

**THE LECTURERS' STRATEGIES TO MOTIVATE THE ENGLISH  
DEPARTMENT STUDENTS TO PERFORM BETTER IN SPEAKING C**

**A THESIS**

Presented to Faculty of Teacher Training and Education  
Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for the Degree of  
*Sarjana Pendidikan* in Teaching English as a Foreign Language



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This thesis entitled **The Lecturers' Strategies to Motivate the English Department Students to Perform Better in Speaking C** by William Ignatius Susanto (1213014079) has been approved to be examined by the Thesis Board of Examiners.



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This thesis entitled **The Lecturers' Strategies to Motivate the English Department Students to Perform Better in Speaking C** prepared and submitted by William Ignatius Susanto (1213014079) has been examined and declared PASSED by the Board of Examiners



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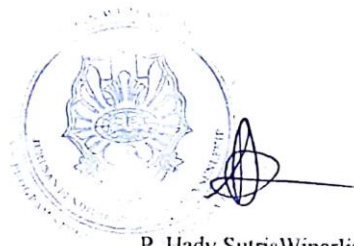
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## ABSTRACT

Susanto, William Ignatius. 2018. **The Lecturers' Strategies to Motivate the English Department Students to Perform Better in Speaking C.** English Department of Faculty of Lecturer Training and Education. Widya Mandala Catholic University Surabaya.

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Communication has become a basic skill for every person to be able to speak, deliver and understand each other's thought. One of basic skills which must be improved is speaking skill. According to Arthur (1987) speaking is important to each person to exchange information among others. There are many ways to improve speaking skill. One way to create students willingness to achieve and master that skill is done by motivation. According to Dornyei (1998) motivation is one of factors which influences students in L2 learning process. In the classroom, motivational strategies are used by the lecturers or lecturers to help students to perform better in the classroom activity.

This study is a qualitative study. The problems of the study are presented in these following questions (1) What strategies do the lecturers use to motivate students' willingness to be active in the class activity and (2) How do the strategies help the students perform better in Speaking C?. After finding the problems of lack motivation, the writer did 4 times observation to two Speaking C classes in an English Department. He interviewed some students from their respective classes and analyzing the data from the observation and interview. He analyzed the relation between results of interview and observation and it showed to the result of the study.

The writer observed 10 motivational strategies in the classroom activities: (1) group work,(2) pair work, (3) discussion,(4) explaining new words and structure, (5) using English in the class hours, (6) having informal and humorous chats,(7) individual and team competition,(8) providing motivational feedback,(9) encouraging students to revising their and peers mistakes,(10) having a class applause. Among ten strategies in four times of observation, six strategies; 3,5,6,8,9,10 were applied 100% by both lecturers during the classroom activities. For four other strategies, Lecturer X applied three times of strategy 4, two times of strategy 1, one time of strategy 2, and never applied strategy number 7. Lecturer Y applied strategy number 4 and 7 twice, strategy number 1 one time, and never applied strategy number 2.

These strategies are helpful to create conducive atmosphere of teaching-learning activity and help students to be intrinsically motivated. It shows that motivation which was received from the lecturer during the activity helps students enjoyed it and they were comfortable in the classroom so they could absorb the lesson well during activities in the classroom and for the rest of motivational strategies which were not fully applied in the classroom, the writer suggested to

apply those strategies because those help students enjoy and bring good atmosphere to the students so they can perform well in the classroom.