



Sharing Session: in Encouraging and Motivating Students in Language Learning

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Abstract

The purpose of this paper is to analyze the importance of sharing sessions in encouraging and motivating students in the language learning class. Not all of the students are active in the class although some students are passive in the class because of some factors. When the teacher asks a question, students preferably keep silent in the class. They are becoming passive participants in the class because they do not know the topic and feel unconfident to speak in front of others. They are becoming afraid of speaking because they do not feel comfortable in the class situation and condition. They do not have good socialization in the class like they do not respond well and give feedback in the class. For this problem, this paper attempts to analyze how to employ the sharing session steps in language learning class and what are the benefits of employing them. The teacher can give motivation like intrinsic or extrinsic motivation in a sharing session class which also can encourage students in language learning class. This paper applies qualitative research analysis and also a descriptive method to describe the finding. The instruments that were applied for this paper are journals and books. There are two steps can be used to employ sharing sessions in encouraging and motivating students in the language learning class. The first step is to choose the learning materials that are appropriate for the learners, and the second step is to create good classroom management. This paper finally underlines that the use of applied learning materials that are appropriate with the learners and create good classroom management can improve students' confidence, and it makes them be independent learners in the classroom.

Keywords: sharing session, encouraging, motivating, learners, language learning.

A. Introduction

Passive students make the teacher need to arrange the class to change them to become engaged in the class. When the teacher is asking a question to the passive students, they are silent, ignore the teacher with bowed heads or shrug or move their heads, and use body language to deny the teacher's question. Related to that situation, Harun et al. (2015) describes that students become passive because of their limitations, in recognizing their talent and skills which are already acquired through their life. It is not easy for passive students to learn the topics in class because of their limitation problems. According to Smith & Smith (2014), passive students are also the same as the witnessed students who only watch the teacher without giving feedback and communicating with the teacher, which seems like they are not engaged in the class.

It has been researched before by Egeberg & McConney (2017) stating that students become passive because of ineffective classroom management. The students become passive depending on how the teacher teaches them (Sugeng & Suryani, 2020), what material they use and what classroom management they applied in the classroom. The inappropriate materials and the ineffective classroom management make students become silent and avoid answering the questions from the teacher (Oga-Baldwin, 2019). It also makes the passive students lack of motivation in language learning. From the phenomena above, the writer found that there are problems overcome by the passive students who are not learning the topic well in the language learning classes. The passive students also choose to be the silent students. They do not engage with the class activity well because of internal and external problems. The external problems are like the lack of appropriate materials and classroom management from the teachers. Later the external problems will trigger the internal problems in students, that is lack of motivation in the learning process. Based on it, the teacher can solve the problem of the passive learners by using sharing session methods with the purpose to make the passive learners become active learners. Sharing is a communication form within people that also creates an interaction that can be among two people or more than two people. It can be within one person to a group of people. Sharing happens when there is a listener and speaker. Based on it, Dwiyanti (2017) stated that students who have social interaction between their peers, teachers, and their learning environments can create a good development of students' knowledge during the learning process. Here, we can see that the purpose of sharing is to give information or knowledge to people. It can be between one person to a group of people such as creating an interaction between peers, students, and teachers which are good for students to be active learners in the classroom. Abdulbaki et al. (2018) mentioned that if students are actively involved in the activity in the class, the learning process would be more interesting for students and it also can motivate them in their learning process. Sharing sessions want to change the passive learners to be active learners. Sharing sessions with appropriate materials and good classroom management can motivate learners in their learning process (Li et al., 2018). It also can make the class successful to fulfill learners' goals.

The focus of this paper is to describe the steps of sharing sessions as the function to encourage language learners' motivations in developing the language learners learning in the language learning class. It also focuses on showing the benefits of using sharing sessions in the language learning class. The teacher can choose the learning materials that are appropriate for the learners and create good classroom management as the sharing session steps for language learning class. Teachers should use suitable materials for providing a good material arrangement in practice of sharing sessions in class and know how to apply it to give the students good encouragement and motivation in the learning process. They also can change the classic methods, that is teacher-centered learning, in the class into student-centered learning by using sharing session steps in encouraging and motivating students in language learning class. It is to make the passive learners become active learners and the unmotivated learners become motivated. Using a sharing session in the class can create good conditions for students learning. The teacher can give motivation like intrinsic or extrinsic motivation in a sharing session class which also can encourage students in language learning class. When the teacher practices sharing sessions in a class by using the appropriate teaching-learning materials and creating good classroom management steps, it will give a benefit for students because it changes the passive students become engaged in the class. It also gives the benefit for the teacher because it reduces the passive learners and creates a good atmosphere in the class. It can give good benefits and improvement in every language learning class. With the sharing session steps, the teacher can change the situation and take control in class.

