


FOCUS GROUP DISCUSSION AS COMMUNICATIVE ACTIVITY IN ENCHANCING STUDENT' SPEAKING SKILL AT SMAN 5 BARRU

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 7, 2022 Revised: February 21, 2023 Accepted: March 25, 2023 Published: December 31, 2024</p> <p>Keywords: Focus Group Discussion Communicative Activity Quantitative Research Model</p>	<p>This article identifies a problem with students' ability to speak in public, especially in the use of English. Therefore, the researcher provides a method as a goal to improve the speaking ability of students specifically in the use of English. therefore, researching a method in this case Focus Group Discussion as a Communicative Activity in Improving Students' Speaking Skills at SMAN 5 Barru. From this article, speaking improvement can be contained from two things, namely looking at the conversation and how much vocabulary is used as a benchmark for improving students' speaking. The method used by the researcher is a quantitative research model with three stages, namely pre-test, treatment and post-test to obtain results. From these results, after being given the Focus Group Discussion method, there was an increase from before the method was given. Therefore, the Focus Group Discussion method is good to use in the learning process to improve students' speaking skills, especially in learning English.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Nirma, Sujariati, & Ariana. (2024). Focus Group Discussion as Communicative Activity In Enchancing Students' Speaking Skill At SMAN 5 Barru. English Language Teaching Methodology, 4(3), 10-19. https://doi.org/10.56983/eltm.v4i3.473</p>	
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INTRODUCTION

Changes in times that require students to remain active in significant changes in the world of education require students to pay attention when the learning process takes place. Based on the reality that occurs in the learning process, there are many methods or ways a teacher can provide learning. According to Siregar, (2018, p. 292) in his research suggests that the learning provided by students must be contextual based on student needs so that students are better able to improve their abilities so that the method offered by Siregar is the Focus

Group Discussion method. Siregar in his research said that the Focus Group Discussion method is very good to use in the learning process, because this method is also contextual and effectively used in the learning process today.

Through the facts that occurred, based on what was obtained from what the researchers had seen about the education method around it, there were many students who had very difficult speaking specifically in using English. there are many students have difficulty in speaking especially in using English. In addition, most students just stay silent in the classroom, including what often happens in schools starting at the elementary, junior high, high school and so on, some of the students are still shy or unable to speak so that their inner abilities are hampered, including speaking. This is due to the lack of a given method. Including what happened at SMAN 5 Barru, which is in the Barru district.

REVIEW OF LITERATURE

This chapter will explain some views or opinions of experts about focus group discussion which is a communicative method in improving students' skills. To find out the effectiveness of the method, the researcher will discuss several parts, namely as follows:

Speaking Skill

According to Chaney in Sarah (2017) defines speaking as the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts this means that speaking is the most important skill among the other skills, without speaking there would be no communication and this make the language useless. So speaking is a productive skill of regarding and organizing all elements of language together to perform and put up the intended messages.

According to Gert and Hans in Efrizal (2012: 127), speaking is an utterance or utterance produced by the speaker with the intention of knowing and then, the listener processes the utterance to find out the speaker's intent. From the opinion of the inventor above, it is said that speaking is an utterance that is produced with the aim of knowing which then the listener processes the intent of the utterance.

Communicative Activity

According to David Andrade (2015) according to that Communication is the dominant factor effecting the academic achievements of the students. In this finding, it is said that good communication is not only important for a teacher but good communication skills are also very important for a student. So in David's research, which says that communication is indeed more dominant, it becomes a very effective factor or an activity that is very effective for children in the academic world. Richards and Rogers (2001:161) suggest that the characteristics of communicative activities, including the language view, are as follows:

- a. Communicative is a system of expression of meaning.
- b. The communicative function is to communicate and interact.
- c. The communicative form must be based on the communicative purpose.
- d. The skills taught not only consist of grammatical and structural features but also the categories of functional and communicative meanings included in the discourse.

Focus Group Discussion (FGD)

Focus Group Discussion is a data collection method commonly used in social qualitative research, including nursing research. This method relies on the acquisition of data or information from an interaction of informants or respondents based on the results of discussions in a group that focuses on conducting discussions in solving certain problems. Data or information obtained through this technique, apart from being group information.

RESEARCH METHOD

Research Design

This research has a pre-experimental design research, because this design is not yet a real experiment because there are still external variables that influence the formation of the dependent variable. So, the experimental results which are the dependent variable was not solely influenced by the independent variables.

