STRATEGY FOR IMPROVING STUDENTS' ENTHUSIASM AND COMPETENCE IN SPEAKING ENGLISH (A CASE STUDY OF INDONESIAN SCHOOLS)

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TABLE OF CONTENTS

PAGE

ACKNOWLEDGEMENT ..... **iv**

TABLE OF CONTENT ..... **vi**

ABSTRACT ..... **viii**

CHAPTER I: INTRODUCTION **1**

A. Background of Study 1

B. The Research Question 4

C. The Research Objective 4

D. The Research Significances 5

E. The ResearchScope of Study 7

CHAPTER II: LITERATURE REVIEW 8

A. Strategy 8

1. The Nature of Strategy 8

B. The Nature of Enthusiasm 10

C. Speaking 11

1. The Nature of Speaking 11

2. The Teacher Role in Teaching Speaking 12

3. The Function of Speaking 14

4. Assessing Speaking 15

5. Teaching Speaking Skill 17

6. Strategy in Teaching Speaking 19

D.Speaking Competence 22

E. Previous of Study 23

CHAPTER III: RESEARCH METHOD 30

A. Research Design 30

B. Place and Time of Research 30

C. Research Subjek 31

D. Procedure of Data Collection..... 32
E. Procedure of Data Analysis..... 33

CHAPTER IV: FINDING AND DISCUSSION..... 36
A. Research Finding 36
B. Discussion 45

CHAPTER V: CONCLUSION AND SUGGESTION..... 49
A.Conclusion 49
B. Suggestion 50
BIBLIOGRAPHY 52

LIST OF INSTRUMENT

PAGE

List of Observation 53
Teacher interview 54

ABSTRACT

Fadia Ikrima Putri, 2024. Strategy For Improving Students' Enthusiasm And Competence In Speaking English (A Case Study Of Indonesian Schools *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

Supervisor (1). Dedy Suhery, M.S, Ph.D **2)** Mauloeddin Afna, M.Pd

This research aims to identify the factors the factors that affect students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa, to investigate teaching strategies are currently being used to improve students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa, and how effective are they and to know students perceive the effectiveness of different teaching strategies in improving their enthusiasm and competence in speaking English.This study was qualitative descriptive research method. The subject of research one of English teacher and one class of the second grade students. The data were collected by using observation and interview. The result of the research that the factors that influence students' enthusiasm and competence in English speaking are the teacher's way of creating a class atmosphere and positioning himself to students like a friend, who prioritizes sharing by carrying out fun learning activities such as using games, mutual discussions, motivating students and also giving awards to students. Then, the strategies used by teachers are discussion and role play. However, the strategy that is successful and influences students' enthusiasm and competence in speaking English is the discussion strategy.The teacher uses a discussion strategy by forming groups with students and collaborating with each other in learning English by prioritizing students being able to present material they speak in English. Then, role play is asking students to be more critical and also able to tell their experiences according to the theme given by the teacher using their own language. The researcher analyzed students' competence and anthusiam in learning English speaking. It can be concluded that the teacher strategy for improving students enthusiasm and competence in speaking English gave positive response for students achievement and make there more enthusiasthic in learning English speaking at SMPN 5 Langsa.

Keywords: ***Teacher strategy, speaking enthusiasm, competence.***

CHAPTER I

INTRODUCTION

A. Background of Study

English language proficiency is important for day's globalized world, as it facilitates communication and collaboration among people from different countries and cultures. In Indonesia, the importance of English proficiency is recognized, and efforts are made to improve students' English language skills, particularly in speaking. SMP Negeri 5 Langsa is one of the schools in Aceh Province that aims to improve students' enthusiasm and competence in speaking English.