B. Literature Review

1. *Sharing Session*

Sharing session is the session that makes the students become active and develop their language skills like speaking, listening, writing, and reading skills. It also makes them enjoy the extensive reading in the class by sharing what they have read. If you want to arouse and maintain student interest in English study, the students' desire can be solved by making your courses as genuinely communicative as possible (TESOL International Association, 2017). The communicative situation can happen in school, class, course, and training classes by making the learner share what they have learned or sharing their story, or sharing what they have read, or sharing their activity, hobbies, and others.

Nurhasanah (2015) found that communication could increase the students' participation in the classroom conversation. It also improves their pronunciations, contribution, and confidence in the classroom conversation. It is also stated by Alzahrani (2018), that teachers should guide students to be able to speak and write at levels close, or even equal, to that of proficient English speakers, which would increase the likelihood of students successfully in the learning process. If teachers can make students understand how to speak and write in the class, they can be fluent than before. It can make the passive students become active students in language learning classes. If they become active, they will learn on their own, and give time like reading books or a dictionary to add their vocabulary at home. So when they are sharing their stories with friends they will understand the material and also they can pronounce the words well, and automatically they will develop their language learning skills.

The teacher employs sharing sessions in the class to make the class interesting. Learners need an interesting class because sometimes learners can think that learning the theory creates a complicated, boring, uninteresting class which would consequently affect the course comprehension (Nazaruddin & Ningsih, 2018). Teachers should create an active class with a sharing session because it gives a good motivation for students. By doing this, it can produce a nice class environment because teachers ask the students to speak, and talk in front of the class with the teacher and their peers as the listeners. The condition motivates them to become active and feel free to share what they have learned. The way they enjoy the class can increase their confidence to show their ability in the class. It produces a good relationship between students with their peers and teacher in the class. If they have a good feeling or mood in the class, it can motivate them to do better, to be better, to learn better in the class. The good feeling and mood created in the sharing session increase intrinsic and extrinsic motivation among the students. It is like the way the teacher teaches them and gives them a chance to share in language learning class. The intrinsic and extrinsic motivations are also good for their language learning process in the class. Legault (2016) described that intrinsic motivation can create the feeling of satisfaction or excitement in which intrinsically motivated action comes within them, which is good for language learners. If every language learner has intrinsic motivation they can enjoy and be active in the class. Extrinsic motivation occurs when there is a reward for people, which comes from outside themselves (Oletić, Aleksandra & Ilić, 2014). This motivation does not come from within them but from outside themselves like the reward they get from teachers such as additional points, applause, compliments after they share something in class, or becoming the first who talk and give a comment in language learning class. The reward is really good to create motivation in students' hearts (Kasyulita & Armelida, 2019).

2. *Learning Materials*

To employ the sharing session in encouraging and motivating students in language learning class, the teacher could use some steps. The first step was applying the learning materials that were appropriate for the learners. The way the teacher chose materials that they would provide in the class was necessary because it also influenced how the learners interact in the class (Rahayuningsih, 2016). The teacher could choose the material that they wanted to present in the class and they also could adjust it with the learners and class situation. To adjust the material, the first teacher needed to know their learners like their ability in speaking, listening, writing, and reading by giving them a chance to speak about one topic in front of the class, another gave a response, and then they needed to write or took a note about the important point or the conclusion from what they have learned, then they needed to read about what they have written in the group. By knowing the learners, the teacher can create a good learning atmosphere as Munawaroh (2017) stated that the learning atmosphere was necessary because a good atmosphere could create an enjoyable class.