RESULT AND DISCUSSION

This chapter contains the research findings and discussion. The research findings present the results of improving students' speaking abilities which include fluency in speaking

and mastery of students' vocabulary, and the discussion includes further explanations of these findings.

Findings

Table 1 The Result Average of Fluency and Vocabulary

X	Mean Score		Improving
	Pre-Test	Post-Test	
Fluency	40,00	53,85	35%
Vocabulary	35,38	61,54	74%
Speaking	37,69	57,69	55%

1. Improvement of Fluency

In this section, the researcher found a learning method in this case focus group discussion as a method in improving students' English speaking skills at SMAN 5 Barru. In this section, the frequency and speaking ability of students, especially in speaking fluency in the pre-test and post-test can be seen in the table.

Table 2 Mean Score of Fluency

Criteria	Pre-test	Post-test	Improving
Fluency	40,00	53,85	35%

Table 3 The Students Frequency of Pre-Test and Post-Test in Fluency

No	Classification	Score	Pre Test	Percentage	Post Test	Persentase
1	Excellent	90-100	-	0%	4	15%
2	Good	80-89	3	12%	2	8%

3	Fair	70-79	2	8%	6	23%
4	Poor	60-69	13	50%	10	39%
5	Very Poor	X<59	8	30%	4	15%
Total			26	100%	26	100%

The Improvement of Vocabulary

In this section, the improvement of speaking skills, especially for students' vocabulary, can be seen in the following table.

Table 4. Mean Score of Vocabulary in Pre-test and Post-test

Criteria	Pre-test	Post-tets	Improving
Vocabulary	35,38	61,54	74%

The Average Vocabulary Score on the Pre-test and Post-test

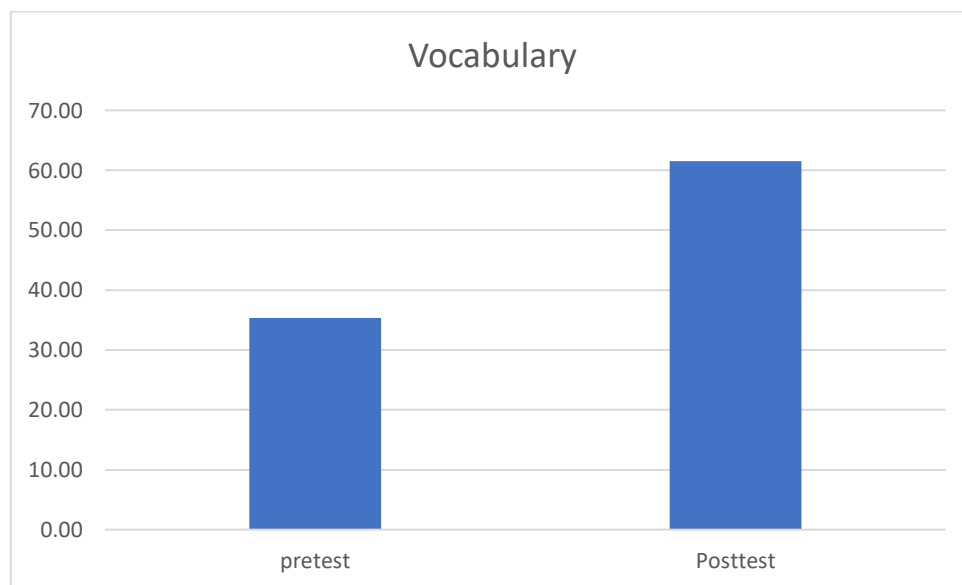


Table 5 The students' frequency of pre test and post test in vocabulary

No	Classification	Score	Pre Test	Persentase	Post Test	Persentase
1	Excellent	90-100	-	-	2	8%

2	Good	80-89	3	12%	9	35%
3	Fair	70-79	2	8%	5	19%
4	Poor	60-69	7	26%	9	35%
5	Very Poor	X<59	14	54%	1	3%
Total			26	100%	26	10%

2. Significant Testing (t-test)

Static inferential is used to test the hypothesis. For the test during the sample test, the research used was paired t test (significance test). It is designed to determine the significance of the difference between the pre-test and post-test results of the students' mean scores in the pre-experiment.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest fluency - posttest fluency	-13.846	16.752	3.285	-20.612	-7.080	-4.215	25	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest vocabulary - posttest vocabulary	-26.154	17.681	3.468	-33.295	-19.012	-7.543	25	.000

Discussion

This study describes the research found on students' speaking skills, especially in the fluency and vocabulary sections. The design in this study is a pre-experimental research. The results of the scores obtained in this study used a *t*-test with SPSS as a tool from the results of the data obtained in this study.