Although these efforts, many students in SMP Negeri 5 Langsa still struggle with speaking English fluently and confidently. This due to various factors, including their motivation and interest in learning English, the teaching strategies employed by their teachers, the classroom environment and teaching resources, their English proficiency level and prior exposure to English, and cultural and social barriers to learning English.[1] The critical factor is students' motivation and interest in learning English. Students who are motivated to learn English are more likely to engage in classroom activities, seek out additional opportunities to practice English, and show greater enthusiasm for the language. On the other hand, students who lack motivation and interest in learning English may be less engaged in class, have limited exposure to the language outside of class, and

[1] Result of Observation based on the Pre-Limanary research on 5 August 2022.

struggle to make progress.[2] Another critical factor is the teaching strategies employed by English language teachers. Correspondingly, the teachers' teaching styles and communication skills have a significant impact on students' enthusiasm and competence in speaking English.[3] On the other hand, teachers who use interactive and engaging teaching methods, such as group work, games, and role-playing, help students become more confident and proficient in speaking English. Additionally, teachers who communicate effectively with their students and create a positive and supportive classroom environment encourage students to participate actively in class and practice their English skills.

Accordingly, the classroom resources and environment also play a vital role in students' English language development. Adequate classroom resources, such as textbooks, audio-visual materials, and language learning software, provide students with additional opportunities to practice and improve their English skills. A positive classroom environment that fosters a sense of community and encourages students to take risks and make mistakes also contribute to students' enthusiasm and competence in speaking English as well. Consequently, it said that speaking is the use of the language to express what someone says which includes the words with the correct arrangement of sound, voice, and forms to send a message to listener and make them understand what is spoken.The students are encouraged to communicate in English, especially in speaking for simulating their language productive factors.

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[2] David. *Language Teaching Methodology: A Text Book for Teacher*, (Hall Cambridge University Press. 1991), p. 80.

[3] David. *Language Teaching Methodology A Text Book for Teacher*,.., p. 81.

The teachers who use ineffective teaching methods or who do not communicate clearly may hinder students' progress. Yet, the classroom environment and teaching resources can influence students' enthusiasm and competence in speaking English. A classroom that is not conducive to learning or lacks appropriate teaching resources may inhibit students' ability to improve their English-speaking skills.[4] In addition to these factors, students' English proficiency level and prior exposure to English can also affect their speaking abilities. Students who have had limited exposure to English outside of the classroom or who have a low level of English proficiency may struggle to develop their speaking skills. Family and community support for learning English can also be a significant factor in students' English language development. If families and communities do not support English language learning or do not have the resources to provide additional support, students may not be able to reach their full potential. Lastly, cultural and social barriers to learning English, such as gender norms or religious beliefs, can also impact students' enthusiasm and competence in speaking English.

To address these challenges, English language teachers can use various teaching strategies to improve students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa. These strategies include the Communicative Language Teaching (CLT) approach, which focuses on using English in real-life situations, the Task-based Language Teaching (TBLT) approach, which involves

[4] .G. Murray. *Low-inference classroom teaching behaviors and student ratings of colliege teaching effectiveness.* Faculty of Graduate Studies The University of Western Ontario London, Ontario April, 2020.

students working on specific tasks that require them to use English in a meaningful way, and Group and Pair Work activities, where students interact with each other in English. The use of authentic materials, such as videos, songs, and news articles, can also expose students to real-world English and help them develop their speaking skills. Finally, providing feedback and correction can help students improve their English-speaking skills.

This study aims to explore the effectiveness of these teaching strategies in improving students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa. By conducting a case study at this junior high school, we hope to gain insights into the challenges faced by students and teachers in improving English speaking skills, and to identify additional strategies that can be employed to further enhance students' English language development. therefore, the findings of this study may have important implications for English language education in Indonesia and other countries facing similar challenges in developing students' English-speaking skills, correspondingly, the researcher proposed research entitle "*Strategy for Improving Students' Enthusiasm and Competence in Speaking English: A case Study of Indonesian Schools*".

B. The Research Questions

Considering the above background of the study, the researcher formulated three research questions, they are as follow:

1. What are the factors that affect students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa?

2. What teaching strategies are currently being used to improve students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa, and how effective are they?

C. The Research Objectives

Based on the three research questions provided, here are the research aims of the study:

1. To identify the factors the factors that affect students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa
2. To investigate teaching strategies are currently being used to improve students' enthusiasm and competence in speaking English at SMP Negeri 5 Langsa, and how effective are they

D. The Research Significances

Accordingly, the research developed novelty of English for Speaker Other Language (ESOL). The research contributes to the three beneficiaries, they are the students, teachers, and other researcher in the field.

