

## Brainstorming of *Recognizes Stages in a Group* to Encourage the Students' Motivation in Speaking English

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### ABSTRACT

This study investigated how the "Brainstorming of Recognizes Stages in a Group" method encouraged students' motivation to speak English, focusing on both intrinsic and extrinsic aspects. Conducted through Classroom Action Research (CAR) in two cycles at SMA Muhammadiyah 1 Pontianak, the study involved 35 eleventh-grade students. Data were gathered using field notes, questionnaires, and observation sheets. The average motivation score improved from 2.8 (unmotivated) in the first cycle to 3.23 (moderate motivation) in the second cycle, indicating a 44.39% increase. Students who were initially passive and afraid of making mistakes became more active, confident, and engaged in expressing their ideas. The method also promoted respect and collaboration among students in group discussions. These findings indicate that the Brainstorming of Recognizes Stages in a Group effectively enhances students' motivation to speak English.

**Keywords:** *Speaking skills, Motivation, Brainstorming, Group Discussion, Classroom Action Research*

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## INTRODUCTION

Speaking is one of the main objectives of language learning, particularly for students who are expected to communicate effectively both in academic settings and in daily interactions. It encompasses cognitive, psychomotor, and affective aspects, requiring structured planning and innovation in teaching strategies. As stated by Dian (2018), when students communicate, they do so with intent—sharing ideas, opinions, perceptions, and emotions that influence how they express themselves. Therefore, students need not only to practice speaking, but also to be motivated and confident enough to communicate their thoughts in English with others.

Despite the importance of speaking, many students continue to face significant challenges in mastering this skill. One of the major contributing factors is low motivation. According to Rahardjo (2020), motivation is a shift in a person's energy characterized by feelings and reactions that guide them toward achieving goals. Smith (2012) emphasizes that motivation is a crucial factor that determines success or failure in foreign language

learning. Students with low motivation often lack persistence, interest, and confidence, which directly affects their performance in speaking English.

A preliminary study conducted at SMA Muhammadiyah 1 Pontianak in class XI IPS 1 revealed that students struggled with speaking English due to a lack of motivation. The researcher conducted interviews and classroom observations, supported by a diagnostic tool assessing various indicators of student motivation. The findings showed that students' diligence in completing tasks scored only 2.26, while their active participation in group discussions was rated 2.46—both in the “unmotivated” category. Similarly, their interest in learning materials (2.51) and efforts to solve learning difficulties (2.46) were also categorized as unmotivated. Only attendance scored relatively high (3.86), while their overall intrinsic motivation score was just 2.64. These results indicate that students lacked the drive to speak English, often refraining from doing so due to embarrassment, fear of making mistakes, or low confidence. Even students who understood the material were hesitant to speak in class, further highlighting the need for motivational intervention.

To address these issues, the researcher implemented the Brainstorming of Recognizes Stages in a Group strategy. Brainstorming in a group setting allows students to freely express ideas, work collaboratively, and engage in structured conversations within a supportive environment. According to Rizal (2021), brainstorming activities can stimulate creative thinking, reduce anxiety, and increase student involvement, particularly when conducted in small groups with a clear focus and supportive guidance. This technique was applied during discussions on cause-and-effect topics, encouraging students to engage in transactional speaking.

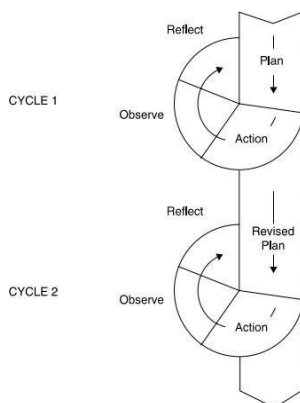
Several previous studies have explored the effectiveness of brainstorming in improving students' motivation and confidence in speaking. As stated by Dian (2018) found that audiovisual media increased motivation to speak English, while by Norseha (2016) reported that brainstorming in small groups improved students' confidence and participation in ESL classrooms. As stated by Fitriah (2022) also concluded that brainstorming enhances self-confidence and motivation in speaking. However, these studies differed in terms of research design, student level, and speaking context. This current study is distinct in that it applies Brainstorming of Recognizes Stages in a Group within a Classroom Action Research (CAR) framework, targeting eleventh-grade students speaking English as a foreign language.

Based on the background above, this study aims to investigate how the implementation of Brainstorming of Recognizes Stages in a Group can encourage students' intrinsic and extrinsic motivation to speak English in the classroom setting.

