

CHAPTER 1

INTRODUCTION

This chapter presents several pieces of information that underpin this study, including the research background, research question, research objective, and research contribution.

1.1 Research Background

Speaking is one of the most challenging skills for EFL students. What makes speaking unique is that it is an interactive process of constructing meaning, which involves the production, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997). In the process of developing speaking skills, one obstacle is a lack of motivation, which can result from various factors such as the students' own ability issues, the teacher's teaching strategies, an unsupportive classroom environment, and others.

Brown (2000) found that strong motivation is the foundation that must be prioritized to achieve good results. In conclusion, motivation is a crucial factor to consider in the development of English speaking skills.

Harmer (2007) states that it is this motivation that guides a person toward achieving their primary goals. Motivation is an intangible force that arises from established habits.

One of the teacher's key roles is to act as a facilitator in designing speaking tasks to build EFL students' motivation. According to Martin Bygate (1972) in his theory of speaking, there are two factors necessary to achieve communication goals in speaking activities. The first factor is linguistic knowledge, and the second is the ability to use language effectively. To support the development of English speaking skills, there are several points that need to be considered. According to Kayi R (2006), the ability to remember important vocabulary is.

Based on previous research, studies on motivational support for student speaking skill have been conducted in various contexts and with various causes. However, most studies have focused solely on student perceptions, anxiety levels, and contributing factors. Some studies have also explored how teachers address speaking anxiety. However, there is little research examining how experienced English teachers motivate students to speak English through daily classroom learning practices.

Nevertheless, limited research has examined how an experienced English teacher motivates students to speak English through daily classroom practices. In addition, studies using a descriptive case study approach to investigate an experienced teacher's strategies in the context of an Indonesian vocational

high school remain limited. Therefore, this study aims to address this gap by examining the strategies an experienced vocational high school English teacher uses to motivate students to speak English.

1.2 Research Question

Based on the research background, this study aims to answer the following research question: “How does an experienced English teacher motivate students to speak English in the classroom?”

1.3 Research Objective

Based on the research question, this study aims to describe the strategies an experienced English teacher uses to motivate students to speak English in the classroom.

1.4 Research Contribution

The findings of this study are expected to have practical and empirical contributions. In practice, the teacher strategies identified in this study can be adapted as a teacher-coaching model or a supportive teaching-practice training module in the EFL context in Indonesia and other developing countries. Empirically, this research fills a gap in prior research, which has focused more on cognitive aspects or student characteristics and has not addressed empirical contributions from the teacher's experience.