1. The students

   The study aims to identify the factors that affect students' enthusiasm and competence in speaking English, as well as evaluate the effectiveness of various teaching strategies. This information can benefit the students directly by providing insights into their learning experiences and helping them to identify effective strategies to improve their English-speaking skills. The study's findings may also inform the school's English language

curriculum and pedagogy, which could ultimately enhance the quality of English language education for students. Furthermore, the study can also benefit the teachers by providing them with a better understanding of the factors that affect students' enthusiasm and competence in speaking English and identifying effective teaching strategies to help improve their students' language skills. This information can be used to enhance their teaching practices and improve their effectiveness in the classroom.

2. The Teachers

The study aims to evaluate the effectiveness of different teaching strategies used to improve students' enthusiasm and competence in speaking English. By identifying effective teaching strategies, teachers can enhance their instructional practices and better support their students' learning needs. This could also inform the development of professional development programs and teacher training courses aimed at improving English language instruction. The study can also contribute to the larger field of by providing insights into the effectiveness of various teaching strategies in a specific context. This could lead to the development of new theories and approaches in English language teaching, as well as inform future research directions. Overall, the study's findings can benefit not only the students and teachers at SMP Negeri 5 Langsa but also the broader English language education community.

3. Other researchers

The study aims to identify the factors that affect students' enthusiasm and competence in speaking English and evaluate the effectiveness of different teaching strategies. The research findings can add to the body of knowledge on English language teaching and learning and provide insights into the specific factors that influence students' English-speaking abilities. The study could also inform the development of further research on the effectiveness of English language teaching strategies and how they impact student outcomes.

E. The Research Scopes

The research scope of this study is focused on investigating the factors that affect students' enthusiasm and competence in speaking English and evaluating the effectiveness of teaching strategies used in SMP Negeri 5 Langsa. The study is limited to one school, which is SMP Negeri 5 Langsa, and therefore, the findings may not be generalizable to other schools or contexts. Additionally, the study will only focus on the students' perceptions of their English language learning experiences and their attitudes towards English speaking. The research also assumes that the current English language curriculum and pedagogy at SMP Negeri 5 Langsa are adequate, and therefore, the study will not evaluate the curriculum and pedagogy as a whole. Lastly, the study will not investigate the socio-cultural factors that may affect students' English language learning experiences outside of the school environment.

CHAPTER IV

RESEARCH FINDING AND DISCUSION

A. Finding

1. The factors that affect students' enthusiasm and competence in speaking English

The research was conducted observation on December 3th, 2023, to 12th December 2023. To find out the strategy for improving students' enthusiasm and competence in speaking. In this activity, the researcher saw the process of teaching English in class starting from the beginning of the teacher explaining the material until the closing stage. This activity was carried out to be able to describe in detail the process of students' competence and enthusiasm in English speaking through the strategies used by the teacher.

The result of the research the factors that influence students' enthusiasm and competence in English speaking are the teacher's way of creating a class atmosphere and positioning himself to students like a friend, who prioritizes sharing by carrying out fun learning activities such as using games, mutual discussions, motivating students and also giving awards to students. It was found that the teacher strategy which makes students enthusiastic in learning English with conditions controlled by the teacher according to the students' abilities and competence, especially in learning English speaking

In the aspect of learning objective activities, the researcher saw the teacher explanation was easy to understand also logic and also after the teacher explained

the whole material, she also gave students the opportunity to ask questions related to the explanation that has been discussed accompanied to students to learn about descriptive text. Next, when the teacher asks students to ask questions about things they don't understand, the students use the opportunity to ask questions and they ask the teacher to explain in detail what the students do not understand. Apart from that, researchers also observed that teachers did not use innovative strategies with students when explaining material to them.

Moreover, in “Instruction Material Activity” Students also showed that the teacher explanation was enough well. Altough, there were some of students who seemed unfocused and busy playing with their classmates. Then, during participating in learning activities students were not active to ask questions related to the material described by the teacher. This could be seen after the teacher explained the material it seemed that none of the students asked the question and the material was considered finished. They look confused and also did not understand but still no one asked questions when given by the teacher.

