

**THE TEACHERS' MOTIVATION IN SPEAKING PRACTICE TO BUILD
STUDENTS' CONFIDENCE AT SMP NEGERI 8 MAKASSAR**

SKRIPSI

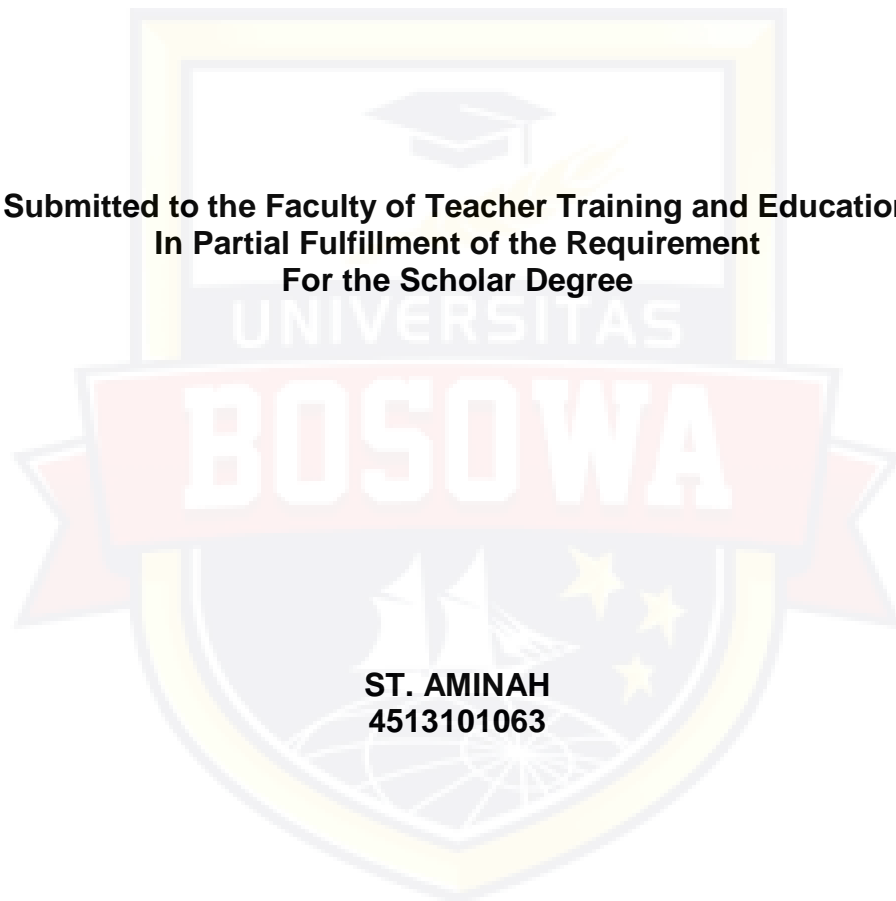


**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2017**

**THE TEACHERS' MOTIVATION IN SPEAKING PRACTICE TO BUILD
STUDENTS' CONFIDENCE AT SMPN 8 MAKASSAR**

SKRIPSI

**Submitted to the Faculty of Teacher Training and Education
In Partial Fulfillment of the Requirement
For the Scholar Degree**



**ST. AMINAH
4513101063**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA
2017**

APPROVAL SHEET

**THE TEACHERS' MOTIVATION IN SPEAKING PRACTICE TO BUILD
STUDENTS' CONFIDENCE AT SMPN 8 MAKASSAR**

Arranged and Submitted by

**ST. AMINAH
4513101063**

**After completely checked, the scripsi has fulfilled the standard to be
examined.**

Approved by:

Supervisor I,

Supervisor II,

Rampeng. S.Pd, M.Pd

A. Hamzah Fansury, S.Pd., M.Pd

NIDN. 0916047806

NIDN. 0903118701

Known by:

**Dean of Faculty of Teacher
Training and Education**

**Head of English Education
Department**

Dr. H. Mas'ud Muhammadiyah, M.Si Hj. RestuJanuarty Hamid, S.Pd.I, M.Pd

NIK.D: 450096

NIDN: 0905018503

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “*The Teachers’ Motivation in Speaking Practice to Build Students’ Confidence AT SMPN 8 MAKASSAR*” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2017
Yang membuat pernyataan

ST. Aminah

ABSTRAK

ST. AMINAH, 2017. *The Teachers' Motivation in Speaking Practice to Build Students' Confidence at SMPN 8 Makassar*. (Supervised by Rampeng dan Andi Hamzah Fansury)

This research is intended to find whether or not the teachers' motivation can build the students confidence in speaking English. The design of this research is descriptive qualitative analysis.

The study was conducted at SMPN 8 Makassar with a population of students of class VIII-13 consisting of 30 students. Number of Instruments in use is a motivational questionnaire to measure students' self confidence in speaking English, observation of teachers in teaching English, and teacher interviews to obtain information.

The results of this research indicate that there is a significant influence between giving motivation to students to students' self confidence in speaking English. It can be seen from the results of analysis where the students who got the category of "very good" reached 60%. Highly motivated students have better speaking skills compared with low motivated students. Therefore, the writer suggests the teachers of English to maintain student motivation to increase students' self confidence in speaking English.

Keywords : Teachers' Motivation, students' confidence, speaking.

ABSTRAK

ST. AMINAH, 2017. *The Teachers' Motivation in Speaking Practice to Build Students' Confidence at SMPN 8 Makassar*. (Dibimbing oleh Rampeng dan Andi Hamzah Fansury).

Penelitian ini dimaksudkan untuk menemukan ada tidaknya pengaruh yang signifikan pemberian motivasi kepada siswa dalam pembelajaran bahasa inggris terhadap kemampuan berbicara siswa. Desain penelitian ini adalah deskriptif kualitatif analisis.

Penelitian dilakukan di SMPN 8 Makassar dengan populasi siswa kelas VIII-13 yang terdiri dari 30 siswa. Jumlah Instrumen yang di pakai adalah kuisisioner motivasi untuk mengukur kepercayaan diri siswa dalam berbicara bahasa inggris, observasi guru dalam mengajar bahasa inggris, dan interview guru untuk mendapatkan informasi.

Hasil penelitian ini menunjukkan bahwa ada pengaruh signifikan antara pemberian motivasi kepada siswa terhadap kepercayaan diri siswa dalam berbicara bahasa inggris. Ini bisa di lihat dari hasil analisis dimana siswa yang masuk kategori "sangat baik" mencapai 60%. Siswa yang memiliki motivasi tinggi memiliki kemampuan berbicara yang lebih baik di bandingkan dengan siswa yang memiliki motivasi rendah. Oleh karena itu, penulis menyarankan para guru bahasa Inggris untuk mempertahankan motivasi siswa untuk semakin meningkatkan kepercayaan diri siswa dalam berbicara bahasa inggris.

Kata Kunci: Motivasi guru, kepercayaan diri siswa, berbicara.

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Finally, the writer especially hopes this research would give the positive contribution for her, and for the readers as well.

Makassar, Agustus 2017

ST. Aminah

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LIST OF ABBREVIATION

Abbreviaton 1: Dinas Penanaman Modal Dan PTSP	69
Abbreviaton 2: Badan Kesatuan Bangsa Dan Politik	70
Abbreviaton 3: Dinas Pendidikan	71
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CHAPTER I

INTRODUCTION

In this chapter as an introducing part consist of background, problem statement, objective of the research, significance of the research and scope of the research.

A. Background

English is one of the human languages in the world that has important role in communication. There are four skills that we have already known in english nemely; speaking, writing, listening, and reading. Later, the skills should be taught better to master and get complete thought about English itself because each skill has general or specific function of communication. Communication is the transformation of meaning from one person to another by using signs or symbols. A sign or symbol is transmitted from a sender to a receiver. But we cannot deny that speaking is the most important one for asking information and conversely for delivering information, speaking is the direct system of communication.

Brown (2001:26) states that speaking skill is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols. Speaking is one of the improtant parts of second language learning and teaching. Speaking is not like writing, reading, and listening activities. Speaking requires some

degrees of the real time exposure to an audience. We cannot deny that mastering speaking is not easy, so learners need extra skill to master the skill. Most of students also say that they can easy to understand when people speak but they cannot express it.

The students cannot speak English because the teacher probably either seldom encourage them to speak or do not give them opportunities to practice their speaking skills. The students must have change to practice their english by giving them a topic that they know well and know what to say with it to make an active speaking class. Alwasilah (2001:56) suggests that English should become part of the curriculum because this language is supporting the development of Indonesian generation. It is seemed require everyone can master the English language as well if you want to communicate internationally.

