

BUILDING STUDENT'S MOTIVATION THROUGH "FOCUS GROUP DISCUSSION(FGD)" AS A LEARNING STRATEGY TO ENHANCE SPEAKING COMPETENCE AT SMA NEGERI 7 YOGYAKARTA

Reni Herawati
SMA N 7 Yogyakarta

Abstract

This paper outlines the results of a survey which was carried out, to identify students' motivation and attitudes towards English learning especially speaking. Teaching English, especially speaking at Class XI IPA 1, SMA N 7 Yogyakarta, is very challenging. However, the writer as the teacher found some problems in learning process at the early school year. To have an effective learning process she had to manage the class into active and motivated classes, hence, a daunting task in terms of designing an activity that would serve to develop the students' speaking skills emerged. The atmosphere that was not conducive in the classes consisting of students derived from different previous classes. They were commonly unable to get along well and tend to be silent and passive. This had led the writer to make an effort to find an effective learning strategy to be implemented in her speaking class. The researcher performed a research entitled "Building Student's Motivation through Focus Group Discussion (FGD) as a Learning Strategy to Enhance Students' Speaking Competence at SMA Negeri 7 Yogyakarta". This research was aiming at describing the effectiveness of FGD as the learning strategy to enhance the students' motivation; describing how it could enhance speaking capability among the students of SMA N 7 Yogyakarta. Some valuable findings were proven. There was a significant improvement in the student's motivation. They were creating conducive class. They were getting better gradually in developing and organizing idea. All students were supposed to get opportunity to be involved in active class participation; as a result, the class lived up. This learning strategy could guide students to become motivated, autonomous, and confident students. To top all, "FGD" was proven to be an effective technique to solve the problems of lack motivation at Class XI IPA 1, SMAN 7 Yogyakarta and to enhance the students' competence of speaking.

Keywords: *motivation, speaking competence, to enhance, learning strategy*

Introduction

Motivation is one of the key to success in language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. In learning English as a foreign language learning strategies are always attached to students' motivation. The higher motivation they gain, the better the process of learning

and the better result they gain. It is such a crucial element in learning process, the choice of suitable strategies to assist English class should be focused as it will affect students' motivation in acquiring English lesson.

At the first weeks of school, the writer as an English teacher found that the eleventh graders at SMA Negeri 7 Yogyakarta were very not active. The writer tried to find the

reasons why the atmosphere of the class was not conducive for the learning process. Through observation and interview it was found that they couldn't get along well because they were in the new class and they were derived from different previous classes. They tended to make activities and socialized with their friends from the same previous classes, therefore the communication in class didn't run well. This situation made the class atmosphere not conducive, as a result students were not motivated to take part actively in the learning process. In fact, the students tended to make groups based on the previous class. Hence, there were several groups in the class that couldn't dissolve into one. This situation gave a bad effect to the atmosphere of the class. The students were passive and not motivated.

Based on the situation above, the writer as an English teacher decided to find a learning strategy to create a conducive class through having Focus Group Discussion (FGD). The writer was sure that the more conducive the class, the higher motivation the students had. The situation and the importance of motivation in learning English and the back ground above made the writer decide to implement a learning strategy to make the class conducive and to enhance students' motivation. The writer tried a learning strategy through FGD to solve the problem in class XI IPA 1. To find the effectiveness of the strategy the writer made an action research on **"Building Students' Motivation through Focus Group Discussion(FGD) as a Learning Strategy to Enhance Speaking Competence among the Students at SMA Negeri 7 Yogyakarta."**

The problem formulations are (1) How effective is FGD as a learning strategy to build students' motivation to enhance the

competence of speaking among the students at SMA Negeri 7 Yogyakarta? (2) How can FGD as a learning strategy build students' motivation to enhance the competence of speaking among the students at SMA Negeri 7 Yogyakarta?

The objectives of the study are (1) to determine the effectiveness of FGD as a learning strategy to enhance students' motivation in English learning at SMA Negeri 7 Yogyakarta, (2) to describe how can FGD as a learning strategy enhance students' motivation to enhance the competence of speaking among the students at SMA Negeri 7 Yogyakarta?