During learning activities, researchers also train students to speak in front of the class regarding the theme of descriptive text, namely describing “Family”. Students are given the opportunity to tell about this theme briefly and easily understood by students. This was done in turn by the students even though some of the students did not seem to have the courage to come forward and were not confident and just chose to remain silent in their chairs. However, the teacher seemed to give extraordinary appreciation to students who dared to come forward and speak on the given theme by giving awards in the form of praise to these

students. However, it seems that the teacher does not put down students who are not yet confident and do not have the courage to come forward in class, instead motivating them to be braver in the future.

In addition, it can also be seen that students are always actively involved during learning activities by looking for the right solution to do so. As can be seen when the teacher applies games to them and the students are directly involved in everything without any students feeling like they can't. In fact, through this process, students are seen trying to guess the clues from the game given by the teacher and the teacher also really appreciates the students' efforts, for example, there are additional marks given to those who are able to complete the game played in class. Things like that seem to not only make students more enthusiastic but also really help motivate students when they learn English. Therefore, it is also very important for teachers to carry out the assessment process so that students achieve better and also provide positive encouragement for students so that they were enthusiastic in carrying out English learning activities.

In the aspect of classroom proceduru, During direct learning activities, the classroom atmosphere looks very relaxed and comfortable for students. They don't look tense or boring during learning activities because the teacher is very energetic in explaining the material. In between activities, teachers also provide opportunities for students to relax their minds by using games while learning activities are taking place. So that students are very enthusiastic and enthusiastic about participating in these learning activities. Not only that, many students who previously did not understand vocabulary with the games implemented by the

teacher made them enthusiastic about finding out about vocabulary and also their understanding related to students' lack of understanding.

2. The current teaching strategies employed by English language teachers to improve students' enthusiasm and competence in speaking English

To know the strategies used by teachers to help increase students' competence and enthusiasm in teaching english after carrying out observation activities, the researcher also conducted interviews with english teachers in order to obtain clearer and more complete results. Miss YT is an English teacher at SMPN 5 Langsa who has taught at the school for 10 years with a teaching history and she is an English graduate. Then, while teaching at the school, Miss YT witnessed the achievements made by students, especially in English subjects and the many categories achieved by students in the English academic field.

a. What doyou think about students speaking skill in class VIII?

For the first question, the researcher asked about the students speaking skill at the second grade. The teacher provides an explanation regarding the students' speaking skills which still really need to be trained because they still have very minimal vocabulary. However, there are some students who are quite good at their speaking skills. Therefore, as a teacher, it is very important to pay attention to teaching strategies in order to train students' English speaking skills

> “I still really need to train my students' ability to read English. Because they still have very limited vocabulary, and some of them find it difficultto speak English because they have to look at the dictionary first.

Although there are some students who understand quite a lot of vocabulary because they take private English classes."

Based on this explanation, the teacher explained that the students really needed to be trained for their English speaking skills because almost all of them really needed special training to be able to understand speaking well. Therefore, students' very minimal vocabulary mastery should make teachers make more efforts in teaching English speaking to students.

b. Do you use strategies associated with media that are appropriate for students' speaking abilities?

The researcher asked about the teaching strategy they had applied. miss YT said that the way she teaches depends on the age of the students. For standard classes she teaches about constructing a sentence or vocabularies discuss. The teacher was more creative. She acted more than a teacher that sometimes she looked like a mother for the students. She loved the students very much. On that day, she asked her students to sit in circle then she showed the students the rolled words, the words are about feelings or experiences they had. The way to play it is that one of students will turn the roll then, when the roll stops someone should speak in English to tell about the words. This role play was very good way to teach speaking. It would train their speaking skill. Another teaching strategy found from the observation and interview is discussion strategy. This sampling of strategies provides ideas for helping students prepare for discussions and for collaborating with others to develop those ideas. In this strategy the teacher is enganging students in disscussion

depends their lerning and motivation by propelling them to develop their own views and hear their own voices.