3. *Classroom Management*

The second step was to apply the sharing session in encouraging and motivating students in language learning class. The teacher needed to create good classroom management. Classroom management was necessary for sharing sessions of language learning because if the teacher succeeded in managing the classroom and the learners, they could control the class which could increase the motivation in students' language learning process. It was also related to classroom management. Sulaiman (2017) stated that organizing the classroom by managing the activity could create an effective learning process for learners. The environment influenced learners' behavior in language learning. It made the teacher as creative as he/she could create a good environment in the class which increased the students' motivation in the language learning process.

C. Methodology

This paper applies qualitative research analysis and also a descriptive method to describe the finding. Qualitative research analysis elaborated with the form of words to answer and give some explanation as unambiguously as possible and comprehensive summarization for the research problems here. According to Nassaji (2015) the qualitative method suit language learning classroom teaching because The qualitative method involves the general data which the researcher can get in the class naturally and specifically. This paper employed qualitative research methods to gain a deeper understanding to answer the research problems. The descriptive method here was used to describe the finding that was found in qualitative research to be more meaningful and useful for this paper. Related to descriptive research methods, Seixas et al. (2017) stated that a fundamental or basic qualitative descriptive endeavor would seek to describe the finding.

This article applied the qualitative research method and used the document as the technique of data collection. Documentation technique was the technique that used documents such as text like books, articles, journals, films, photos or pictures, and others as the data sources to complete the research questions (O'Leary, 2017). The instruments that were applied for this paper are journals and books. There are some steps to do the data analysis. The data used for this paper was taken from journals. The writer read some journals related to sharing sessions, the benefits of the sharing session, steps in encouraging and motivating students in language learning class (such as applying the appropriate material in language learning class and how to have good class management). There were some steps to do the data analysis. The first step was organized and prepared the data for analysis. The data can be found in journals and books. The second step was read the journals and books to get the data. The third step was to arrange the research questions. The research questions are how to apply the sharing session steps in language learning class, and the benefits of applying them. The fourth step was to find the method to analyze the data. In the data analysis here, this paper applied qualitative research analysis and this paper was also a descriptive method to describe the finding. The fifth step was analyzing the finding to answer the research question and applying the descriptive method to describe the finding. The sixth step was to make a conclusion based on the finding.

D. Findings and Discussion

1. Findings

To employ the sharing session in encouraging and motivating students in language learning class, some steps need to be fulfilled by the teacher. The first step is the teacher should choose the learning materials that are appropriate for learners. The teacher can start with a simple or short story for example, like sharing about their biography, their hobbies, how was the day, or what they feel today and give some reasons. Just start the learning materials with the familiar text, the closer text such as the daily activity text, or the enthusiasm text such as the text that can create the confidence within them. The teacher can watch them, if they have problems with the vocabulary like they do not know how to speak it, the teacher can help them, but do not correct them when they have grammatical errors, by saying that words are wrong in front of the class, or you can give them the instruction by repeating the wrong words or grammar with the correct words and grammar. The situation makes them enjoy it, it feels like they speak with their friends or family, and it reduces the feeling of being unconfident in front of the class. Speaking is crucial because it is the way humans can communicate something like the information in conversation (Dewi, 2021). It is one of the reasons why the teacher should use repetition in that way to create confidence for learners to speak what they feel in sharing session class. After the teacher lets them share with the topic that they are familiar with in sharing session class, the teacher can give them praise, such as good, then give them applause,

and the teacher also can give additional point for whoever becomes the first sharing something in front of the class, which can encourage them to improve their learning. Do not correct them in a bad way, because the purpose is to know their capability and make them active and motivated to speak in front of the class and in group discussions. If they are comfortable in the class with the situation, the environment will be easy to let them engage in the class and in every topic that the teacher gives. They will automatically start to think about how to develop their skills, their language features, and their vocabulary. They will make a plan for it because they feel like the class is so good and the impact from their friends and teacher is also good. So the feeling of improving themselves make them want to try to utter themselves in front of the class and it is what we call intrinsic motivation. For example, the teacher should give a chance to the student to be the first one who speaks in front of the class, and then he/she will get a reward like an additional point, and explain what the use of the points is, which can add your midterm score and your final exam, so if you get 83 your point is 5 it will be 83 plus 5 equal to 88. So here, the teacher needs to explain the function first, explain what they should do in the class, motivate them in learning, and make them know what behavior they should act in the class. After that, the teacher can say if one of your students speaks in front of the class, you should listen to it and give your opinion, comment, or what you get from him/her. It can be the conclusion from the speech. If you comment, you will also get additional points. After that, all of the listeners should write in their paper what he/she has said. After that, the teacher can ask a new student to give a short speech in front of the class. We can see the example below to practice in the class.