This study can serve as an introduction to English learning strategy and give positive contribution to provide some new insight for English teachers. It is also beneficial means to make English teachers empower the potential role of class in teaching-learning process. It is expected to enhance the motivation among students. In broader scope, it promotes the quality of learning strategy used by English teachers to accelerate the national English education development. It is also expected that FGD as a learning strategy could enhance students' motivation and improve students' competence of organizing idea, exploring a topic and developing critical thinking. This strategy would also be able to enhance students' self-confidence. For writer herself this research would develop her mind in creating a qualified learning process through the problem-solving process and be a valuable experience related to her knowledge in research on education and her life and experience. Hence, it would improve professionalism of the writer herself.

Motivation is a force used within the educational system to encourage student learning and understanding. In the

educational setting, motivation is either an internal force or external force. There are different theories of motivation in the educational setting, including those that state that student behavior is dictated due to either external or internal factors. This discussion concerns the effects of intrinsic and extrinsic motivations and their effect on student learning and success within an educational setting.

According to humanistic theories set forth by Carl Rogers, motivation might come from within an individual without any thought to the external reward (**intrinsic motivation**). Students receive their own internal reward through an increase in self-esteem and sense of achievement when they reach their desired goal. This drive is called internal or intrinsic motivation, which means there are no outside forces that dictate whether an individual will ultimately achieve his goal.

Students who need reinforcement to succeed are operating under the behaviorist theories set forth by B.F. Skinner, who suggests a punishment and reward system as a motivational tool. The **external motivation** that is required to drive the individual's positive behavior is offered in the form of a system that reinforces the desired behavior or negates undesirable actions.

Characteristics of Motivated Students (Marten & Carey, 2000): (1) **Self-Belief** : Motivated students are usually confident in their ability to do well in their schoolwork. Confidence is really important to give energy and to drive them to learn. (2) **Value of Schooling**: Students are more motivated when they believe that what they learn at school is useful, important and relevant to them or the world in general, (3) **Learning Focus**: Motivated students are focused on learning, solving problems and developing

their skills, (4) **Persistence**: A motivated student is also able to keep working on his or her schoolwork even when that work is difficult or challenging – they are persistent, (5) **Planning and Monitoring**: Motivated students tend to plan their assignments and schoolwork or study. They also keep track of their progress as they do their work. Unmotivated will probably not be persistent when they encounter difficulty. Instead, they are likely to see it as too hard and give up. (6) **Study Management**: Motivated students utilise their study time well, organise an effective study timetable and choose and arrange where they study so that they are most able to concentrate and work effectively. Develop an effective study timetable, manage time more effectively and prioritise their work.

Characteristics of Unmotivated Students (Marten & Carey: 2000):

(1) **Anxiety**: Anxiety refers to the worrying thoughts students have about school and the nervous feeling they get when they think about school, (2) **Low Control**: Motivation is reduced when students are unsure about how to do well or how to avoid doing poorly, (3) **Failure Avoidance**: Students lack motivation when they are simply completing their schoolwork to avoid doing poorly, disappointing parents or teachers, (4) **Self-Sabotage**: Students who lack motivation may do things that seem to undermine their success at school. They may put off doing their homework or assignment, waste time when they are meant to be studying, not study at all or clown around in class. The reason why students self-sabotage is because they fear failure.

Irwanto (2006: 1-2) defines the FGD is a process of data collection and systematic information about a very specific issues through group discussion. As the name

implies, the notion of Focus Group Discussion containing three key words: a. Discussion (not an interview or chat) b. Group (not individual); c. Focused (on certain topic). Many people argue that the FGD conducted to find solutions or solve problems. This means that discussions aimed at reaching agreement on a particular issue faced by the participants. Based on the back ground of this study, FGD is the best way to dig the reason why the class is not conducive and to get the solution to the problems.

