

THE USE OF FOCUS GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING SKILL

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ABSTRACT

This research aimed at finding out the improvement of the students' speaking ability in term of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng through of Focus Group Discussion (FGD) technique. The research used a Classroom Action Research (CAR) as a research design. The subejcts of this research were the students of SMA Ahlu Suffah Muhammadiyah Bantaeng. This research carried out in X A class of SMK Ahlu Suffah Muhammadiyah Bantaeng as a sample, which consisted of 19 students. The researcher chose the sample used Purposive Sampling. The researcher findings indicated that using Focus Group Discussion as a strategy in teaching speaking in term of fluency can improve the students speaking skill. It can be seen from the result of the test in the end of cycle I and cycle II. The students' mean score in cycle I is 58 and improved in the cycle II with the mean score 69.21. Moreover, FGD could help the students more confident in speaking activity. During teaching and learning process using FGD, students shown that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material FGD.

Keywords : Classroom Action Research, Speaking Skill, Focus Group Discussion

ABSTRAK

Penelitian ini untuk mengetahui peningkatan kemampuan berbicara siswa dalam hal kefasihan di SMK Ahlu Suffah Muhammadiyah Bantaeng melalui teknik Focus Group Discussion (FGD). Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) sebagai desain penelitian. Subjek penelitian ini adalah siswa SMA Ahlu Suffah Muhammadiyah Bantaeng. Penelitian ini dilaksanakan di kelas X A SMK Ahlu Suffah Muhammadiyah Bantaeng sebagai sampel yang berjumlah 19 siswa. Peneliti memilih sampel menggunakan Purposive Sampling. Temuan penelitian menunjukkan bahwa menggunakan Focus Group Discussion sebagai strategi dalam pengajaran berbicara dalam hal kefasihan dapat meningkatkan keterampilan berbicara siswa. Hal ini dapat dilihat dari hasil tes akhir siklus I dan siklus II. Nilai rata-rata siswa pada siklus I adalah 58 dan meningkat pada siklus II.

II dengan nilai rata-rata 69,21. Selain itu, FGD dapat membantu siswa lebih percaya diri dalam kegiatan berbicara. Selama proses belajar mengajar menggunakan FGD, siswa terlihat lebih aktif dan antusias dalam belajar bahasa Inggris. Selain itu, mereka lebih memperhatikan saat peneliti menjelaskan materi FGD

Kata Kunci : Penelitian Tindakan Kelas, Keterampilan Berbicara, Focus Group Discussion

Introduction

As one of the basic skill of English, speaking has an important role in language learning process. It is the verbal use of language to as a tool of communication. It is the most important skill that should be master by the students. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Thus, speaking is ability of people to communicate with other people by using verbal language.

As for the research that has been done by Wei Zhu (2015) a research in line with the current research. She concludes that analysis of the focus group discussions showed that while the perceptions of the three groups converged to some extent, each group also had different concerns, thus indicating the need to examine multiple perspectives in student needs assessment. Results also showed that writing was perceived to be a crucial area of need, that academic language needs to be extended beyond the classroom, and that cultural skills were seen as an important part of academic language competence.

The results of the analysis in the research conducted by Wei Zhu (2015) revealed that there were several groups that showed different results because there were still students who lacked motivation in speaking. This also met the researchers with SMK Ahlu Suffah Muhammadiyah Bantaeng students. After the researcher observed the students in several meetings, the researcher found some factors that showed why this condition happened. The students did not have a good motivation to speak. When they have limited vocabulary, they would be difficult to speak in English well. The technique that the teacher used in teaching speaking is not

attractive. The teacher asked the students to come in and asked them to speak up. This technique would make the students are afraid to speak up.

