

Motivating Students In Speaking English Through Small Group Discussion

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Abstract

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The purpose of this study is to find out whether small group discussion can motivate students in speaking English or not and to know the factors of students have not motivation in speaking English. The participants of the researcher are 25 students of tenth grade of MA Al-Khairaat Guraping. The method of the research is qualitative research and the result of the research is the students were motivated when small group discussion applied as a technique in teaching English. The students were so happy and active when speaking English in small group and they can speak without afraid they will make mistake, they can responds the teacher's questions and asking a questions when they did not know the materials and they have desire in practice speaking and they know the important of English for their future. They also can work together in a group, they can practice speaking without afraid and feeling shame, and the extensive materials make them happy to learn English. So that, the conclusion is small group discussion can motivate students' in speaking English but the teacher must have big attention to the students who still less in motivation.

Keywords: motivating students in speaking English, small group discussion

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INTRODUCTION

As a professional teacher in language teaching especially the teaching English as a foreign language, teacher mostly spend much time to appropriate teaching methodology for greater motivating students. Acquisitions on English, a designing and implementing material, test and practice teacher are responsible to educate the students. A teacher in teaching speaking must have method to deliver the material, so that the students can understand well and can speak to the others. The students in MA AL-Khairaat Guraping were very lack in speaking English; based on pre-observation they have not motivation in speaking English. Some of their reasons are they do not mastering the vocabulary and grammar, and they have not desire and self confidence in speaking English when they practice in front of the class or the teacher ask them to speak.

Speaking Skill

Harmer (2007,p. 284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. The students are expect not only have the ability to speak but also the ability to process the information they had to response someone is speaking. The students also must consider the aspects of speaking when they speak, such as pronunciation, vocabulary, grammar, fluency and comprehension. When they are mastering these aspects, they will speak fluently and understand what people said.

In teaching learning have many methods, one of them is small group discussion. Small group discussion is one of the method that can apply in speaking class to motivate the students. The application of small group discussion expected give experiences directly for students' to analyze problem that ideally manner evident, the students more active in English exercise every day with the aim of getting an understanding, agreement, and joint decisions about a problem.

The strategy in small group discussion, the materials must be presented to the topic of the problems or problems will stimulate students solve problems/ this issue, to answer the problem / problem, the need to set up the group consisting of some students as a member in the group. A smooth discussion activity was determined by the moderator the one who set the course of discussion so that all students as an activity member argued maximum and all over conversation lead to the opinion / conclusion together. Main task teachers in the event is more instrumental as mentors. Facilitator so that the interaction and activity students in the discussion be effective.

Based on the explanation above, two questions that the writer want to find out the answers are why the students are not motivated in speaking English. Moreover, how the small group discussion build the students motivation in speaking English.

Motivation

Shlmahuddin (1990, p.114) stated that motivation is as inner impulse described as hope, desire and so on, which is to activate or move individuals to act or behave in order to meet the needs. Furthermore, Dimiyati and Mudjiono (2009, p.80) said that motivation is a mental drive that moves and directs human behavior including learning behavior. In addition, Sardiman (2006,p 74) also stated that motivation is a series of attempts to provide certain conditions, so that a person wants and wants to do something, if he does not like it, it will try to negate or circumvent those feelings of dislike. It can be concluded that motivation is impulse mental from the inside someone to do something, in order to meet the needs of.

Motivation is divided into two types, according Djamarah (2000,p.149-152) they are the motivation in a person's self or intrinsic motivation and motivation that comes from outside the self-person or extrinsic motivation.

Intrinsic motivation. Intrinsic motivation is a powerful impulse comes from within a person. Very intrinsic motivation needed to cultivate learning motivation, especially in learning speaking, learners who have intrinsic motivation always want to go deep learning, the desire for this is motivated by though positive that the students.

Extrinsic motivation. Extrinsic motivation is the motive requires an external incentive learning to speak like teachers, family environment, and friend. Motivation extrinsic arises because in the students is less aware with goals to be achieved, so that the students environment can be giving encouragement so students and encouragement and so students are motivated in learn. Motivation from the environment can arise because students see life, so students challenged to be able to do the learning process better.

Yufrizal (2008,p.111) states that the factors which influence the second language learning are motivation and attitudes, anxiety, age difference, personality factors, cognitive factors, and other factors. Motivation can push

someone to complete a course of work. Motivation is also a passion to do something. Therefore, motivation plays very important role in language learning. Success or failure in language learning seems largely dependent on students' motivation in speaking ability.