Focus Group Discussion will play role as stimuli for the student to be encouraged to express their ideas and to have critical thinking. It is hoped that the students experience the interactions in a good circumstance that they are getting closer and better in the cooperation to solve the problem together. The reflection done after the action in cycle 1 will be determined to make the next steps in cycle 2. In cycle 2, it is expected that students will have been motivated and encouraged to express their ideas more freely and automatically. The responses from the peer as audience will

really cheer up the process of learning through seminar. As a result, the outcomes are students will be more motivated, the class will be conducive, and the speaking result will be satisfied.

Research Method

The type of research is an action research. The researcher will start to implement "FGD" as a learning strategy in the first cycle. Reviewing the result of the first cycle which may give a positive or even negative sign, she will continue to do the implementation in cycle two. The analyzing data will be based on qualitative data. The data is used to determine the effectiveness of the professional development experiences.

The scenario of cycle 1 and 2 are almost the same. The difference is that in the planning stage of cycle 2 there is no grouping step anymore. In this research, data or information collecting is done through several techniques as follow: 1) Observation, 2) Documentation, 3) Notes, 4) Interview.

To know the progress of students' motivation the writer will compare the

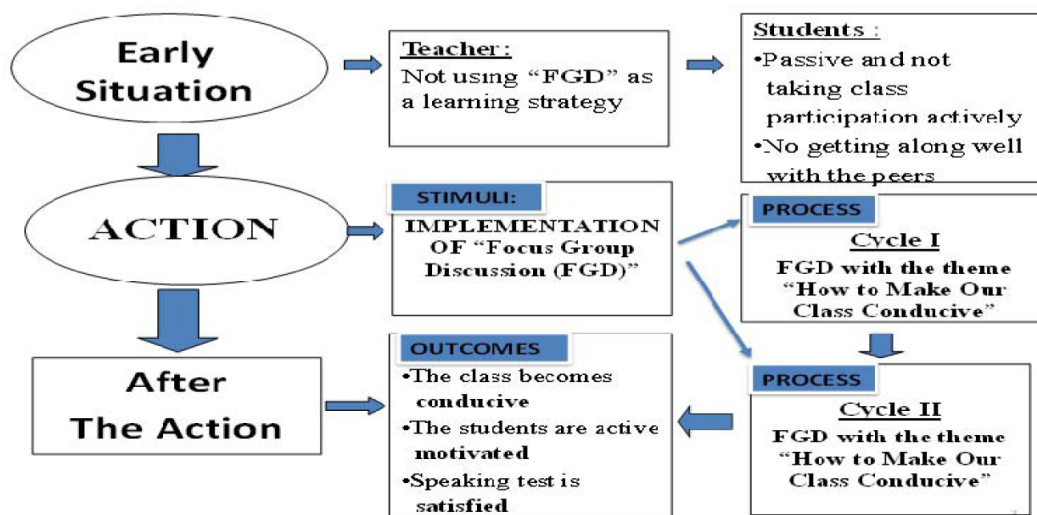


Chart 1.
Thinking Framework

condition before and after the action (Kemmis, S., & Taggart, 1990). The criteria of success are set as follows: 1) There is a significant progress of students' motivation. 2) The achievement of speaking test is satisfied or at least reach the minimum passing grade that is 76 score.

Research Findings and Discussion

Regarding the problem was lack of motivation and the class was not conducive, the teacher made an effort to explain step by step about the planning of having FGD. After telling about the back ground of the study, the teacher explained about the

Standard Competence, Basic Competence, the Objectives of Learning, and Indicators of Learning. Then the discussion was held to decide the topic of FGD, that is **"How to Make Our Class Conducive."** This topic was really matched with the problem. Grouping was done randomly. Then the teacher explained that the result of grouping would be used as group work in the coming FGD. By grouping in this way it was expected that the students got the new cooperative group. One who never discussed or made close friendship finally got the opportunity to work and discuss together in friendly situation.

