TEACHING STRATEGIES TO MOTIVATE STUDENTS IN SPEAKING CLASS USING SONGS (EVIDENCE FROM SMK SEHAT INSAN PERJUANGAN MOJOAGUNG JOMBANG)

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Abstract: This study aims to identify the strategies of drilling and creative tasks used by a teacher and how the teacher applies these strategies to motivate students in speaking class. A qualitative research design was used to answer this study's questions. The current study used interviews and classroom observations as instruments to collect the data. The participant in this study was one of the English language teachers at SMK Sehat Insan Perjuangan Mojoagung Jombang, where the teacher has been teaching for five years. The results indicated that the teacher used drilling and creative tasks with songs booming on TikTok and other social media related to materials containing moral values to motivate students to speak in class. The use of drilling as a teaching strategy was presented by asking students to say the words the teacher had spoken repeatedly. While the creative task as a teaching strategy was depicted by the given stimulus in the form of a task, the students were asked to present the task result in front of the class, and the other were asked to respond. The results show that using drilling and creative tasks as learning strategies can make students more active in speaking, and this was evidenced by those who were usually just silent and passive in the speaking class getting increased confidence, improved fluency, and a greater willingness to get involved in the class.

Keywords: teaching strategies, drilling, motivation, songs

Introduction

Speaking is one of the language competencies that students must possess when they study English in secondary schools. However, many students consider English speaking difficult, and in general, there are still many students who feel nervous when trying to speak English. According to Hinkel (2005, 485), "speaking is the most complicated and difficult skill to master". The factors causing difficulty in speaking are low motivation, laziness, and shyness when speaking (Jaya et al. 2022, 4). All of these factors can make students feel bored in speaking classes. In addition, students will feel they need to be more motivated in teaching classes. Furthermore, the teaching and learning process could be more varied because teachers often use a traditional method. That method is often applied in reading classes without any exciting activities. For this reason, teachers need to have learning strategies so that students do not get bored and are motivated to learn to speak in class.

In developing teaching speaking skills, teachers play an essential role during the learning process in classrooms. Harmer (2007, 6) states that "teachers can be a guide and help students when students suddenly do not know what to say during the speaking activities". For example, teachers support students to express their feelings and ideas by providing alternative vocabularies. In this way, the role of a teacher in improving students' speaking ability is vital. Because teachers positively motivate students to speak, teachers should prepare their teaching very well so that students can achieve their learning goals. More importantly, teaching activities can be improved by relevant

strategies. Many teachers agree that teaching strategies are essential in determining learning success. In addition, the strategies should be supported by necessary teaching materials and topics that learners easily understand. Jarvis (2010, 4) suggests that a professional teacher efficiently uses many teaching strategies to reach the teaching goals.

One of the strategies that can support the learning process of speaking is the use of exciting learning media since the learning media that attracts students' interest is very influential during the learning process. Hadi (2019) notes that using songs to teach English to junior high school students significantly improves their English language skills and increases their participation in learning. Grifee (2001) notes that "song is part of music that students can sing through words." It is frequently used in language classes and is closely related to speaking class since speaking is an action of communicating orally with others (p.10). Research on the effectiveness of teaching speaking using the drilling method conducted by Putri (2022, 79-80) indicated that YouTube significantly influenced learning to speak using the drilling method for class XI students of SMA YPI Darussalam. It was found that students could learn English more efficiently, especially in learning speaking, by using that method with many videos on YouTube containing variations: live streaming, Vlogs, film reviews, educational videos, and others.

One of the private schools at SMK Sehat Insan Perjuangan Mojoagung Jombang was chosen as the setting of this study. More specifically, the speaking class of the 10th-grade students of the school was selected based on several reasons: firstly, many students at this school exhibit low confidence in their speaking abilities. They are often reluctant to participate in speaking activities because they fear making mistakes or being judged by their peers. This lack of confidence hinders their willingness to practice speaking, which is crucial for improvement. Secondly, the teaching approach in speaking classes is often teacher-centered, with limited student interaction. This method restricts students' opportunities to practice speaking and develop their communicative skills. There is a need for more interactive and student-centered activities that promote active participation. In addition, motivation levels among students vary widely. Some students are highly motivated to improve their speaking skills, while others show little interest. This disparity affects the overall classroom dynamic and can make it challenging to implement activities that engage all students.

