

**THE DESCRIPTIVE STUDY ON THE TEACHER'S MOTIVATION
STRATEGIES TOWARD THE STUDENTS LEARNING ENGLISH
ATTITUDE TO THE FIFTH CLASS AT SMP 3 BANJARBARU IN
ACADEMIC YEAR 2019/2020**

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ABSTRACT

Language is a rule governed innate system and that those who have acquired a natural language apply its rule in original and creative ways by producing utterances they have never heard before. It means learning language is not only learning about theory, but also how to practice it in the real communication, as the function of language. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.. In this research, the researcher uses descriptive research with qualitative approach. Ideal role of teacher in teaching and learning process is organizing classroom to be interactive classroom. Good communication between teacher and students shows indicator of the teaching success. The use of group work or pair work can give students chance to speak with their pair or group. Nunan states, to improve students speaking skill, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. Teacher should not lose out on opportunities to integrate the use of these two skills in the class. Actually, in the speaking activities, there is integrating of the use of speaking skill and listening skill.

Keyword: *Language, Speaking, Teaching*

INTRODUCTION

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Teachers have to perform appropriate strategies for speaking in teaching and learning processes, because the difference of students speaking proficiency may depend on the teacher's use of strategies. Ideal role of teacher in teaching and learning process is organizing classroom to be interactive classroom. Teacher's strategy is also useful to increase teacher's capability in delivering material so the students get building their desire to study (Brown, 2001:117). Other teacher's role in speaking classroom that can improve students speaking skill is teacher's deciding of activities for speaking classroom (Sasson, 2007: 112). And there are many types of speaking activities that can improve students speaking skill such as communicative games, discussion, debate, role play, and soon. The teachers have to decide appropriate activities based on the students need and the time allocation. The teacher also should declare routine evaluation whenever students perform in classroom so that the students get motivation in their classroom activities.

Based on some factors to improve students speaking ability above, the researcher will take the place to research on a school which successes in handling students speaking ability that is SMP 3 Banjarbaru. The researcher wants to find how exactly the teaching speaking in this school is. Finally, the researcher conducts the research entitled The descriptive study on the teacher's motivation strategies toward the students learning english at smp 3 banjarbaru in academic year 2019/2020

METHOD

In this research, the researcher uses descriptive research with qualitative approach. Qualitative research is based on the criteria ; having one natural setting as the data source, using the researcher as the key instrument, having much concern with utterances or words as the analyzing the data rather than the number and analyzing the data inductively.

This study uses qualitative descriptive method because it generates data through the use of instruments such as field notes and transcriptions from observations and interviews. This study also uses data from document sheets such as lesson plan sheets, and teachers' speaking assessment sheets.

FINDINGS AND DISCUSSION

Here, the students are allowed to express their real opinions. The second is instant comments which can train students to respond fluently and immediately is to insert instant comment mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating

students to say the first thing that comes into their head. Students prepare arguments in favor or against various propositions.

In describing something, students give their opinion about something. According to Kayi, this activity fosters the creativity and imagination of learners as well as their public speaking skills. Students can give their opinion about people, place, or picture freely. In prepared talks, students make a presentation on a topic decided by the teacher.

According to Essberger, presentation is a short talk by one person to a group of people introducing and describing a particular subject.

CLOSING

Conclusion

In teaching speaking, teachers often found many problems to encourage the students to speak up. Thus, teachers have to perform appropriate strategies for speaking in teaching and learning processes in order to motivate the students to perform speaking skill, because the difference of students speaking proficiency may depend on the teacher's use of strategies. Teacher's strategy is also useful to increase teacher's capability in delivering material so the students get building their desire to study.

There are some strategies of teaching speaking performed by the teachers that is give students practice with both fluency and accuracy, provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, and use authentic material.

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