## **METHOD**

This research employed Classroom Action Research (CAR) as the research design to improve students' motivation in speaking English through the implementation of the Brainstorming of Recognizes Stages in a Group strategy. Classroom Action Research was chosen because it allows the teacher to identify problems that occur in the classroom and take action to improve learning outcomes through reflective and systematic cycles. This

research followed the model proposed by Kemmis and McTaggart (as cited in Burns, 2010), consisting of four stages: planning, acting, observing, and reflecting.



**Figure 1: Stages in Classroom Action Research**

In the planning stage, the researcher collaborated with the English teacher to design learning activities aimed at increasing students' speaking motivation. The initial observation and interviews showed that students were reluctant to participate in speaking activities due to low confidence, fear of making mistakes, and limited motivation. Based on these findings, a lesson plan was developed using group-based brainstorming strategies focused on cause-and-effect topics. During the acting stage, the teacher implemented the lesson plan by dividing students into small discussion groups. In each group, students were encouraged to brainstorm and express their ideas in English. The teacher guided the discussion and provided motivation using positive reinforcement, such as praise and simple rewards (e.g., star stickers) for active participation. In the observing stage, data were collected using observation sheets, field notes, and a student motivation questionnaire. These instruments helped monitor students' engagement, their willingness to speak, and the overall classroom atmosphere. The reflecting stage involved analyzing the data collected from the first cycle to identify obstacles and adjust the teaching strategy. Based on the reflections, improvements were made in the second cycle to provide clearer instructions, more focused topic guidance, and additional encouragement to passive students.

This study involved 35 students of class XI IPS 1 at SMA Muhammadiyah 1 Pontianak in the academic year 2022/2023. The data were analyzed quantitatively by calculating the mean scores of the students' motivation questionnaire, and qualitatively through classroom observations and field notes. The results showed a significant increase in motivation, from an average score of 2.8 (unmotivated) in the first cycle to 3.23 (moderate motivation) in the second cycle, indicating a 44.39% improvement.

## FINDING AND DISCUSSION

### Finding

This research aimed to improve students' motivation in speaking English through the Brainstorming of Recognizes Stages in a Group strategy. The study was conducted in two cycles, each consisting of three meetings, and followed the stages of planning, acting, observing, and reflecting. In the first cycle, most students were still hesitant to speak English. They lacked confidence and participated minimally during group discussions. The average motivation score in this cycle was 2.8, categorized as unmotivated. After reflection, the second cycle was carried out with improved instructions and motivational support. Students became more active, confident, and engaged in speaking tasks. The average score increased to 3.23, indicating moderate motivation. This showed a 44.39% improvement from the first cycle, confirming that the strategy effectively enhanced students' speaking motivation.

### Cycle 1

In the first cycle, the Brainstorming of Recognizes Stages in a Group strategy was implemented across three classroom meetings. However, students' speaking motivation remained relatively low. Based on observation and field notes, only a few students actively participated in group discussions, while the majority were passive and reluctant to speak. They appeared hesitant, avoided eye contact, and often relied on their peers during speaking tasks.

**Table 1: Result of test in cycle 1**

No	Indicators	Cycle 1	Motivation Category
1	Diligence in doing tasks	2.57	Unmotivated
2	Attendance at school	4.14	Strongly Motivated
3	The recording of materials	2.74	Unmotivated
4	Actively in a group discussion	2.74	Unmotivated
5	Effort in solving difficulties	2.54	Unmotivated
6	Interesting materials	2.66	Unmotivated
7	Attitude in learning	3.00	Moderate
8	Teacher's feedback	3.00	Moderate
<b>Total Intrinsic Motivation</b>		<b>2.92</b>	<b>Unmotivated</b>

The motivation questionnaire confirmed these findings. The average motivation score was 2.8, which placed students in the unmotivated category. Indicators such as interest in the topic (2.51), activeness in group discussions (2.46), effort in overcoming speaking difficulties (2.46), and overall attitude toward learning all showed minimal engagement. This reflected students' lack of confidence, fear of making mistakes, and low enthusiasm when using English in class.

## Cycle 2

After reflecting on the weaknesses from Cycle 1, improvements were made in Cycle 2. These included delivering clearer instructions, using example topics, encouraging peer support, and introducing a reward system using star stickers. These changes positively influenced student behavior and classroom dynamics. Observations showed that students became more comfortable and engaged in speaking activities. Many who were previously passive started participating actively. The classroom atmosphere improved, with more student-student interaction and better collaboration during group tasks.

