Story completion is one of effective ways to explore students' ideas to develop the oral language skill of first language in an English club classroom. The procedure of story completion according to Kayi (2006) as follow:

a) All students get the chance to speak during English speaking activities when they sit in a circle.

b) The teacher begins by describing a story but stops after a few sentences.

c) Then each students starts to narrate from the point where the previous one stopped. New characters,

events, descriptions, and other things can be added in storytelling activities.

8) Picture Describing

A learning strategy called as the "picture describing strategy" makes heavy use of images as its primary learning tool. In this activity, students must describe pictures in front of class. As a result, the learning materials and objectives are conveyed in the visuals utilized in lessons. The use of picture describing in the classroom are by several stages:

a) Every student gets one picture by the teacher.

b) Students give the time to make and prepare the description of the picture.

c) Students must describe it in front of the class or stand up.

The purposes of this activity are to train students' imagination and retell story in speaking English.

9) Reporting

The reporting strategy is particularly beneficial in encouraging students to communicate different information or events in a creative, attractive, and even increased amount of attention. Additionally, the reporting approach to learning

is important to the elements of learning speaking. Basic ability to report various events students are more creative, and learning activities increase, because news matrerials seek or cover and prepare their own reports the events.

Minnesota (2019) claims there are many ways to present data in the reporting method easily understood by students. Regardless of the reporting method, simplicity will ensure that the evaluation results are both accessible and understandable. There are two broad categories of reporting methods: 10 those that are written (annual reports, fact sheets, etc.) and those that are oral/visual (PowerPoint presentations, exhibits, news releases, etc.). Regardless of the method, the report should consider the audience and be both accessible and understandable.

In order to implement this strategy, the teacher instructs the students to read the news at home from newspapers or magazines. After being in class, the students report to their classmates what they have read and what they found most fascinating to them.

10) Question and Answer

The question and answer strategy is an activity that will effect the development of students' abilities because they

will answer what the teacher asks the students and they can also ask to the teacher if they are having difficulty in understanding the learning material. The question and answer technique may also be used to motivate and direct students to do further searches (in the context of learning) to various learning resources such as books, magazines, newspapers, dictionaries, encyclopedias, laboratories, movies, society, nature, and so on.

3. **Concept of Motivation**

   a) **Definition of Motivation**

   The term of motivation is defined in many different ways by researchers. Commonly, motivation is defined as an internal condition that controls human behavior. According to Harmer (2007) Motivation can be described as some types of inner pressure which pushes someone to do things with a purpose to achieve something. After that, motive can exchange to come to be active at any given time. especially while that need is actually needed with the intention to achieve a goal.

   According to Ryan and Deci (2000) Motivation concerns strength, direction, persistence and equifinality all components of activity and purpose. Motivation is relatively valued inside the actual world because of its outcomes. Motivation drives humans to act with

different types of factors. As an example, humans do an activity due to the fact they remember it an essential or enjoyable aspect. Humans can also act due to their interests or because of their sense of private commitment to surpass something or from fear of being surveilled.

Furthermore, motivation can be within the form of plan, desires and the motive that could be raised by someone. The motivation of human presents by means of a), desire to be life b), desire on possesses something c), desire of authority d), desire of the confession. At the learning activity, motivation can be stated as an entire of students energizer that emerge, gurantee and provide direction for the existence of learning activity, so the students goals can be achieved.

It can be concluded that, motivation is a mental construct which functions as an internal state which leads people to perform specific goals. Motivation includes both mental and physical action. It really works as a reason for doing something, which is generally related to excitement. Motivation in human learning is generally considered as an crucial variable, that is contemplated in goals and directions, effort, engagement, and persistence.

b) Students' Motivation

Motivation to learn is mainly can be defined as a cognitive response involving the things related in learning process such as,

attempts to make sense of the activity, try to understand the knowledge, and also mastering the skills (Brophy, 2004). Motivation to learn affects students to have tendency in finding the meaningful academic activities and desire to get the intended learning benefits from them. Furthermore, Brown (2000), stated that learning is acquiring of getting of knowledge of a subject or an ability through study, experience, or instruction. It means that learning is the primary process through which human existence evolves; such as through learning, people are making individual modifications so that their behavior changes. A student learns because he is motivated by his mental strength during in the learning process. Mental strength could well be divided into two categories: low and high. It can take the shape of attention, desire, or aspiration. Thus, motivation could be defined as a mental emotion that influences and guides human behavior, particularly that concerned with learning.

According to Gross (2006), states that the students motivation refers to a students willingness, want, preference and compulsion to take part in, and be successful within the learning process. Students who are encouraged to engange in school choose responsibilities on the border of their competencies, intiate action when given the possibility, and exert excessive effort and concentration within the implementation of learning assignment they show commonly fine emotions throughout on going action, which include enthusian, optimism, curiosity, and interest.

Less motivated or disengaged students, on the other hand, are passive, do not try difficult, and give up easily in face of challenges.

Furthermore, a motivated student would act in ways that help him achieve his goals and might lessen the tension that is brought on by his internal energy. Usually, they do something to make their motivations clear to us. For examples, they pay much attention, get started right away on a task, ask questions and then provide voluntary responses, and show signs of happiness and excitement. In other words, motivation pushes them to do activities that help them achieve their goals, including like and identifying with other people. The key idea here is that a motivated student would make an effort to fulfill his goals. They are motivated because they need to accomplish something; if they have motivation, they will be excited and fulfilled.

c) **Types of Motivation**

According to (Prayitno, 1989), motivation is divided into two types there are intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation:

1) Intrinsic Motivation

According to Gardner, (1982) intrinsic motivation is seemed to be composed of three elements, those are effort, desire, and attitude. People do positive activities because it

offers them delight and develops a selected ability based on their internal preference. Therefore Harmer, (2007, P. 98) stated that someone is probably inspired by the enjoyment of the learning process itself or through preference to make themselves feel better. Which means that intrinsic motivation is the willingness that frequently arises from within someone in order to achieve the desired goals. when students have intrinsic motivation, they will display their attitude in the classroom like they need to learn English due to the fact they prefer and enjoy learning it.

2) Extrinsic Motivation

According to Sardiman (2001) external motivation can be defined as motivation that turn out to be active and functionate due to external encouragment. Extrinsic motivation can be stated to be extra because of affect from outside which is relatively changing. Extrinsic motivation also can be said as a form of motivation in which learning activities are began and persevered based on outside encouragement that is not associated with learning activities. From some of the definitions above, it is able to be concluded that someone who is extrinsically motivated does

an activity not because he desires to understand something, but desires to get praise, prizes, and so on.

d) Function of Motivation in Learning

Motivation in learning is very crucial in meaning to achieve the expected goals of the teaching and learning process so that student motivation in learning needs to be built. According to Sardiman (2001), there are three functions of motivation:

1) Inspire the emergence of behavior or actions.

Without motivation, there can be no action. Motivation in this situation is the riding pressure of each activity to be completed.

2) Motivation serves as a guide.

Which means motivation directs change to acquire what is preferred. therefore, motivation can provide direction and activities that need to be performed according with the components of the targets.

3) Motivation functions as a mover.

It means to move a person's behavior. similarly, learning motivation serves as a driving force of effort and achievement. Thus students must have motivation to learn,

because of good motivation, they will get good achievements and results. (Sardiman, 2012)

Higher motivation in learning will show appropriate outcomes, in different words, that with diligent efforts primarily based on motivation, it's going to produce properly achievements. Motivation is very important to encourage students, provide direction, and take action. So a student knows what they have to do to achieve the goals they want to be achieved.

e) The Role of Motivation in Speaking Class

Motivation plays a crucial role in someone's achievements. Motivation serves as a driving factor for an effort to make an achievement during the learning process. Motivation can influenced someone to do something (Sardiman, 2012).

Besides that, the role of motivation in the learning process can be analogized to that of fuel for an engine that drives learning motivation, encouraging students to actively participate in class in order to be successful. However, motivation that is too strong can actually have a negative impact on the effectiveness of student learning efforts because it requires a lengthy period of time. time to consider, understand, and put into practice how this idea of motivation might be used in daily life, especially in relation to education (Prihartanta, 2015),

Each student has individual abilities, as we have learned in class. Some children prefer speaking to listening, reading to writing, or writing all together. Therefore, it is important for the teacher to be able to select a strategy that is both effective and simple for the students to comprehend. The teacher has to consider these students' needs before to choosing a method before have been implied in the classroom.

Students are required to be motivated to learn and given the chance to think during the educational process, especially in speaking class. Two types of students, there are indeed active and passive students in the speaking class. Different affecting factors, such as external and internal factors are the cause of this.

According to the description of the problem, motivation plays a crucial role in the teaching process; without motivation to learn, students will struggle in their learning. Furthermore, the teacher does indeed have a role in motivating students, particularly in the speaking class.

B. Previous Related Study

The researcher will show the previous studies that are in line with this research, the first, research from Sari, (2021) entitled "**An Analysis of English Student's Motivation in Speaking Class During New Normal Era**". The study would like to find out how the level of student motivation in the speaking class in the new nomal era, and to find out whether the dominant type was

intrinsic or extrinsic motivation, then to find out the obstacles or difficulties faced. The study uses a quantitative descriptive approach. The subjects of this research are the second semester students at the English Department of IAIN Bengkulu. The techniques used in data collection are questionnaires and interviews. The results of this study indicate that the majority of students learn English in the speaking class with intrinsic motivation. They are active in speaking and learning English because of their inner desire. Based on the findings of this study, several relevant and useful implications of motivational learning are recommended to increase students' learning motivation.