1. The Improvement of Fluency

In this study, three stages were carried out, the first giving a pre-test to students before being given treatment using the focus group discussion method to determine the students' speaking ability by giving a score. Second, giving treatment using single focus group discussion method to students. Then the third was given a post test test to all students after being given treatment to determine the development of students' speaking skills after being given treatment.

Based on the calculation results, it was concluded that students obtained good achievements in speaking skills after being taught by using the focus group discussion method. There is a significant difference between pre-test and post-test in this study after treatment. So it can be concluded that the use of focus group discussions can improve the speaking skills of class XI Mia 1 SMAN 5 Barru students.

2. The Improvement of Vocabulary

Based on the findings about vocabulary obtained from the research, three stages were carried out, the first was to give pre-test to students before being given treatment using focus group discussion method to determine students' speaking ability by giving a score. Second, giving treatment using single focus group discussion method to students. Then the third was given a post test test to all students after being given treatment to determine the development of students' speaking skills after being given treatment.

According to (Kunandar, 2007: 295) defines contextual learning as a conception of teaching and learning that helps teachers connect lesson content with

real-world situations and motivates students to make connections between knowledge and its application in life. students as members of the family, community, and workers and ask for perseverance in learning. Contextual learning referred to here is learning that is discussion in nature, namely by discussing creating an interactive situation. Both students with students, teachers with students. And the focus group discussion method has synchronization with what was stated by Kunandar above.

3. Significant Testing (t-test)

From the above findings, the researcher can conclude statistical calculations with the help of SPSS, the research significance value is 0.00 and the significance level is 0.05. So, the p-value ($0.00 < 0.05$) was significant, meaning that teaching speaking using the focus group discussion method had a significant effect on students' speaking ability. Based on the data after the calculation using SPSS, the t-test is then compared with the t-table. The results of the study found that the t-test was higher than the t-table. This means that (H_0) the null hypothesis is rejected and (H_a) the alternative hypothesis is accepted because it is significant. By teaching the focus group discussion method, students feel happy in speaking.

In fluency and vocabulary usage after calculating data using SPSS, we can show that t-test is higher than t-table. This means that there is a significant increase after being given treatment using the focus group discussion method. From the discussion above, it can be concluded that the use of the focus group discussion method is an active learning method that can improve students' speaking skills, especially in vocabulary fluency and accuracy. And from the discussion above, there is an increase from before.

CONCLUSION

This research relates to the focus group discussion method which is applied in the learning process to improve students' speaking skills. This method was given because the researcher saw the facts that occurred specifically at SMAN 5 Barru school that the students' ability to speak English was still lacking and the method had never used the

method of directed discussion so that there was no pressure that made students challenge to speak English, because The researcher adopted a method of focus group discussion. Based on the results of the study, the researcher concluded that the focus group discussion method could improve students' speaking skills, especially in fluency in pronunciation and word use. This can be seen from a process starting from the beginning of observation, giving students a pre-test then inviting students to express their opinions through the focus group discussion method and after that being given a post-test. After doing research, it can be said that the focus group discussion method can improve students' speaking skills.

This can be seen from the results of the pre-test and post-test after being given the treatment of focus group discussion. As stated by Siregar, (2018, p. 292) that the learning provided by students must be contextual based on student needs so that students are better able to improve their abilities so that the method offered by Siregar is the Focus Group Discussion method. Siregar in his research said that the Focus Group Discussion method is very good to use in the learning process, because this method is also contextual and effectively used in the current learning process. So, it can be concluded that the focus group discussion method is very effectively used in learning, especially learning English in improving students' speaking skills.

Suggestion

Based on the conclusions above, the researcher suggests several suggestions, namely:

1. For English teachers to find appropriate methods and effective media to teach speaking. Focus group discussions can be used by teachers to develop students' speaking skills or alternatively teachers use other method.
2. For students, it is suggested to improve their ability in English class by implementing focus group discussion by practicing expressing arguments.

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