The limitations of this study were two strategies of teaching speaking: drilling and creative tasks used by a teacher to motivate students in speaking class using songs and how the strategies can encourage them to speak English. The strengths of drilling in research include its ability to provide focused and repetitive practice, which can enhance skill acquisition and proficiency. Creative tasks in research allow for exploration, innovation, and the generation of novel ideas, fostering creativity and problem-solving abilities. The results of the study were expected to provide insight to teachers about strategies that can be used to develop students' speaking skills using songs as media in language learning. The current study aims to address gaps in the literature by exploring the effectiveness of combining drilling and creative tasks in research. Specifically, it may investigate how these two approaches complement each other, leading to a more comprehensive understanding of skill acquisition and creativity development. Additionally, the study aims to identify optimal strategies for integrating drilling and creative tasks in research settings, filling a gap in practical methodologies for enhancing learning outcomes.

Literature Review
Teaching Strategies
Teaching can be defined as the interaction process between teachers and students that aims to convey learning material. According to Brown (2000, 7), teaching refers to guiding and facilitating students to learn, allowing them to learn, and setting conditions

for learning. Speaking skills are one of the English skills that students really need to master because speaking allows students to communicate easily and also makes it easy for students to convey their feelings or ideas verbally. Teaching speaking is an essential aspect of the language learning process. This is supported by Richards (2008, 19), who claims it is a priority for many second or foreign-language learners to master English speaking skills.

Teaching speaking is necessary to assist students in achieving communicative skills. Teaching speaking is transferring knowledge about speaking aspects to improve students' ability to communicate in the learning process. The purpose of teaching speaking is to improve students' communicative abilities. Isnawati (2014, 37) states that the purpose of teaching speaking is to help students improve their ability to interact using a language. The students are given opportunities to express themselves, understand aspects related to speaking, and learn how to speak correctly in communication so that the interlocutor can understand what the student is saying. Teachers are said to be successful in teaching speaking if students can develop language in interactions with their friends and teachers.

In learning speaking, teachers must have a teaching strategy. Teaching strategies are activity plans used by teachers to teach students in order to achieve learning objectives (Khairuzzanila 2021, 9). Sometimes, students have difficulties during the learning process. As Sari and Zaini (2014) said, teaching strategies can overcome students' difficulties when expressing their ideas in speaking learning. In learning to speak, many strategies can be used to teach. There are four strategies for teaching speaking, according to some experts as highlighted below.

1. *Cooperative Activities*
   A strategy that requires students to work in groups will learn about working together and relating socially with classmates. According to Macpherson (2007, 172-192), cooperative learning is a learning technique that allows students to interact with each other, understand and apply elements of subject matter, and meet learning objectives. Macpherson also claims that cooperative activities can make students think critically. Cooperative activities require students to interact in a group, understand the material, present the subject matter, solve problems, and complete tasks in groups. Cooperative activities can encourage students to understand language learning (Newton and Nation 2009).

2. *Role Plays*
   Role plays are an activity where students are asked to play an active role in learning. More specifically, students are asked to pretend in various social contexts and various social roles in the learning process (Solcova 2011). It can be concluded that role palys is a classroom activity where students play an active role in the oral learning process. Role plays are often linked to stimulation. These activities can help recreate the language used in the learning process

3. *Creative Tasks*
   In learning, teachers can give assignments to students. Giving assignments to students provides many benefits for students. One of them is that students can think creatively. Thornbury (2005) defines creative tasks as direct tasks where students can develop their language fluency. If students are given tasks, they will focus on answering the tasks that have been given

4. *Drilling*
   Drilling means a learning method whose activities are carried out repeatedly. According to Thornbury (2005), drilling is a strategy that can be used to improve pronunciation by imitating and repeating words, phrases, and even utterances. This method generally intends to lead students to pay attention to new material.

In addition, designing strategies for teaching speaking needs several principles to consider. First, during speaking activities, the discussion used must be maximal in order to provide the best conditions for language users (Thornbury 2005). The activity should

be done when students show understanding and can ask questions or comment which we can call interacting and students are able to work together to achieve a specific goal (Thornbury 2005). Next, teachers must understand what students need when learning and teachers must focus on the interaction by paying attention to both the accuracy (correct use of language) and fluency (smooth and natural use of language) in the use of language in certain contexts (Brown 2001).