Second, is Nurmala's research (2020) entitled "**The Analysis of Student's Motivation on English Blended Learning at Seventh Grade of SMP Negeri 2 Ambarawa in Academic Year 2019/2020**". The purpose of this research is to find out the profile of students' motivation on English blended learning and to find out the most dominant factor influencing students' motivation in English blended learning. This research used qualitative study that investigates the students' motivation on English blended learning. The subjects of research involve 36 students, and the research data are collected through questionnaire and interview. From this research revealed that the profile of the students' motivation in class 7A of SMP 2 Ambarawa is high and positive, and the most dominant factor of students' motivation on English blended learning is the instrumental factor.

Third, namely, Mardliyah, (2021) entitled " **An Analysis of Students'** **Motivation in Learning English at th Eleventh Grade of SMA Islam 1** **Surakarta in the Academic Year 2020/2021**", here it is revealed that Motivation to learn is a need and a change in energy within a person, it can stimulate behavior and guide it to the goal. This research focused to find out the student's intrinsic and extrinsic motivation in learning English. To analyze the data, the research uses descriptive qualitative approach. The subjects of this research are the students of the eleventh grade of SMA Islam 1 Surakarta. The finding of this research show that the students have high motivation in learning English. the result of the quitionare show that the total mean score for student's intrinsic motivation is 4.10, it is considered as high level and the total mean score of student's extrinsic motivation is 3.58, it is also considered as high rating level.

Fourth, from Lutfika, (2022) entitled "**An Analysis of Students'** **Motivation in Learning English at Second Semester Students of UIN** **Raden Mas Said Surakarta in the Academic Year of 2021/2022**", this research aimed to describe the English sudents' motivation level and to know the factors that influence English students' motivationin learning English especially in the new normal era. In which, the results of this study found that students have different motivation levels and factors that influence them in learning English. The dominant factor that influences students in learning English is integrative motivation. Sudents'who have high motivation in their

learning process will easily achieve their goals. The method used to anlyze the data is descriptive qualitative method with the subject of the research were thirty English students in the second semester of UIN Raden Mas Said Surakarta.

Fifth, is the research from Nurlaila (2021) entitled "**An Analysis of Student's Motivation in Learning English at MTsN 5 Sarolangun**" this study purposed to know the types of students" motivation in learning English and the dominant types of motivation used by students. The result showed that students are more likely to use integrative motivation types rather than instrumental motivation. They like to learn about the people who use the language. Beside that, they also want to know deeply about the culture. The more people understand about the culture, the more they can be easier to understand about the language of people who own the language. in this study the research design used by the researcher is descriptive qualitative research. In collecting the data, the researcher used questionnaire and interview. The subject of this research is all of the eight grade students of MTsN 5 Sarolangun.

Table 2.3 The Similarities and the Differences of the Previous Study

No	Rearcher	Year	Title	Similarities	Differences
1.	Tri Nengsi Puspita Sari	2021	An Analysis of English Student's Motivation in	The similarities between this two studies is the technique of	1. The research design above are uses quantitative approach. In

			Speaking Class During New Normal Era	collecting the data, are questionnaires and interviews.	contrast, the design of this research using qualitative method. 2. The subjects of the research are the second semester students at the English Department of IAIN Bengkulu. Whereas, the subject of this research are the English teacher and the tenth grade students of SMA Negeri 3 Sukoharjo.
2.	Bilqis Isti Nurmala	2020	The Analysis of Student's Motivation on English Blended Learning at Seventh Grade of SMP Negeri 2 Ambarawa in	The research design are qualitative study	The subject of the research above are seventh Grade students' of SMP Negeri 2 Ambarawa. On the contrary, the subject of this research are the English teacher and

			Academic Year 2019/2020		tenth grade students of SMA Negeri 3 Sukoharjo.
3.	Zulfa Ainal Mardliyah Muthmainn ah	2021	An Analysis of Students' Motivation in Learning English at the Eleventh Grade of SMA Islam 1 Surakarta in the Academic Year 2020/2021	The reserach designs uses is qualitative descriptive. .	The research subjects are the students of the eleventh grade of SMA Islam 1 Surakarta in the academic year 2020/2021. Whereas, the subject of this research are the English teacher and tenth grade students of SMA Negeri 3 Sukoharjo.
4.	Lutfika Akana	2022	An Analysis of Students' Motivation in Learning English at Second Semester Students of UIN Raden Mas Said Surakarta in the Academic Year of 2021/2022	1. There are similarities and differences between the two studies. The first The research methods, uses descriptive	The research subjects are thirty English students in the second semester of UIN Raden Mas Said Surakarta. In contrast, the subject of this research are the English teacher and tenth grade students of SMA Negeri 3 Sukoharjo.

No.	Name	Year	Title	Similarities	Differences
				qualitative method.	
				2. The purpose of the research is to determine the level of students' motivation.	
5.	Nurlaila	2021	An Analysis of Student's Motivation in Learning English at MTsN 5 Sarolangun	The research method uses are qualitative method.	1. The purpose of the research, discusses the types of students" motivation in learning English and what are the dominant types of motivation used by students. On the contrary, this research discusses the level of students' motivation based on theteacher strategies in teaching speaking.

					2. The research subjects are class VIII at MTsN 5 Sarolangun. While, the subject of this research are the English teacher and tenth grade students of SMA Negeri 3 Sukoharjo.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

A research design is a plan or strategy for conducting the research. Accoording to Creswell (2002), research design is a series of steps used to collect and analyze data in order to gain a deeper understanding of a subject or. It is necessary to obtain reliable and useful information. To determine which design should be used by the researcher, the researcher must first look the research problem.

The design of this research was a descriptive qulitative study. In which the researcher tries to describe the students' motivation based on the teacher strategies in teaching speaking at the tenth grade student's of SMA Negeri 3 Sukoharjo. Descriptive research describes and interprets current events, conditions, or situations. Qualitative research, on the other hand, is a research method that relies on post-positivism and the naturalist paradigm. According to Nurkamto (2004), qualitative research has the following characteristics: (1) the objects observed are process and value; (2) the majority of the data are words; (3) when collecting data, the researcher actively interacts with the data sources; (4) the data are analyzed inductively; (5) the research cannot be generalized; and (6) the research is subjective and related to value. The researcher

investigates the quality of relationships, activities, situations, or materials in qualitative research (Fraenkel and Wallen, 2000).

A descriptive study, according to Elliot and Kratochwill (1999), is one in which researchers observe and analyze objects in an effort to comprehend and explain them. The focus of descriptive research is to provide the most accurate description of existing procedures, student learning styles, teacher teaching methods, classroom settings, and specific situations in specific locations.

Additionally, qualitative research is a beneficial method for examining and comprehending the significance of individuals or groups that are thought to be social or human problems (Cresswell, 2014). Thus, qualitative research may be defined as the investigation, description, study, and explanation of phenomena. Exploring the phenomena through narratives, or research techniques that provide written or spoken descriptive data from participants and the activity being watched, might help one understand it. Descriptive studies also aim to gather the most recent data, then identify problems that occur, make comparisons or assessments, and learn from others' experiences to make conclusions.

The researcher collecting the data by analyzing the results of interview and questionnaire regarding the students' motivation and teacher strategies in taching speaking. Data are presented through the describing by researcher.

B. Research Setting

The setting of the research consist of location and time in which the reaearcher conduct the research. The following will provide a clear explanation of the research setting:

1. Place of the research

Selecting the right place is essential because it will affect the research results. This research conducted in SMA Negeri 3 Sukoharjo. This school located in Jenderal Sudirman street No. 197, Gayam, Gabusan, Jombor, Bendosari District, Sukoharjo Regency, Central Java. This school has three grades, there are the tenth grade, the eleventh grade, and the tweleventh grade.

2. Time of the research

Time is an important element of any research design, and here the researcher conducted the research on March to April 2023. This research was held during the English teaching and learning process. The research schedule will be explained in the following table.

Table 3.1 Time of research

No	Ativities	Month						
		Nov	Dec	Jan	Feb	Mar	Apr	May
1	Proposing Title	■						
2	Pre -Research		■	■				

No	Activity							
3	Designing and consulting the thesis proposal		■	■	■			
4	Proposal Examination					■		
5	Collecting the data						■	
6	Analyzing the data						■	
7	Writing and consulting the research report					■	■	■
8	Thesis Examination							■

C. Subject of Research

An individual who takes part in the research study is referred to as a research subject, and data are gathered from them. The information needed for a study must be collected from the research subjects. According to Lodico et al. (2006), the researcher would want to choose the subjects based on the types of questions being asked in order for them to be able to supply the relevant information required for the study. It means that in qualitative research, the researcher select their subject based on the subjects' knowledge which is capable to answer the question.

In this research, the subjects are the English teacher of tenth grades of SMA Negeri 3 Sukoharjo and the tenth grade students of SMA Negeri 3 Sukoharjo. In selecting the sample, the researcher using purposive sampling technique, which analyze the data based on the problem statements attempts to find out. Researcher select an informant for purposive sampling by takes three students ineach classes and then the total of sample are 30 students. The researcher distribute the questionnaire for30 students. The result of the questionnaire answer of students' comprehension about the methods used by teacher to teach speaking will help the researcher to determine the students that will be interviewed.

D. Data and Source of the Data

1. Data

Data sources are important in research because these data sources will affect the results of study. According to Arikunto (2010), data is the subject that provides information or from where the data is obtained. Therefore, the data sources becomes a consideration in choosing data collection techniques. Creswell (2008) stated that the data can be in the form of photos, texts, stories, pictures and note in the form of numerical calculation. The data source of this research comes from the subject who informs about the data obtained in relevant with the information about students' motivation based on the strategies used by the English teacher. The data of this research were the process of

learning process at the tenth grade and interview with the English teacher of tenth grades about English teacher strategies in teaching speaking and interview with students about students motivation at the tenth grade students of SMA Negeri 3 Sukoharjo.

