

## STUDENTS' MOTIVATION TO SPEAK IN A GROUP DISCUSSION

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### Abstract

This research was done to know the factors' influencing students' motivation to speak in a group discussion. This research is qualitative survey, in which the subjects are the Third-Semester Students of English Education Study Program of Tanjungpura University in Academic Year 2018/2019. The subjects of this research were 25 students in class A. The data were collected through observation and survey. Based on the data the students are motivated enough in speaking class and the motivation are relatively high across the students but most of the students faced several speaking problems such as afraid of making mistakes, lack of confidence, and lack of motivation. In summary, the factors that influenced the students' motivation to speak in a group discussion are the students' interest to the materials of learning, the students' interest to the culture of the target language, and lastly the reinforced that the students receive inside/outside the teaching and learning process. All of the factors are related to types of motivation, such as, intrinsic, extrinsic, instrumental, and integrative motivation. The writer claimed that knowing and understand sorts of motivation is essential with the intention of making a better teaching and learning environment.

**Keywords: Analysis, Speaking, Motivation, Group Discussion**

### INTRODUCTION

Motivation has an essential role in students' life. In teaching and learning, the process of motivating the students is not going to be easy. However, no certain thing can define the concept of motivation, as it is an abstract and hypothetical concept. On the other hand, English has also an important role for communication in many fields, such as in health, business, education, science and technology. English, as a tool of communication, has been playing an important role in acquiring information. However, to master the ability such as speaking is not easy. Motivation has been a major aspect for students to become proficient at speaking. Mayer stated, "When students are motivated to learn, they try harder to comprehend the material thereby learn more deeply, resulting in better ability to transfer what they have learned to a new situation" (Mayer, 2003, p.459). However, when the students lack motivation, especially in learning speaking, they will hardly communicate with others even though they have a good comprehension of material, proper grammar, and adequate vocabulary.

Based on the writer's experience by the time of being the third-semester student of the Tanjungpura University, the writer discovered that lacking motivation in speaking subject affected the teaching and learning process, especially when it came to a group discussion, where the students had to share and discuss the material with each other. The students seemed to be effortless in a class.

Based on the writer's pre-observation and interview in a quite a few subjects, the third-semester students were facing "speaking motivation" issues. The issues

are lack of motivation, lack of self-confidence, and afraid of making mistakes. Some students tend to avoid the communication in English and some others might state only short of words in conversation.

Correctly, students need to practice the target language with active environment, which force students to create their own chance to learn communication with the aim of make them speak English well. Additionally, a conventional class was not helpful and seemed to be ineffective to create a good situation to boost students' motivation to speak. As well, the ineffectiveness of teaching and learning speaking had grown up due to the ignorance of both parties (students and teacher) of the factors that influencing students' motivation to speak in a group discussion.

The facts above reveal that motivation to speak is essential and has been a fundamental factor in the field of learning English. Moreover, Zoltan Dornyei (2001) mentioned the importance of students' motivation to speak in his book entitled *Motivational Strategies in the Language Classroom*. Therefore, it is necessary to be able to identify the factors influencing students to speak in a group discussion in a class, in order to create an excellent situation to learn in it.

In this research, the writer chose a Qualitative Survey as a method to conduct this research. The reason for the writer in conducting this research is that the writer wants to know factors influencing students' motivation to speak in a group discussion. Furthermore, increasing the awareness of the students about the importance of speaking motivation and types of motivation. Given the fact that the teacher is now expected to be informed enough to be able to pilot their teaching towards the varying requirements of different classroom students, this research also created to shed light on what it takes to have an effective and successful speaking class.

A quite researcher previously conducted similar research related to Speaking Motivation. Daniel Madrid Fernandez at the University of Granada in summary found essential factors influencing students' motivation in learning English while Ayu Nurjannah, Muhammad Sukirlan, Ramlan Ginting Suka also found in a conclusion that motivation had a big influence on students' speaking ability. Because of the given evidence above, the writer concludes both parties (students and teacher) should be able to spot any factors influencing students' motivation to speak with the intention of creating a successful speaking class.

Comparing the research above, the writer of this research focus on analysing the students' motivation to speak in a group discussion. The participant and purpose of the research are also different from the previous. Moreover, this research will give you data analysis about factors that influencing students' motivation to speak in a group discussion, how to increase the awareness of the students about the importance of speaking motivation and types of motivations.