Motivation

Motivation is an essential aspect of a learning process; in other words, it often becomes an important factor for students to be successful in learning, especially in language classes. Dornyei (2001, 5) argues that teaching foreign or second languages is often challenging. Enthusiasm, perseverance, and commitment of learners are the main determinants of success and failure. Therefore, it can be assumed that students with high motivation in learning English will be more successful, courageous, and confident than those with low or no motivation.

In general, motivation is seen as something that can drive a person to achieve his goals. Harmer (2007, 98) asserts that motivation is a type of drive for someone to achieve something. Dornyei and Ushioda (2011, 4) state that motivation is a reason that the person wants to do something and how hard the effort to do it and how long the person will maintain it.

Motivation is something that exists when someone wants something to achieve. Motivation can positively affect students so that they improve their abilities and feel happy during the learning process. When motivated to learn, students will strive to understand the material by studying more diligently (Mayer 2003, 459). However, when students need more motivation, especially in learning speaking, they will find it easier to communicate with friends even though they have a good understanding of the material, proper grammar, and adequate vocabulary.

Songs as Learning Medium

Songs can be used as a medium for teaching, for example, listening, speaking, vocabulary, grammar, and other things. Songs are a learning medium that can increase enthusiasm and motivate students. According to Heinich et al. (2016, 9), songs are easy to remember, so they make students remember the language used in songs. Using songs can make students feel happy in the learning process. A significant factor that makes students feel happy is the use of song media because using songs can motivate students, especially in speaking skills. It can help students memorize vocabulary and grammatical aspects such as syntax, morphology, and semantics. Moreover, using songs will make students feel happy and can even eliminate boredom or stress during the learning process. Songs can be used as a learning medium in the process of learning English at school to increase student interest in learning foreign languages. Sophia (2013, 8) claims that songs are a teaching aid for students in learning English, especially in increasing students' motivation.

Research Method

This study was qualitative research, which implies that the aim was to describe what strategies teachers used to motivate students to speak using English songs and how these strategies can motivate students to speak English. This approach was prepared to research and document an activity through observation and interviews. According to Jansen (2010, 6), a qualitative study can be conducted by collecting data through interviews, the most common type of survey, and observing interactions in any situation. In addition, qualitative data is descriptive and usually involves observations, interviews, case studies, and other methods focusing on understanding a phenomenon's underlying meaning or context (Brooks et al. 2018 in Yusuf 2023, 91). To achieve the objectives of

this study, we first made observations and collected data. Researchers use direct observation of the activities of counselor teachers during the teaching and learning process. It aims to explain what strategies teachers use to motivate students to speak English using songs. In addition, the observation was conducted to find out how the strategies can motivate the students to speak English songs.

The participant of this study was an English teacher who taught the speaking class of the 10th-grade students at SMK Sehat Insan Perjuangan. The teacher selected in this study had the following criteria. First, the English teacher selected for the study had already demonstrated five years of teaching experience in language education. This criterion ensured that the selected teacher had a solid foundation in pedagogical practices and classroom management techniques. Second, the teacher used songs in teaching: he had teaching experiences using songs in the learning process and various teaching strategies in class. Third, the teacher was willing to be the participant in this study. In addition, the 10th-grade students were chosen for several reasons: many students at this school lacked confidence in their speaking abilities, often fearing mistakes and judgment, which hindered their practice and improvement. The next reason is because teacher-centered approach in speaking classes limited students' interaction and communicative skill development. Additionally, varying motivation levels among students impact classroom dynamics, making it difficult to engage everyone effectively.

This study used two research instruments: interview and observation. Firstly, an interview was used to obtain data to answer the first research question. Researchers interviewed the teacher directly at SMK Sehat Insan Perjuangan Mojoagung jombang on June 12, 2023. The interview was conducted based on interview guides. Secondly, researchers used classroom observation to answer the second research question. The observation was made directly in the classroom. Researchers observed the teacher while teaching in class on June 13, 2023. The observation was made based on observation guides. In this research, there were two types of data. The first data was the statement of the English teacher, which contained the answers to the strategies used in teaching speaking in class. The second data was the teaching activity, which presented how the teacher applied the strategy to teach speaking in class. Moreover, the source data in this research was an English teacher. Last but not least, data collection was done by implementing two main techniques including interview and observation.