Student : Good Morning Mister/Miss and all my friends, I am Clary, 13 years old, born in small island in Jamba.
 Teacher : (The teacher repeats: on a small island in Jamba).
 Student : I lives with my family.
 Teacher : (Teacher can repeat it by saying I live with my family, which it will make the student stop for a moment and listen to it and then she will continue).
 Student : I have two brothers and two sisters. I am in the middle. I suka swimming.
 Teacher : (The teacher will repeat it by saying I love swimming).
 Student : Swimming is my hobby because it make me happy every time I swim.
 Teacher : (Repeat it makes me happy, by the teacher).
 Student : I biasanya go there with my father because he an athlete before.
 Teacher : (Repeat the teacher: I usually go there with my father because he was an athlete before)
 Student : So he taught me a lot about swimming. He superhero to me.
 Teacher : (The teacher repeats that: to me, he is my superhero).
 Student : Because he taught me many thing.
 Teacher : (Then the teacher repeated: it because he taught me many things).
 Student : I think that is all. Thank you.

Teacher : (Teacher can say give applause to he/she and then the teacher explains who wants to give a comment, opinion, a question, or conclusion, and then you should write your opinion or comment after the two of your friends performed). After that, the teacher can give them a task like reading one short story. It can be a paragraph, or 10 sentences minimal, to present it in the next meeting. The teacher gives them a chance to choose the story of their own will because it will give the students courage to perform it well. We let them choose it, another reason is to make them love what they are doing which makes it easy for them to learn it well, to perform it well, because it is what they love, automatically they will love it and have an extraordinary passion to perform it in the class.

After the teacher gets the students' attention like the intrinsic and extrinsic motivation within them, the teacher can see the way the learners enjoyed the moment in the sharing session. The changing from passive to active, from unmotivated became very motivated, from unconfident learners became confident to express themselves in front of the classmates and teacher also; the teacher can give an additional story with new vocabularies for their assignment to explain the meaning of the text, is there something wrong with the meaning, or do the learners agree with the text in the second step. It is by creating new good classroom management with the purpose to create their creative thinking and get used to using their logic

to solve the problems contained in sharing sessions with the text. The teacher can manage the class by putting the students in a group and giving them a chance to share their comments like the conclusion, comment, what was wrong with the story that they got alternately. For example, the teacher shared the MalinKundang story after the children's presentation, which is the learners' homework to read at home, and they need to share the story first in their summary and then they should give the comment like the illustration below.

Group 1

- Student A : The story that I read in the last meeting talked about the bad son. His name was MalinKundang. He lived with her mom. One day he should leave her mom because they were poor and Malin did not want to stay poor so he left his island with the purpose to be a successful man and became rich. 1 (one) month has passed, 3 (three) months have passed, one year has passed. After several years have passed, suddenly his mom saw a big ship on the island. She came and saw that wealthy boy with a beautiful woman, it surprised her because he was her son, MalinKundang. Sadly, the son was pretending not to recognize his mom because his mom was so poor at that time and he was ashamed to admit his mom in front of his wife, so he asked the guard to drag her. His mother was very sad, so he cried, and prayed "Dear God, if he isn't my son, please let him have a safe journey. But if he is, I cursed him to become a stone." And suddenly the thunderstorm came, and what his mother prayed came true, and suddenly his body turned into stone. From the story, I learned that children should respect their parents, no matter who they are. When we become successful children, we should not forget our parents. The impact from this story is that we can learn that as a child we should respect our parents, we should come to see them when they are old or when we are already a successful person. There is no bad impact from this story but, I learned that children should not follow what MalinKundang has done with his mom, his arrogance, the attitude that he showed in the story like he did not respect his mom should not be imitated by us.
- Student B : I agree with you, the young should respect the elder. It is really bad if we do not respect the elder.
- Student C : We also can see the cause and effect from this story. When MalinKundang did not respect his mom and his mom prayed that if the boy was her child, I cursed him to become a stone. What MalinKundang did, gives an effect on his life, by becoming the stone.
- Teacher : Each group should note the comment and conclusions from what your friends have shared in the group with a minimum of 10 (ten) sentences long.