Based on the results of previous studies, then the difficulties encountered by the students at SMK Ahlu Suffah Muhammadiyah Bantaeng can be solved through the application of Focus Group Discussion (FGD). From the clarification above, the researcher is interested in conducting the research that will generate from the problem. Thus, it is the reason why the researcher chooses the title "The use of focus group discussion technique to improve the students speaking skill (A Classroom Action Research in SMK Ahlu Suffah Muhammadiyah Bantaeng)

Materials and Methods

Basic background above, the researcher formulate the research problems are: "Does the implementation of Focus Group Discussion (FGD) technique improve the students' speaking ability in term of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng?"

Review of Related Literature

Rusydhina (2016) have conducted a research in line with the current research. She conduct a research about the effectiveness of mind mapping and group discussion to increase the students' speaking ability (a quasi experimental research of the eighth grade students of SMP Negeri 1 Bawen in academic year of 2015/2016). She concludes that both of mind mapping and group discussion method are effective for students' speaking skill of eighth grade students in SMP N 1 Bawen in academic year 2015/2016. The discussion method is reputed as the exact method in speaking because in discussion the students have to try and talking about their opinion in group. Group Discussion is the method that makes the students have to be active to talk more. The teacher has to make the student remember about the purpose of this method, so the students can discuss the topic and use the time effectively.

Second, Riyanto (2015). He conduct a research about improving speaking skill through small group discussion (a classroom action research for the third grade students of vocational secondary school Pancasila Salatiga in the academic year 2015/2016). In His research, there is statement from Kindsvatter (1996:242) "A small group discussion divides the large classroom into small

groups of students to achieve specific objectives which permit students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach". The researcher said that the students have high responsibility after they got this technique, they can think about the importance of responsibility, it is indicated when they get a role in a group. The students take roles to keep the discussion running well. The increasing thing is not only students' responsibility but also the social connection among others. It is proven when the students share their ideas each other, asking something to their friends, solving the problem in a group and being cooperative group.

Third, Mulyo (2015) also conducts a research about the use of spontaneous group discussion to improve students' skill in speaking of the eleventh year of SMK Diponegoro Salatiga in the student academic year 2014/2015 (a classroom action research). In her research, the researcher concludes that implementation of spontaneous group discussion can enhance students' interest in learning English especially speaking. The students' response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during English teaching learning process. In the process of learning using Spontaneous Group Discussion, students more interest followed in the learning process. Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run well. The members of group discussion more active and interactive join the learning and want to know about new information or the material more.

Fourth, Hasan (2015) also conducts a research about the use of picture and group discussion to increase speaking skill (classroom action research of the first grade students of SMK Saraswati Salatiga in the academic year of 2015/2016). In his research, the researcher concludes that the students' speaking skill can increase through picture and group discussion technique. The students can be creative and great in make and retelling stories. Almost all of students

seriously pay attention to the teacher's explanation and active in engaging in the learning process, such as asking question, responding question.

Fifth, Sasmita and Gurning (2012) also conducts a research about improving students' achievement in writing recount text through focus group discussion (FGD). In their research, the researchers conclude that Focus Group Discussion is one of good method that can invite the students to be active, have good motivation and do high activity. Many students got bored and lazy when the teaching learning process. Because, they are said that English study is so boring and difficult. However, the researcher invites the students to know about focus group discussion method. Thus, the students have the motivation and want to know how about focus group discussion in learning process. Finally, the lazy students have a motivation to learn, and they have previous learning which low score, in this moment the students that can know to write especially writing recount. And all of the students got high score in teaching learning process through focus group discussion.

1. The concept of speaking

Speaking means the ability to express our idea, opinion and communication about ourselves, interesting, world and all thing around us through our sound system fluently with good pronunciations, grammar, suitable of vocabularies and a good understanding of the speaker and the listener. Hadijah (2012) declares that speaking is it speech organ to communicate ideas that are compared and developed with listener requirement.

Speaking skill is sharing information on by giving ideas, asking the question, and giving a response. It has a correlation with opinion or argument that can stimulate the student to support their opinion (Roach in Nishrinah, 2013:7). According to Brown in Malayanti (2014:13), Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking requires that speaker not only know how to produce a specific point of language such as grammar, pronunciation, but also that they understand when, why, and what ways to produce language. English speaking attends to three things namely pronunciation, vocabulary, and grammar (Malayanti, 2014: 14).