Following data collection, the data analysis proceeded through content analysis. Content analysis "a research tool used to determine the presence of certain words or concepts within texts, making inferences about messages, writers, audiences, and cultural contexts". The techniques used to analyze the interview and observation data are as follows. Firstly, interview data were scrutinized to delineate the strategies employed by the teacher in teaching speaking skills using English songs. This involved a detailed examination of the interview transcripts to identify and categorize the specific techniques utilized by the teacher during instruction. This process established a comprehensive understanding of the instructional methods, including the selection of songs, integration of language learning objectives, and implementation of interactive activities.

In addition, content analysis was employed to elucidate how these strategies motivated students to engage in English speaking. By analyzing interview data and observational notes, the study investigated the impact of the identified strategies on student motivation and participation. This involved identifying patterns and themes within the data to discern the factors contributing to student engagement, such as increased confidence, enjoyment of the learning process, and perceived relevance of the activities. Through this analysis, insights into the effectiveness of the instructional strategies in fostering English speaking skills and motivation among students could be derived, leading to the formulation of conclusions regarding the potential benefits and limitations of utilizing English songs in language instruction.

Findings

One of the study's objectives was to find out what strategies the teacher used in motivating students to speak using English songs and how these strategies can motivate students to speak at SMK Sehat Insan Perjuangan Mojoagung Jombang. This research data was based on an interview with the teacher and also class observation. The participants were the English teacher and the 10th-grade students at SMK Sehat Insan Perjuangan Mojoagung Jombang. First, the researchers interviewed the teacher by providing questions to find out what strategies were used by the teacher in motivating students to speak using English songs. Next, the researchers observed the teaching and learning process by recording classroom learning activities to get accurate data and avoid missing the learning process. Based on data obtained from the interview with the teacher on June 13th, 2023, at SMK Sehat Insan Perjuangan Mojoagung Jombang, the teacher stated that there were two strategies used by the teacher when teaching speaking in class.

> *"Pertama saya menggunakan startegi drilling pada siswa, dan yang kedua saya menggunakan creative task. Jadi saya tidak menggunakan satu strategi saja untuk pembelajaran speaking dikelas"*
> "First, I use a drilling strategy with students, and second, I use a creative task. So I don't use just one strategy for learning speaking in the class"

Berdasarkan jenis tindak tutur literal atau tidak literal dan langsung atau tidak langsung, tuturan dapat dibedakan menjadi empat. Pertama, tindak tutur literal dan langsung mengandung makna sebenarnya yang diungkapkan dengan modus kalimat yang sesuai. Kedua, tindak tutur tidak literal dan langsung yaitu bila tuturan mengandung makna yang tidak sebenarnya namun diungkapkan dengan modus kalimat yang sesuai. Ketiga, tindak tutur literal dan tidak langsung terjadi jika tuturan mengandung makna sebenarnya namun diungkapkan dengan modus kalimat yang tidak sesuai. Keempat, tindak tutur tidak literal dan tidak langsung, yaitu tuturan yang mengandung makna tidak sebenarnya dan diungkapkan dengan modus kalimat yang tidak sesuai (Wijana 1996). Berdasarkan jenis tindak tuturnya, tuturan residen yang menggunakan kata "izin" dan "mohon izin" dapat dikategorikan sebagai berikut.

The Use of Drilling as Teaching Strategies to Teach Speaking in the Class

The purpose of drilling as a teaching strategy was to make students speak in class, respond to questions given by the teacher, and be active during the learning process in class. The teacher applied the strategy during the learning process in class. First, the teacher applied the drilling strategy during the learning process. Here is how the teacher applied the drilling strategy during the classroom learning.

> *"saya menjelaskan berulang-ulang, saya suruh anak-anak juga mengucapkan kata atau frasa yang sudah saya ucapkan. Meskipun anak-anak kadang masih diam pokok saya tanya terus berulang-ulang saya juga suruh terus mengucapkan kata yang saya berikan secara ulang-ulang terus lalu siswa saya suruh mengucapkan lagi kata atau frasa secara ulang-ulang"*
> "I explain repeatedly, and I ask the children to say the words or phrases I have said. Even though the children are sometimes still silent, I keep asking questions over and over again. I also tell them to keep saying the words I give them over and over again. Then I ask the students to say the words or phrases repeatedly"

Based on the data above, the teacher brings up drilling as a teaching strategy by repeatedly explaining the material so that students better understand the material

presented. The teacher also said some words continually, and students were asked to say the words that the teacher had spoken. The teacher did these activities continuously and repeatedly, so students got used to speaking in class. This explanation was the principle of applying drilling strategies. By applying these strategies, students got more active in class and were more willing to speak in class without being asked by the teacher.