2. Discussion

The explanation above is related to the questions about how to employ the sharing session method in language learning class and what are the benefits of employing a sharing session for encouraging and motivating students in language learning class. We can see that there are so many phenomena about passive learners, which are just silent in class when the teacher asks a question like the question about their understanding from the topic that they learned in class, they did not give feedback in the class, or they did not involve in the class activity. To overcome such problems, the teacher can use the sharing session by using the two steps; namely choosing the learning materials that suit the language learners and having good classroom management. So the teacher needs to make the passive-active by sharing their feelings in front of the class, like in the first example above, we can see that the way the teacher lets the students practice sharing sessions and also make the learners enjoy sharing their feelings in front of the class. When practicing sharing sessions, the teacher and students can create a good condition and relation. These are good for student development. When the students have grammatical errors, the teacher can repeat the correction of the wrong sentence with the students. According to Nunes et al. (2014), repetition creates fluency. If learners repeat what they do, it can create a new behavior and fluency in the language that they learn. The environment affects human behaviors. If the students always repeat what they do, it gives a stimulus to every learner in the class (Ghazi-Saidi & Ansaldo, 2017).

From the second example above, we can see that the sharing session gives a good development for language learning skills, like reading, speaking, listening, and writing skills and

also their ability to analyze the text, the critical thinking that they use to conclude the text and to give their opinion. Critical thinking is an important phenomenon to develop learners' logic so they can assess the story and make a debate in their discussion (Bagheri, 2015). The learners read the story, then they share in a group, and then the friends give their ideas and comment in each groups' sharing discussion. After that, they re-write what they have shared. The activities develop the students' language learning skills. After that, the teacher can give his/her own opinion after the discussion and analyze the students' abilities. The teacher can make sure whether the students know the meaning or they understand the topic from sharing sessions in groups' discussion, for example by checking the increase of students' vocabulary and decrease of students' grammatical errors. If there is an improvement of students' vocabulary and grammatical errors, the teacher can go to the next materials with different group discussions. The different group discussions gives the students the ability to develop their critical thinking in criticizing the story like history, science, technology, news, fiction, non-fiction, and others. The improvement of students' achievements in language learning class represents the benefit of applying sharing sessions to encourage and motivate learners in language learning class.

By employing a sharing session in the classroom, the teacher can make the passive learners to become active learners by sharing their feelings in front of the class. The teacher can also support the learners to eliminate their grammatical errors by repeating what they say. This way can also increase the learners' confidence. The teacher can also support the development of intrinsic and extrinsic motivation by giving their opinion or comment or praise like applause or giving an additional score to trigger them to be active learners. As Serin (2018) explained, intrinsic motivation increases because they are confident, and extrinsic motivation increases the learners' enthusiasm in the class. So when they participate in sharing sessions like retelling the story and giving their comments, it means the motivation emerges in students' hearts which can develop their ability in language learning.

E. Conclusion

The purpose of this paper is to analyze the importance of sharing sessions in encouraging and motivating students in the language learning class. From the explanation above, we see that if the practice of sharing sessions is applied frequently in the language learning class, it can give a good solution not only to change the passive students to become active learners but also to transform the silent students to engage in the class. It stimulates students' intrinsic and extrinsic motivation which supports the learners to learn independently. When the learners have the motivation, they can develop their language learning in their own way. Employing the sharing session establishes a comfortable environment for the learners. It makes them enjoy the learning process and have motivation. By giving them appropriate materials the learners learn how to criticize the story and give good comments or ideas. They will automatically develop their vocabulary by reading the story and finding the meaning of some words that they did not understand in the translation book or digital translation and decrease their grammatical error. When giving a speech, sharing, and commenting become their habits. They can confidently speak everywhere they go. In the sharing session method, the students also can read the text, listen to what has been explained by other learners, and rewrite what they think to develop their language learning. So, sharing session steps are effective to develop language learners' skills like speaking, listening, reading, and writing. In practicing the sharing session steps, the teacher should apply the learning materials that fit the learners' abilities and have good classroom management to encourage and motivate learners in the learning process.

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