2. Source of Data

The source of the data in this research include events, informants, and documents that will be explain as follow:

a) Events

Events can be a collection of activities that take place during the research process. Each and every activity that takes place throughout the teaching and learning process can be called an event. In agreement with this, Sutopo (2006) argues that a researcher can obtain more precise knowledge about a situation by conducting observations of behavior, events, or activities. The event in this research is in the form of the teaching and learning process in the classroom.

b) Informants

Informants are those who provide information about something. In other terms, an informant is an individual who acts as the information's source. In this research, the informant is an English teacher and the students of tenth grade of SMA Negeri 3 Sukoharjo in the academic year 2022/ 2023.

c) Documents

Documents are sources of data which provide the data in the form of words, pictures or symbols. The documents in this research that are used as the supportive data were all written information dealing with communicative activities in the teaching-learning process is lesson plan.

E. Technique of Collecting Data

1. Observation

According to J. Moeloeng (2007), observations made in research aim to optimize the ability of researchers in terms of motives, beliefs, attention, and habits. Observation allows the researcher to see the situation as seen by the research subject.

In this research the researcher observed the teaching and learning activities in the Speaking class of the tenth grade. The researcher adapted the the observationsheet from Thormbury (2005) wich consist of three stages: Pre- activity, While activity, and Post- activity and modified the cotent based on the relevance of this resaerch. The observation sheet was used by the researcher to observed the situation in the teaching and learning process in the classroom which will be done in second meetings.

Table 3.3
Observation sheet

Variable	Indicator	Yes	No	Descriptiion
Pre-activity	a. Greeting b. Checking attendance c. Pray together d. Brainstorming			
While activity	a. Explaining the materials b. Reassuring the students c. Praising and giving warning/ appreciation d. Clarification e. Asking question f. Ice breaking (when the situation of the class become stuck or boring)			
Post activity	a. Concluding the materials b. Giving homework c. Giving motivation d. Pray together and closing the meeting			

Source: adapted from Thornburry, (2005)

2. Interview

Interview, as defined by J. Moeloeng (2007) is a conversation between two people, that consist of the interviewer the interviewee (interviewee) with a specific purpose. In this method the researcher and the informant

conduct the interview face to face to obtain information verbally with the aim of obtaining data that can explain the research problem.

In this research, the researcher used structured interview. The purpose of this interview was finding the problems openly and deeply. The researcher prepared the instrument and the interview guide which contained question related to the research topic. Using this technique, the researcher interviewed an English teacher of tenth grade at SMA Negeri 3 Sukoharjo in the academic year 2022/ 2023 and the students of tenth grade. The topic of the interview was about the strategies used by the English teacher in teaching speaking and the students' motivation in learning English speaking based on the teachers' strategies. Second, the researcher then wrote interview transcript based on the answer of the teacher.

Table 3.2
Blueprint of the Interview for the Teacher

No	Questions
1.	Before starting speaking lessons, what do teacher need to prepare before entering class?
2	What are the methods used by the teacher in teaching speaking?
3	Among the overall methods available, which method are mostly applied in the classroom?
4	What is your reason in using this method in teaching speaking?

5	How are the implementation this method in the classroom?
6	Is the method also applied in other class?
7	What are the advantages and disadvantages of this method?
8	What is the obstacle when you teach Speaking?
9	How do the teacher evaluate the end of the lesson?

Table 3.3

Blueprint of Interview for the Students

Interview Guide
1. Do you have your own desire to be good at speaking English?
2. Do you think learning English is important?
3. Are you actively in speaking class because of challenges?
4. Do you understand the material conveyed by the teacher in speaking lessons?
5. What do you do, if you don't understand the material delivered by teacher?
6. Do you interested learning English using the method that applied by teacher?
7. How do you feel when teacher used this method?
8. In your opinion, do you have motivation when the teacher using this method to teach speaking?

3. Documentation

   Documentation is constructed from word "document" that means something either written or film which researcher doesn't prepare before or

researcher doesn't take a role (Maleong, 2004: 161). According to Creswell (2012: 223), documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. This technique is used by researcher to support the data collection from interview and observation. In this research, the documents come from the teacher administrative are lesson plan.

F. Technique of Analyzing Data

The research data will be analyzed after data collection, which entails thoroughly searching and compiling data obtained from observations, questionnaires, and interviews. Data analysis is a process for managing the data that the researcher has collected. The researcher's data analysis method is based on the qualitative data analysis method created by Miles & Huberman, who argue that activities in qualitative data are carried out in an interactive way and continued in an informative way until they are finished. Using Miles and Huberman's analytical interactive model, the study data will be collected (in Sugiyono, 2014). The analysis process is divided into the following four stages:

1) Collecting

Data collection was carried out through interviews and questionnaires. Data were collected in descriptive field nots and recorded on mobile phones about what the research subjects aid during interview.

2) Data Reduction

According to Miles & Huberman in Sugiyono (2015), the process of selecting, simplifying, and transforming the data to the field note can be considered as data reduction. From the beginning of the study until its all completion, this procedure is continued. The outcomes of the data collection will be created by observations, interviews, and documentations.

In qualitative data, data can be reduce through selection, summary or paraphrasing, and inclusion in a larger pattern. In this activity, researcher select essential data needed for research findings. Then the researcher eliminates unnecessary data. After that, data reduction is carried out by taking basic and essential data and discarding data that is not important.

3) Data Presentation

The next step of data analysis is data presentation. Data presentation is a structured, organized, and compressed collection of information that draws conclussions and actions. The forms of presentation include narrative text, matrix, graphs, networks, and charts. The presentation of data is done by arranging the information systematically in a description form that explains about the researcher's conclusion. The researcher's conclusion is in a logical and systematical sentence so that it can be understood by reader.

4) Drawing Conclusions and Verification

Conclusion and verification are the writing of conclusions and providing answers to various problems by establishing strong and compelling evidence throughout the data collecting process. Miles and Huberman in Sugiyono (2015) said that qualitative analysis was to be decided from the beginning of data collection; consequently, there was the first conclusion, although originally, this conclusion was still unclear and imprecise. It's also possible that conclusions may not emerge until after data collection is finished. Additionally, conclusions are confirmed as the analysts process.

In conclusion, data analysis is a stage of data collection that involves collecting, arranging, or categorizing the data. Additionally, it refers to the process of understanding, evaluating, and attempting to draw relationships from the collected data. The analysis process may be intended as a discussion between different research interpretation theories. The researcher will draw conclusions about the research finding from the explanation given above.

G. Trustworthiness of Data

For the purpose of ensuring the accuracy of the research data, qualitative research must conduct data validity checks. The incorrect findings will be reached as a result of incorrect data, and vice versa. Triangulation is the

approach for ensuring data validity in this research. Cross-qualitative validation is what triangulation involves. It assesses the suitability of data in consideration of the convergence of various data sources or data collection techniques (William Wiersma, 1986).

Triangulation, on the other hand, is described by Sugiyono (2015) as a data collecting technique that includes various data collection techniques and existing sources. Checking information from numerous sources in a variety of ways and at a variety of periods is referred to as triangulation in the context of credibility assessment. The researchers will check for and look into pertinent data. The purpose of triangulation is to improve the validity and trustworthiness of the findings. According to Sugiyono (2013), there are three types of triangulation; data source triangulation, triangulation technique, and time triangulation. The following definition will be explained as follows:

1) Data Source Triangulation

   Data source triangulation to test the credibility of the data is done by checking the data obtained through several sources to obtain data from different sources with the same techniques. For example, the results of observations with interviews, comparing the results of interviews with existing documents.

2) Triangulation Technique / Method

   Triangulation techniques to test the credibility of the data are done by checking the data to the same data source with different data collection

techniques. For example, data is obtained by interview, then checked by observation, documentation, or questionnaires.

3) Time triangulation

Time often has an impact on data trustworthiness as well. Data collected through interviewing techniques early in the day, when the respondent is still attentive, would generally produce more reliable data. Because of this, in order to collect credible data, the validity of the data must be verified by observations, interviews, and documentation conducted at several periods of time or under different situations.

Based on the explanation above, in this case, the researcher using method triangulation. In this research, the researcher chose and took the data from interview with the English teacher at the tenth grade and some students. In validating the data, the researcher compared the result of interview with the data collected from observation.

CHAPTER IV
FINDING AND DISCUSSION

A. Research Finding

The findings in this research are displayed based on two research questions. The first research question "What is the method mostly used by the English teacher to teach speaking?"**.** And the second question "How are the students' motivation in learning speaking skill based on the strategies used by the English teacher?". Each of finding described and provided with supporting data. The following section presented detail findings of the study.

1. Method mostly used by the English teacher to teach speaking.

In this part, the researcher gather the data by using the technique of data collection through observation, interview, and documentation.

a) Observation

The researcher conduct the observation (observed the activities of teacher and students in the classroom) to the tenth grade class.

Date	Schedule
April 10, 2023	Class X6, X5
April 11, 2023	Class X2, X3, X4
April 13, 2023	Class X9, X10, X1
April 14, 2023	Class X7, X8

Through observation, the researcher knew the real condition in the classroom. The researcher observed all the tenth grade class to know about the method mostly used by the teacher to teach speaking. The observation conducted in a week from April 10th 2023 to April 14th 2023.

The first day of observation on April 10th 2023, the observation was divided into three stages:

The first stages (opening): class activities at this stage begin with the teacher opening the class followed by the teacher giving brainstorming about the material that has been explained, and asking questions to students to check the students' understanding of the material.