The Use of Creative Tasks as Teaching Strategies to Teach Speaking in the Class
Besides using drilling as a teaching strategy, the teacher used other strategies to teach speaking in class. The second strategy used by the teacher was creative tasks. Like the previous strategy, the teacher selected creative tasks as a learning strategy for several reasons. The teacher's reason also illustrated the teacher choosing and applying creative tasks as a learning strategy. The teacher's reason was related to students' understanding of the material presented by the teacher. The teacher also explained how he applied the strategy to students in class.

> *"kalau strategi creative task saya suruh anak-anak mengerjakan tugas dan diselesaikan saat itu juga terus setelah itu saya suruh anak-anak maju mepresentasikan didepan kelas. Naah terus teman-temannya itu saya suruh memberikan komentar bu. Nah dengan begitu anak-anak akhirnya mau speaking bu dikelas. Satu temannya presentasi nah sisanya nanti sahut-sahutan kasih komentar ketemannya yang presentasi didepan tapi yaa menggunakan bahasa inggris meskipun kadang masih nyampur sama bahasa Indonesia"*
> "For the creative task strategy, I tell the students to do the task and finish it immediately. After that, I tell the students to come forward and present in front of the class. Then, I ask other students to comment, ma'am. In that way, the students finally want to speak, ma'am, in the class. One student presents, so the rest will reply and give comments, but yes, they will use English, although sometimes it is still mixed with Indonesian"

Based on the data above, the emergence of creative tasks as a teaching strategy was evidenced by how the teacher asked students to work on the tasks and completed them then. After completing the task, students were asked to present the results of their assignment work. Then, the teacher asked students who were not presenting to comment on those presenting in front of the class. The explanation above was one form of a teacher's effort to combine doing assignments, presentations, and giving comments between students to support teachers in applying creative tasks as a learning strategy to pursue speaking in class. Applying this strategy will make students more active in speaking in class by providing stimulus in the form of tasks.

The Implementation of Drilling Strategies in Teaching Speaking Using English Songs
Classroom activities began by asking students how they were doing, followed by the teacher delivering material to students about songs containing the simple present and simple past or other materials in the lyrics. Besides, the songs chosen by the teacher had a moral value. This can be seen based on the teacher's statements below.

> *"Saya mengajar pakek lagu entah itu ngajar present atau past tense ataupun disangkutkan dengan meteri yang lainya yang sekiranya materinya itu bisa nyambung kalau saya pakek media lagu."……… "Saya biasanya ngajar itu pakek lagu yang lagi tren di Tiktok ataupun media sosial lainnya. Kadang juga saya pakek lagu yang mempunya kandungan makna yang punya pesan moralnya"*
> "I teach using songs, teaching present or past tense embedded with other materials so that the materials can be connected if I use the song as a

medium."…… "I usually teach using songs trending on TikTok or other social media. Sometimes, I also use songs with meaning and moral value"

The teacher explained the material, starting from the definition of song material, then continued with the moral value of the song and the linguistic elements of the song as learning material. After explaining, the teacher asked the students about the material that had been explained. Students were also asked to repeat the teacher's explanation of some of the materials that the teacher delivered.

"baik sekarang coba sebutkan ulang apa itu tadi pesan moral dari lagu"
"alright, now try to re-state what the moral value of the song is"

Here, the teacher asked students to restate the song's moral value. Then, the students mentioned the moral value of the song again. In this activity, the teacher asked the students to answer the song's moral values simultaneously. The teacher waited for the students to finish mentioning the moral value of a song. Then, if the students were wrong in mentioning it, the teacher corrected it, and the students were also asked to re-mention the moral value of the song. Then, the teacher asked the students again to explain the material about the generic structure of a song.

"terus tadi kalau generic structure dari lagu tadi ada berapa coba Ayo disebutkan lagi tadi generic structure nya"
"Then, how many generic structures of the song are there? Come on, let's mention the generic structure again"

Then, the teacher asked the students to mention the generic structure of the song together. Next, students said the generic structure of the song together. If the students made mistakes in mentioning the generic structure, the teacher asked them to mention the generic structure of the song again until they were correct.

