

**STUDENT' PERCEPTIONS OF MOTIVATIONAL  
STRATEGIES USED BY ENGLISH LECTURERS IN  
SPEAKING CLASSES AT MUHAMMADIYAH UNIVERSITY  
OF BENGKULU**



**THESIS**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

**2026**

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**THESIS**

**Submitted in partial fulfillment of the requirements for the degree of  
Bachelor of English Education**



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## MOTTO AND DEDICATION

### MOTTO

Put Got at the center of everything

The journey may be difficult, but the result is worth it.

(Muhammad Rafly)

I suppose I do get sad, but not for too long, I just look in the mirror and go,

"What a good-looking you are!"

(Liam Gallagher)

### DEDICATION

With all the struggle, sacrifice, love, hope, and gratitude, I dedicate this thesis to:

❖ Dengan penuh rasa syukur dan cinta, karya ini saya persembahkan untuk kedua orang tua tercinta, Bapak Desrizal dan Ibu Helenti Minami. terima kasih atas segala doa, kasih sayang, pengorbanan, dukungan, serta kesabaran yang tiada henti diberikan kepada saya dari kecil hingga dewasa pada saat ini. tanpa bimbingan dan perjuangan kalian, saya tidak akan mampu sampai pada titik ini. semoga karya sederhana ini menjadi salah satu bentuk bakti, kebanggaan, dan ungkapan terima kasih saya kepada Ayah dan Ibu yang selalu menjadi sumber kekuatan dalam setiap langkah hidup saya.

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This thesis is submitted as one of the requirements to obtain a Bachelor’s Degree in English Education at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

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The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected for its improvement. Hopefully, this thesis will be useful for the writer and for the readers in general.

Bengkulu, 10 Maret 2026

Author

Muhammad Rafly

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## ABSTRACT

**Muhammad Rafly. 2026.** "Students' Perceptions of Motivational Strategies used by English Lecturers in Speaking Classes at Muhammadiyah University of Bengkulu". Thesis: English Education Study Program Faculty of Teacher Training and Education Universitas Muhammadiyah Bengkulu. Supervisor: Eki Saputra. M.Pd

Speaking skill is one of the most important abilities in learning English, yet many students experience difficulties such as lack of confidence, anxiety, and fear of making mistakes when speaking in class. Therefore, lecturers play an important role in motivating students through various motivational strategies to encourage their participations and confidence in speaking activities. This study aims to determine students' perceptions of motivational strategies used by English lecturers in speaking classes at Muhammadiyah University of Bengkulu. This study employed a descriptive research design. The subjects of this research were fourth-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu. The data were collected through a questionnaire consisting of 20 items related to motivational strategies used by lecturers in speaking classes. The questionnaire was designed based on four categories of motivational strategies: creating a classroom environment, providing encouragement and learning motivation, feedback strategies, and the impact of motivational strategies on students' motivation and confidence. The data were analyzed using percentage analysis to identify students' perceptions of the lecturer's motivational strategies. The findings of this study revealed that students generally have positive perceptions toward the motivational strategies used by their lecturers in speaking classes. The results showed that lecturers were able to create a comfortable and supportive classroom environment, provide encouragement before and during speaking activities, and give constructive feedback that helps students improve their speaking skills. Furthermore, the motivational strategies applied by the lecturers were perceived to increase students' interest in learning speaking, enhance their confidence, and encourage them to take part more actively in speaking activities.

**Keywords:** Students' Perceptions, Motivational Strategies, Speaking Class, English Lecturer, Learning Motivation..

## ABSTRAK

**Muhammad Rafly, 2026.** Student' Perceptions of Motivational Strategies used by English Lecturers in speaking classes at Muhammadiyah University of Bengkulu. " Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing: Eki Saputra.M.Pd

Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa terhadap strategi motivasi yang digunakan oleh dosen Bahasa Inggris dalam kelas berbicara di Universitas Muhammadiyah Bengkulu. Kemampuan berbicara merupakan salah satu kemampuan terpenting dalam belajar Bahasa Inggris, namun banyak mahasiswa mengalami kesulitan seperti kurang percaya diri, kecemasan, dan takut membuat kesalahan saat berbicara di kelas. Oleh karena itu, dosen memainkan peran penting dalam memotivasi mahasiswa melalui berbagai strategi motivasi untuk mendorong partisipasi dan kepercayaan diri mereka dalam kegiatan berbicara. Penelitian ini menggunakan desain penelitian deskriptif. Subjek penelitian ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Bengkulu. Data dikumpulkan melalui kuesioner yang terdiri dari 20 item terkait strategi motivasi yang digunakan oleh dosen dalam kelas berbicara. Kuesioner dirancang berdasarkan empat kategori strategi motivasi: menciptakan lingkungan kelas, memberikan dorongan dan motivasi belajar, strategi umpan balik, dan dampak strategi motivasi terhadap motivasi dan kepercayaan diri mahasiswa. Data dianalisis menggunakan analisis persentase untuk mengidentifikasi persepsi mahasiswa terhadap strategi motivasi dosen. Hasil penelitian ini menunjukkan bahwa mahasiswa umumnya memiliki persepsi positif terhadap strategi motivasi yang digunakan oleh dosen mereka dalam kelas berbicara. Hasil penelitian menunjukkan bahwa para dosen mampu menciptakan lingkungan kelas yang nyaman dan mendukung, memberikan dorongan sebelum dan selama kegiatan berbicara, serta memberikan umpan balik konstruktif yang membantu mahasiswa meningkatkan kemampuan berbicara mereka. Lebih lanjut, strategi motivasi yang diterapkan oleh para dosen dinilai dapat meningkatkan minat mahasiswa dalam belajar berbicara, meningkatkan kepercayaan diri mereka, dan mendorong mereka untuk berpartisipasi lebih aktif dalam kegiatan berbicara.