In defining motivation, the writer needs to deliver types of motivation. However, Motivation is not merely about achieving the goals in the target language. It is more on what special reasons that motivation in English learning brings towards students in second language learning. According to Ryan & Deci (2000), to be motivated means to progress or to be in motion to do something. The levels and kinds of motivation in any individual are different from others. In other words, not

only levels and amounts of motivation in individuals are different; however, their kinds of motivation can also be different. They believed that when students think that they need to speak the second language with the aim of being in touch with others, or accomplishing and achieving specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it.

## **METHOD**

In doing this research, the writer decides to use Qualitative Survey to conduct this research. According to Jansen (2010) qualitative survey may collect data by questioning people, which is the most common type of survey but also by observing interactions in any kind of situation.

According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

There are some steps in doing a qualitative research. Jansen (2010) defines steps in qualitative research: 1). Defining the knowledge aim, this phase involves identifying a problem and developing a plan of strategy to achieve the goal of the research. In this phase, the writer tried to specifies the topic to be studied, the aspect of the topic to be studied, the empirical domain to be covered, and the unit to be observed (member of the population). 2). Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. In this phase the writer decided the sample of the research, which is the third semester students of English Department. The writer decided to observe and analyse them. 3). Data Collection is the process of gathering and measuring data, information or any variables of interest in a standardized and established manner. In this phase the writer have done several approach to collect the data, first is observation, the writer spent four weeks observing the students' motivation to speak in a group discussion in the speaking class. Second, after spending four weeks observing, the writer handed out a questionnaire and inquiry to all of the students in the class. Third, after analysing the students' answer of the questionnaire and inquiry, the writer selected several students to be interviewed. 4). Analysis, at this phase, the writer evaluate and describe the phenomenon happened to the students. The writer share, and analysed the information that has been gained from the observation, questionnaire, inquiry and interview. There sare three levels of analysis need to be done according to Jansen: a). 1st-level analysis (Unidimensional description). In this phase, the writer tried to describe a specific notion while collecting data. b).2nd-level analysis (Multidimensional description). In this phase, the writer tried to point out the phenomenon happened in process of collecting the data. c). 3rd-level analysis (Explanation). In this phase, the writer explain the phenomenon that occurred and happened all the way on the process of collecting the data.

### **The techniques and tools of Data Collecting**

In collecting the data, the writer will use several techniques and tools. Survey, a survey is defined a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest.

A survey involves asking people for information through a questionnaire, interview, or else. In this phase the writer used, questionnaire, inquiry and interview to collect the data. Observation is a technique that involves systematically selecting, watching, and recording behaviour and characteristics of living beings, objects, or phenomena. The writer will write the activities of every students in the classroom during the learning process in a note. Field note contains information related to students' behaviour in the classroom. The writer will note the activity of the learning and teaching process. The writer spent 4 weeks observing the students in the speaking class. In this phase the writer used Filed note.

### **Technique of Data Analysis**

Rating scale is defined as a closed-ended survey question used to represent respondent feedback in a comparative form for specific purpose. Rating scale is a variant of the popular multiple-choice question, which is widely used to gather information that provides relative information about a specific topic. It is supported by Ary (1979) who said that rating scale involves assessment by one person of another's behaviour or performance. Meanwhile, a scale is a set of numerical values assigned to subjects, objects, or behaviours for purpose of quantifying the measuring qualities. In detail, this instrument consists of a set of statements in which a respondent will be asked to respond. Its aim was to produce a measure of a result of statement. The instruction was that the respondents will be asked to cross or check the best statements in the scale.

## **RESULTS AND DISCUSSION**

### **Results**

The findings of this research are the result of the data that has been collected and analysed. 1). 1<sup>st</sup>-level analysis: Unidimensional description. In observing the process of teaching and learning, there are several points to be observed related to the teacher and students in the class. The writer found that the teacher used 80% English to interact with the students in the teaching learning process. The teacher also played a role model in the class for the students. The teacher explained the material until the students understand well, and giving examples for it. The teacher asked the students to practice in front of the class with the pairs or not. The teacher monitored and arranged the class well. The teacher gave motivation to the students in doing their performance or if the students got difficulties in doing their task. The teacher made conclusion and ended the lesson well. But the teacher is rarely giving a reward for the students.