Motivation as an inner process or psychological process in a person strongly influenced by several factors. These factors are:

Internal Factors. Internal factors include:

- a. **Physical factors.** Physical factors are the factors that influence from body and individual appearance. Physical factors include nutrition, health, and physical functions especially the five senses.
- b. **Psychological Factors.** Psychological factors are intrinsic factors relate to those aspects that encourage or hampering students learning activities. This factor concerning the spiritual condition of the students.

External Factors. External Factors include:

- a. **Social Factors** is a factor that comes from humans around student's environment Social factors include peers, parents, neighbors, and other.
- b. **Non-Social factors** are the factors that come from state or physical condition around the students. Non-social includes circumstances or place is example facilities school also greatly affect students in learning. Examples of schools that lack English lab, for that student will also be difficult to improve learning in the English class because of inadequate facilities.

Small Group Discussion

According to Maidar & Mukti (1991, p.37) Discussion is basically something form for regular and directed exchange of ideas, especially in small group discussion. With the aim of getting an understanding, agreement, and joint decisions about a problem. They said, In small group discussion the exchange of ideas with the aim of getting an understanding, concurrence, and joint decisions about a problem.

Meanwhile, Zuhairini (1983,p.89) added the method of discussion is a method in studying materials or conveying materials by discussion it, so as to cause rise understanding and changes in students behavior. Small Group Discussion that referred to the method of discussion is a way of delivering the materials lessons by exchanging ideas or discussing them, between teacher with students or follow students. Along with it, the method discussion serve to stimulate students thinking or out his opinion themselves on problems sometimes cannot be solved by an answer or a way of course, but require insight/ science able to find the best way.

The use of the method small group discussion, the materials must be presented to the topic of the problems or problems will stimulate students solve problems/ this issue, to answer the problem / problem, the need to set up the group consisting of some students as a member in the group. A smooth discussion activity was determined by the moderator the one who set the course of discussion so that all students as an activity member argued maximum and all over conversation lead to the opinion / conclusion together. Main task teachers in the event is more instrumental as mentors. Facilitator so that the interaction and activity students in the discussion be effective.

Anitah (2008,p.52) say that the activity of students in the discussion must be guided, and can be applied thinking systematic using logic thinking that science. Directly or indirectly, students placed as object of the learning; in addition, students trained in the ability to work together and language ability.

Steps taken in the implementation of the discussion as follows: First, The teacher suggests a problem that will discussed, what the purpose that problem discussion and outline of the problem is solving. Second, the students under the leadership of the teachers form groups' discussion. Third, the students discuss in the group. At the time of lessons discussion, teacher get around to keep order or encourage students for example direct discussion and answered questions. Fourth, discussion groups reported their results and what they reported is respond or express by the members of the other groups. Response or this question in the end should be addressed or answered by teacher to students know where the true/false, and then, the students record results discussion.

In order for group learning can achieve the learning objectives optimally, the teacher should pay attention to some of the principles in discussion (Anita 2008,p.422) as follows: (1). The topic of conversation.(2). Group formation. (3) Working together. (4) During the learning process, the teacher should attention to students in groups and individuals. (5). There is motivation and guidance from the teacher. (6). the existence of learning facilities. (7). to strengthen the results of group work, the teacher must hold exercise and task.

Sudjana (2005,p.124) states that the small group is as follows: (1). Learners less regular expression in the study group helped to speak in small group. (2). Grow the atmosphere familiar, full attention to the opinion of other, and may be fun. (3). Can collect a variety of the opinion of the parts of a problem in a short time. (4). Can be used with another technique is varied.

Davis (2009) the types of small group discussion will make the students learn best when they participate actively in the process. The types are:

- a. **Cooperative Learning Groups.** Participants in this group collaborate to achieve a common goal. This group's goals are to encourage face-to-face interaction among members, individual accountability within the group, and the development of interpersonal and small-group skills. This method of instruction promotes cognitive development.
- b. **Problem Solving Group.** During the group discussion, this group will encourage learners to cooperate, discover, inquire, and think critically. The goal of this group is to use strategic thinking to solve real-world problems.
- c. **Group Investigation.** The presenter divides the audience into small groups based on their specific topic of interest. Each group focuses on a specific category and collects data to analyze for meaning. The goal is to improve group skills and peer interaction.