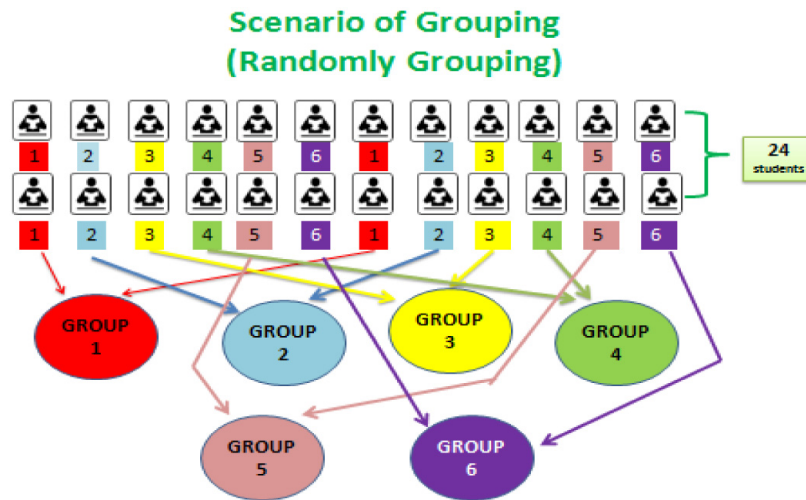


Chart 2.
Scenario of Grouping
Created by Reni Herawati, 2012

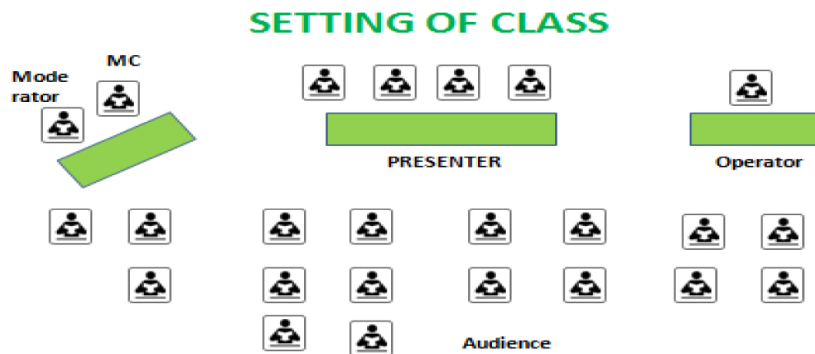


Chart 3.
Setting of the Class
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Table 1. The Activities in the Implementation

Activity			
	Committee and Presenter	Students as Audience	Teacher
1	<ul style="list-style-type: none"> ○ MC opened the activity by greeting and introduced the activity. She/He cheered the up to encourage them taking participation in the activity. ○ She/He announced the groups which will make presentation. ○ She/He then let the moderator to handle the running of the seminar. 	Listen and pay attention to. Giving support by appraising.	Observe and take some notes
2	<ul style="list-style-type: none"> ○ Moderator started the seminar by inviting the presenters to go on the floor. ○ She/He introduced the topic. ○ She/He introduced the presenters. ○ She/He announced the time of the presentation. ○ She/He invited the presenters to performed the seminar. 	Listen and pay attention to	Observe and take some notes
3	<ul style="list-style-type: none"> ○ The presenters in turn presented their material ○ The presenters made the time available 	Listen and pay attention to Make some notes	Observe and take some notes Make the score of everyone performance
4	<ul style="list-style-type: none"> ○ The moderator managed the time, if the time is almost up she/ he reminded the presenters. ○ She/He told the presenters if the time was up. 	Listen and pay attention to Make some notes	Observe and take some notes
5	<ul style="list-style-type: none"> ○ The moderator opened question and answered session ○ The presenters answered the question 	Ask question and listen to the discussion	Observe and take some notes
6	<ul style="list-style-type: none"> ○ The moderator closed question and answer session and gave the time back to the MC ○ The MC closed the activity, inviting the audience to give applause. ○ The MC announced the next agenda in the next session. 	Give applause	Observe and take some notes
7	At the last, the teacher made a review and oral adjudication about the presentation.		

The Result of the Action and Discussion

Through the implementation in two cycles, the students got experiences working in groups. They became closer and could cooperate in completing their job. Both the presenters and audience got the first experience having seminar in English. The improvement could be seen in the process of learning. Those who were very silent the week before became better by trying to speak and making question. The moderator and MC were patiently tried to handle the activity.