The writer also found that the students think English is important and interesting. It is interesting because learning English is hard but they are want to learn it well. English is important because it helps them in conversation with each other, in finding a job and traveling around the world. However, some students get frustrated when trying to speak in a group discussion — the students communicated with many gestures to make the message clearer. The students could hardly choose proper words to express ideas and thoughts, and the students still feel afraid of making mistakes, the students' lack of confidence and motivation, and issues related to shyness.

These are the following field note that has been done by the writer during the process of observation for four weeks joining the speaking class.

2). 2<sup>nd</sup>-level Analysis (Multidimensional Analysis). Based on the students' answer of the interview, the writer concluded as follows:

- a) Most of the students said they like speaking subject
  - b) Most of them agreed that English is should be obligatory due to its role as an International Language.
  - c) Most of the students had a notion that pronunciation and vocabulary are two basic skills that should be mastered in order to speak English fluently
  - d) Most of the students believed being good in English will help them to get a good position on their job.
  - e) Most of the students said that teacher could motivate them to speak confidently. By listening to the teacher and friends when they spoke in English fluently, they said they wanted to be able to do it.
  - f) Most of the students said they need to have interesting materials to triggered them to speak more.
  - g) Most of the students had various answer related to the way the speaking class are taught.
  - h) Most of the students said that by mastering speaking skill, they would have a positive point to apply a job in other countries.
  - i) Most of the students said the obstacles in learning speaking are the lack of vocabulary, the lack of confident, shyness, anxiety, afraid of making mistakes, and the lack of motivation.
  - j) Most of them agreed that being in a group discussion helped them a lot in developing a character as a student, being in a group discussion also provide the students opportunities to share ideas, enhance critical thinking, speak freely without hesitation, and so forth.
- 3). 3<sup>rd</sup>-level analysis (Explanation) In this phase, the writer explains the phenomenon that happened during the process of collecting the data. The writer to discover factors that influenced students' motivation to speak in a group discussion has done several steps. The writer try to interpret the factors that influenced students' motivation to speak in a group discussion by looking up to the result of field note, questionnaire, and inquiry. The writer noticed that most of the students faced several speaking problems. In addition, the teacher also had some issues in giving motivation to the students, which are the students' unwillingness, and the students' low self-esteem.

The result of data analysis also showed that there were some factors occurred in process of learning and teaching that influenced students' motivation to speak. First is related to instrumental motivation of the students whereas the students only speak up in a group discussion for some functional reasons or goals such as to improve the speaking ability in order to gain a good job, scholarship abroad, or to be a knowledgeable person in the future. The second is related to the integrative motivation, where when a student feels his or her friend is doing something more great than his/hers, therefore he/she is motivated to be better. The third is related to intrinsic motivation, this is closely connected to the students' interest in speaking classes, the students' own will, the students' eagerness to learn more, the students' belief that they will be able to do something, and the students' mind-set about challenge that arise in the process of teaching and learning speaking. The fourth is related to extrinsic motivation, when the teacher positively reinforced the students

to express ideas, and thoughts by verbal, thus, when the students feel that their ability keeps developing slightly at any chances.

The writer also observed the students' attitude and they desire to learn in the speaking class; the writer noticed that the students were quite enjoying the speaking class; the students agreed that speaking class has never been a waste of time. In four weeks, the students tried to perform better in the class by attempting to involve in class activities; the students tried to speak English at any chance inside or outside the class. Besides, referring to the result of the questionnaire, the writer noticed the students' motivational development, such as getting to like English for no reason. The students that experienced the feeling of success and admiration to the people that fluent in English and the students that feel sympathy for people who make mistakes in the process of speaking English.

## **Discussion**

When learners are motivated, the learning process will be better. Cook (1991) states that some L2 learners do better than other does because they are better motivated. Thus, to make students more motivated, the writer claimed that it is essential to know the factors behind students' motivation to speak in a group discussion. It is in-line with what Ikhsanudin, Sudarsono, & Salam (2019) found; that is when the learners are engaged, the learning process will run more smoothly.

According to Riyanti (2019), "There are some ways to create basic motivational conditions. Teachers need to consider the first step of motivating students to learn which is creating basic motivational conditions. There is another way to create a basic motivational condition according to Dörnyei, which is by showing appropriate behaviour and having good relationship with students. Teachers' behaviour and teachers' relationship with the students also influences students' motivation to learn. As parts of creating comfortable atmosphere, teachers also need to encourage students to take risk in the process of teaching and learning. Supported by Dörnyei (2003), these steps are very important as a foundation for encouraging students' motivation and could consist of warm up activities in the classroom.

