

CHAPTER 2. LITERATURE REVIEW

This chapter presents the theories and previous studies related to the topic of this research. This discussion contains about teaching speaking in EFL context, motivation in second language acquisition, teacher strategies in motivating students to speak, profiles of experienced English teachers, previous related studies, and research gaps.

2.1 Teaching Speaking in the EFL Context

Speaking is one of the primary skills and is crucial for assessment in foreign language learning. In learning a second language, in Communicative Language Teaching (CLT), students' proficiency is measured not only by grammar but also by their ability to communicate effectively in real-life situations (Richards, 2016). Brown and Lee (2015) explain that interactive language communication, receptiveness, and speaking skills are challenges, especially in English language learning (EFL).

Unlike students in ESL (Engineering, Language Learning, and Language Learning) environments, EFL students have limited opportunities to apply language. Therefore, the classroom becomes an opportunity for them to use language and practice their skills (Thornbury, 2016). Consequently, teachers play a key role in motivating students to create communication opportunities in the classroom.

In Indonesia, many school activities focus on writing, resulting in students focusing on writing rather than communication. Students are often encouraged to study reading, grammar, and written exams, resulting in less attention to their language skills (Zein, 2020). Ultimately, language activities are teacher-centered, so teachers play a significant role in shaping the classroom, providing more opportunities for communication learning and encouraging students to speak up, according to Goh and Burns (2012).

In addition to linguistic challenges, students often face emotional barriers when speaking English. Derakhshan et al. (2016) argue that speaking skills are challenging, requiring direct speech, compared to written exams that provide time to think before answering.

Therefore, teaching speaking emphasizes not only student skills but also the teacher, who plays a significant role in motivating and encouraging students to participate in class through a task-based communicative approach (Richards, 2016).

2.2. Motivation in Second Language Acquisition (SLA)

Motivation is a crucial factor in learning (SLA). Students with high motivation are willing to participate in learning, but students with low motivation may experience difficulties in the learning process (Dörnyei and Ryan, 2015). In speaking activities, motivation is a crucial component of student participation.

However, intrinsic motivation is insufficient in EFL classrooms. Therefore, Dörnyei (2005, 2019) proposed the L2 Motivational Self system, which provides a comprehensive explanation of student learning motivation. This framework consists of three components: the Ideal L2 Self, which relates to a future as a fluent English speaker; the Ideal L2 Self, which addresses external responsibilities; and the Experiential L2 Self, which focuses on classroom learning and activities. Dörnyei and Al-Hoorie (2017) noted that second language learning often presents a particular challenge to students' motivation in mastering language skills.

Another concept related to learning and the learning environment, as well as readiness to communicate (WTC), was originally introduced by MacIntyre et al. (1998) and later developed by MacIntyre (2019), referring to a participant's readiness to communicate, which serves as a bridge between knowledge and language use skills.

According to Krashen (1982/2016), the relationship between motivation and self-confidence is that factors influencing anxiety and self-confidence influence students' ability and willingness to speak English.

2.3. Teacher's Strategies in Motivating Students to Speak

To encourage students to actively participate in speaking activities, teachers must have appropriate strategies. Dörnyei (2001, 2020) proposed four stages of learning practices to motivate students, including: creating basic motivation, fostering initial motivation, maintaining motivation, and positive self-evaluation.

The first step is to create a supportive classroom atmosphere where students can express themselves and teachers can evaluate them as part of the language learning process. Henry et al. (2018) noted that evaluating student errors can affect student motivation. Therefore, teachers use the technique of "recasting," or indirect feedback.

Another strategy is designing speaking activities. According to Ellis et al. (2020), speaking assignments should be meaningful, interactive, and appropriate to students' abilities. Gillies (2016) stated that collaborative learning can support student participation in learning.

Teachers can also increase student engagement through positive interactions, such as engaging in close teacher behaviors such as maintaining eye contact, smiling, and moving around the class with friendly greetings (Docan-Morgan, 2018).

2.4. The Profile of an Experienced English Teacher

The success of motivational strategies is closely related to the teacher's experience and professional competence. In educational research, teachers are distinguished not only by their length of teaching experience but also by their professional teaching knowledge (Tsui, 2013). According to Shulman (1987), experienced teachers possess Pedagogical Content Knowledge (PCK) that engages students.

Other studies suggest that a teacher's emotional control aligns with student motivation. Martinez-Agudo (2018) explains that teachers who can effectively regulate their emotions are able to create a positive learning environment. Teachers interpret student silence as a reluctance to speak rather than a lack of motivation, a lack of ability, or a feeling of discomfort communicating in English (Mercer & Kostoulas, 2018).

A characteristic of experienced teachers is their ability to adapt in the classroom. Berliner (2014) noted that adaptive skills help teachers adjust teaching strategies in the classroom. Experienced teachers quickly modify activities by providing support and approaches when students are low on motivation.

Furthermore, experienced teachers demonstrate patience, enthusiasm, and a positive attitude of mutual respect in learning (King, 2016). They also use learning techniques such as questioning, prompting, and scaffolding to support students in expressing their ideas. Experienced teachers can evaluate the effectiveness of the strategies they use and implement improvements if necessary (Schön, 1983; Farrell, 2018).

2.5. Previous Related Studies

Several studies have examined teacher strategies, speaking motivation, and classroom practices in an EFL context.

Astuti (2016) conducted a study at a junior high school in Indonesia, examining teacher strategies for motivating students. Through classroom observation interviews, she found that teacher personality, encouragement, and interactive games can increase student motivation. However, this study focused on student passivity and did not focus on the strategies experienced teachers use to foster student motivation.

Similarly, Rafindika and Sukmawati (2021) examined motivational strategies based on Dörnyei's framework in a vocational school. Their findings showed that teachers were able to generate student interest and participation in learning English through variation activities..

Mahmud (2022) investigated the communicative strategies used by expert teachers in university. The study revealed that verbal scaffolding and positive feedback is effective for student motivation in learning.

More recently, Pratama et al. (2024) examined how novice teachers address students' speaking anxiety. These findings indicate that inexperienced teachers often have struggle to respond to passive classes and focus on teacher-centered teaching.

2.6. Research Gap

Previous research has extensively discussed the importance of teacher motivation, active teacher-student interaction, and support that fosters student learning. However, little has been done to explore how experienced teachers motivate students to participate in speaking English in the classroom. Much of this research focuses on specific learning techniques and general techniques, with little focus on experienced teachers' experiences in motivating students to speak English.

Therefore, this study aims to fill this gap and explore how experienced English teachers' teaching activities motivate students to use their English speaking skills.