Some students still cannot use their English in communication because they considered that English subject is bored and scare. Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students' motivation and interest are very needed to make the process of their understanding more easily.

In the teaching-learning process, the students were able to write, read, and listening. However, when the teachers ask them to speak, they preferred to keep silent. In addition, when the teachers ask them to practice or perfume speaking activity in front of the class, they refuse to do

it. There were only some students who actively involve during the English lesson. There was not motivation to talk a lot.

Students still had a lot of weaknesses in speaking competence. The first is they are not confident to speak English in front of the class because lack of students' self confidence to speak English. The second is they still fell afraid of making mistakes when they want to produce English orally that make them reluctant to speak English. The third is they have difficulties in pronunciation. And the last is the student lack of vocabulary.

Based on statement above, the writer will be present how the teachers' motivation will helpful the students to speak up in front of the class and build the students confidence in speaking. In this case, the writer introduces a situation which contextualizes the language to practice the new language in a control way.

Consider the previous description, the writer interest carrying out research, which entitle "The Techers' Motivation in Speaking Practice to Build Students Confidence at The Eighth Year Students of SMPN 8 Makassar", in 2016/2017 of Academic Year.

B. Problem Statement

Based on the previous background, the writer formulates the research question as follows:

Can the teachers' motivation build the students confidence in speaking English at the eighth year students of SMPN 8 Makassar?

C. Objective Of The Reserch

The objective of the research is to find out whether or not the teachers' motivation can build the students confidence in speaking English at the eighth year students of SMPN 8 Makassar.

D. Significances Of The Reserch

The significances of this research are expected:

1. Theoretically, the result of this research is expect to find out strategy of motivation to build students confidence.
2. Practically
 - a. For the writer this research can provide the specific procedures of how to improve the speaking learning process through giving motivation. It also can be used by English teacher in other schools as alternative solution to the problems that may exist in their school.
 - b. For The students, This study can be useful for improving students confidence in the speaking learning process by giving motivation.

E. Scope Of The Reserch

The scope of the reserch is restrict the teachers' motivation in teaching speaking in the classroom and to find out whether the teachers' motivation can improve the student speaking confidence.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with. Previous related studies, Some pertinent ideas and conceptual framework.

A. Previous Related Studies

Sukirlan.,M, Nurjannah, and Ramlan.,G Suka (2012:8) in their research with the title “The Effect of Motivation on Students’ Speaking Ability,” the result find indicate that there is a significant effect of motivation in learning English on students’ speaking ability. The result show that the students with very high motivation have better ability in speaking compared with the students with low motivation. It means that higher their motivation in learning English, the better their ability in speaking will be. The students with very high motivation got better achievement in fluency and comprehensibility aspect. Meanwhile, the students with low motivation got better achievement in comprehensibility aspect.

Meanwhile, the other research studies from Kurniawati. Anna. (2013:93) in her research with the title “Improving The Self Confidence in Speaking Practice By Using Role Play Technique,” find that the use of role play in group after the discussion sessions were very effective. It was able to improve the students’ self-confidence because they had more opportunity to practice their speaking among their group mates. Besides, the small group work before the performance also helped them to improve

their self-confidence. It implies that having practice before performed role plays is important to be held because the students will have more opportunity to speak in English and will feel more confident in speaking practice.

And another research studies was conducted by Aggouni, Aziza (2015:117) in her research with the title "The Role of Motivation in Enhancing Learners' Speaking Performance In English Classroom" find that the effect of motivation has to stimulate learners to have self confidence in order to speak in front of their teacher and classmates. In addition, the study have concentrated on the influence of using different teaching strategies on learners desire to learn English, and how to help students to overpass their difficulties in speaking so they would be more stimulated to practice their speaking skill.

From the research studies above, the writer can conclude that motivation and students confidence very needed in speaking practice. But, there are still so many students lack of self confidence. To be able to speak well students must have motivation and their self confidents.

B. Some Pertinents Ideas

1. The Definition of speaking

Speaking is an oral communication in express our ideas to another as partner of conversation. It means that the speaker expresses their ideas through the language.

According to Brown in Burns & Joyce, and Dimban (2013: 4) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form or meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking.

Savage in Kebestubun (2016:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly.

According to Thornbury (2005:15), speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

In English class there are some causes that always faced by the students to communicate in speaking English. The first causes that makes students difficult in speaking English is the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just

want to show off when they speak English for daily conversation. The response that the students get makes them lose their self confidence to improve their speaking. The second cause is problem with grammar. English always deals with reference of time while Indonesia does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students very easy to get confuse with English grammar, while grammar is very needed to form a right sentence.

According to Billah in Rahim (2014:5) speaking is a part of oral communication it is typified as an activity involving two or more people in whom the participant are both hearers and speakers having to react to what they hear and make their contribution at high speed.

Based on the discussion above, it can be concluded that speaking ability can be stated as the ability to use language accurately to express the meaning to get information from other people in the whole life situation.

2. The Importance Of Speaking

Speaking is one of the most important for us to make a good communication to another people. Speaking is a part in our life. People need to speak for their interaction with each other in their activities every time and everywhere. Generally, the people produce more than thousand words everyday. Especially in the learning process, the teachers' need to

speak in front of the students and the students will get information from the teacher.

The capability of human to speak well is very need in delivering information and communication. In order that the listeners can comprehend what the speaker talk about. Reynandya (2002 : 204) states that effective oral communication requires the ability to use the language appropriately in social interaction that involves not only verbal communication but also paralinguistic elements of speech as pitch, stress, and intonation.

Speaking is very need in communication, especially in speaking English as international language. It needs to communicate with other people from another country, and it to need in our job sometimes. So, it's very important to speak English.

3. Elements Of Speaking

According to Hammer (2000: 15) aspect of speaking can be divided as follow:

a. Pronunciation

Pronunciation is an act or result of producing the sounds as speech, articulation, vowel information, accent, inflection. Pronunciation refers to the ability to produce easily comprehensible articulation. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process. Motivation is one of the strongest factors that can bring the

learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

b. Vocabulary

Vocabulary means the appropriate diction which is use in communication. Vocabulary refers to the selection of words that suitable in content. It's impossible to speak without mastering vocabulary. Therefore, this elements is some essential to learn before practice speaking. The students sometimes get trouble in memorizing all vocabulary that they known because they poor of practicing and use them. Thus they need to practice more to keep them in mind.

c. Grammar

Grammar is one of the major language components. Lado (2001:48) states there is no language without grammar, and none can be mastered without assimilation grammar. We often presuppose that speaking communicatively does not have to use grammar. However, we something do not realize that by ignoring grammar, we can misunderstand which may be it is not bad in relax conversation but it can really bring serious bad effect in formal conversation.

d. Fluency

Speaker can be say as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false stars, word searches, etc (Nunan in Kurniawati (2013 :10). Speaker

needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demand to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

Fluency is an aspect that influences very much to the students' ability in speaking English. So, fluency is a communicative language teaching. The teachers have to guide the students to develop to mater it to be fluent in speaking. So the students can speak spontaneously by using a right language, in this case the students will not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression.

Fluency is indicate by natural speed of speaking and only little number of pauses such as : "ums" and "ers." These signs indicate that the speaker does not need to spend so much time to decide the language items to apply in extending the message. Fluency can also refers to smoothness or flow with which sounds, syllables, words and phrase are combine all together when we speak quickly.

From explanation above, the writer would like to conclud that fluency is a quality of following, smoothness, freedom from harshness, natural speed of speaking, and only little number of pauses such as: "ums" and "ers".

e. Accuracy

Nunan in Kurniawati (2013:10) states that accuracy happens when students speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demand to use the correct grammatical structures in their speech.

Accuracy is achieve to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. In teaching English speaking, teachers have explain to students how to speak accurately (clearly, articulately, grammatically, and phonologically correct) language and of course fluent error. The students do not makes serious phonological errors, a few grammatical and lexical error but only few major error causing confusing.

