

**IMPROVING STUDENTS' SPEAKING MOTIVATION THROUGH A  
COUNSELING TECHNIQUE AT YEAR-8 OF SMP N 3  
KUTOWINANGUN**



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## ABSTRAK

**DYAN PUSPITASARI:** *Improving Students' Speaking Motivation Through a Counseling Technique at Year-8 of SMP N 3 Kutowinangun.* Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2012

Penelitian ini bertujuan untuk meningkatkan motivasi berbicara siswa melalui penggunaan *counseling* di kelas 8 SMP Negeri 3 Kutowinangun tahun ajaran 2010/2011. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan humanistic dan psikologis yang memandang siswa secara utuh.

Penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam dua siklus yang masing-masing siklusnya terdiri atas empat tahapan, yaitu, perencanaan, tindakan, observasi, dan refleksi. Populasi penelitian ini adalah siswa SMP Negeri 3 Kutowinangun kelas 8 dengan responden sebanyak 40 orang. Instrumen penelitian adalah lembar observasi, diary siswa dan kuesioner. Teknik pengumpulan data menggunakan metode kuesioner dan observasi. Data penelitian ini dikumpulkan melalui lembar observasi yang diisikan oleh dua orang kolaborator dan juga respon siswa terhadap proses belajar mengajar yang meliputi presentasi yang dilakukan guru selama proses pembelajaran dan kemauan, kesukaan dan ketidaksukaan mereka terhadap proses pembelajaran di kelas. Data yang diperoleh dianalisis dan ditampilkan secara deskriptif.

Hasil penelitian menunjukkan sebagai berikut: 1) Penelitian tindakan kelas yang dilakukan untuk meningkatkan motivasi bicara siswa dengan menggunakan teknik konseling dapat dikatakan berhasil. Hal ini dikarenakan siswa di setiap pertemuan menunjukkan adanya perubahan sikap. Walaupun tidak semua siswa menunjukkan perubahan yang sama, namun di setiap pertemuan siswa menunjukkan keberanian untuk belajar, berlatih berbicara dalam bahasa Inggris. Konseling yang digunakan dalam penelitian ini berhasil memperbaiki kualitas hubungan antara guru dan siswa. Oleh karena itu, siswa menjadi lebih nyaman dalam belajar sehingga motivasi mereka pun bertambah. 2) *Attending*, memberikan motivasi melalui pernyataan dan bahasa tubuh, tidak serta merta memberikan pembetulan pada setiap kesalahan yang dilakukan, berbicara dengan siswa di luar kelas dalam kondisi yang tidak resmi dapat memperbaiki hubungan guru dengan siswa dan dapat menciptakan situasi belajar yang mendukung yang dapat memberikan motivasi pada siswa untuk mempelajari Bahasa Inggris. 3) Dalam setiap pertemuan, siswa menunjukkan perubahan sikap. Mereka mulai memperhatikan selama proses pembelajaran, mulai tertarik untuk belajar dan berlatih, tidak lagi menunda mengerjakan tugas, dan yang terpenting, mereka mulai percaya diri dalam mempresentasikan tugas mereka. (4) Mereka masih membutuhkan lebih banyak waktu untuk meningkatkan. Namun demikian, presentasi mereka lebih baik dari presentasi-presentation sebelumnya. (5) Peningkatan motivasi mereka juga dapat dilihat dari diary mereka, dimana kebanyakan dari mereka mengaku bahwa mereka menyukai kegiatan yang mereka lakukan dan mereka tidak lagi merasa takut dalam melakukan presentasi dan berbagi tentang apa yang ada dalam pikiran mereka.

## ABSTRACT

**DYAN PUSPITASARI:** *Improving Students' Speaking Motivation Through a Counseling Technique at Year-8 of SMP N 3 Kutowinangun.. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2012*

This study was aimed at Improving Students' Speaking Motivation Through a Counseling Technique at Year-8 of SMP N 3 Kutowinangun. Humanistic theory and Psychological method, which see learners as a whole person learning, was used in this research.

This was a classroom action research study conducted in two cycles in which each consisted of four steps, i.e. planning, action, observation and reflection. The population was year 8 students of SMP Negeri 3 Kutowinangun. There were 40 respondents involved in this study. The data being observed was the students' behavior and motivation improvement. The data collection instruments were an observation sheet, students' diary and a questionnaire. The data were collected by means of the observation sheet filled up by two collaborators and the students' diary about their response toward the teaching and learning process in terms of the teacher's presentation and their own willingness, like or dislike toward the learning process which was then descriptively analyzed and presented.

The results of this study show the following: 1) the action research on motivating students to initiate speaking in English by using a counseling technique was successful. The students in every meeting showed changes on their behaviors. Even though not all of them showed similar changes, they started to show their courage to learn, to speak in English, and to raise questions. The counseling used in this research managed also to improve a better quality of teacher-students relationship. Therefore, students became more comfortable in learning, thus, their motivation in learning improved. (2) Attending, giving motivation through statements and gesture, not directly correct the students accuracy during their presentation and have a talk with the students outside the class in a less formal situation seemed to work well in improving the quality of the teacher – students relationship and able to create a supporting learning atmosphere which motivate the students to learn English. (3) Related to the students' motivation, students in each meeting showed changes. They started to pay more attention during the class, paid more interest in learning and practicing, showed less latency in doing their task and the most important the students started to be more confident in presenting their work and started to share their difficulties in learning English with the teacher. (4) Related to the students' language proficiency, students in this class need more intensive meeting to improve. Students still found it hard to use the past tense. However, their presentation was better than before. (5) The improvement of their motivation can also be witnessed through their diary in which most of the students admitted that they enjoyed the class and they were no longer afraid in presenting and in sharing what they have in their mind.

## **DECLARATION OF AUTHENTICITY**

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She would like to certify that work in this thesis nor has been previously submitted for a degree nor has it been submitted as a part of requirements for a degree in another college or university.

She would also like to certify that the thesis has been written by her. Any help that she has received in her research work and preparation of the thesis itself has been acknowledged. In addition, she would like to certify that all the information sources and literature used are indicated in the thesis.

Yogyakarta, 24 May 2012

Declarator,

Dyan Puspitasari



**RATIFICATION**

**IMPROVING STUDENTS' SPEAKING MOTIVATION THROUGH A  
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KUTOWINANGUN**


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Presented before the Board of Thesis Examiners  
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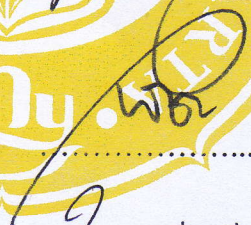
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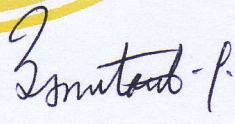
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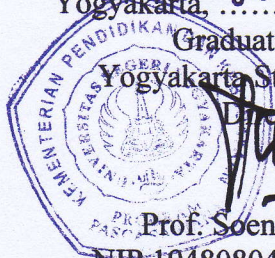
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Nothing in the world is perfect and this thesis is no exception. I do realize that there are shortcomings in this thesis in spite of all efforts. Finally I hope that this thesis will be useful for further study.

Yogyakarta, 24<sup>th</sup> May 2012

Dyan Puspitasari

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