> “Srategies or media are really needed to train students' English speaking skills. Therefore, I really pay attention to the strategies that I use, for example by bringing games to students, making students closer to me, and also inviting students to role play, and discusion,. This will really help students be more enthusiastic during learning activities. Apart from that, the media is also very supportive, for example I use the help of Infocus to play videos of English conversations during learning activities. By using this media the students are much more enthusiastic and very motivated”.

The strategies used by teachers are presenting games to students, bringing students closer to the teacher to make it easier for them to share with each other, and also role playing and discussions are strategies used by teachers.

c. What is the wrong solution to use if there are students who are lazy to speak English and even tend to be inactive?

The teacher explained that there were two problems in speaking English, students were not confident in their feelings in speaking and had difficulty pronouncing the words. It is difficult for them to spell words from different scripts. Therefore, students who are not confident often tend to find it difficult to practice speaking English. Even though this can be practiced, of course it takes a long time to make students able to pronounce sentences well and confidently.

> “The first difficulty is that students are not confident, the second is difficulty in spelling sentences in English. Therefore, they are sometimes unable and difficult to be asked to speak English. However, the solution I use is to use games to make them more

> enthusiastic and confident and also encourage students to be more motivated by inviting them to share about their obstacles and difficulties, which is what I usually do."

The difficulties students have in learning to speak English according to teachers are that students still lack confidence in practicing their speaking and also their understanding in understanding words or sentences in English.

d. Do you use special tricks to arouse students' enthusiasm in learning to speak English?

A special trick or method used by teachers is to give rewards in the form of small prizes or additional points. The teacher admitted that this trick was very helpful in increasing their enthusiasm for learning English. This is because when children are given appreciation in the form of praise or small gifts, it really helps them to increase their enthusiasm for learning.

> "I use special power to increase students' enthusiasm for learning English, namely by making them motivated, for example by using the lure of rewards in the form of prizes and also giving more value if they are able to follow instructions and commands. So, having these tricks is enough to make students want to try and be braver.

Based on the teacher's explanation, it can be seen that special tricks are given by teachers to their students, namely giving prizes to students who are able to carry out tasks according to orders and more appreciating the abilities of students who dare to try to train students' enthusiastic and competent speaking.

e. How to provide feedback to students to increase their competence and enthusiasm in speaking English

Therefore, motivating students, providing feedback on student learning English enthusiam and competence is also very important for teachers and students in learning English. With feedback from the teacher for students, it provides an opportunity for students to ask questions regarding the material they are discussing. Then provide explanations regarding students' lack of understanding and provide opportunities for students to develop their abilities. Miss YT explained this as follows;

> "Learning is like sharing knowledge, so there is no need to force students to be able to do it. However, it is more about understanding how to make students become more confident so that they are brave and able to study their learning activities without pressure. For example, feedback seeks to maximize students' courage, providing opportunities for students to develop their abilities by using various strategies and media, for example so that students become enthusiastic and enthusiastic in participating in learning activities".

Having a positive relationship between teachers and students by providing feedback to students can make students more interested and potential in their abilities and can also create a good students motivation through efforts made by teachers such as feedback to students which is very influential and has potential. has a big impact on students' abilities in students' English learning experiences influential and has potential. has a big impact on students' abilities in students' English learning experiences.

f. Direct practical application or just an explanation of the material, can you explain in detail?

Teaching English speaking to students certainly requires direct practice to make students more trained and accustomed to knowing English vocabulary. This was also expressed by Miss YT, and it is even very useful for practicing students' speaking skills if they practice new vocabulary every day by adding 10 vocabularies every day.

> “I am more interested in applying direct practice to students, such as when we give students the task of memorizing vocabulary by requiring them to submit 10 vocabulary words every day, it will automatically increase their habits and understanding to further help students understand many vocabulary words. Therefore, I am more interested in carrying out learning activities, especially for direct practice with students because I think this is a very effective way to train students' English speaking skills”.

Based on the teacher's statement, students are more often given direct practical assignments in order to better practice their speaking skills and also make students more enthusiastic about knowing more English vocabulary and make students familiar and trained in speaking.