4. Problems in Speaking Skills

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill, Munjayanah (2004:17):

a. Inhabitation

Unlike reading, writing or listening activities, speaking requires. Some degree of real-time exposure to an audience. Learners are often inhabitation about trying to say thing in foreign language in the

classroom: worry about mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

Even they are not inhabitation, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. In learning foreign language, learners usually do not have any idea in their mind although they have some vocabulary. It happen because they do not know how to express their idea.

c. Low or uneven participation

This problem may occurre in the speaking class, especially in the big class. The students have to wait their chance to speak and the time was over before they start to speak up. This problems can be worse by the talkative students' domination in speaking class. Only one participant can talk at a time if he/she is to be heard and in large group this means the each one will have only very little talking time. This problem is compound of some learners to dominate, while other speaks very little or not at all

d. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not discipline in using the target language in the learning process. When learners are discussing some problems usually, they share with others

by using their mother tongue, not the target language. It is because they feel unnatural to speak in foreign language.

5. The Nature of Speaking Skills

Speaking is an articulation of sound to express thought. Tarigan (1990:15), says that speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling opinion and wish. Another expert says that speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

Islamiyah, (2007:14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.

In addition, Brown (2001:111) writes that when someone can speak a language it means that he/she can carry on a conversation reasonably competently. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

6. The Function of Speaking

Brown and Yule in Fauzi (2012:4) also describe a useful distinction between two basic language function. These are the transactional

function, which is primarily concern with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship.

Another basic distinction when considering the development of speaking ability is between monologue and dialogue. The ability to give an uninterrupted oral presentation is very clear from interacting one person and another speaker for transactional and interactional purpose, while, all native speakers can and do use language interaction, not all native speakers have the ability to be extempore on a given subject to a group of listeners. Furthermore, Brown and Yule in Fauzi (2012:4) suggest that most language teaching is concerned with developing skills in short interactional exchanges in which the learner is only required to make one or two utterances at a time.

Based on the above statement, Bygate in Fauzi (2012:5) distinguishes that “between motor-perceptive skill, which are concerned with correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication” motor perceptive skills are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it was assumed that the mastery of motor perceptive skill was that needed all one, in order to communicate successfully.

7. The Assessment of the speaking

Assessment is an integral aspect of the teaching and learning process in the classroom as teachers continually judgments relate to student's study progress.

According to Porter and Roberts in O'Malley in kurniawati (2013:25), assessment of oral language should focus on a student's ability to interpret and convey meaning for authentic purposes in interactive contexts. It should include both fluency and accuracy. Cooperative learning activities that present students with opportunities to use oral language to interact with others whether for social or academic purposes are optimal for assessing oral language.

Woods (2005: 2) states that the role of assessment is also a critical area to be explored. Assessment can take several forms. Assessment carry out during the course of study can inform us about how well students are performing in the short term. It can help us to evaluate students' learning experience, and inform us as to future target and help us to plan courses and learning strategies (formative when we asses spoken language, we are interested in either in how our students are likely to use language in social situations or in how well they learn what we have taught to them. The assessment of spoken language is really needed in measuring the improvement of the students' motivation and progress in the process of teaching and learning, particularly in improving their speaking skill.

Moreover, Thornbury (2005:23) states that there are two ways to assess students' speaking ability. The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis on an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take the variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Meanwhile, Blaz (2000:43) argues that speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. She states that there are five components that are generally recognized in analyses of the speech process. They are pronunciation, task completion, vocabulary, fluency, and comprehensibility. Each element characteristics are then defined into four short indicators. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive indicator statements for each point of the scale.

Regarding the way in assessing the students' speaking ability proposed by Thornbury (2005) and Blaz (2000), the researcher proposes

to incorporate the analytic scoring with the rating scale. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more precise and easier.

8. Self-Confidence

According to Brown (2001:62), self-confidence is the students' believe in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self-efficacy refers to the students' belief in their capacity to perform and handle specific tasks.

One of the most appeared problems in the conversations class is language anxiety. Language anxiety is a feeling of fear and worry associated with language learning and use. The students' self-confidence that is low will create a language anxiety. It is believed that self-confidence has a role to minimize the students' language anxiety and optimize the students' motivation in learning English. Clement in Kees de Boot, et.al. (2005:201) finds the relationship among self-confidence, anxiety, and motivation. He also states that the absence of anxiety in learning or using the language will promote self-confidence and success in language learning.

Dornyei (2001:12) suggests five approaches to maintain and increase the students' self-confidence. First, the teachers foster their students' belief that language proficiency is an aspect that can be developed. Second, teachers provide regular experiences of success to promote their students' self conceptions in mastering a foreign language. Third, teachers encourage their students' contribution to their tasks that will make them interested. Forth, teachers give a small personal word to motivate their students. Fifth, teachers make the learning context less stressful to reduce classroom anxiety. Later, Dornyei (2001:17) mentions that encourage self-evaluation will promote the students; self-efficacy that can contribute to self-confidence. It can be actualized by some strategies, such as giving rewards to the students' effort rather than to ability, providing motivational feedback, and increasing the students; satisfaction by praising their work and not overreacting criticism. All of the efforts will expectedly lead the students to make their communication skill better.

In oral performance, the self-confidence can be showed by using eye contact or looking at someone when the speaker are talking to them, having a good posture, using gesture and body language, keeping conversations go on without too much hesitation like using "uhmmm..." and keeping smile. Barber (2003:92) mentions some indicators of people with self-confidence, there are projecting a positive image through good body language, enjoying and having fun in the performance with unduly worried about losing words or mistakes, staying calm, concentrated, and

high-self-control, and accepting themselves for the way they are whilst understanding their strengths and weakness.

According to the quotation above, there are several ways to build the students' self-confidence. First, the teacher can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students' achievement verbally and nonverbally, avoiding criticism that break down their self-confidence and learning motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, the teacher may put him/herself as a good friend to his/her students who guides and learn together. It will expectedly reduce the students' anxiety and foster their self-confidence at once.

9. Motivation as a Technique for Teaching Speaking

a. Motivation

Motivation is one of the most important components of learning process for students. In the field of learning motivation is essential to success. In this case without motivation, success will be hard to achieve. Motivation is not only important in getting students to engage in academic activities. It also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and retain more from it. Motivation is a theoretical construct used to explain the initiation, direction, intensity,

persistence and equality of behavior, especially goal directed behavior (Maehr & Mayer, 1997 in Brophy, 2010 : 3)

The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

b. Definition of motivation

In general, everyone knows what motivation is, but it is not always easy to understand what motivation actually is. There are various definition of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it. According to Santrock," Motivation is the processes that energize, direct, and sustain behavior". It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously.

At its most basic level, "motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer,2007:98). While Dimiyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human

behavior. The word motivation is derived from motive that means anything that encourages person to act to do something (Purwanto, 2011: 60).

Motivation has a significant role in teaching and learning process. That motivation of the students was positively correlated with their English proficiency, these significant result were in line with Chalermpon and Usa (2011 : 12). James (2009: 99) stated that the idea of someone to conduct activity and control the frequency of the actions is called motivation. So, students' motivation becomes a vital part in teaching and learning process. It great influence to students to push themselves in learning to get their needs, goals and interest.

From those definition above, it is concluded that motivation is an energy and directed to do something. Therefore, the researcher believe that motivations is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help students to achieve their goals.

c. Types of motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

1) Intrinsic Motivation

The intrinsic distinction has been influential in studies of motivation, and these concepts have been used in various attempts to explain differences in motivation among different learners. An intrinsically

motivated student learns because he or she wants to learn. "Intrinsic motivation is the motivation to be involved in an activity for its own sake." Paul, Eggen., & Kauchak, Don (2005:398).

Intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation they will show their attitude in the classroom such as they want to learning English because they like and enjoy their learning. According to Harmer (2007 : 98) "thus a person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better".

When the learners have intrinsic motivation, it will give a good influence to their learning. Because intrinsic motivation are comes from the learners it self. So, they will learn English by their internal desire not from other factor from outside the learner.

2) Extrinsic Motivation

Biggs stated that extrinsic motivation is a standing invitation to students to adopt a surface approach. The student's focus on their performance and the value or the importance that they attach to the outcome.

Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task.

Actually, many other factors that can influence upon students' extrinsic motivation in teaching and learning process as follow :

- a) Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students
- b) Parents have an important role to motivation their children. They should have to support their children to create their motivation
- c) Environment, if the environment of the classroom is comfortable and halt environment can give better satisfactory of for teacher and students than conduct in bad environment.
- d. Motivation in Learning Foreign Language

Actually student's motivation related to teach with students desirability to engage in learning process. Motivation is very needed for effective learning process in the class. It is very important role in learning process, not only in the process but also achievement result. Commonly, students who has high motivation will be clutched successful process or result in learning process.