Second stages (main activity): activities at this stage are divided into three parts. Firt, the teacher gives instructions to students to make a groups consisting of 5 to 6 members. Each group is given the option to choose material in the module to be discussed. After finishing the discussion, the teacher asks one of the groups to appoint a presenter. Second activities, one of the groups came forward to present the results of the discussion. This group selects the material in the module in unit 3 about "*Direct and Indirect Speech"*. Another groups gave feedback on the results of his presentation. So there was a discussion session between the groups. The last activities, after the presentation and discussion session is over, the teacher provides opinions, conclusions, and gives grades to students.

The third stages (closing): the teacher closed the lesson by providing motivation and conclusions to students.

The next day of observation on 11th, to 14th in the class April are similar with observation on 10th April 2023. The are divided into three stages that consisct of opening, main activity, closing. On the opening activity teacher opened the class, checking attendance, and giving question about the materials that have been explained.

In the second stages (main activity) the teacher give insruction to the students to make a group that consist of 5- 6 group. Each group must present the material that have been discussed. The teacher give the times to other group to gave feedback, ideas, or suggestion. The material that have been discussed there are *"Direct and Indirect Speech, Recount Text, and Part of Speech"*.

The last stages or closing activity, teacher give the conclusion and motivation to students about the materials that have been explained. Also, teacher gave the students of homework to make the evaluation of the learning process.

Figure 1. Process of Discussion Method

According to the data collected through observation, the researcher provides findings which are: the teacher using some methods to teach speaking such as question and answer method and discussion, but method mostly used by English teacher to teach speaking at the tenth grade students are discussion method. The implementation of discussion method in the classroom, divided into three stages. In the first, the teacher explained about the material. After the explanation was over, the teacher asked the students to divided into some groups and conduct discussion in a small group. Then, the teacher asked one of the group to present and the other group gave the feedback.

b) Interview

To support the data gained trough observation, the researcher conduct the interview with the teacher at the tenth grade class. The interview conducted on April 11th 2023. The type of this interview was semi-structured interview, so the researcher did it by personally asking questions related to the method

mostly used by English teacher in teaching speaking. Based on the interview, the teacher said:

> Teacher TS: "*Saya lebih sering menggunakan metode diskusi untuk megajar speaking, untuk implementasinya saya meminta anak untuk membentuk grub untuk membahas materi yang ada di modul. Untuk materi yang didiskusikan ada di semua chapter, jadi dengan diskusi ini anak mempelajari materi lalu bertukar pemahaman dan diucapkan secara lisan. Dari diskusi ini anak menjadi aktif dan memicu anak untuk meningkatkan kemampuan speakingnya, selain itu, anak merasa bebas untuk mengekspresikan idenya*"

From these data, the researcher drew conclusion that the teacher mostly used discussion method to teach students' at the tenth grade.

For the next question, the researcher asked to the teacher about the implementation of discussion method in the classroom (How are the implementation of this method in the classroom?)

> Teacher TS "*Untuk penerapan metode ini saat di kelas mbak, saya mengawali dengan memberikanpertanyaan terkait materi yang sudah dijarkan. Lalu saya memberikan instruksi kepada anak untuk membuat grub yang terdiri dari 5-6 anggota. Setelah itu saya meminta anak untuk memilih salah satu materi yang ada di chapter untuk bahan diskusi. Saat waktu diskusi sudah*

70

habis, saya meminta salah satu grub untuk maju dan memilih

perwakilan sebagi presenter. Ketika presentasi sudah habis,

grub lain diperkenankan untuk memberikan feedback ataupun

gagasannya. Kemudian di akhir saya baru memberikan opini

dan kesimpulan."

From these above data, the researcher drew conclusion about the implementation of discussion method, discussion method as the oral activity to teach students speaking in English by exchanging and sharing ideas between one student and another which is summarized in the form of a video as the teacher's steps in taking scores when students doing discussion.

2. **Students' Motivation Based on Teacher Strategies to Teach Speaking.**

Data for the second research objective were collected from observation, interview, and documentation. The following will be explained below:

a) Observation

The researcher doing observation to the tenth grade students' on April 10th 2023 to April 14th 2023. The researcher observed the classroom environment and students' participation.

Based on observation that have been conduct from 10th April to 14th April 2023, it can be found that the students' participation to answer and giving feedback to the other students, teacher, and to do the task, in the

classroom is relatively active, out of 36 children in each class, more than half of the students respond when asked questions by the teacher.

In the discussion activity, students are active in giving feedback in other group, giving ideas or opinion, and suggestion to the other groups. Sudents are pay attention carefully when the other group present their result of discussion. Also, some of the students took a notes the materials that have been delivered.

Students also active ask to the teacher when they do not understand about the material. Then, students also active to doing the task. In the task of video discussion by students, researcher observed that students are active in speaking English, every students give feedback for each other, the discussion environment are interactive. From this, it can be said that student's are motivated when the teacher teaches speaking using the discussion method.

b) Interview

The researcher conduct interview with some students to support the data gained through observation. The researcher conducted interview to students of tenth grade of SMA Negeri 3 Sukoharjo. The students were chosen based on the criteria and their comprehension towards the method mostly used by teacher to teach speaking. The selected students are in initials of WA, RAK, AA, ACES, KAA, SA, AUK, AH, ZAD,FPA, GPDS,

and ZZ. Interview was conducted on April 10th – 14th 2023 at SMA Negeri 3 Sukoharjo.

Data of Respondents

Classification	Gender		Age		
	Male	**Female**	**15**	**16**	**17**
Qty	5	7	3	7	2
Total	**12 Students**		**12 Students**		

In the interview process, the researcher questioned the students in Indonesian language. The interview questions were intended to collect the primary data of the research. The questions of interview are formulated based on the research questions by the researcher. The following data would draw the students' motivation in learning English speaking based on the methods applied by teacher:

Question: Do you have your own desire to be good at speaking English?

Respondents	Answer
Student WA	*"Iya mbak, karena saya belum bisa berbicara dengan Bahasa Inggris"*
Student RAK	*"Ya, karena ingin menguasai banyak bahasa dan memahami teknologi baru dengan lebih mudah, ingin memiliki wawasan yang lebih luas dan ingin berbakat di Bahasa Inggris"*

Student AA	*"Ya, saya punya keinginan untuk berbicara Bahasa Inggris dengan bagus dan benar"*
Student ACES	*"Iya, karena dengan berbicara Bahasa Inggris dengan baik dan benar memebuat saya menjadi mudah untuk memahami pelajaran"*
Student KAA	*"Menurut saya penting karena dengan bisa berbahasa Inggris bisa menjadi bekal ketika kita berkomunikasi dengan orang luar negri"*
Student SA	*"Ya, karena dengan bisa berbahasa Inggris akan berguna bagi kehidupan sehari- hari"*
Student AUK	*"Ya, karena saya ingin lancar berbahasa Inggris dan berkeinginan pergi ke luar negri"*
Student AH	*"Punya, tapi mungkin tidak terlalu intens"*
Student ZAD	*"Ya, karena saya tertarik belajar Bahasa Inggris"*
Student FPA	*"Punya, karena akan berguna untuk masa depan"*
Student GPDS	*"Saya ingin sekali untuk bisa Bahasa Inggris, tapi saya juga kurang suka Bahasa Inggris jika tidak tahu dengan artinya"*
Student ZZ	*"Ingin, karena Bahasa Inggris adalah Bahasa internasional dan akan berguna bagi masa depan saya"*

From these statements above the researcher drew conclusion about the students desire to be a good at speaking, it was showed that all the students have the desire to be a good at speaking English.Some of the reason such as they realize that English is an international language that will be widely used I everyday life, they realize that English is very important for the

future, and they want to learn English because of their awareness that they still not good at English.

Question: Do you interested learning English using the method applied by teacher?

Respondents	Answer
Student WA	*"Ya. Karena saat menggunakan metode diskusi saya dapat bertukar pikiran dengan teman apabila ada materi yang masih belum saya pahami"*
Student RAK	*"Saya tertarik dan senang saat guru menggunakan metode diskusi"*
Student AA	*"Lumayan tertarik, karena saya merasa kemampuan Bahasa Inggris saya menjadi terasah dan lebih memahami materi yang sedang dipelajari"*
Student ACES	*"Lumayan tertarik"*
Student KAA	*"Saya merasa tertarik karena metode ini cukup santai membuat saya enjoy memahami pembelajaran"*
Student SA	*"Tertarik, dan jika ada materi yang saya pahami, saya tertarik untuk aktif dalam pembelajaran"*
Studnt AUK	*"Saya merasa senang karena metode pembelajaran yang digunakan cocok dengan saya dan cukup menyenangkan"*
Student AH	*"Iya, karena saya suka dalam berdiskusi karena sedikit demi sedikit materi bisa dipahami"*
Student ZAD	*"Ya, karena metode ini menyenangkan dan menjadi mudah untuk memahami materi"*

Student FPA	*"Iya, karena merasa enjoy saat pelajaran dan menjadi bisa memahami materi"*
Student GPDS	*"Biasa saja, karena saya juga kurang tertarik dengan pelajaran Bahasa Inggris"*
Student ZZ	*"Tidak, karena saya lebih suka guru menjelaskan materi dengan detail di depan kelas"*

From this question the researcher drew conclusion about the students interested with the method used by English teacher. when using the discussion method, this method received many positive responses from students. Students who are interested with discussion method because this method makes them feel happy so it is easy to understand the material, they enjoy learning, there are many students who answered through discussion method they can exchange ideas with their friends freely, the discussion method also allows students to improve their abilities in English. Furtheremore, there were two students who were not interested in using the discussion method, on the ground that students preferred the teacher explained the material in front of the class, and indeed these students did not like English lessons.

Quesrtion: In your opinion, do you have motivation when the teacher using this method to teach speaking?