Teacher and materials of learning is one of the factors that contribute to students' motivation to speak in a group discussion. As the best role model in the class, everything the teacher does can affect to the students' motivation. Teacher high enthusiasm in teaching, good relationship with the students can give positive influence for the students' motivation, and also the students must understand and comprehend themselves, so that they can know what factors cause them to be motivated or not, with it, they can motivate themselves, and will easily to boost up their confidence, and easily understand the materials. In addition to increase the motivation the students also need support from others, such as teacher and friends. By knowing the benefit of motivation and the factors that cause it, the students can have the goals and purposes when learning something.

There are types of motivation that the teacher and the students need to know, by knowing types of the motivation, it would be easier for the teacher to create a better and suitable strategies in teaching and learning process.

Therefore, the more factors that influence the students' motivation to speak discovered, the better the opportunity to make a learning process effective. Based on this idea, we can conclude if we have discovered more the factors; it will be easier to overcome the speaking problems, and it will be easier to make the students feel motivated in the learning process. Therefore, we can also conclude that when the students have high motivation to speak in a group discussion, it will be easier for them to share ideas, thought, and to overcome the problem caused by the learning process. Thus, the students will try to finish speaking assignment together. They also will try to practice their speaking with their friends without hesitation and being afraid of making mistakes. The more factors discovered, the better the learning environment.

The writer analysed students' motivation to speak used field note, interview, questionnaire, and inquiry. The writer spent four weeks observing the class; then the students were invited to do an interview, to answer a questionnaire, and to fill an inquiry. Most of the students had a various attitude in the class from the perspective of the writer while doing the observation. The students also had a various answer to the interview session and questionnaire, and lastly, the students had a various answer to fill in the inquiry.

The result has answered the research question. It can be seen in the research finding. Overall, the complete result and finding of this research has discovered some of many factors that influenced the third-semester students' motivation to speak in a group discussion, there were several kinds of factors that students had to boost up their motivation, and there were also some issues that need to be solved by the students alongside by the assistant of the teacher. This revealed the fact that there is a need for the students to know and understand the factors that will motivate them in teaching and learning process, as now, they still have many issues to be solved in the near future in order to get better. It will also provide a better chance for the next generation of the students to get more clear ideas of their motivation in learning process, especially in speaking class.

After doing the analysis, the writer would like to recommend some ways to motivate the students to speak out through scaffolding, as suggested by (Timmis, 2019). The lecturer also may modify the scaffolding by reducing levels of difficulty or complexity, sharing experience, being tolerance of L1 use, giving speaking chance without interruption, and following-up the students' presentations with questions. The writer would also share some suitable strategies that would help the teacher to boost students' motivation to speak in a group discussion such as Think-pair-share, Jigsaw, Reverse Jigsaw, Inside-outside circle, Reciprocal teaching, STAD, Team Game Tournament.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Regarding the research findings, it can be concluded that the third-semester students of English Department in FKIP Untan in academic year 2018/2019 were motivated enough in English, specifically to speak in a group discussion. There are four points to be pointed out, which are, first, related to instrumental motivation of the students whereas the students only speak in a group discussion because of some

functional reasons or goals such as to improve speaking ability in order to gain a good job, scholarship abroad, or to be a knowledgeable person in the future. The second, is related to integrative motivation, where when a student feel admiration of his/her friends, or famous people, speaking fluently, therefore he/she is motivated to be better at some point. The third, related to intrinsic motivation, this is closely connected to the students' interest in speaking, the students' own will, the students' eagerness to earn more, and be better, and the students' mind-set about challenge that occur in the process of teaching and learning. The fourth is related to extrinsic motivation, when the teacher reinforced the students to speak up, and when the students feel that their ability keeps developing slightly at any chance.

It is important for the students to know the purpose or goals of a learning process at the first place. The students also must know and understand types of motivation involved in academic advancement. The students have to know the factors that cause them to be motivated or not in the class. The students must realise that speaking is an important subject to be mastered.

### **Suggestions**

In this section, the writer would like to suggest several points related to the result of this research. The suggestion are as follow:

1. The students suggested reflecting more on their language learning process.
2. The teachers suggested to put more concern in the materials of learning and the environment of teaching and learning
3. The students suggested to understand and comprehend themselves in a process of learning.
4. The students suggested to be more knowledgeable about motivation and its position in the process of learning.

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