Motivation is as essential condition of learning. Result of study will be optimal if there is motivation. It will be determined intensity of study effort to students. According to Sadirman (2009:85) there are three function of motivation in learning foreign language, they are :

1.) To promote people to act

It means that motivation become a moving spirit or motor. Motivation is spirit of moving from energy activity which will done by student

2.) To establish behavior direction

It means that motivation direct activity which is the aim. Thus motivation will give direction and activity that should be done by proper goals in learning English from students.

3.) To select people behavior

It means that motivation determine the activities that must reach of goal, by selecting the activities that useful for student's goals in learning English.

Motivation is as the certain requirement in learning English. Usually, students in the classroom feel bored, lazy, unhappy. Etc, in this case shows that teacher have been yet to motivate students in order to improve their spirit, mind, and energy in learning.

C. Conceptual framework

The conceptual framework underlying in this research is given in the following:

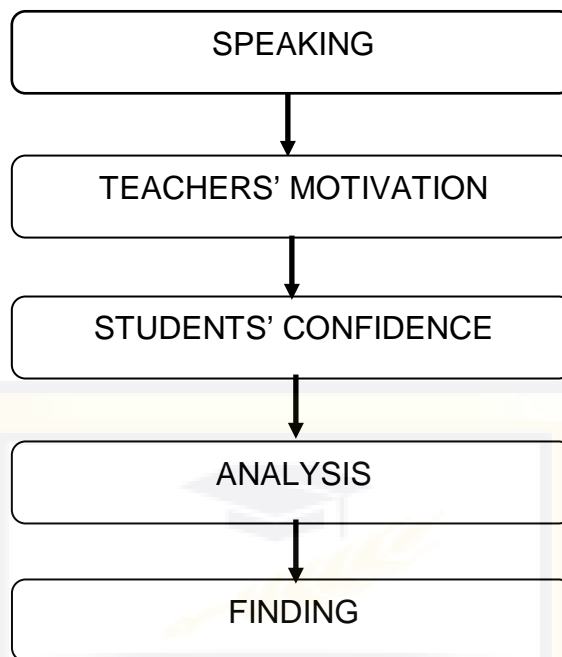


Figure 2.1 Conceptual Framework

One of the language skills that must be mastered by foreign language learners is speaking or communicating orally using target language. However, the fact has how that it is quite difficult for Indonesian learners to improve their speaking ability because they usually prefer to use their native language in their daily life than using English. There are many factors that speaking is difficult according to the teacher and students. Some of them are related to the students' limited encounter with English speaking language and opportunities in practice speaking orally. Each student also needs to share and exchange the information to others. It gives them a reason to communicate with others by speaking English. Motivation also promotes students' self-confidence. In this technique, teacher try to give the students motivation to speak English before they start to study not only give them opportunity to speak English in front of

the class. After that the researcher will analyze the students confidence in speaking practice. The results of the analysis will be found a conclusion whether the giving motivation is succeed or not to develop students confidence in speaking practice.



CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with research design, location and time of the research, research variable and operational definition, population and sample, technique of data collecting, instrument of the research and technique of data processing and analysis.

A. Research Design

This researcher used descriptive quantitative method. This research was classified to the case study research.

This research tried to find out authentically all of the information and provides all of things that relate to the implementation process of motivation in teaching speaking skill.

B. The Location and Time of the Research

This research conducted at SMPN 8 Makassar. This school located on jln. Batua Raya No.1, Makassar city. This research conducted on July 2017.

C. Research Variable and Focus of The Reserch

1. Variable of the Research

The variable of this research are students' confidence as the dependent variable and teachers' motivation as the independent variable.

2. Focus of The Research

To prevent bias interpretation especially related to the terms used in this research, operational definitions of the involve variables are formulate as follows:

- a. The teacher' motivation in teaching and speaking practice means that the motivation can build the students confidence in speaking practice.
- b. The students' confidence means that the students' confidence after the treatment which will indicate by a better score in the post test than in the pretest.

D. Population and sample

1. Population

The population of this research were all the students of SMP Negeri 8 Makassar academic year 2016\2017. The total of population are 420 students which consist of fourteen classes and 30 students each class.

2. Sample

The sample of this research was class VIII 13 which consist of 30 students of SMPN 8 Makassar.

E. Instrument of the Research

The researcher used checklist form of teacher observation guide and form of questionnaire as the instruments. With the teacher observation guide, the writer can focus to monitor the process of teaching learning, which is guided by the instrument. The writer also uses checklist form of questionnaire to the students as another instrument.

F. Technique of Data Collecting

In collecting the data, the writer used some techniques of data collecting as follow:

1. Interview

The writer interviewed the English teacher at the second grade of SMPN 8 Makassar to get the information of teaching speaking skill.

2. Observation

The writer did her research by monitoring the English teacher when she is teaching in the classrooms two times, how she give motivation before start the teaching learning process. Does it work or not. Therefore, the writer tried to find classroom strategies in teaching speaking which is suitable with the theoretical bases of gives motivation. The writer also observed the school in order to get the important data, which relates to the formal orientation of the school concern to giving motivation. She also collects the data, which have been documented, by the school, such as statistical data, graph, and other important data.

3. Questionnaire

The writer gave the list of questionnaire to the students in order to get the original perception about the students' being active in teaching speaking process objectively.

G. Technique of Data Processing and Analyzing

1. Editing

In this process, the writer checked the form of teacher observation guide and the questionnaire accurately in order to avoid any mistakes that the writer can do.

2. Describing the Data

In this process, the writer analyzed carefully the data, fact or information collected from observation and interview. In doing so, the writer used theory of several authors to describe events, documents and anything happened in his research field. By observing the English classroom, the writer would have analyzed the actual strategy, technique, procedure, and methodology employed by the teacher in teaching speaking skill used giving motivation. By interviewing the English teacher, the writer reinforced the finding conceptually. All the data collected was analyzed as objective as possible the writer can do. Finally, the writer interprets the data from the form of teacher observation guide, the interview, and the observation process by describing them in a descriptive way.

3. Scoring

Through editing process, the next step is giving scores to the questionnaire. The scoring for each question is:

Table 3.1 scoring

Positive (+)		Negative (-)	
answer	Score	Answer	Score
Very Often	5	Very Often	1
Often	4	Often	2
Sometimes	3	Sometimes	3
Seldom	2	Seldom	4
Never	1	Never	5

(Depdiknas, 2005:20)

a. Descriptive Analysis

This analysis used to find out the amount of percentage of the answer of questionnaire from respondents. The formula that is used:

$$P = \frac{f \times 100 \%}{N}$$

f = frequency that are looking for the percentage

N = Number of Cases (the amount of respondents)

P = Percentage

4. Classification of Score

Coding means classifying the respondent's answers into categories. Usually, classifying is done by giving codes with numeral into each answer. From the result of all the students' answer by looking the average of total score, can be classified to:

Table 3.2 Criterion of measurement category

Classification of score range	Criterion
81 – 100	Excellent
61 – 80	Very good
41 – 60	Good
21 – 40	Fair
0 – 20	Poor

(Depdiknas, 2005:20)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two parts, they are findings of the research and the discussions of findings. The findings consist of the data obtained through recording to know the effect of teachers' motivation to students' self confidence in speaking practice.

A. FINDINGS

As mentioned in the research methodology, to get the data the writer interviewed the English teacher to get information of teaching speaking skill and then, the writer distributed questionnaire to know students motivation in learning speaking to the students at second grade of SMPN 8 MAKASSAR. After both of data colleted, the writer conducted classroom observation to confirm students' motivation in learning speaking and their speaking ability.

Finally, after all of the data collected, the writer analyzed each data firstly. Beside, the result of classroom observation is described to know the reality of students' motivation in learning speaking at the classroom. Secondly, after each data analyzed, to see the effect of motivation in learning speaking and their confidence, the writer analyzed both of data.

1. Data description

The table below describe the students' questionnaire about the research result which is guided by giving the questionnaire about the student's motivation in speaking English:

Table 4.1
Teacher Give Motivation Before Study

N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	9	30%
2	Often	8	26,67%
3	Sometimes	13	43,33%
4	Seldom	-	
5	Never	-	
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 30% respondents declare "sangat sering" (very often), 26,67% "sering" (often), 43,33% "kadang-kadang" (sometimes). Thus, according to most of respondents declare that sometimes the teachers give the motivation before starting the lesson. On the same occasion, talking about students motivation Mrs. Adriana said that she always give motivation to their students'. She told the students that English subject would be found in senior high school and university. Consider to the statement of Mrs. Adriana, the writer still agree if teachers' motivation was very needed to develop the students' confidence in

speaking. According to the observation, it was seen the students active in the classroom and answer their teacher question using English language.

