



**MOTIVATING STUDENTS TO SPEAK ENGLISH: A DESCRIPTIVE CASE STUDY OF
AN EXPERIENCED ENGLISH TEACHER'S STRATEGIES**

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THE UNIVERSITY OF JEMBER

2026



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AN EXPERIENCED ENGLISH TEACHER'S STRATEGIES**

THESIS

Composed to Fulfil One of the Requirements to Obtain the S1
Degree in the English Education Study Program, Language
and Arts Education Department, Faculty of Education,
University of Jember

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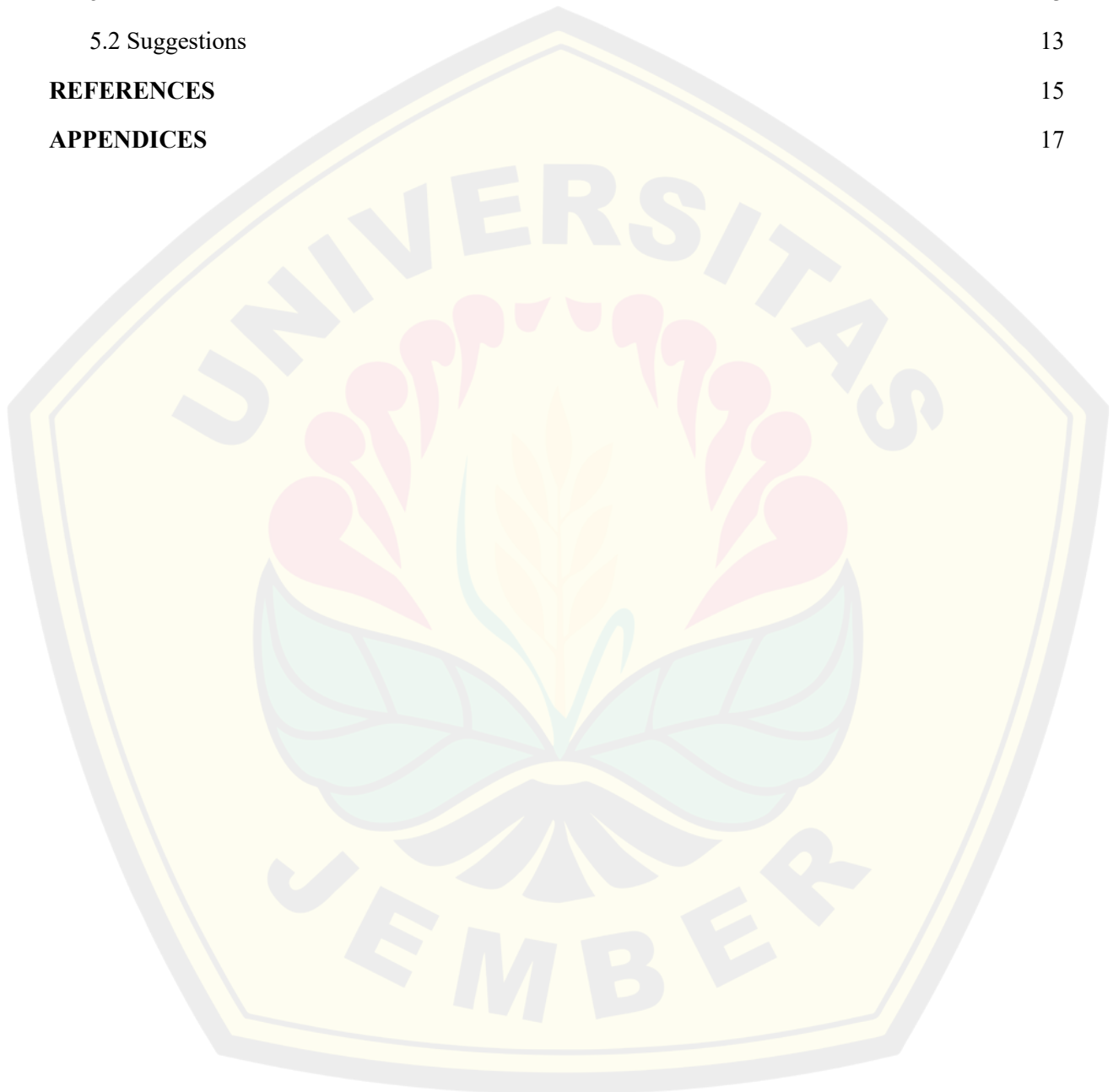
THE UNIVERSITY OF JEMBER

2026

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MOTTO

“Indeed, with hardship comes ease.”

-Qur'an, Surah Ash-Sharh (94:4)

“Our greatest glory is not in never falling, but in rising every time we fall.”

-Confucius



DEDICATION

This thesis is dedicated to:

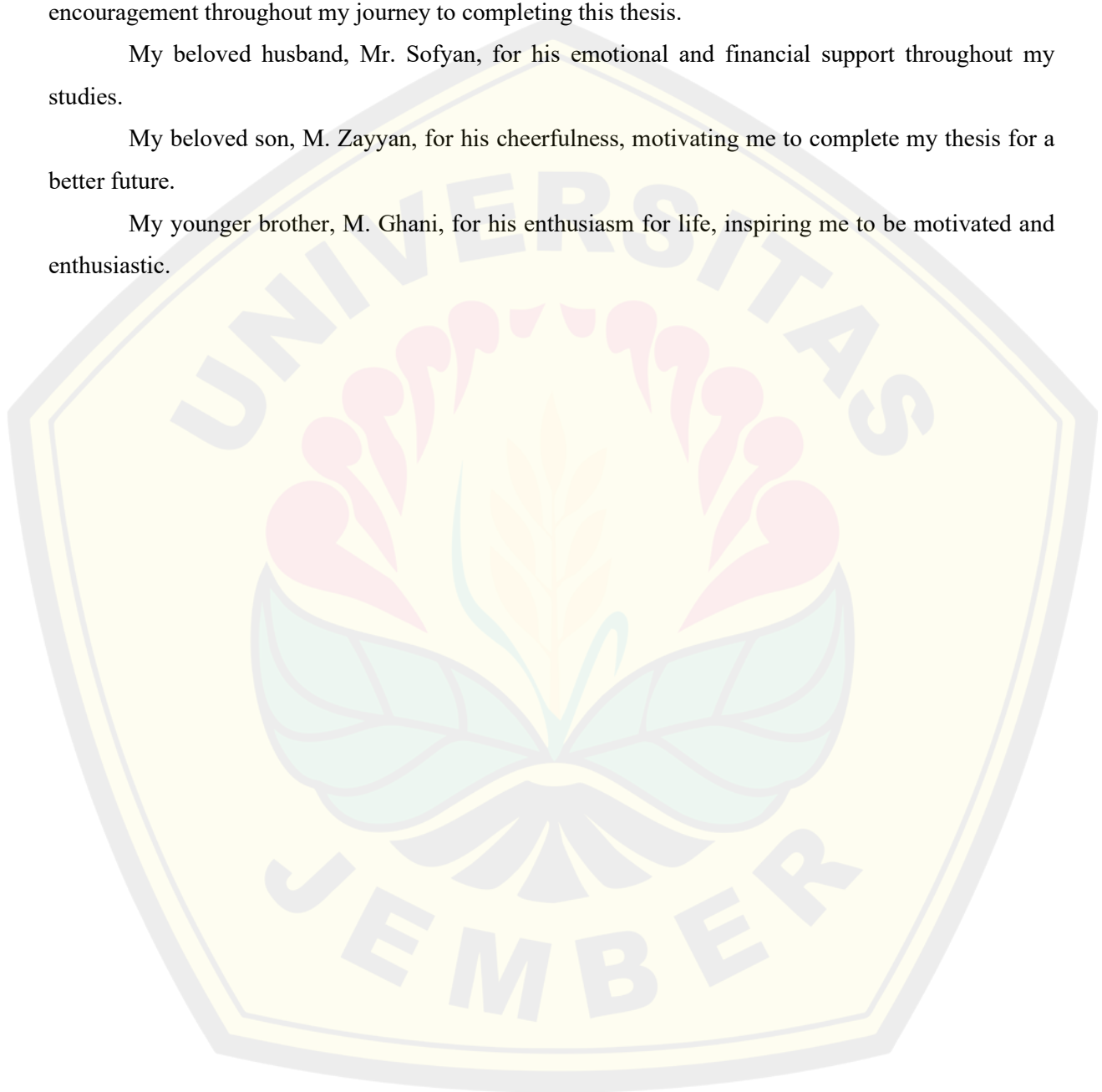
My late father, Mr. Junaidi, always encouraged me to complete my studies and taught me the meaning of life throughout his life.

My beloved mother, Mrs. Andri, whose prayers and love have been a constant source of encouragement throughout my journey to completing this thesis.

My beloved husband, Mr. Sofyan, for his emotional and financial support throughout my studies.

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My younger brother, M. Ghani, for his enthusiasm for life, inspiring me to be motivated and enthusiastic.



STATEMENT OF THESIS AUTHENTICITY

I hereby declare that this thesis, entitled "Motivating Students to Speak English: A Descriptive Case Study of Experienced English Teachers' Strategies," is the result of my hard work that I really did myself.

I affirm that this thesis was written by me and has not been submitted, in whole or in part, for any degree or academic qualification at any other university. The sources of information and ideas I obtained from other authors have been acknowledged and properly listed in the bibliography.

I understand that any violation of academic ethics, including plagiarism, will result in consequences in accordance with the regulations of the University of Jember.

I also grant the University of Jember the right to archive and use this thesis for academic purposes.

Jember, 9 June 2026

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SUPERVISOR APPROVAL

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The author acknowledges that this thesis still has several limitations. Therefore, constructive criticism and suggestions are greatly appreciated for future improvements.

Jember, 9 June 2026

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SUMMARY

Motivating Students to Speak English: A Descriptive Case Study of an Experienced English Teacher's Strategies; Zalfanny Izdiyar, NIM 190210401020; 21 pages; Department of English Education, Faculty of Education, The University of Jember.

This study aims to describe the strategies used by experienced teachers to motivate vocational students to use English in the classroom. The research used a descriptive case study design to explore how these teachers support students' confident participation in English in classroom learning. The respondent in this study was a teacher with over twenty years of teaching experience in a vocational school. The researcher collected data through one semi-structured interview and four meetings to conduct in-depth classroom observations. The data were analyzed using Dörnyei's (2001, 2020) motivational framework.

The findings of this study were grouped into four main themes in motivating students to speak English in the classroom. First, the teacher created a supportive classroom atmosphere, encouraged student participation, and consistently reminded students that making mistakes is not a nightmare, but rather a learning process leading to better skills.

Second, the teacher stimulated students by providing example sentences to motivate them to construct sentences, providing vocabulary support to support their construction, and providing topics relevant to their daily lives. The teacher also allowed students to discuss with their peers before giving presentations. Third, the teacher organized and motivated students to engage in pairwork, group discussions, and role-playing.

Finally, teachers can build positive evaluations through feedback before correcting students who make mistakes, in order to maintain student confidence.

In conclusion, this study found that motivational strategies enable teachers to play a crucial role in the classroom in shaping learning and influencing student psychology.

Through a supportive classroom atmosphere, appropriate scaffolding, gradual practice, and positive feedback, students were motivated and willing to learn.