There are several types of activities are simple and collaborative when done in a small group: (Brown, 2001).

- a. **Games.** Any activity that formalizes a technique into units that scored in some way considered a game. Guessing games are common in language classrooms. Following a demonstration at the front, the Yes-No question will played in groups.

- b. **Role-play and simulation.** This is a good follow-up lesson to allow the class to practice a structure with a functional value. Role-playing entails assigning a role to one or more members of a group and assigning an objective or purpose to the participants. A group role-play could include a discussion of a political issue, with each person assigned to represent a different political viewpoint. Simulations involve a more complex structure and often a larger group in which the entire group works through an imaginary situation as a social unit with the goal of solving a specific problem.
- c. **Drama.** Drama is a formalized form of role-playing or simulations that includes a plot and script. Students in small groups can prepare their own short dramatization of an event by writing the script and rehearsing the scene together.
- d. **Projects.** Certain projects can be extremely rewarding for young learners who benefit greatly from hands-on approaches to language.
- e. **Interview.** Interviews are a popular group activity for all levels of proficiency. The goal of the interview could be as simple as using the requesting function, learning vocabulary for expressing personal data, creating questions, and so on.
- f. **Brainstorming.** Brainstorming is a technique used to initiate some sort of thought process. It is frequently used to prepare students to read a text, discuss a complex issue, or write about a topic.
- g. **Information-gap.** Information-gap activities encompass a wide range of techniques with the goal of conveying or requesting information. The primary focus of learners on information rather than language forms, as well as the requirement of communicative interaction in order to achieve the goal, are two key characteristics of the information-gap technique. The information that students must seek can range from basic to complex.
- h. **Jigsaw.** Jigsaw techniques are a type of information gap in which each member of a group is given a specific piece of information and the goal is to pool all of the information to achieve some goal. "Strip-story" is known to be the most popular jigsaw technique that can be used in large groups.
- i. **Problem solving and decision making.** Problem-solving group techniques concentrate on the solution of a specific problem by the group. They direct learners' attention toward meaningful cognitive challenge rather than grammatical or phonological form. Their problem could be as simple as providing directions on maps.
- j. **Opinion exchange.** An opinion is typically a belief or feeling that is not supported by empirical data and that others may legitimately disagree with. Moral, ethical, religious, and political issues are frequently "hot" topics for debates, arguments, and discussion in the classroom.

METHODS

This research used qualitative method that addressed in order to get information with detail the reason of the students have not motivation in speaking English and how the small group discussion build the students motivation in speaking English.

Zuriah (2006,p. 92) define qualitative research was multi method in focused, involving an interpretive, naturalistic approach to it was subject matter. This means that qualitative researchers study in their natural setting, attempting to made sense of interpret phenomena in thermos of the meanings people brought to them. Qualitative research involves the studied use collection of a variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic moment and meaning in individuals' lives.

The place of this research was MA Al-Khairaat Guraping at tenth grade with the number of participant are 25 students. Technique of collecting the data was observation, interview and documentation. In this phase, the researcher has to make the directed relationship with students provide material about speaking, with so, we can knew how far the students motivation in speaking by used a small group discussion. In this researcher, the researcher did two times observation to completed the data, and the researcher position in did observation was as observer. In doing the interview, the researcher not asked all of the students but only the students who got the difficulties in speaking English.

In analyzing the data was using Sugiyono's theory (2009), they are data reduction, data display, drawing and conclusion. The first step was data reduction. It means summarizes, choose the principal, focusing on important thing, sought pattern and in order that. Because of that, after the researcher enters the school setting as a place of research, the researcher will focus on students who has not motivation in speaking English by used of small group discussion. The second step of analyzing the data was model data. We can define "model" as a collecting information which structure to allow description conclusion and getting action. The last step was drawing and conclusion, the researcher draw data that analyzed before into transcript and make the conclusion of the drawing data.

RESULT AND DISCUSSION

Learning of the students' characters was not easy especially at senior high school, because they have different characters, consist of various races and various religions. Mostly of the students at tenth grade had backgrounds, which different started from the race and religion, there are some students who from capable family and normal family, but it was not influential at cleverness and knowledge. It depends of big desire and hard work of the students and back to themselves personality not too depends to the teachers, took a course or parents but all of back to themselves. The teacher tried to connect with the students that have several of characters. Therefore, the teacher must applied some strategies that proper with the students, can motivate them, and solve their difficulties in speaking English.