Respondents	Answer
Student WA	*"Ya, saya menjadi punya keinginan dan motivasi untuk memahami sama mempelajari materi lebih dalam"*

Student RAK	*"Saya mempunyai motivasi untuk belajar Bahasa Inggris"*
Student AA	*"Ya, karena dengan metode ini saya menjadi termotivasi untuk mengasah Bahasa Inggris saya"*
Student ACES	*"Iya, karena dengan bisa berbicara Bahasa Inggris dengan baik dan benar itu bisa membuat saya untuk berkompetisi dan berkomunkasi dengan mudah dan lancar"*
Student KAA	*"Iya, karena dengan metode ini saya menjadi termotivasi dan merasa enjoy untuk belajar"*
Student SA	*"Punya, karena dengan metode ini saya ingin untuk belajar Bahasa Inggris untuk komunikasi di kehidupan sehari – hari"*
Student AUK	*"Iya, saya termotivasi untuk belajar dan berlatih Bahasa Inggris karena mempunyai keinginan untuk mendapatkan nilai yang baik"*
Student AH	*"Saya memiliki motivasi untuk belajar Bahasa Inggris, selain itu saya berkeinginan untuk mendapatkan nilai yang bagus"*
Student ZAD	*"Ya, karena dengan metode ini membuat saya menjadi tertarik untuk belajar dan mendapatkan nilai yang bagus"*
Student FPA	*"Iya, karena metode diskusi ini mmebuat saya sering mempelajari materi untuk bahan diskusi dan saya ingin mendapatkan nilai yang bagus"*
Student GPDS	*"Tidak, karena saya kurang bisa memahami materi yang disampaikan, dan saya itu tipe orang jika tidak*

	paham dari awal maka jika pembelajarannya semakin jauh maka saya akan semakin bingung"
Student ZZ	*"Tidak, karena metode diskusi ini kurang cocok untuk saya karena saya kurang pandai berbicara dengan Bahasa Inggris sehingga terasa berat dan saya lebih suka bila dijelaskan oleh Guru"*

The result of the interview related to the question about students' motivation based on the teacher method in teaching speaking the researcher drew conclusion that there are many students have motivation in learning English speaking when the teacher using discussion method. Students said that when the teacher using the discussion method, they were motivated to learn, understand the material more deeply, they have their own desire to improve their speaking skills so they could compete with their friends to get good scores from the teacher. Many students also said, by using the discussion method, they could express their ideas and express them directly so that indirectly their speaking skills could improve.

B. Discussion

In this part, the researcher discusses the findings from observation and interview that has been described in findings concerning Method mostly used by teachers in teaching speaking and students motivation based on teacher strategies in teching speaking. To discuss the result of data analysis presented, the discussion of the analysis of the collected data in this study are related to the theories that focused on English students' motivation. They are discussed in detail as follow:

1. Method mostly used by the English teacher to teach speaking.

The first is discuss about the method mostly used by English teacher to teach speaking. According to Brown (2007), strategies are particular methods to a problem or activity, modes of operation for attaining a certain goal, and deliberate designs for managing and manipulating specific information. Methods are the curcial part in strategies of the teacher to teach students especially in English speaking. Based on the result of research findings, the researcher found that the method mostly used by teacher to teach English speaking at tenth grade students is Discussion method. The role of the teacher in classroom while using discussion method become the fasilitator. This method is kind of the students centered learning, so the students is required to be active during learning process.

In relevance with Kayi (2006) In the discussion methods, the students will attempt to reach a conclusion, exchange ideas on a specific instance, or come up with a solution.

The implementation of this method into the classroom are divided into three parts. Firt, the teacher gives instructions to students to make a groups consisting of 5 to 6 members. Each group is given the option to choose material in the module to be discussed. After finishing the discussion, the teacher asks one of the groups to appoint a presenter. Second activities, one of the groups came forward to present the results of the discussion. Another groups gave feedback on the results of his presentation. So there was a discussion session between the groups. The last activities, after the presentation and discussion session is over, the teacher provides opinions, conclusions, and gives grades to students.

The implementation of the discussion method in the classroom are in accordance with theory from Slavin (2009) explained that to arrange an effective discussion, the group discussion session will be divided into three parts; 1) Pre- activity (Teacher give material and give instruction to students to make a group), 2) Whilst discussion cctivities (Students discuss in a small group discussion and then present their result in a large group discussion), and 3) Post- discussion activity (Teacher make the conclusion and giving feedback).

2. **Students' Motivation Based on Teacher Strategies to Teach Speaking.**

Based on the findings of second research question about students motivation based on the teacher strategies to teach speaking, the researcher found that students are motivated to learn English speaking through the method used by teacher. Students are motivated learning English speaking through the method used by English teacher because: they can understand the material more deeply, they have their own desire to improve their speaking skills so they could compete with their friends to get good scores from the teacher. Many students also said, by using the discussion method, they could express their ideas and express them directly so that indirectly their speaking skills could improve.

The reasons that were given by the students are in accordance with the theories of students motivation according to Brophy (2004) motivation to learn is mainly can be defined as a cognitive response involving the things related in learning process such as, attempts to make sense of the activity, try to understand the knowledge, and also mastering the skills. Motivation to learn influenced students to have tendency in finding the meaningful academic activities and desire to get the intended learning benefits from them.

This findings also supported with the question about students interested with the method used by English teacher to teach speaking. When using the discussion method, this method received many positive responses from students. Students who are interested with discussion method because this method makes them feel pleased so it is easy to understand the material, they

enjoy learning, there are many students who answered through discussion method they can exchange ideas with their friends freely, the discussion method also allows students to improve their abilities in English.

The students reason are categorized into intrinsic motivation. In relevance with theories from Gardner, (1982) intrinsic motivation is seemed to be composed of three elements, those are effort, desire, and attitude. People do positive activities because it offers them delight and develops a selected ability based on their internal preference. This is relevance with the reason of students, they feel pleased when learning so it is easy to nderstand the materilas.

Therefore Harmer, (2007) stated that someone is probably inspired by the enjoyment of the learning process itself or through preference to make themselves feel better. Which means that intrinsic motivation is the willingness that frequently arises from within someone in order to achieve the desired goals. when students have intrinsic motivation, they will display their attitude in the classroom like they need to learn English due to the fact they prefer and enjoy learning it.

Based on the previous study conducted by Sari, (2021) about "**An Analysis of English Student's Motivation in Speaking Class During New Normal Era**". The results of this study based on the interview indicate that the majority of students learn English in the speaking class with intrinsic motivation. They are active in speaking and learning English because of their inner desire. Based on the findings of this study, several relevant and useful

implications of motivational learning are recommended to increase students' learning motivation.

For students, motivation in learning is important. a study by Slavin (2006), motivation plays an important role not just in persuading students to participate in academic activities, but also in deciding how much students will learn from the activities. In addition, Slavin stated in Uno (2015) that motivation was one of the key foundations for learning. The learning process will not take place if there is nothing to encourage it. Motivation may influence both the process and outcome of learning.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this part, the researcher makes the conclusions of this study. Based on the observations and interviews at the tenth grade student of SMA Negeri 3 Sukharjo, the findings and discussion can be concluded as follows:

1. The method mostly used by English teacher to teach speaking for tenth grade students of SMA Negeri 3 Sukoharjo are discussion method. In the discussion method students can expresss their idea, and giving feedback with other, so it can improved their speaking skill.

2. Students are motivated to learn English speaking using the method applied by English teacher. Using discussion method, students are motivated to learn English speaking becasue they can understand the material more deeply, they have their own desire to improve their speaking skills so they could compete with their friends to get good scores from the teacher, and they could express their ideas and express them directly so that indirectly their speaking skills could improve

In general, it can be concluded that strategies used by teacher in teaching English speaking can affect the student learning motivation, the right strategy can improve student motivation in learning. Furthermore, in choosing an

appropriate teaching strategies, the teachers need to have an understanding how students learnt, how their interest, how the proficiency, and how the teachers will facilitate them. In At the end, the students are able to preserve and manage their motivation.

B. Suggestion

After conducting the research at SMA Negeri 3 Sukoharjo, researcher suggested some suggestions based on the findings, in order to improve the students' motivation in learning English speaking. The researcher suggests as follows:

1. For the teacher

It is suggested for teacher to be able to help students improving their motivation in learning speaking skill by using the appropriate teaching method in teaching speaking. The teacher should be understanding what the students need, because every student have differences in their ability, characteristics, and interest. Teachers were supposed to pay attention to the principle of teaching speaking so that they could choose the right method for teaching speaking.

2. For the students

Students should try to build confidence and not be afraid of making errors in order to be a fluent speakers. Be totally confident and do not be hesitant to share your ideas or opinions. Students were expected to preserve

and manage their motivation. By maintaining motivation, students will be more likely to participate in learning English speaking and study harder, with learning motivation, it will influence a positive impact on students in the future.

3. For the other researcher

For the other researcher who want to conduct the research concerning with similar field, the results of this research expected can be usefull as a frame or thought or starting points to do further research.

BIBLIOGRAPHY

Alderman, M. Kay. (2004). *Motivation for Achievement: Possibilities for Teaching and Learning*, 2nd edition. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Arikunto, Suharsimi. (2010). *Prosedur penelitian: Suatu Pendekatan Praktik*. Jakarta Rineka Cipta.

Aswan. (2016). *Strategi Pembelajaran Berbasis PAIKEM*. Yogyakarta: Aswaja Pressindo.

Brophy, J.E. (2010). *Motivating Studentsto Learn (3rd)*. NY:Routledge.

Brown, H. D. (2000). *The Principles of Language Learning and Teaching*. New Jersy: Prentice Hall,

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Longman.