The Implementation of Creative Tasks in Teaching Speaking Using English Songs
The teacher played a song so that students could listen to it. The teacher played the song four times. Then, the teacher gave assignments to students in the form of a song lyric with several words omitted in the **sentence, or called incomplete sentences**. Here was the lyric of the song adapted from Ed Sheeran *Boat*.

"The more that I love the less that I …….
The times that I …….. never were real
They say that all scars will ……. but I ……..
Maybe I won't
But the waves won't ……. my boat"

In addition, the teacher also gave directions to students to fill in them in the song lyrics given.

"nah itu lagunya kan ada lirik yang hilang coba sekarang dilengkapi ya"
"Well, that song has missing lyrics, try to complete them now, okay?"

In this activity, students were asked to fill in the missing lyrics from a song the teacher played. At this stage, students were given about five minutes to do the task. After working on the assignment, the teacher had students present the results of their assignment. Students who did not present in front of the class were required to give responses to their friends who were presenting in front of the class.

"tugasnya dikerjakan saya kasih waktu lima menit kalau sudah nanti saya tunjuk beberapa anak untuk maju kedepan lalu presentasi hasil pekerjaan kalian. Nahh sisanya nanti yang engga maju kasih tanggapan dan komentar yaa"

"I'll give you five minutes to complete the assignment. Then I'll appoint several students to come forward and present the results of your work. Well, for the rest, those who don't come forward will give us responses and comments, okay?"

After working and presenting the results of the student's work, the teacher asked the students to correct together the answers that the students had presented. This activity aimed to make students equally active in class and provide answers to the results of their work. After that, the teacher directed students to sing the song that the teacher had played before.

"oke sekarang coba nyanyikan lagi lagu tadi yang sudah diputar versi lengkapnya sudah siap semua okey sekarang ayo nyanyi sama-sama semuanya"

"okay, now try singing the song again, the full version of which has been played. It's ready. OK, now let's sing together, everyone"

In this activity, students and the teacher sang the song again that the teacher had already played. The teacher played the song again, and the students sang the song again with the other students. This activity showed that the teacher asked the students to improve their speaking skills together.

At last, the teacher asked the students to mention the moral value of the song. Then, some students present moral values based on their understanding. Finally, the teacher told them that the moral value of the song could be, "Obstacles should not make us weak, they should make us stronger and more optimistic. Big waves will not damage my boat. Just like life, the tests that hit us should not destroy us, instead they will make us stronger. We have to fight to achieve our dreams. The song teaches us not to give up easily."

Discussion

The findings above indicate that drilling exercises and creative tasks have valuable roles to play in language learning contexts, especially in motivating students in speaking class. Each offers unique benefits and caters to student engagement and motivation aspects. Understanding these nuances can inform teachers' instructional practices and enhance students' learning experiences in the classroom. These two strategies, applied by the teacher, can trigger students to be active during the speaking class.

The role of the teacher in determining learning strategies was critical in the classroom learning process. It is argued that educators have a significant impact on the learning journey. They are crucial in aiding students to cultivate their learning process and achieve their objectives (Mulyasa 2005, in Agustin et al. 2022, 419). Therefore, the teacher determines success in classroom learning by choosing the right strategy during the classroom learning process. Noviyenti (2016, 16) states that a professional teacher must consider the right strategy when teaching English in class, and selecting the right strategy will help students build their abilities. Teachers' preference for strategies was tailored to the needs of the classroom learning process.

In speaking learning, teachers need the right learning strategy so that students want to speak in class. In speaking learning, four strategies can be used to teach speaking in class. Putra (2013, 9) states that there were four strategies to teach speaking in class, namely drilling, cooperative activities, role plays and creative tasks.

Based on the findings, the teacher used two of four strategies when teaching speaking in class. The first strategy used by the teacher when teaching speaking in class was the drilling strategy. The teacher applies drilling as a strategy by asking students to repeat words and phrases that the teacher has mentioned before. Thornbury (2005) notes that drilling was a strategy to improve pronunciation by imitating and repeating words, phrases, and even entire utterances. Drilling was used as a learning strategy to make students active in class and improve their speaking skills.