Students' motivation in Speaking English

Based on the observation and interview, there were factors that caused students' motivation was less and make they did not enthusiastic in learning English. The factors were they afraid to speak and did not feel confident, they think the lesson was difficult for them, lack of vocabulary, and some of them did not like English lesson.

The reason of the students did not high motivation in speaking English will explained as follows:

- a. The students did not feel confident and they are afraid to speak in English
The students is in low motivation, because they are still afraid to try speaking English in the classroom. They don't join English speaking course, they just practice English with themselves and they are often to practice with them friends. But they are still afraid and no confidence in speaking, because they are not always to practicing and so make them still low motivation in the effort practicing speaking English.
- b. They think English is a difficult lesson
In Indonesia, English is a foreign language. Therefore, the student accustomed speaking in their first language and second language. In their mind, English has a weird form. When they write a word in English, the pronunciation and the meaning will be different with the word itself. Not like Indonesian language, it has same spelling, pronunciation and meaning. They also think grammar is difficult especially tenses, the times in tenses make them confused how to use it and what kind of tenses they use in speaking English.
- c. They lack of vocabulary
In speaking, the thing that most important is vocabulary. The more we have vocabulary, the more we can speak. Even we have high motivation but we do not have much vocabulary, we will stuck in speaking. This situation also occurred to the students, they still lack of vocabulary that make they cannot speak English fluently.
- d. They did not like English lesson
The students in high school usually have favorite lesson, and the reason that make them have favorite lesson is they like the lesson or they like the teacher who teach the lesson. In English lesson at MA Al-Khairaat Guraping, they said they like the teacher but English lesson in a nightmare for them, so they did not like it.

From the result above, these factors can be conclude in intrinsic and extrinsic motivation. Intrinsic motivation will caused from within the individual. The motivation arose from within the individual, namely feeling not confident, afraid to speak, and did not like English lesson. Extrinsic motivation come from external factors that influence the individual. The motivation arose from external factors namely English lesson is difficult and lack of vocabulary.

Students' motivation in Speaking English through small group discussion.

Based on the research, the students' motivation in speaking increased when small group discussion applied as a strategy. Some of the students make a big progress in speaking English because their motivation is high but some of them still have a low motivation. The students who have high motivation in classroom are very active and happy in learning English, responds the teacher questions, work together in discussion, the material was extensive so that they can explore more about English, and have high desire because they think English is important for them in the future.

From this result, the students have interest in speaking English when the researcher applied small group discussion as a technique in motivating the in speaking English.

- a. Active and happy in learning English
The students feel speaking class is interesting, they can practice without feeling shame and afraid they will make a mistake. The researcher applied the types of activities such as games, brainstorming, and information gap. These activities make them active and happy to learn English especially speaking.
- b. Responds the teacher well
Because of their high motivation, they put attention when the teacher taught. They also responds the teacher's questions and asking when they did not know the materials.
- c. Work together in learning English
The aims of the small group discussion is to make students more collaborative and cooperative. In applying this technique, the students more active in working together with their friends. They like to practice speaking with their friends in the classroom.
- d. Material was extensive
There are many activities in the small group, so the teacher can explore the students' need and match what activities will appropriate with the students, also the materials. The extensive materials make the students explore more about speaking English and they try to learn about vocabulary and the pronunciation.
- e. High desire
They are have a high desire to learn to be able to speak English and they are really like to practice even though English is very difficult for them. Even though some time they feel forced but they are happy in learning and they much motived in their desire to practice speak English in sum up. They know what English important is for them and they feel that speaking English is very important to them in the future in sum up then.

Based on the explanation above, it can conclude that the students' motivation in speaking English when the researcher applied small group discussion are intrinsic and extrinsic motivation. The intrinsic motivation namely active and happy in learning English, responds the teacher and high desire when know how important English is. The extrinsic motivation namely work together with friends and the extensive materials.

CONCLUSION

Small group discussion can motivated the students in speaking English. It can be seen from the 25 students in tenth grade of MA Al-Khairaat Guraping, 18 students had high motivation and 7 students had low motivation. The motivation divided into two types, namely intrinsic and extrinsic motivarion. The intrinsic motivation are the students active and happy in learning English, they can responds the teacher's questions and asking a questions when they did not know the materials and they have desire in practice speaking and they know the important of English for their future. The extrinsic motivation are they can work

together in a group, they can practice speaking without afraid and feeling shame, and the extensive materials make them happy to learn English.

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