Brown. H. Douglas. (2004). *Teaching By Principles An Interactive Approach To Language Pedagogy*. Longman.

Brown, H. D. (2010). *Principles of Language Assesment: Principles of Language Learning and Teaching*. New York: Longman.

Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Qualitative and Qualitative Research 4th Edition*. Boston: Pearson.

Creswell, John W. (2009). *Research Design Qualitative, Quantitative And Mixed Methods Approaches.*California SAGE Publications.

Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York : Cambridge University Press.

Gardner R.C. (2007) *Motivation and Second Language Acquisition*. University of Western Ontario. ISBN: 1697-7467.

Gill, A.K., & Kusum. (2017). *Teaching Approaches, Methods, and Strategy*. Scholarly Research Journal for Interdisciplinary Studies, 4(36).

Harmer, J. (2001). *The Practice of English Language Teaching*. (Third Edit).
LONGMAN.

Harmer, J. (2007). *The Practice of English Language Teaching*. (Fourth Edit). Pearson Longman.

Haya, M., Fitri, N., Aisyah, S. (2022). *Students' Motivation on Speaking Skill at the X Grade of Vocational High School 1 Jambi City*. Journal Of English Language teaching. Vol 6 (2).

Issac, J.C. (2010). *Methods and Strategies of Teaching: an overview*, Pondicherry University Press.

Kayi, H. (2006). *Teaching Speaking Activities to Promote in a Second Language (XII)*. Nevada: University of Nevada.

Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. London: Springer Science and Business Media.

Lutfika. (2022). *An Analysis of Students' Motivation in Learning English at Second Semester Students of UIN Raden Mas Said Surakarta in the Academic Year of 2021/2022.* Thesis. English Language Education Study Program, Cultures and Language Faculty. UIN Raden Mas Said Surakarta.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*: an Expanded Sourcebook (Second Edit.). SAGE Publications, Inc.

Miles, M. B., Huberman, A. M. & Saldana,J. (2014). *Qualitative Data Analysis* : A Method Sourcebook (III). SAGE Publications, Inc.

Mulyanti, Sapna. (2021). *Teachers' Strategies in Teaching Speaking at High School.* Journal of Foreign Language and Educational Research. Vol. 4(2). Pages 1-11.

Muthmainnah, Zulfa. (2021). *An Analysis of Students' Motivation in Learning English at the Eleventh Grade of SMA Islam 1 Surakarta in the Academic Year 2020/2021.* Thesis. English Language Education Study Program, Cultures and Language Faculty. UIN Raden Mas Said Surakarta.

Moeloeng, Lexy J. (2004). *Metodologi Penelitian Kualitatif.* Jakarta: Department Pendidikan dan Kebudayaan Direktoral Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.

Nunan David., Kathleen Bailey. (2003). *Practical English Language Teaching.*

Nurlaila.(2021). *An Analysis of Student's Motivation in Learning English at MTsN 5 Sarolangun*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training. IAIN Sulthan Thaha Saifuddin Jambi.

Nurmala, B.I. (2020). *The Analysis of Student's Motivation on English Blended Learning at Seventh Grade of SMP Negeri 2 Ambarawa in Academic Year 2019/2020*. Salatiga: IAIN Salatiga.

Prayitno, Elida. (1989). *Motivasi Dalam Belajar dan Berprestasi.* Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi.

Richards, Jack C. (2008). *Teaching Listening and Speaking: From theory and practice.* New York: Cambridge University Press.

Sam, W. Y. (1990). *Drama in Teaching English as a Second Language - A Communicative Approach.* Malaysia: Malaya University.

Sardiman, A.M. (2007). *Interaksi dan Motivasi Belajar Mengajar* (1st ed). Rajawali Pers.

Sari, Puspita. (2021). *An Analysis of English Student's Motivation in Speaking Class During New Normal Era.* Thesis. English Language Department, Faculty of Tarbiyah and Tadris. State Islamic University of Fatmawati Sukarno Bengkulu.

Slavin, Robert E. (2009). *Educational Psychology: Theory and Practice, 8th edition*. USA: Pearson Education, Inc.

Subakthiasih, Putu. (2020). *An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic*. Linguistic, English Education and Art (LEEA) Journal Vol. 4(1). DOI : https://doi.org/10.31539/leea.v4i1.1728

Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung. Alfameta.

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung. Alfameta.

Sugiyono. (2015). *Metode Penelitian Pendidikan:(Pendekatan Kuantitatif, Kualitatif dan R & D)*. Alfameta.

Thornbury, S. (2001). *Uncovering Grammar*. The Teacher Development. Oxford: Macmillan Heinemann English Language Teaching

Thornbury, S. (2005). *How to teach speaking*. Longman.

Uno, Hamzah B. and Muhamad, Nurdin. 2015. *Belajar dengan Pendekatan PAILKEM*. Jakarta: PT Bumi AksaraUniversity Pres

Appendices

SEKOLAH PENGGERAK

ALUR TUJUAN PEMBELAJARAN

Satuan Pendidikan : SMA N 3 Sukoharjo
Nama Penyusun : Tikwan Sudibyo, S.Pd.
Mata Pelajaran : Bahasa Inggris
Fase/Kelas : X
Capaian Pembelajaran : Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan kesehatian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

No	Alur Tujuan Pembelajaran	Rasionalisasi	Perkiraan Jumlah Jam Mempelajar (Jp)	Materi Inti	Profil Peserta didik Pancasila	Glosarium
10.1	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, recount, dan narative lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.	Mempelajari bahasa Inggris memberikan kesempatan untuk berkomunikasi dengan warga dunia dari latar belakang budaya yang berbeda.	6 JP	1) Descriptive tetext; 2) captain; 3) Simple present tense,graphic	Mandiri dan bernalar kritis	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya. Linguistic Features: Ciri kebahasaan yang ada dalam sebuah teks.
10.2	Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari ragam teks deskripsi, recount, dan narative lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.		6 JP	1) Recount text, 2) Captain, 3) Past tense , 4) Past perfect tense.	Mandiri dan bernalar kritis	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya. Linguistic Features: Ciri kebahasaan yang ada dalam sebuah teks.
10.3	Menganalisa makna tersurat dari ragam teks deskripsi, recount, dan narative lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.		6 JP	1) Narrative text, 2) Direct indirect sentence, 3) Past continuous tense	Mandiri dan bernalar kritis	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya. Linguistic Features: Ciri kebahasaan yang ada dalam sebuah teks.
10.4	Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks deskripsi, recount, dan narative yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.	Dengan menguasai bahasa Inggris, maka peserta didik akan memiliki kesempatan yang lebih besar untuk berinteraksi dengan berbagai teks. Dari interaksi tersebut, mereka memperoleh pengetahuan, mempelajari berbagai keterampilan, dan perilaku manusia yang dibutuhkan untuk dapat hidup dalam budaya dunia yang beraneka ragam.	6 JP	1) Narrative text, 2) Direct indirect sentence, 3) Past continuous tense	Berkebinekaan global ,mandiri dan bernalar kritis	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya. Linguistic Features: Ciri kebahasaan yang ada dalam sebuah teks.
10.5	Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat secara sederhana di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.		6 JP	1) Narrative text, 2) Direct indirect sentence, 3) Past continuous tense	Bergotong royong ,mandiri dan bernalar kritis	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya.
10.6	Mengimplementasikan penggunaan kosakata dan tata bahasa sederhana yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks.		6 JP	1) Narrative text, 2) Direct indirect sentence, 3) Past continuous tense	Beriman dan bertaqwa kepada Tuhan YME,bergotong royong,mandiri dan kreatif	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya.

No	Kompetensi	JP	Materi	Nilai Karakter	Purpose of the text
10.7	Merancang beragam teks deskripsi, recount, dan narrative tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja	6 JP	1) Narrative text, 2) Direct indirect sentence, 3) Past continuous tense	Beriman dan bertaqwa kepada Tuhan YME,bergotong royong,mandiri dan kreatif	Purpose of the text: Tujuan sosial mengapa sebuah teks ditulis. Generic Structure: Struktur penyusunan sebuah teks yang memiliki kekhasan dan fungsi sesuai dengan jenis teksnya. Linguistic Features: Ciri kebahasaan yang ada dalam sebuah teks.
10.8	Memproduksi beragam teks deskripsi, recount, dan narrative tulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja	0		Beriman dan bertaqwa kepada Tuhan YME,bergotong royong,mandiri dan kreatif	

Keterangan

Mengetahui
Kepala SMA N 3 Sukoharjo

Drs. Narman, MM.
NIP. 19641030 199501 1 001

Sukoharjo, 20 Juni 2022
Guru Mapel

Tikwan Sudibyo, S.Pd
NIP. 19691010200501 1 012

APPENDIX 2

Table 1.1 Classroom Activity

Date   : 10th April 2023

Time   : 08.00 WIB – 10.00 WIB

Meeting : 12 (second semester)

Theme   : Reviewing modul

Steps	Activity	Yes	No	Description
Pre-Activity	a. Greeting	V		The teacher greets before opening the lesson
	b. Checking attendance	V		The teacher checks the attendance of students by mentioning the name of according to the student number
	c. Pray together	V		The teacher asked the class leader to lead the prayer
	d. Brainstorming	V		Before entering the learning process the teacher conducts brainstorming to prepare students to understand the material