2. The Definition of Focus Group Discussion

According to Gibbs (in Morgan, 2013), Focus Group is the form of group interviewing but it is important to distinguish between the two groups that asked and those who answered in the discussion. Group interviewing involves interviewing a number of people at the same time, the emphasis being on question and responses between the researcher and participants. However, Focus group relies on interaction within the group based on are supplied by the researcher. According to Vaughn (in Puchta and Potter, 2013) Focus Group usually contains the two following core elements:

- a. A trained moderator who sets the stage with a prepared question or an interview guide.
- b. The goal of eliciting participants' feeling, attitudes and perceptions about a selected topic.

Focus Group can be used in the context of participatory and action research, with the intention to foster social change. According to Marsela (2015:233), the discussion is active learning when the participants exchange ideas. Discussion may happen at any level around different topics.

According to Viji (2014:6), Focus Group Discussion (FGD) is a good way to gather together people from similar background or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator or facilitator who introduces topics of discussion and helps the group to participate in a lively and natural discussion among them.

Focus Group Discussion (FGD) is a groupthink allows the individual ideas or opinions also pose their responses about the opinion from others.

3. Advantages of Focus Group Discussion (FGD)

According to Masedah (2012: 64), there are some advantages to be gained through the use of Focus Group Discussion (FGD).

- a. Focus Group Discussion (FGD) can cover a large number of people in the same group.

- b. An efficient way of gaining a large amount of information and particular opinions from a small number of people in a short time.

Research Design

The design of this research was Classroom Action Research (QAR). This action research aimed at improving students' speaking ability through Focus Group Discussion (FGD) at Grade tenth of SMK Ahlu Suffah Muhammadiyah Bantaeng. It attempt to find the solution of the problems.

Research Subject

The subject of the research were the students of SMK Ahlu Suffah Muhammadiyah Bantaeng. This research carried out in X A class of SMK Ahlu Suffah Muhammadiyah Bantaeng, which consisted of 19 students. The researcher chose the sample used purposive sampling, where, in the preliminary observation, the researcher asked the English teacher about the class that shown a good English ability and appropriate for the researcher to conduct the research.

Techniques of Analyzing the Data

This research conducted to apply quantitative data. The quantitative data analyzed in the score of the students' speaking performance in term of fluency. Through quantitative data, the researcher found out there is an improvement or not on the students' speaking ability in term of fluency through the implementation of FGD in class.

To find out the means of the students' score in each cycle, the research applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \text{The means of the student}$$

$$\sum x = \text{The total score}$$

$$N = \text{The number of students}$$

Findings

1. The Students' Speaking Ability in Term of Fluency

This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pretest conducted in three meetings, and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken test as the test consist of test for cycle I and test for cycle II.

Based on the the test in the end of cycle I and cycle II, the researcher found that there is an improvement of the students' speaking skill in term of fluency through the use of Focus Discussion Group as strategy in teaching speaking. It can be seen clearly in the table below:

Table 1 The Mean Score of the Students' Improvement Toward Their Speaking Skill in Term of Fluency

NO	Indicators	Test in Cycle I	Test in Cycle II	Improvement (%)
1	Speaking Skill in Term of Fluency	58	69.21	11.21

Based on the table 1, it can be known that after give a students' test, the researcher found that the students' mean score in cycle I is 58 and improved in the cycle II with the mean score 69.21. It means that there is an improvement toward the students' speaking skill in term of fluency by using Focus Group Discussion as a strategy in teaching speaking.