Secondly, the teacher used creative tasks as a teaching strategy to teach speaking in class. The teacher applies creative tasks as a teaching strategy by giving tasks as a stimulus for students. Then, students are asked to present in front of the class. Students who did not get a turn to present had to comment on those who presented in front of the class. Thornbury (2005) claims that creative tasks are direct tasks where students can develop their language fluency. If students are given tasks, they will focus on answering the tasks that have been given. The teacher's goal of applying creative tasks as a learning strategy was to provide students with a stimulus in the form of tasks so that students are more active and want to speak in class. This way, it can improve students' speaking skills.

From the findings of this research, the application of drilling and creative tasks can motivate students to speak in class. This was evidenced by the level of student activeness in class, and students want to communicate during the learning process by communicating with the teacher and their friends in class. Drilling helps them build foundational skills through repetition and practice, which increases their confidence in their abilities. On the other hand, creative tasks stimulate their interest and enjoyment by allowing them to use the language in imaginative and meaningful ways. These methods make the learning process more dynamic and interactive, encouraging students to participate more enthusiastically and consistently.

As explained above, making the students motivated and active by using drilling and creative tasks in the speaking class requires excellent effort by the teacher. For instance, the teacher needed to repeat the words many times and ask them to say the words more than once. In addition, to make them motivated and understand more about the material, the teacher needed to present songs and repeat them many times. This was evidenced by the following statements of the teacher "Even though the students are sometimes still silent, I keep asking questions repeatedly, I also tell them to keep saying the words continuously, then I ask the students to say the words or phrases over and over again" and "Oh yes, ma'am, the students get more enthusiastic about learning in class. In fact, if I use a song, ma'am, when I teach at the beginning, the students won't know the song or if not, they know it but haven't memorized it. So, if I teach using that song, then I'll play the song 4, 5, or even 6 times. They usually memorize the song without looking at the lyrics." This indicates how hard the efforts conducted by a teacher to make the students finally motivated, and with the motivation, the students eventually become active during the class. This phenomenon aligns with the statement "that motivation is a reason that the person wants to do something, and how hard the effort to do it and how long the person will maintain it (Dornyei and Ushioda, 2011, 4)."

In addition, the discussion about the moral value of the song that we should not give up easily to achieve our dreams needs to be done to enhance students' motivation. Discussing moral values in songs encourages students to reflect on their beliefs and values. This personal connection can be highly motivating as students see the relevance of their studies to their own lives. On the one hand, Rohmiyati et al. (2023) point out that the song "*Never Say Never*" by Justin Bieber emphasizes the importance of self-belief, positivity, and optimism, which can inspire students and provide positive energy for education and personal development.

Furthermore, teachers can adapt these classroom strategies to enhance students' engagement and motivation. For instance, by adapting instructional approaches, teachers can use research insights to tailor their instructional approaches to students' needs and preferences. They can combine drilling exercises and creative tasks to meet different learning styles and preferences within the classroom. In this way, students may keep engaged and increase their motivation.

Conclusion

Based on the data found and the discussion of this research, the teacher used classroom teaching strategies to teach speaking. First, the teacher used drilling as a teaching strategy. Drilling was to make students willing to speak in class by asking them to repeat words or phrases the teacher spoke. Secondly, using creative tasks as a teaching strategy was intended to stimulate students to speak by giving tasks and asking them to present in front of the class.

Using drilling and creative tasks as learning strategies can significantly boost student participation in speaking activities. Evidence shows that students who were typically quiet and passive in speaking classes became more motivated and active after these strategies were implemented by the teacher. Overall, the students responded positively to these approaches. Many reported heightened confidence in their language skills, improved fluency, and a greater readiness to take risks when using the language. Additionally, their engagement with creative tasks enhanced their creativity and critical thinking abilities. Furthermore, using songs can motivate students to participate more actively in speaking activities. Those who were usually lazy or passive became confident enough to speak in class. Indeed, songs can provide a fun and supportive environment for practicing speaking skills.

It is hoped that the results of this study will be beneficial for the development of methods in language teaching, more specifically about teaching speaking. Future research can be conducted to investigate the long-term effects of the two strategies on students' motivation and language proficiency. In addition, concerning Long-term Motivational Patterns, another research may explore how sustained exposure to drilling tasks versus creative exercises influences students' intrinsic motivation to learn a language over extended periods. Understanding whether one method fosters more enduring motivation could inform instructional design

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