Table 4.2
Using English in Discussion
N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	-	-
2	Often	3	10%
3	Sometimes	12	40%
4	Seldom	10	33,33%
5	Never	5	16,67%
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 10% respondents declare “sering” (often), 40% “kadang-kadang” (sometimes), 33,33% “jarang” (seldom), 16,67% “jarang sekali” (very seldom). Thus, according to most of respondents declare that they sometimes discuss with their friend use English language. According to the teachers’ motivation, the teacher said that she always ask the students’ using English language so the students must answer the questions using English language to. Considering to the classroom observation, it was seen that the teacher explained the material using English language.

Table 4.3
Teacher Use Different and Modern Teaching Strategy
N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	7	23,33%
2	Often	11	36,67%
3	Sometimes	12	40%
4	Seldom	-	-
5	Never	-	-
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above 23,33% respondents declare “sangat sering” (very often), 36,67% “sering” (often), 40% “kadang-kadang” (sometimes). Thus, according to most of respondents declare that sometimes their teachers use different and modern teaching strategy. According to the classroom observation, it was seen that the teachers use modern strategy and explained the material with understandable way. Before study the teachers’ gave a students’ question to the students about the activity that had been done on last Sunday and the students active in teaching learning process especially in speaking and answer their teacher question using English language in giving the various answer.

Table 4.4
Teacher Gives an Opportunity to Speak English in Front of the Class
N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	8	26,67%
2	Often	15	50%
3	Sometimes	6	20%
4	Seldom	1	3,33%
5	Never	-	-
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 26,67% respondents declare “sangat sering” (very often), 50% “sering” (often), 20% “kadang-kadang” (sometimes), 3,33% “jarang” (seldom). Thus, according to most of respondents declare that their teacher often give them opportunity to speak English in front of the class. Consider, to the classroom observation, it was seen that after explained the materials the teacher checked the students understanding and than the teachers give the students exercise after that the students show their exercise in front of the class.

Table 4.5
Teacher Encourage the students in Speaking English
N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	8	26,67%
2	Often	8	26,67%
3	Sometimes	12	40%
4	Seldom	2	6,67%
5	Never	-	-
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 26,67% respondents declare “sangat sering” (very often), 26,67% “sering” (“often), 40% “kadang-kadang” (sometimes), 6,67% “jarang” (seldom). Thus, according to some of respondents declare that sometimes encourage from their teachers motivate them to speak English. It was seen, that the teachers encourage very needed to build the students’ confidence in speaking English. The same occasion, talking about the students’ confidence from the classroom observation it was seen that the students’ with high motivation more confidence than the students with low motivation.

Table 4.6
Students ashamed to Speak in English
N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	2	6,67%
2	Often	10	33,33%
3	Sometimes	11	36,67%
4	Seldom	6	20%
5	Never	1	3,33%
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 6,67% respondents declare “sangat sering” (very often), 33,33% “sering” (often), 36,67% “kadang-kadang” (sometimes), 220% “jarang” (seldom), and 3,33% “jarang sekali” (very seldom). Thus, according to most of respondents declare that they want to speak English but sometimes they ashamed. Based on the interviewed, the teacher say that she always give the students motivation to build students’ confidence in speaking English. Consider the classroom observation, it was seen that the most of students still feel ashamed to speak English in front of the class,

Table 4.7
Unconfident to Speak English in Front of the Class
N=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	1	3,33%
2	Often	7	23,33%
3	Sometimes	17	56,67%
4	Seldom	3	10%
5	Never	2	6,67%
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 3,33% respondents declare “sangat sering” (very often), 23,33% “sering” (often), 56,67% “kadang-kadang” (sometimes), 10% “jarang” (seldom), and 6,67% “jarang sekali” (very seldom). Thus, according to most of declares that they sometimes fell unconfident to speak English in front of the class. Based on the interviewed, the teacher said that all of the second grade students there like English subject and they are active in learning English specially in speaking learning. According to the observation that has been done by the writer, that there was intense communication using English while the teaching learning process in the classroom. It was seen that the students understand enough about what the teacher explained about. Besides, it was also seen the real effort to be actualized by Mrs. Adriana, which is asserted more by determining full English speaking in the classroom.

Table 4.8
Difficult to Reveal in English
N=30

No	Alternative Of Answer	frequency	Percentage
1	Very Often	6	20%
2	Often	11	36,67%
3	Sometimes	11	36,67%
4	Seldom	2	6,67%
5	Never	-	-
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table above, 20% respondents declare “sangat sering” (very often), 36,67% “sering” (often), 36,67% “kadang-kadang” (sometimes), 6,67% “jarang” (seldom) and no respondent declare “jarang sekali” (very seldom). Thus, according to some of declares that they understand what their teacher said but they difficult to reveal it in English. On the same occasion, talking about the students’ difficulties in speaking English Mrs. Adriana said that the students’ pronunciation is good but they are not fluency and the students’ less in vocabulary. According to the classroom observation, it was seen that the students understand enough what their teacher say but it so difficult for them to reveal it.

Table 4.9
Keep Silent in English Lesson
N=30

No	Alternative Of Answer	frequency	Percentage
1	Very Often	-	-
2	Often	1	3,33%
3	Sometimes	18	60%
4	Seldom	7	23,33%
5	Never	4	13,33%
	Total	30	100%

Source of SMPN 8 Makassar

Besed on the table above, 3,33% respondents declare “sering” (often), 60% “kadang-kadang” (sometimes), 23,33% “jarang” (seldom), 13,33% “jarang sekali” (very seldom). Thus, according to most of declares that sometimes when English lesson they just keep silent. Based on the interviewed, the teachers’ said that all of the students there like English subject and they are active in learning English specially in speaking learning. Besides, it was also seen the real effort to be actualized by Mrs. Adriana, which is asserted more by using fun English speaking in the classroom.

Table 4.10
Afraid to Speak in English
n=30

No	Alternative Of Answer	Frequency	Percentage
1	Very Often	2	6,67%
2	Often	4	13,33%
3	Sometimes	18	60%
4	Seldom	4	13,33%
5	Never	2	6,67%
	Total	30	100%

Source of SMPN 8 Makassar

Based on the table 4.10, 6,67% respondents declare “sangat sering” (very often), 13,33% “sering” (often), 60% “kadang-kadang” (sometimes), 13,33% “jarang” (seldom), 6,67% “jarang sekali” (very seldom). Thus, according to most of respondents declare that sometimes they feel afraid when the teachers ask them to speak English. According to classroom observation, it was seen the students’ active in teaching learning process and answer their teachers questions. On the same occasion, talking about students activeness in speaking English Mrs. Adriana said that the students active in teaching learning process and the ability of students to speak English she said that the pronunciation is good but there is not fluency because the students still less in vocabulary.

2. Criterion of Measurement Category

According to Suharisimi Arikunto in Hasanah (20017:63) about analysis of Data using qualitative descriptive analysis technique, revealed that qualitative analysis have to be present on a predicate, which show to the condition, quality measurement. Based on the previous calculation the maximum score that can be got is 100. Thus, the category based on the interval class can be seen from the table below:

Table 4.11
Classification of Students' Confidence

No	Range	Criterion	Amount	Percentage
1	81-100	Excellent	2	6,67%
2	61-80	Very Good	18	60%
3	41-60	Good	10	33,33%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
	Sum		30	100%

Source of SMPN 8 Makassar

From the table above, it can be seen that on the range 81-100 there are 2 respondents from 30 respondents which can be classification to the category "excellent" amounted 6,67%, on the range 61-80 there are 18 respondents from 30 respondents which can be classified to the category "very good" amounted 60%, on the range of 41-0 there are 10 respondents from 30 respondents which can be classified to the category

“good” amounted 33,33%, and there are no respondent which can be classified to the category “fair” and “poor”. Thus, based on the calculation above, it is implied that students’ motivation and students’ confidence at the eighth year of SMPN 8 Makassar in speaking English can be classified to the category “very good”.

B. Discussion

The section presents the discussion as an interpretation of the result of the data analysis. This section discuss about the teachers’ motivation in speaking practice to build students’ self confidence at the eight grade of SMPN 8 Makassar.

