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APPENDICES

Appendix 1: Observation and Interview Data

Observation 1 (August 22, 2025)

The teacher began the lesson by greeting the students and asking simple questions such as "How are you today?" and "Did you have breakfast this morning?" The teacher encouraged students to respond in simple language. Some students responded confidently in English, while others hesitated and stuttered.

The teacher then showed students pictures related to their daily activities, based on their vacation experiences. This activity focused on the profession of someone they encountered in public places. Students were asked to show a photo or video and explain what was in the picture. The teacher instructed students to explain in small groups of two to motivate them to speak English.

During the discussion session, students appeared more relaxed because they were given the opportunity to discuss with their peers. The teacher created peer tutor groups with tutors selected by the teacher who were considered to have more English skills in the class. They could discuss in groups with the help of their peer tutors. The teacher also circulated the classroom to help students find vocabulary or any difficulties they were having.

After about 20 minutes of discussion, several groups volunteered to come to the front of the class to describe the pictures. Although some students made pronunciation and sentence structure errors, the teacher simply smiled and gave them time to complete their presentations. The teacher gave positive feedback such as "Good effort" and "Almost correct" before giving corrections.

Observation 2 (August 29, 2025)

In the second observation, the teacher focused on group discussions of three to four students. Each group was asked to create a short dialogue related to a profession they encountered in public places. Before the discussion began, the teacher provided an example before the students presented. Students had the opportunity to discuss and practice the dialogue with their peers.

During the activity, most students felt enthusiastic because they were given the opportunity to practice. They were more confident when they were prepared. One group even volunteered to perform first. Following the discussion session, students gradually presented their conversations in front of the class. Some students remained quiet, but others were more confident than in the previous observation. The teacher appreciated each performance and encouraged students to continue practicing their English skills. This activity lasted approximately one hour.

Observation 3 (September 5, 2025)

In the third observation, a different class was held. The teacher assigned a simple conversational speaking assignment related to daily activities. Students were divided into two or three groups. Some students expressed confidence when it was time to perform. Some students who had not yet performed attempted to practice their skills at their respective desks. This activity lasted approximately one hour.

Observation 4 (September 12, 2025)

In the fourth observation, the teacher gave the same assignment: creating a dialogue about public places, followed by a small group discussion.

The teacher explained that students who lacked confidence began to participate by preparing for practice sessions beforehand.

At the end of the lesson, the teacher reminded them that making mistakes is a better learning process. The classroom atmosphere appeared more relaxed and supportive compared to the first observation. This activity lasted approximately one hour.

INTERVIEW DATA

Interviewer:

Would you tell me how you motivate students to speak in class?

Interviewee:

I usually start with simple conversation activities to ease students' stress by greeting them and asking how they're doing. I use pictures as guides, as well as organizing ideas, short everyday conversations, and pair discussions to help students practice more comfortably. When students are given the opportunity to discuss first, they feel prepared and don't have to spend too much time thinking about how to put sentences together.

I also try to create a supportive classroom atmosphere. I always remind students that making mistakes is a normal part of learning English, which helps them improve. I avoid spontaneously or directly correcting them during presentations to avoid embarrassment and to create a comfortable classroom atmosphere. Instead, I first appreciate the presentations before correcting them.

Another strategy I use is to give speaking assignments in stages of increasing difficulty. I don't ask students to make formal presentations right away. I usually start with simple short answer questions and small group discussions. As students gain confidence, I move on to role-plays and class presentations. This gradual process helps students become more active and confident because the topics I choose are familiar to the environment around the students.

Before students begin speaking, I also provide useful vocabulary and relevant example sentences related to the topic. This helps them to understand how to start and then the ideas flow according to the student's abilities. After they finish speaking, I always provide positive feedback first to maintain their confidence, such as saying "Good job" or "Good effort," before correcting any pronunciation or grammar errors as a form of appreciation. I believe students need support and encouragement to stay motivated to practice speaking English throughout the learning process.

Appendix2. Observation and Interview Data Matrix

Main Code (Fase Dörnyei)	Sub-Strategi / Indicator	Interview Data	Observation Data	Triangulation Status & Analysis
CMC (Creating Basic Motivational Conditions)	1. Building a supportive class- room atmosphere. 2. Error tolerance.	<i>"I also try to create a supportive classroom atmosphere. I always remind students that making mistakes is a normal part of learning English."</i>	• Obs 1: Teacher greeted students warmly ("How are you today?") untuk mengawali kelas. • Obs 3: Teacher remain atmosphere "class room atmosphere remained supportive because the teacher avoided negative responses." • Obs 4: Teacher motivated "mistakes are part of the learning process."	Strongly Validated. The strategy consistently appeared throughout the observations and helped create a safe classroom environment for students.
GIM (Generating Initial Motivation)	1. Providing linguistic scaffolding. 2. Using familiar and contextual tasks.	<i>"Before students start speaking, I also provide useful vocabulary and example sentences related to the topic... I use picture prompts, short daily conversations..."</i>	• Obs 1: Teacher give picture prompts related to Accounting activities. • Obs 2: Teacher "gave several examples of simple sentences... and explained instructions clearly."	Validated. The teacher consistently provided vocabulary support, sentence examples, and preparation time before students were asked to speak..

			• Obs 3: Teacher gives "enough preparation time" and "small talk".	
MPM <i>(Maintaining & Protecting Motivation)</i>	1. Cooperative learning. 2. Protecting students' confidence.	<i>"When students talk with one partner first, they feel safer... Usually, I begin with short answers... After they feel more confident, I continue with role play and class presentations."</i>	• Obs 1: Pair discussion "Discussing some picture". • Obs 2: Small-group dialogue activities (2-4 students). • Obs 3: Role play activities in customer service situations. • Obs 4: <i>Gradual exposure</i> dari Q&A-pairs-individual presentation..	Validated. The observations show a consistent step-by-step process that helped students become more confident before speaking individually.
ERSE <i>(Encouraging Positive Retrospective Self-Evaluation)</i>	1. Effort-centered praise. 2. Gentle correction.	<i>"...I always give positive feedback first, such as saying "good job" or "nice effort," before correcting pronunciation or grammar mistakes."</i>	• Obs 1: Teacher use to respond "Good try" and "Almost correct" . • Obs 2: Teacher "appreciated every performance." • Obs 4: Teacher "provided positive feedback	Validated. The teacher consistently appreciated students' effort first and then provided constructive feedback in a supportive way.

			<i>first before correcting pronunciation and sentence errors."</i>	
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