2. The implementation of using FGD in teaching speaking

The implementation of FGD were the students listened the teacher who told the topic to be discussion, then the students repeated the topic by their selves and discussed about text with their friends. Here, the teacher tried to build the students critical thinking based on the topic presented. The researcher used

agreement and disagreement as the main material of the implementation of FGD in the class. This material developed the students' critical thinking and interest to express their ideas. First of all the students wrote their idea if they can say it directly or made some outline of what they are going to said related to the topic. The implementation of FGD was easy. It made the class more active because the students should participate within this activity. Moreover, one of the problem in implementing FGD in school is the students' lack of vocabulary and afraid to speak English in front of the class. In the beginning, the students were still low in speaking ability but after implementing of FGD in their speaking ability were improved. It was showed that the students' scores of the test in the end of cycle II were higher than score of the test in the cycle I. The researcher guided the activity directly. It was aimed to know how far the students mastered their speaking ability. The researcher was more focused on how to motivate the students to produce speak well. Opening was conducted to greet the students, checked attendance and gave motivation to the students for involving in teaching learning process. The students were also reminded about the material to check the students' understanding before starting the teaching and learning process.

The main activity was conducted through FGD. The researcher explained the material and the step of FGD. Based on the result of cycle 2, there were improvements. It could be proved by some indicators which showed the improvement in the students' speaking ability. They were:

- a. The students' self-confidence improved
- b. The students more active
- c. The students more interesting to learned using FGD
- d. The students' speaking skill in term of fluency improved

3. The Improvement of Students' Speaking Skill in Tem of Fluency using FGD

There were an improvements of students' speaking skill in term of fluency using FGD, especially for the students at SMA Ahlu Suffah Muhammadiyah in the first cycle and the second cycle. The improvements of the students' score in of the test in cycle II compared with the cycle I. The improvement were shown from the mean score in in cycle I is 58 and improved in the cycle II with the mean score 69,21. Most of the students got good improvements. The students could increase their scores and they were successful on speaking. It indicated that there is an

improvement toward the students' speaking skill in term of fluency by using Focus Group Discussion as a strategy in teaching speaking.

Moreover, the use of FGD also could improve the students' speaking ability in term of fluency. It shown of the test in the first cycle that the result of the test shown that none of the students got excellent score toward their speaking performance related to their fluency but there are 3 students got an excellent score of speaking performance in term of fluency in the second cycle. Then, in the cycle I, there are 2 students got very good and 5 students got good score, 2 students got average, 3 students got poor and 7 students got very poor score of their speaking performance. In means the implementation of FGD as a strategy in the class need a revision. After giving reflection of the cycle I and implement a better application of FGD in the cycle II, the researcher found that there are an improvement of the students' speaking skill in term of their fluency using FGD as a strategy in teaching speaking. Here, there are 4 students got very good, 2 students got good, 3 students good average, 5 poor and the number of students got very poor reduced to be 2 students.

This findings is closely same with some previous research findings that support this findings including Rusydina (2016) found that Group Discussion is the method that makes the students have to be active to talk more. The teacher has to make the student remember about the purpose of this method, so the students can discuss the topic and use the time effectively. Riyanto (2015) said that the students have high responsibility after they got this technique, they can think about the importance of responsibility, it is indicated when they get a role in a group. The students take roles to keep the discussion running well. The increasing thing is not only students' responsibility but also the social connection among others. It is proven when the students share their ideas each other, asking something to their friends, solving the problem in a group and being cooperative group. Moreover, Mulyo (2015) also explained that implementation of spontaneous group discussion can enhance students' interest in learning English especially speaking. The students' response is good. They are attracted in the strategy and the media used in the class. They feel happy and regard that English is fun during English teaching learning process. In the process of learning using Spontaneous Group Discussion, students more interest followed in the learning process. Students are given freedom

to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run well. The members of group discussion more active and interactive join the learning and want to know about new information or the material more.

Conclusion

Based on the result of the research, it could be conclude that using Focus Group Discussion as a strategy in teaching speaking in term of fluency can improve the students speaking skill. It can be seen from the result of the test in the end of cycle I and cycle II. The students' mean score in cycle I is 58 and improved in the cycle II with the mean score 69.21. Moreover, FGD could help the students more confident in speaking activity. During teaching and learning process using FGD, students shown that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material FGD.

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