The more motivation the learners the better their learning process will be (Ur in sukirlan. M Nurjannah:7). So the more motivated the learner the better their speaking will be. Based on this idea, we can conclude that when students have good motivation in learning English, they will do anything that can improve their speaking achievement. Then will try to finish speaking assignment. They also will try to practice their speaking without being afraid to make mistakes. The more practice in speaking, the better their English will be.

The role of education especially of the teacher is one day to overcome the problem found in teachers' motivation because that can influence the students learning result. Teaching is always looking for ways to substitute role with more effective technique to make speaking easiest and more

pleasant. It is very important to develop motivation and students' confidence in speaking.

The first, the writer was do the interview to get information in teaching learning process about teachers' motivation in speaking practice to build students confidence, and every students in whole class interested in learning English especially in speaking learning and the aspect of pronunciation has been good but in vocabulary and fluency aspects were decrease. Beside of that, the teachers always give them motivation to speaking English. According to observation that has been done by the writer, it is admitted that the students was very enthusiastic in following the lesson.

The second, the writer monitoring the English teacher when she is teaching in the classrooms, the teacher explained the material with understandable way, and the students active in teaching learning process specially in speaking and answer their teacher question using English language. It was seen that the students who had good enough motivation were brave to perform their speech in front of the class. While for students who were low motivated tended to be afraid and shy to speak English in front of the class.

Furthermore, even more of students less in their speaking English but they have motivated in learning English and the teacher also provide opportunity for students to practice their English. The students were

enthusiastic in learning English. The teacher applied the most interesting method in students learning active in the classroom. This is as a challenge as a teacher

The last, the writer distribute the questionnaire to students to get the original perception about the students' being active in teaching speaking process objectively. And the classification of students' activeness category is it can be seen that on the range 81-100 there are 2 respondents from 30 respondents which can be classified to the category "excellent" amounted 6,67%, on the range 61-80 there are 18 respondents from 30 respondents which can be classified to the category "very good" amounted 60%, on the range of 41-60 there are 10 respondents from 30 respondents which can be classified to the category "good" amounted 33,33%, and there are no respondent which can be classified to the category "fair" and "poor". Thus, based on the calculation above, it is implied that students' motivation and students' confidence at the eight year of SMPN 8 Makassar in speaking English can be classified to the category "very good".

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of two section. The first section is conclusion, which is based on the research findings. The second section is suggestion based on the conclusion.

A. Conclusion

According to the data which has been collected while the observation process that has been done by the writer, and after through the process of data analysis and interpretation, finally the writer up to the conclusion that.

Based on the calculation result of questionnaire answer about the scale of students' activeness in speaking English is found that the teachers' motivation can build the students confidence in speaking practice. It was seen that almost majority of the students which are 18 respondents from 30 respondets classified to the category "Very Good" amounted 60%. Thus, it is implied that students' motivation in speaking English at the eight grade SMPN 8 Makassar can be classified to the category "Very Good". Teacher motivation very needed to build students self confidence in speaking practice.

B. Suggestion

1) For the Students

In order to improve the speaking and self confidence, the students should not worry to make mistake or bad performance and do a lot of practice. Fluency can be improved if speaking practice was done intensively.

2) For the English Teacher

In reference to the result of this action research, the English teachers' must give their students motivation before start the lesson. Therefore, the English teachers are suggested to apply variety method in the English teaching and learning in order to improve the quality of English teaching and learning process.

3) For Other Researchers

This technique was effective to improve the students' self-confidence in speaking practice. However, there were some obstacles encountered when doing this research, like unclear instructions and inappropriate group formation in the implementation. The other researchers who will conduct similar research studies should prepare the planning of the research well before conducting the research.

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Appendix 1 : PEDOMAN WAWANCARA

Nama Guru : Andriana

Tujuan : Untuk mengetahui konsep pengajaran speaking dengan pemberian motivasi kepada siswa serta penerapannya secara efektif dalam proses pembelajaran

Waktu : Friday, 28 July 2017

1. In your opinion, whether students in this school, especially class VIII like English?

- I think all of the students here every class eight like English subject but specially I think VIII 13 and VIII 14 like English very much.

2. Are they active in class to speak in English during the learning process?

- Yes, I think they are active in learning English specially for speaking because when I teach them I have to speak by English language so they have to answer my question with English language too

3. How is the ability students to speak English?

- The ability of students to speak English, I think pronunciation is good but they are not fluency because I think there is students less in vocabulary so maybe they can combine with Indonesia and English language.

4. What is the biggest difficulty of students in learning speaking?

- Like just now i say that the difficult in speaking English for our students is the vocabulary, I think the students less in vocabulary I think only that because their grammar is good and than they can speak but only vocab. I have to give them a vocabulary maybe 5 or 10 vocabulary in every meeting.
5. What efforts are being made to improve students speaking ability as well as speaking learning itself?
- The effort that I give to students is always give them motivation like the English is International language that they will find out in senior high school, in faculty so they have to study hard in this subject and to make the improve their English they have to speak by using a good pronunciation, and they have to speak a fluently and must have.

Appendix 2: OBSERVATION GUIDE

Nama Guru : Andriana

Pokok Bahasan :

hari/Tanggal : Friday, 28 July 2017-08-04

waktu :

Petunjuk : Berikut ini terdapat kriteria-kriteria pengajaran dalam proses observasi pengajaran guru di kelas. Pilihlah setiap butir pernyataan di bawah ini dengan memberi tanda checklist (√) pada kolom yang paling mewakili penilaian anda. Pilihan penilaian yang disediakan adalah sebagai berikut:

5= sangat baik, 4= baik, 3= cukup, 2= kurang, 1= sangat kurang

No	Criteria	5	4	3	2	1	Comment
1.	The teacher greets and asks students' condition	√					
2.	The students respond to the teacher's greeting and tell about their condition		√				
3	The teacher give motivation to the students before study				√		
4	The teacher reviews the previous materials	√					
5	The teacher introduces the	√					

	topic to the students						
6	The teacher tells the objective of the teaching learning process		√				
7	The materials are explained in an understandable way	√					
8	The teacher checks students' understanding		√				
9	The teacher asks questions to the students		√				
10	The teacher gives chances to the students for asking questions		√				
11	The teacher gives the students opportunity to practice their speaking.		√				
12	Teacher's directions are clear and concise; and students are able to carry them out		√				
13	The lesson is smooth, sequential, and logical	√					
14	The teacher shows an interest in, enthusiasm for subject being taught		√				
15	There are balance and variety		√				

	method during the lesson						
16	The teacher moves around the class and makes eye contact with the students	√					
17	The teacher positively reinforces the students	√					
18	The teacher decreases students' tension and increases their confidence in the teaching learning process	√					
19	Examples and illustrations are used and presented effectively	√					
20	The teacher uses teaching media		√				
21	Drills are used and presented effectively	√					
22	The teacher corrects students' errors and mistakes	√					
23	The teacher uses the allocated time well	√					
24	The teacher uses English all the time	√					
25	The teacher encourages and assures full participation in the classroom	√					

26	The students feel free to ask questions, to disagree, and to express their own ideas			√			
27	The students interact with others related to the materials given			√			
28	The students are encouraged to do their best			√			
29	The teacher evaluates the teaching and learning process			√			
30	The teacher concludes and summarizes the lesson with the students			√			

Appendix 3: QUESTIONNAIRE

Assalamu'alaikum Wr. Wb.

Saya adalah mahasiswi Jurusan Pendidikan Bahasa Inggris semester VIII fakultas keguruan dan ilmu pendidikan, Universitas Bosowa Makassar. Saat ini saya sedang melakukan penelitian untuk menyelesaikan tugas akhir saya yang mengambil tema "**The Teachers' Motivation in Speaking Practice to Build Students' Confidence.**" Karena itu saya meminta kesediaan anda untuk dapat membantu saya dengan mengisi kuesioner ini. Tidak ada jawaban yang benar ataupun salah dalam pengisiannya, yang diperlukan adalah kejujuran anda untuk memberikan jawaban sesuai dengan pandangan anda. Jangan lupa untuk mengisi data responden. Data semua responden akan dijamin kerahasiaannya. Terima kasih banyak atas bantuannya.

Wassalamu'alaikum Wr. Wb.