While Activity	a. Explaining the materials	V		Teacher explained the point of material to students and students are given instructions for conduct discussion
	b. Reassuring the students	V		
	c. Praising and giving warning/ appreciation		V	**-**
	d. Clarification		V	**-**
	e. Asking questions	V		The teacher asked the students again about their understanding of the material
	f. Ice breaking (when the situation of the class become stuck or boring		V	-
Post-Activity	a. Concluding the materials	V		The teacher concludes the material by giving students the opportunity to express what they understand
	b. Giving homework	V		Teacher ask students to make a video consist of group discussion
	c. Giving motivation	V		Teacher
	d. Pray together and closing the meeting	V		The teacher asked the class leader to lead the prayer and closing the

				class by reciting *hamdalah*

Table 2.1 Methods mostly used by teacher in teaching speaking

Methods	Class									
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
1. Role Play										
2. Discussion	V	V	V	V	V	V	V	V	V	V
3. Simulation										
4. Brainstorming										
5. Storytelling										
6. Interview										
7. Story Completion										
8. Picture Describing										
9. Reporting										
10. Question and Answer			V			V				

Table 3.1 Students' Active Participation

Indicator	Yes	No	Description
Students are very active to respond the materials			
students respond the material actively	V		Many students in the tenth grade class answer and giving feedback when the teacher reassuring the materials. In the discussion section,

			students active in express their opinion and idea with others.
Students respond the material just once or twice			
Students' just shut down during the activity without doing			

APPENDIX 3

(Transcript interview with teacher TS)

No	Questions	Answers
1.	Apa yang perlu dipersiapkan sebelum memulai pembelajaran speaking?	*"Sebelum pembelajaran saya mempersiapkan perangkat pembelajaran, jurnal, buku agenda kelas, dan materi."*
2	Metode apa yang biasanya bapak gunakan untuk mengajar speaking?	1. *Question & Answer (tanya jawab) : Di sela-sela pembelajaran saya melakukan tanya jawab kepada siswa untuk mengetahui sejauh mana pemahaman siswa.* 2. *Discussion (Diskusi) : Di unit 4 dan 5 saya menerapkan metode ini, memebentuk grub diskusi mengenai materi di unit 4 dan 5 lalu untuk product nya anak melakukan presentasi dengan menggunakan Bahasa Inggris.* 3. *Telling Story : untuk implementasinya, saya meminta anak untuk mencari sebuah cerita/ informasi di internet lalu anak mempresentasikan / mereport tentang cerita yang telah dibaca."*
3	Di antara beberapa metode, metode apakah yang sering digunakan?	*"Saya lebih sering menggunakan metode diskusi mbak, dengan diskusi ini menurut saya anak bisa mempelajari materi lalu bertukar pemahaman dan diucapkan secara lisan. Dari diskusi ini anak menjadi aktif dan memicu anak untuk meningkatkan kemampuan speakingnya. "*
4	Apa alasan bapak menggunakan metode ini dalam	*"Metode diskusi sering saya gunakan karena lebih efektif, efektif dalam artian dapat memicu anak menjadi lebih aktif dan juga dari diskusi ini anak berupaya untuk mengembangkan speakingnya, alasan lain dari grub diskusi*

	mengajar speaking?	*ini anak dapat bertanya kepada rekannya terkait materi yang belum ia pahami. "*
5	Bagaimanakah penerapan metode ini?	*"Untuk penerapan metode ini saat di kelas mbak, saya mengawali dengan memberikanpertanyaan terkait materi yang sudah dijarkan. Lalu saya memberikan instruksi kepada anak untuk membuat grub yang terdiri dari 5-6 anggota. Setelah itu saya meminta anak untuk memilih salah satu materi yang ada di chapter untuk bahan diskusi. Saat waktu diskusi sudah habis, saya meminta salah satu grub untuk maju dan memilih perwakilan sebagi presenter. Ketika presentasi sudah habis, grub lain diperkenankan untuk memberikan feedback ataupun gagasannya. Kemudian di akhir saya baru memberikan opini dan kesimpulan."*
6	Apakah metode ini juga diterapkan di kelas yang berbeda?	*"Iya, di semua kelas saya menggunakan metode yang sama."*
7	Apakah kelebihan dan kelemahan dari metode ini?	*"Untuk kelebihan dari metode ini, dapat mendorong anak yang tadinya pasif dalam skill speaking membuat mereka memaksa dan melatih dirinya untuk bisa berbicara menggunakan Bahasa inggris. tapi untuk kekurangnnya lebih bersifat sbjektif, dala aritan merujuk pada anak yang kurang termotivasi untuk belajar, meeka cenderung menggampangkan, ditambah metode ini bersifat students center, jadi untuk penilaian mau tidak mau akan ada*

		perbedaan tersendiri sesuai dengan keaktifan anak saat diskusi.”
8	Apa yang menjadi kesulitan bapak saat mengajar speaking?	*“Karena setiap anak memiliki kemampuan speaking yang berbeda- beda, seperti contohnya mereka masih kesulitan untuk memahami isi komunikasi dengan menggunakan Bahasa Inggris (Vocabulary anak yang masih minim) sehingga dalam memberikan treatment kepada anak juga berbeda – beda.”*
9	Bagaiman bapak mengevaluasi pada akhir pembelajaran?	*“Untuk evaluasi pada akhir pembelajaran saya menggunakan nilai yang valid, dan lebih menekankan pada keaktifan siswa saat pembelajaran dan tugas untuk mendapatkan nilai.* *Pada akhir pembelajaran saya megevaluasi secara langsung dan spontanitas melakukan tanya jawab lalu siswa yang angkat tangan untuk menjawab akan mendapat nilai.”*

(Transcript Interview With Students)

1. **Student WA**

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Iya mbak, karena saya merasa belum bisa berbicara dengan Bahasa Inggris"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Menurut saya penting mbak, karena yang saya ketahui Bahasa Inggris itu Bahasa internasional yang pastinya sering digunakan kehidupan sehari- hari"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Saya bisa dibilang tidak aktif karena saya lebih suka menyimak dan mendengar"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Iya mbak, saya paham materi yang disapaikan oleh guru"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Kalau tidak paham materi biasanya saya minta tolong teman yang lebih paham untuk menjelaskan dan mencari materi di internet"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Ya. Karena saat menggunakan metode diskusi saya dapat bertukar pikiran dengan teman apabila ada materi yang masih belum saya pahami"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Senang dan enjoy saat belajar speaking"*

8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Ya, saya menjadi punya keinginan dan motivasi untuk memahami sama mempelajari materi lebih dalam"*

2. Student RAK

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Ya, karena ingin menguasai banyak bahasa dan memahami teknologi baru dengan lebih mudah, ingin memiliki wawasan yang lebih luas dan ingin berbakat di Bahasa Inggris"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Penting karena Bahasa Inggris adalah salah satu Bahasa dunia yang harus dipelajari siswa dan dengan Bahasa Inggris, kita bisa berkomunikasi dengan orang asing dari luar negri"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Iya, terkadang saya aktif berbicra menggunakan Bahasa Inggris karena ada rasa ingin mencoba"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Memahami, tapi tergantung cara mengajarnya dan tergantung jam mata pelajarannya juga suasana kelas juga harus tenang"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Saya meminta guru atau teman untuk mengajari saya ulang atau menjelaskan materi ulang"*

6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Saya tertarik dan senang saat guru menggunakan metode diskusi"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Sangat senang"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Saya mempunyai motivasi untuk belajar Bahasa Inggris"*

3. Student AA

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Ya, saya punya keinginan untuk berbicara Bahasa Inggris dengan bagus dan benar"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Ya, menurut saya belajar Bahasa Inggris itu penting"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Untuk saat ini saya belum bisa aktif berbicara Bahasa Inggris di kelas, karena memang belum fasih dalam berbahasa Inggris"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Ya, saya memahami materi guru, tapi untuk bisa memahami lebih dalam saya harus mengulanginya di rumah"*

5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Saya biasanya bertanya kepada guru mengenai materi tersebut"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Lumayan tertarik, karena saya merasa kemampuan Bahasa Inggris saya menjadi terasah dan lebih memahami materi yang sedang dipelajari"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Saya merasa kemampuan berbicara Bahasa Inggris saya merasa terasah dan lebih memahami materi yang sedang dipelajari"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Ya, karena dengan metode ini saya menjadi termotivasi untuk mengasah Bahasa Inggris saya"*

4. **Student ACES**

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Iya, karena dengan berbicara Bahasa Inggris dengan baik dan benar memebuat saya menjadi mudah untuk memahami pelajaran"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Iya, karena dengan belajar Bahasa Inggris saya dapat menguasai Bahasa asing dan juga dengan mudah memahami materi yang disampaikan oleh guru pengajar"*

No	Pertanyaan	Jawaban
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Tidak, karena belum percaya diri dan belum bisa berbicara dengan Bahasa Inggris"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Iya"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Bertanya kepada guru pengajar atau bertanya kepada teman yang sudah benar-benar faham"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Lumayan tertarik"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Senang dalam pelajaran"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Iya, karena dengan bisa berbicara Bahasa Inggris dengan baik dan benar itu bisa membuat saya untuk berkompetisi dan berkomunkasi dengan mudah dan lancar"*

5. **Student KAA**

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Menurut saya penting karena dengan bisa berbahasa Inggris bisa menjadi bekal ketika kita berkomunikasi dengan orang luar negri"*

2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Penting, karena Bahasa Inggris merupakan Bahasa internasional ang akan kita jumpai sehari- hari, kalau kita bisa berbicara menggunakan Bahasa Inggris kita bisa berkomunikasi dengan orang asing dengan baik"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena kamu menyukai materi yang diberikan?	*"Ya, jika ada materi yang saya pahami saya termotivasi untuk aktif "*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Iya, saya memahami"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Biasanya saya akan bertanya kepada guru"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Saya merasa tertarik karena metode ini cukup santai membuat saya enjoy memahami pembelajaran"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Senang, karena metodenya yang santai dan tidak membuat pusing"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Iya, karena dengan metode ini saya menjadi termotivasi dan merasa enjoy untuk belajar"*