**Table 2: Result of test in cycle 2**

No	Indicators	Pre-study	Cycle 1	Cycle 2	Motivation Category
1	Diligence in doing tasks	2.26	2.57	3.09	Moderate
2	Attendance at school	3.86	4.14	4.31	Strongly Motivated
3	The recording of materials	2.54	2.74	3.14	Moderate
4	Actively in a group discussion	2.51	2.74	3.43	Moderate
5	Effort in solving difficulties	2.46	2.54	3.20	Moderate
6	Interesting materials	2.49	2.66	3.31	Moderate

The average motivation score increased to 3.23, indicating a shift into the moderate motivation category. Compared to the first cycle, this was a 44.39% increase in student motivation. Improvements were seen across both intrinsic factors (such as interest and enjoyment) and extrinsic factors (such as participation and responsiveness to teacher feedback).

## Final Result

The comparison between Cycle 1 and Cycle 2 clearly demonstrated that the Brainstorming of Recognizes Stages in a Group strategy had a significant impact on students' motivation to speak English. Quantitative data showed a clear improvement from an average score of 2.8 to 3.23, and qualitative data confirmed increased confidence, participation, and interaction in group discussions. These results indicate that the strategy helped reduce students' fear of speaking, encouraged collaboration, and created a more supportive learning environment. It successfully addressed both the psychological and practical barriers that initially limited students' speaking engagement.

## Discussion

The purpose of this study was to investigate how the Brainstorming of Recognizes Stages in a Group strategy could improve students' motivation in speaking English. The findings from two cycles of Classroom Action Research demonstrated that the strategy was effective in encouraging students to participate more actively in English speaking activities, both individually and in groups.

In the first cycle, students' motivation remained low. They were still afraid of making mistakes, hesitant to express their opinions, and tended to be passive during group discussions. This aligns with Smith's (2012) statement that motivation plays a key role in the success of language learning; without sufficient motivation, students are unlikely to engage meaningfully with the learning process. The average motivation score of 2.8 in the first cycle indicated that most students were still in the unmotivated category. Qualitative data also showed that the classroom atmosphere lacked student interaction and confidence. After reflecting on the results of the first cycle, several improvements were made in the second cycle. These included more structured instruction, clearer group discussion tasks, and motivational rewards such as star stickers to acknowledge active participation. As a result, students began to show greater confidence and involvement in speaking activities. They became more willing to speak English in front of their peers, collaborated better in their groups, and responded more positively to the classroom environment.

The success of the second cycle, marked by an increase in the average motivation score to 3.23 (moderate motivation), indicates that the strategy effectively addressed students' internal and external motivational needs. This supports Rizal's (2021) view that brainstorming in group settings creates a supportive and relaxed environment, helping students reduce anxiety and participate more freely. Furthermore, the structured stages within group discussions allowed students to better organize their thoughts before speaking, which contributed to increased fluency and confidence. This study also reflects Brown's (2007) theory that motivation is influenced by both cognitive and affective factors. The strategy not only provided students with opportunities to explore and generate ideas (cognitive) but also gave them social reinforcement and encouragement through group collaboration and teacher support (affective). The improvement observed in students' motivation was not limited to their verbal performance, but also evident in their attitude, interaction, and classroom behavior.

In conclusion, the use of the Brainstorming of Recognizes Stages in a Group strategy provided a meaningful impact on students' speaking motivation. Through a well-planned, student-centered, and supportive learning environment, students were able to overcome their reluctance and become more active participants in English speaking activities.

## **CONCLUSION**

After conducting a classroom action research study using the Brainstorming of Recognizes Stages in a Group strategy to encourage students' motivation to speak English, the researcher concludes that this technique is effective for eleventh-grade students of SMA Muhammadiyah 1 Pontianak. The study was carried out in two cycles, with three meetings per cycle. Data were gathered through questionnaires, observation sheets, and field notes.

The results showed that all planned learning activities were implemented successfully and contributed to a smooth and engaging classroom atmosphere. Students responded positively to the technique, demonstrating increased participation, confidence,

and collaboration during group discussions. Field notes revealed that students were more enthusiastic, willing to speak English, and better understood the learning material, particularly on the topic of cause and effect. The motivation questionnaire results indicated a shift from the unmotivated to the moderate category, with improvements in both intrinsic and extrinsic motivation. Most students expressed interest and enjoyment in learning English through the brainstorming technique.

In conclusion, the Brainstorming of Recognizes Stages in a Group strategy can effectively encourage students' motivation to speak English and foster a more interactive, student-centered learning environment.

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