ST. Aminah

(4513101063)

Petunjuk :

1. Berikut ini disajikan beberapa pernyataan. Anda diharapkan menjawab semua pernyataan di bawah ini sejujur-jujurnya dengan memberi tanda checklist (9) pada jawaban yang paling cocok dengan jawaban anda dengan pilihan jawaban :

SS = Sangat Sering S = Sering KK = Kadang-kadang JR= Jarang TP = Tidak Pernah

2. Jawaban anda pada daftar isian tidak mempengaruhi ujian atau kenaikan kelas.
3. Jawablah semua pernyataan sesuai dengan pendapat anda.
4. Karena jawaban diharapkan sesuai dengan pendapat anda sendiri, maka tidak ada jawaban yang dianggap benar atau salah.

DATA RESPONDEN

Nama : Nur Yasmin Zahrah Syafiyah
 Kelas : VIII.13 8.13
 Umur : 13 Y.o
 Jenis kelamin : Perempuan

No	Pernyataan	Pandangan				
		SS	S	KK	JR	JS
1	Teacher provide motivation before starting the lesson (guru memberikan motivasi sebelum memulai pelajaran)			✓		
2	I discuss with my friend using English . (saya berdiskusi dengan teman menggunakan bahasa inggris)			✓		
3	Teacher use different and modern teaching strategy (guru menggunakan strategi pengajaran yang berbeda dan modern)	✓				
4	Teacher gives an opportunity to speak English in front of the class (guru memberikan kesempatan berbicara bahasa inggris di depan kelas)	✓				
5	Are encourage from the teacher motivate you in speaking English? (apakah dorongan dari guru memotivasi anda dalam berbicara bahasa inggris?)		✓			
6	I want to be able to speak in English but I am ashamed					✓

	(saya ingin bisa berbicara dalam bahasa inggris tapi saya malu)					
7	I am unconfident to speak English in front of the class (saya tidak percaya diri berbicara bahasa inggris di depan kelas)					✓
8	I understand what my teacher said but I find it difficult to reveal it in English (saya mengerti apa yang guru saya katakan tapi saya sulit mengungkapkannya dalam bahasa inggris)			✓		
9	When the English lesson I just keep silent (ketika pelajaran bahasa inggris berlangsung saya hanya diam saja)					✓
10	I was afraid when it was my turn to speak English (Saya takut ketika mendapat giliran dari guru untuk berbicara menggunakan bahasa Inggris)					✓

DATA RESPONDEN

Nama : Amalia.Ramadhani
 Kelas : VIII.13 (8.13)
 Umur : 13 tahun
 Jenis kelamin : Perempuan

No	Pernyataan	Pandangan				
		SS	S	KK	JR	JS
1	Teacher provide motivation before starting the lesson (guru memberikan motivasi sebelum memulai pelajaran)	✓				
2	I discuss with my friend using English . (saya berdiskusi dengan teman menggunakan bahasa inggris)				✓	
3	Teacher use different and modern teaching strategy (guru menggunakan strategi pengajaran yang berbeda dan modern)			✓		
4	Teacher gives an opportunity to speak English in front of the class (guru memberikan kesempatan berbicara bahasa inggris di depan kelas)			✓		
5	Are encourage from the teacher motivate you in speaking English? (apakah dorongan dari guru memotivasi anda dalam berbicara bahasa inggris?)			✓		
6	I want to be able to speak in English but I am ashamed					

	(saya ingin bisa berbicara dalam bahasa inggris tapi saya malu)				✓	
7	I am unconfident to speak English in front of the class (saya tidak percaya diri berbicara bahasa inggris di depan kelas)			✓	✓	
8	I understand what my teacher said but I find it difficult to reveal it in English (saya mengerti apa yang guru saya katakan tapi saya sulit mengungkapkannya dalam bahasa inggris)				✓	
9	When the English lesson I just keep silent (ketika pelajaran bahasa inggris berlangsung saya hanya diam saja)			✓		
10	I was afraid when it was my turn to speak English (Saya takut ketika mendapat giliran dari guru untuk berbicara menggunakan bahasa Inggris)			✓		

DATA RESPONDEN

Nama : Muh. Paenaloli
 Kelas : 8.13
 Umur : 13 tahun
 Jenis kelamin : laki-laki

No	Pernyataan	Pandangan				
		SS	S	KK	JR	JS
1	Teacher provide motivation before starting the lesson (guru memberikan motivasi sebelum memulai pelajaran)			✓		
2	I discuss with my friend using English . (saya berdiskusi dengan teman menggunakan bahasa inggris)				✓	
3	Teacher use different and modern teaching strategy (guru menggunakan strategi pengajaran yang berbeda dan modern)			✓		
4	Teacher gives an opportunity to speak English in front of the class (guru memberikan kesempatan berbicara bahasa inggris di depan kelas)			✓		
5	Are encourage from the teacher motivate you in speaking English? (apakah dorongan dari guru memotivasi anda dalam berbicara bahasa inggris?)				✓	
6	I want to be able to speak in English but I am ashamed					

	(saya ingin bisa berbicara dalam bahasa inggris tapi saya malu)	✓			
7	I am unconfident to speak English in front of the class (saya tidak percaya diri berbicara bahasa inggris di depan kelas)	✓			
8	I understand what my teacher said but I find it difficult to reveal it in English (saya mengerti apa yang guru saya katakan tapi saya sulit mengungkapkannya dalam bahasa inggris)	✓			
9	When the English lesson I just keep silent (ketika pelajaran bahasa inggris berlangsung saya hanya diam saja)				✓
10	I was afraid when it was my turn to speak English (Saya takut ketika mendapat giliran dari guru untuk bicara menggunakan bahasa Inggris)	✓			

Appendix 4 :Frequency of Students Clasification

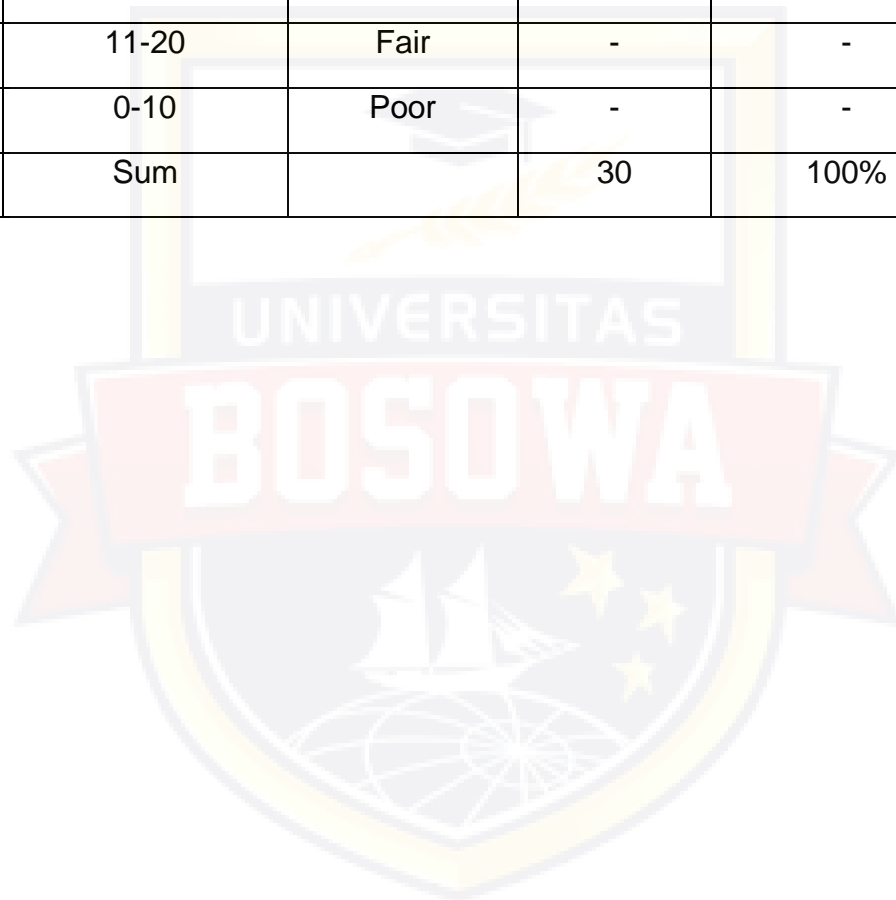
No	Name	positive score					Negative score					Total	Score	Criterion
		1	2	3	4	5	6	7	8	9	10			
1	Muh. Renaldy	3	2	3	2	2	2	2	1	5	1	23	46	Good
2	Ainun Afifah	3	1	3	3	2	3	3	3	3	3	27	54	Good
3	Raphael	3	3	4	4	4	4	4	2	4	4	36	72	Very Good
4	Amalia	5	2	3	3	3	4	3	4	3	3	33	66	Very Good
5	Rahmat Hidayat	3	2	3	3	3	4	3	4	3	3	31	62	Very Good
6	Siti Husniah	5	2	3	3	4	3	2	3	5	2	32	64	Very Good
7	Gracia	3	1	3	4	4	3	3	3	3	3	30	60	Good
8	Nur Azizah	3	3	4	5	5	3	3	2	3	3	34	68	Very Good
9	Raihan Mifta	3	2	5	4	3	3	3	2	3	3	31	62	Very Good
10	Nur Yasmin	3	3	5	5	4	5	5	3	5	5	43	86	Excellent
11	Risna	5	2	4	3	3	2	1	2	3	3	28	56	Good
12	Gregori Elven	5	3	5	4	4	4	3	2	3	3	36	72	Very Good
13	Fauziah Ridwan	5	2	4	3	3	2	4	2	5	4	34	68	Very Good
14	Maisyarah	4	3	4	4	4	3	3	3	3	3	34	68	Very Good
15	Nur Ardianti	4	4	5	5	5	3	3	3	3	2	37	74	Very Good
16	Nadia Tus'saada	4	4	4	5	5	2	2	2	3	3	34	68	Very Good
17	Nur Arafah	4	3	5	5	5	3	3	3	2	2	35	70	Very Good
18	Muh. Ikram	4	1	3	4	3	3	2	2	3	3	28	56	Good
19	Putri Nur	4	3	3	3	3	1	2	2	3	3	27	54	Good
20	Carissa Nathan	3	2	3	4	3	4	4	2	3	5	33	66	Very Good
21	Putri Shela	5	1	3	4	3	2	3	3	4	3	31	62	Very Good
22	Reskiah Amalia	5	1	3	4	3	2	3	1	4	3	29	58	Good
23	Juzdil	5	3	4	5	4	2	3	2	4	3	35	70	Very Good
24	M. Naufal	4	4	5	5	5	4	5	3	4	4	43	86	Excellent
25	Devin	3	3	4	4	3	2	3	3	4	4	33	66	Very Good