B. Discussion

Based on the results above, it can be seen that the strategy for improving students’ enthusiasm and competence in speaking English, Students are always actively involved during learning activities by looking for the right solution to do so. As can be seen when the teacher applies games to them and the students are directly involved in everything without any students feeling like they can't. In fact,

through this process, students are seen trying to guess the clues from the game given by the teacher and the teacher also really appreciates the students' efforts, for example, there are additional marks given to those who are able to complete the game played in class. Things like that seem to not only make students more enthusiastic but also really help motivate students when they learn English. Therefore, it is also very important for teachers to carry out the assessment process so that students achieve better and also provide positive encouragement for students so that they were enthusiastic in carrying out English learning activities.

Moreover, They do not look boring during learning activities because the teacher is very energetic in explaining the material. In between activities, teachers also provide opportunities for students to relax their minds by using games while learning activities are taking place. So that students are very enthusiastic and enthusiastic about participating in these learning activities. Not only that, many students who previously did not understand vocabulary with the games implemented by the teacher made them enthusiastic about finding out about vocabulary and also their understanding related to students' lack of understanding.

Therefore, the teacher acted more than a teacher that sometimes she looked like a mother for the students. She loved the students very much. On that day, she asked her students to sit in circle then she showed the students the rolled words, the words are about feelings or experiences they had. The way to play it is that one of students will turn the roll then, when the roll stops someone should speak in English to tell about the words. This role play was very good way to

teach speaking. It would train their speaking skill. Another teaching strategy found from the observation and interview is discussion strategy. This strategies provides ideas for helping students prepare for discussions and for collaborating with others to develop those ideas. In this strategy the teacher is enganging students in disscussion depends their lerning and motivation by propelling them to develop their own views and hear their own voices. Then, the teachers taught the students by the explanation and provide some examples to make the students understand and give the students some question about material. Teaching speaking to young learners should rely on children characteristics to make the learning meaningful. The use of song and cants will be useful for teaching stress patterns and rhythm of English. Kayi endorses thirteen activities to promote speaking, namely:[45] Discussion ,Simulations , Role play, Brain Storming. Based on the theory the teacher strategy in teaching speaking used discussion and role play.

Therefore, there was interaction between teacher and students in the classroom. The dominant teaching strategy used by the teacher was critical thinking in which possessing knowledge and expertise that students need by displaying detailed knowledge. The researcher analyzed students' motivation and anthusiam in learning English speaking through observation and interview. It was found that the teacjer strategiew was gave effect for students enthusiam and more competence in English speaking.

[45] Kayi, H. Teaching speaking: Activities to promote speaking in a second language. The Internet TESL Journal, 12 from: http://iteslj.org/Articles/KayiTeachingSpeaking.html. (2006).

CHAPTER V

COCLUSION AND SUGESTION

A. Conclusion

Referring on the purpose of the research about, the researcher try to conclude the teacher strategy for improving students' enthusiasm and competence in speaking English followed;

1. The factors that affect students' enthusiasm and competence in speaking English

   The factors that influence students' enthusiasm and competence in English speaking are the teacher's way of creating a class atmosphere and positioning himself to students like a friend, who prioritizes sharing by carrying out fun learning activities such as using games, mutual discussions, motivating students and also giving awards to students.

2. The current teaching strategies employed by English language teachers to improve students' enthusiasm and competence in speaking English.

   The strategies used by teachers are discussion and role play. However, the strategy that is successful and influences students' enthusiasm and competence in speaking English is the discussion strategy. The teacher uses a discussion strategy by forming groups with students and collaborating with each other in learning English by prioritizing

students being able to present material they speak in English. Then, role play is asking students to be more critical and also able to tell their experiences according to the theme given by the teacher using their own language.

B. Suggestion

Based on the conclusion above, researcher draws several suggestions to achieve the goals of teaching and learning process:

a. For teacher, teachers can apply model to other English learning materials so that they can help students enthusiasm and competence in learning English speaking.
b. For students to more focused in learning English and have to practice to build their self confidence.
c. For institute, can provide more facilities to schools to train students' English practice and also advance language with activities that support students' abilities