The application of FGD gave contribution to enhance students' motivation and speaking competence in class XI IPA 1 SMA Negeri 7 Yogyakarta. The data analysis and the finding gave the proofs that students could enhance their motivation and as a result their competence in speaking also improved significantly after the learning and teaching process in the class implement class seminar as a learning strategy. The students could be involved in using the language and they experience various stimulations which triggered them to use the target language in learning. The data analysis was the result of

the questionnaires and interviews, and the students' scores in speaking tests.

The result of questionnaire done in two cycles gave the proof of the significant motivation progress among students. Through triangulation method the writer found the correlation between questionnaire result and observation result. The students, in fact, discovered and built their own knowledge by discussion during preparation and presentation in the seminar. They could focus on making connections between facts and fostering new understanding in students. They could response and encourage themselves to analyze, interpret, and predict information. With a well-planned classroom environment, the students learn how to learn.

Based on the observation the process in two cycles and the result of questionnaire, it could be proven that the students were getting motivated and they appreciated the value of classroom activities. Their self-belief improved because applied reasonable effort. They also had willingness to do their job since the felt the meaning of integrity or their own right to make opinion and creation. Through their presentation in FGD they were empowered to think critically; they were provided with the opportunities to collaborate. The collaboration among

students guided them to reach their success based on their good thinking and effort. The opportunities to express their opinion gave good implication; they felt being respected and recognized in their journey to learn and grow.

Conclusion and Suggestion

Conclusion

FGD is found to be an effective learning strategy to build students' motivation to enhance the competence of speaking among the students at SMA Negeri 7 Yogyakarta. FGD as a learning strategy could build students' motivation to enhance the competence of speaking among the students at SMA Negeri 7 Yogyakarta .

Implication

FGD as a learning strategy give a positive implication. The students could focus on making connections between facts and fostering new understanding. They could response and be encouraged to analyze, interpret, and predict information. They could construct understanding themselves. The right or opportunity to express their opinion and to solve the problem collaboratively put them to be critical thinker. They also enjoy doing the task, how hard it is, since they feel the

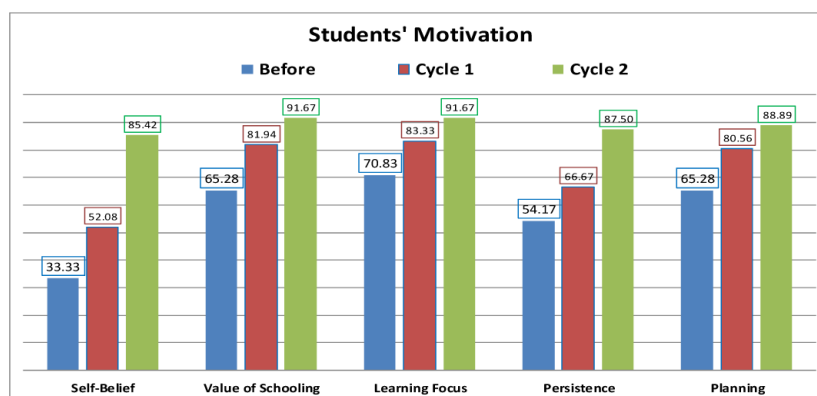


Chart 4. Students Motivation in Cycle1, 2, and 3

meaning of integrity. They are encouraged to be active in real world problem solving to create more knowledge and then to reflect on and talk about what they do and how they understand and change.

FGD could enhance students' motivation since they are empowered to be self-belief. They also recognized the important of class participation; they understand the school-vale. The hard process they should undergo in FGD make them to be persistent. Their task can be done successfully when they have a good planning and preparation. The task they get put them to focus on their studying. As a result, they become responsible and persistent.

Suggestion

FGD as a learning strategy could give good implication to the learning process as long as teacher: 1) engages quality planning and preparation, 2) prepares a positive environment, 3) sets well-planned instructional techniques, and 4) exhibit professional behavior.

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