**Kata Kunci:** Persepsi mahasiswa, strategi motivasi, kelas berbicara, dosen bahasa Inggris, motivasi belajar.

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents brief discussion about background, the research questions, objectives of the research, limitations of the research, significances of the research, and the definition of key terms of research.

### **1.1 Background**

Speaking ability is a crucial skill in mastering English as a foreign language. At the university level, particularly in speaking classes, students are expected to actively and confidently express their ideas, respond to questions, and participate in discussions in English. However, many students still encounter various challenges in improving their speaking skills, including a lack of confidence, anxiety when speaking in public, and limited vocabulary and grammatical knowledge. In addressing these challenges, lecturers play a crucial role not only as instructors but also as motivators. The motivational strategies they employ significantly influence students' enthusiasm and engagement in the learning process. These strategies may include offering praise, providing positive feedback, selecting relevant and engaging materials, and creating a supportive and comfortable classroom environment. Effective motivational strategies can enhance students' confidence and encourage them to actively participate in speaking English.

At Muhammadiyah University of Bengkulu, English language instruction is a key focus in developing students' competencies, particularly in speaking skills. Therefore, understanding students' perceptions of the motivational strategies used

by lecturers in speaking classes is essential. These perceptions can serve as an indicator of whether the strategies are effective or need to be improved to better support the achievement of learning objectives, Cheng and Dörnyei (2007) found that the motivational strategies most valued by students were those involving emotional support, clear learning goals, and constructive feedback. Their findings highlight the significant role of affective factors in fostering an effective learning environment. Mastering speaking skills is not an easy task for many students, as it requires consistent effort and daily practice. Therefore, to encourage students to actively engage in speaking activities during class, they need motivation from their lecturers. Lecturer motivation plays a crucial role in language learning, especially in speaking English, as it can significantly influence students' desire and determination to become proficient speakers.

Motivation can serve as a powerful tool for teachers to capture students' attention, beyond just relying on the learning material itself. Moreover, motivation is not only essential for keeping students engaged during the teaching and learning process, but also for encouraging them to apply the knowledge they acquire in the classroom to real life contexts.

Based on the cases that I found from several students, especially my own experience, the researcher found that when students get motivation from lecturers when learning to speak in class, they will be motivated to be more confident and create an influence on student involvement and success in developing their English speaking skills.

Based on the description above, the researcher is interested in knowing whether it supports when the motivational strategy used by lecturers in class speaks, creates a friendly classroom atmosphere and makes students motivated to improve their speaking classes. Therefore, the researcher chooses the title “Students’ perceptions of motivational strategies used by English lecturers in speaking classes at Muhammadiyah University of Bengkulu”.

## **1.2 Research Questions**

Based on the background that has been described, the problem formulation in this study is as follows.

1. How do students perceive the effectiveness of the motivational strategies used by their lecturers in speaking classes of English Study Program at Muhammadiyah University of Bengkulu?

## **1.3 Objectives of the Research**

This objective of this research was to find out whether it supports the motivational strategies used by lecturers in speaking classes to create a classroom atmosphere that motivates students to improve their speaking skills.

## **1.4 Limitation of the Research**

The research is limited to students from the English Department at Muhammadiyah University of Bengkulu. Therefore, the findings may not be generalizable to students from other universities or departments.

### **1.5 Significances of the Research**

The results of this research are hoped to be useful for:

1. For Students

The results of this study can be useful for students to be more confident in speaking English when this motivational strategy is applied by lecturers in English Study Program at Muhammadiyah University of Bengkulu..

2. For Lecturers

The result of this study can be an information for lecturers about the benefit of motivational strategies in teaching English.

### **1.6 Definition of Key Term**

The key terms used in this study are:

1. Student perception is the student's view of the motivational strategies applied by the lecturer in the speaking class, which describes how students assess the effectiveness and influence of the lecturer's strategy in motivating students to be more active in the speaking class.
2. Speaking is a person's ability to produce language orally to communicate. This skill is very important in language learning because it allows students to use language actively (Harmer; 2001).
3. Motivation is a drive from within a person to carry out an action or activity.
4. Motivational strategies are techniques or approaches that are deliberately used by lecturers to arouse, maintain, and increase student motivation in the learning process.