6. Student SA

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Ya, karena dengan bisa berbahasa Inggris akan berguna bagi kehidupan sehari- hari"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Penting karena akan berguna bagi kehidupan sehari- hari"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Pernah karena saya merasa tertarik untuk mencobanya"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Memahami, tapi tidak semua materi"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Saya bertanya kepada guru karena saya ingin paham materi"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Tertarik, dan jika ada materi yang saya pahami, saya tertarik utuk aktif dalam pembelajaran"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Senang, apalagi jika bertepatan dengan materi yang saya pahami saya tertarik untuk aktif"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Punya, karena dengan metode ini saya ingin untuk belajar Bahasa Inggris untuk komunikasi di kehidupan sehari – hari"*

7. Student AUK

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Ya, karena saya ingin lancar berbahasa Inggris dan berkeinginan pergi ke luar negri"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Ya, karena seta saya Bahasa Inggris itu Bahasa internasional yang akan sering dijumpai dan digunakan"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Iya, karena saya ingin melatih kemampuan berbahasa Inggris saya"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Iya, saya memahami yang disampaikan guru"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Saya akan mempelajarinya sendiri dan jika masih belum mengerti akan saya tanyakan dengan guru"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Saya merasa senang karena metode pembelajaran yang digunakan cocok dengan saya dan cukup menyenangkan"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Saya merasa senang karena merasa cocok dengan metode tersebut"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat	*"Iya, saya termotivasi untuk belajar dan berlatih Bahasa Inggris karena*

No	Pertanyaan	Jawaban
	guru menggunakan metode ini untuk mengajar bahasa inggris?	*mempunyai keinginan untuk mendapatkan nilai yang baik"*

8. Student AH

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Punya, tapi mungkin tidak terlalu intens"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Penting, tentu saja. Bahasa Inggris adalah Bahasa internasional. Jika memiliki kesepatan untuk mengikuti ajang internasioanl, maka belajar Bahasa Inggris itu penting."*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Tidak, saya agak sungkan untuk berbicra Bahasa Inggris di kelas"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Ya, tetapi tidak seua. Kadang ada beberapa materi yang saya masih tidak paham"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Saya akan memikirkannya sebentar, lalu memutuskan akan mencari tahu atau tidak"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Iya, karena saya suka dalam berdiskusi karena sedikit demi sedikit materi bisa dipahami"*

7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Lumayan senang, karena saya merasa sedikit demi sedikit menjadi memahami materi"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Saya memiliki motivasi untuk belajar Bahasa Inggris, selain itu saya berkeinginan untuk mendapatkan nilai yang bagus"*

9. Student ZAD

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Ya, karena saya tertarik belajar Bahasa Inggris"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Ya, karena Bahasa Inggris sangat penting"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Ya, karena saya ingin melatih skill berbahsa inggris saya"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Saya memahami karena guru menggunakan metode yang cocok bagi saya"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Bertanya atau minta bantuan teman untuk menjelaskan ulang"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan	*"Ya, karena metode ini menyenangkan dan menjadi mudah untuk memahami materi"*

	metode yang digunakan oleh guru dalam mengajar?	
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Senang karena metode ini cukup menyenangkan"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Ya, karena dengan metode ini membuat saya menjadi tertarik untuk belajar dan mendapatkan nilai yang bagus"*

10. Student FPA

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Punya mbak, karena akan berguna untuk masa depan"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Iya, karena Bahasa Inggris merupakan Bahasa internasional"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Saya cukup aktif karena sadar hal itu dapat melatih kemampuan Bahasa Inggris kita"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Iya kak, lumayan paham"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Biasanya saya mepelajarinya dan mencari materinya di internet/ You Tube"*

6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Iya, karena merasa enjoy saat pelajaran dan menjadi bisa memahami materi"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Saat menggunakan metode diskusi untuk Speaking saya merasa enjoy karena bisa berdiskusi dengan teman, dan mengurangi rasa nerveous"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Iya, karena metode diskusi ini mmebuat saya sering mempelajari materi untuk bahan diskusi dan saya ingin mendapatkan nilai yang bagus"*

11. Student GPDS

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Saya ingin sekali untuk bisa Bahasa Inggris, tapi saya juga kurang suka Bahasa Inggris jika tidak tahu dengan artinya"*
2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Penting, karena Bahasa Inggris itu Bahasa internasional yang pastinya akan sering digunakan dalam kehidupan sehari-hari"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Saya tidak aktif karena saya takut kalau salah menggunakan kata- katanya teman saya akan mencibir"*

No	Pertanyaan	Jawaban
4	Apakah kamu memahami materi yang disampaikan guru?	*"Saya bisa memahami materi tetapi terkadang saya tidak bisa memahami materi"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Karena saya malu untuk belajar, saya mencoba mencari tahu dan mempelajari materi lewat You Tube, itu cukup membantu saya"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Biasa saja, karena saya juga kurang tertarik dengan pelajaran Bahasa Inggris"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Sebenarnya enjoy tapi kurang mendapatkan feelnya"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Tidak, karena saya kurang bisa memahami materi yang disampaikan, dan saya itu tipe orang jika tidak paham dari awal maka jika pembelajarannya semakin jauh maka saya akan semakin bingung"*

12. Student ZZ

No	Pertanyaan	Jawaban
1	Apakah kamu punya keinginan untuk berbicara bahasa inggris dengan bagus dan benar?	*"Ingin, karena Bahasa Inggris adalah Bahasa internasional dan akan berguna bagi masa depan saya"*

2	Apakah menurutmu belajar Bahasa inggris itu penting?	*"Penting, karena jika bisa berbahasa inggris akan bisa menambah peluang kerja"*
3	Apakah kamu aktif berbicara bahasa inggris di dalam kelas karena merasa tertantang?	*"Ya, saya merasa tertantang untuk memahami pelajaran yang tidak terlalu saya pahami sehingga saya mencoba untuk aktif"*
4	Apakah kamu memahami materi yang disampaikan guru?	*"Kurang, karena saya tidak menyukai metode guru dalam menyampaikan materi dan jadi badmood, ditambah teman saya sulit diajak kerja sama"*
5	Apa yang akan kamu lakukan jika kamu tidak memahami materi yang disampaikan oleh guru?	*"Saya aka belajar melalui cara lain seperti melihat materi di You Tube"*
6	Apakah kamu tertarik belajar Bahasa Inggris menggunakan metode yang digunakan oleh guru dalam mengajar?	*"Tidak, karena saya lebih suka guru menjelaskan materi dengan detail di depan kelas"*
7	Bagaimana perasanmu ketika guru menggunakan metode ini saat mengajar Bahasa Inggris?	*"Kurang senang, karena teman – teman saya susah untuk serius saat diskusi dan susah untuk diajak membuat video diskusi"*
8	Menurutmu, apakah kamu mempunyai motivasi belajar saat guru menggunakan metode ini untuk mengajar bahasa inggris?	*"Tidak, karena metode diskusi ini kurang cocok untuk saya karena saya kurang pandai berbicara dengan Bahasa Inggris sehingga terasa berat dan saya lebih suka bila dijelaskan oleh Guru"*

APPENDIX 4

The Photograph

Picts 1.1 (Classroom Observation)

Picts 1.2 (Students Discussion: Implementation of discussion method)

Picts. 1.3 (Students Discussion method implementation)

Picts 2.1 (Students fill out a questionnaire about the student's understanding of the teacher's method)

Picts 2.2 (Interview with teacher TS)

Picts 3.1 (Interview with students)

Picts 3.2 (Interview with students)

APPENDIX 5

Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1348/Un.20/F.V/PP.00.9/03/2023   21 Maret 2023
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala SMA Negeri 3 Sukoharjo
di
    Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama	:	**SEKAR FILDZAH HIDAYATI**
NIM	:	196121148
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	8
Judul Skripsi	:	An Analysis of Students'Motivation Based on Teacher Strategies in Teaching Speaking at The Tenth Grade Students'of SMA Negeri 3 Sukoharjo in The Academic Year 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 3 April 2023 sampai tanggal 8 Mei 2023.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
NIP. 19710403 199803 1 005

SEKOLAH MENENGAH ATAS NEGERI 3 SUKOHARJO

Jalan jendral Sudirman No. 197 Bendosari, Sukoharjo Kode Pos 57521
Telepon 0271-593064, Faksimile 0271-593746, Surat Elektronik sma3sukoharjo@yahoo.com

SURAT KETERANGAN
Nomor : 421.7 / 171

Yang bertanda tangan di bawah ini,

Nama	:	**DRS. NARMAN, M.M**
NIP	:	19641030 199501 1 001
Pangkat/Gol.	:	Pembina TK 1. IV/b
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Negeri 3 Sukoharjo

Menerangkan dengan sesungguhnya bahwa :

Nama	:	**SEKAR FILDZAH HIDAYATI**
NIM	:	196121148
Prodi	:	Pendidikan Bahasa Inggris
Perguruan Tinggi	:	UIN Raden Mas Said Surakarta

Yang bersangkutan telah melaksanakan Tugas Penelitian di SMA Negeri 3 Sukoharjo untuk kelengkapan dalam mengerjakan tugas Sekripsi , pada tanggal 01 April – 05 Mei 2023 dengan Judul : **"AN ANALYSIS OF STUDENTS' MOTIVATION BASED ON TEACHER STRATEGIES IN TEACHING SPEAKING AT THE TENTH GRADE STUDENTS' OF SMA NEGERI 3 SUKOHARJO IN THE ACADEMIC YEAR 2022/2023"**

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Sukoharjo, 17 Mei 2023
Kepala Sekolah

DRS. NARMAN, M.M
NIP. 19641030 199501 1 001

121