26	Syafiqah	3	2	3	5	5	2	3	1	4	3	31	62	Very Good
27	A. Muh Dafa	3	3	4	4	3	2	3	1	3	3	29	58	Good
28	Mahdi Ilgatan	5	3	5	4	5	1	3	1	3	2	32	64	Very Good
29	Moch Ghazi	4	3	4	4	3	3	2	4	3	3	33	66	Very Good
30	Muh. Fayalats	3	2	4	4	5	3	2	1	3	1	28	56	Good



Appendix 5 :Classification of Students' Activeness Category

No	Range	Criterion	Amount	Percentage
1	41-50	Excellent	2	6,67%
2	31-40	Very Good	18	60%
3	21-30	Good	10	33,33%
4	11-20	Fair	-	-
5	0-10	Poor	-	-
	Sum		30	100%



Appendix 6 :Picture of the Research



Picture 1: The writer was interviewing the English teacher



Picture 2 : The writer was interviewing the English teacher



Picture 3: The writer was observing the English classroom



Picture 4: The writer was observing the English classroom



Picture 5: the writer was distributing the questionnaire



Picture 5: the writer was distributing the questionnaire and explained how to fill the questionnaire



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 10564/S:01P/P2T/07/2017
 Lampiran :
 Perihal : **Izin Penelitian**

Kepada Yth.
 Walikota Makassar

di-

Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.337/FKIP/Unibos/VII/2017 tanggal 12 Juli 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **ST. AMINAH**
 Nomor Pokok : 4513101063
 Program Studi : Pend. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa(S1)
 Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE EFFECT OF MOTIVATION IN SPEAKING PRACTICE TO BUILD STUDENTS" CONVDENCE AT SMPN 8 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. **24 Juli s/d 24 Agustus 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 18 Juli 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.
 Pangkat : Pembina Utama Madya
 Nip : 19610513 199002 1 002

Tembusan Yth
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
 2. *Pertinggal.*



**PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867

Email : Kesbang@makassar.go.id Home page : <http://www.makassar.go.id>



Makassar, 19 Juli 2017

K e p a d a

Nomor : 0707 2713 -II/BKBP/VII/2017
Sifat :
Perihal : **Izin Penelitian**

**Yth. KEPALA DINAS PENDIDIKAN
KOTA MAKASSAR**

**Di -
MAKASSAR**

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor : 10564 /S.01P/P2T/07/2017, Tanggal 18 Juli 2017, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa:

Nama : **ST. AMINAH**
Nim/Jurusan : 4513101063 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ. Bosowa Makassar
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar
Judul : **"THE EFFECT OF MOTIVATION IN SPEAKING PRACTICE TO BUILD STUDENTS CONVICEDENCE AT SMPN 8 MAKASSAR"**

Bermaksud mengadakan **Penelitian** pada Instansi / Wilayah Bapak, dalam rangka **Penyusunan Skripsi** sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **24 Juli s/d 24 Agustus 2017**.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini** dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n.WALIKOTA MAKASSAR
KEPALA BADAN KESBANG DAN POLITIK
UJ. KABID. HUBUNGAN ANTAR LEMBAGA


Drs. AKHMAD NAMSUM, MM.
Pangkat : Penata Tk.I
NIP : 196705242006041004

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul – Sel. di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar;



PEMERINTAH KOTA MAKASSAR DINAS PENDIDIKAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website: http://www.dikbud_makassar.info ; e-mail: dikbud.makassar@yahoo.com



IZIN PENELITIAN NOMOR : 070/ 0185/DP/VII/2017

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar
Nomor : 070/2542-II/BKBP/III/2017 Tanggal 20 Juli 2017
Maka Kepala Dinas Pendidikan Kota Makassar

MENGIZINKAN

Kepada :
Nama : **ST. AMINAH**
Nim / Jurusan : 4513101063 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ. Bosowa Makassar
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Untuk : Mengadakan *Penelitian* di *SMPN 8 Makassar* dalam rangka *Penyusunan Skripsi* di *Univ. Bosowa Makassar* dengan judul penelitian :

"THE EFFECT OF MOTIVATION IN SPEAKING PRACTICE TO BUILD STUDENTS CONFIDENCE AT SMPN 8 MAKASSAR"

Dengan ketentuan sebagai berikut :

1. Harus melapor kepada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu Proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang Berlaku
4. Hasil Penelitian 1 (satu) eksampelar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar.

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar
Pada Tanggal : 20 Juli 2017

KEPALA DINAS
Kasubag Umum dan Kepegawaian



[Signature]
Hj. ERNAWATI, SE, M.Pd, M.Si
Pangkat : Pembina
NIP : 19670421 199401 2 003



**PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8**

Batua raya No.1 Tlp. 0411-493722 Fax. 497320 Email- spendelmakassar@yahoo.com



SURAT KETERANGAN

Nomor : 420 / 486 / SMP.08 / VIII / 2017

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 8 Makassar menerangkan bahwa

N A M A : ST. AMINAH
N I M : 4513101063
JURUSAN /PROG.STUDI : Pend. Bahasa Inggris

Benar yang tersebut namanya di atas telah melaksanakan penelitian pada SMP Negeri 8 Makassar dalam rangka Penyusunan Skripsi (S1) pada Universitas Bosowa Makassar, dengan Judul : ***"THE EFFECT OF MOTIVATION IN SPEAKING PRACTICE TO BUILD STUDENTS CONFIDENCE AT SMP NEGERI 8 MAKASSAR"***.

Berdasarkan surat Izin Penelitian Pendidikan Kota Makassar Nomor : 070/0185/DP/VI/2017, tanggal 20 Juli 2017.

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 10 Agustus 2017

Kepala SMP Negeri 8 Makassar


Ruslan, S.Pd, M.M.
 Pengkaji Pembina
 NIP. 196808181991031007

BIOGRAPHY



ST. Aminah was born in Rea Timur on 8th August 1995 from the marriage of her parents Imran and (alm) Rabiah. She is the first in her family, she has 2 young sisters and 2 young brothers. She started her study in 2001 at MIN Polewali and she graduated in 2007. In the same year she continued her study at SMPN 2 Polewali and graduated in 2010. After that, she continued her study at SMK-PP Negeri Polewali and graduated in 2013. In 2013, she continued her study at Universitas Bosowa Makassar. She took English Education Departmen in Faculty of Teacher Training and Education S1 program and finished her study in 2017.