CHAPTER II

LITERATURE REVIEW

A. FGD (focus group Discussion)

The definition of FGD method is closely related with the main reason or justification for use FGD. Focus group discussion as a data collection method of a study. Main justification for use FGD is to obtain rich data/information of various social experiences from the interactions of individuals in a group discussion (Afiyanti Yati, 2008). The main purpose of the FGD method is to obtain interaction data generated from a group discussion of participants/respondents in terms of increasing the depth of information reveal various aspects of a phenomenon life, so that the phenomenon can defined and explained. Data from results interaction in the group discussion can focus or put emphasis on similarities and differences in experiences and provide solid information/data about a perspective generated from the results of the discussion the group.

Hollander (2004) explains that the interaction social group of individuals can mutually influencing and generating data/information if they have similarities in terms of, among other things have the same individual characteristics general, the same social status, the same issue/problems, and similarities in relationships/relationships socially.

1. Advantages of Focus Group Discussion (FGD)

According to Masedah (2012: 64), there are some advantages to begained 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.

2. Strategies FGD

The FGD method is widely used by researchers to explore a range phenomena of life experience throughout the cycle human life through social interaction it self in his group (Brajtman 2005, Oluwatosin 2005, van Teijlingen & Pitchforth 2006).

The main purpose of the FGD method is to obtain interaction data generated from group discussions of participants/respondents to increase the depth of information, reveal different aspects of the life of the phenomenon, and define the experience and explainable. Data from

interactions of group discussion result can climax and best part similarities and differences in experiences to provide solid information/data about context awakening from group discussion event (Afiyanti Yati, 2008).

A. Facilitator or moderator

Facilitator plays an important role in determining the success of a focus group. According to Gibbs (1997) as quoted by Masedah (2012: 66) is moderators will need to process good interpersonal skills and personal qualities, being a good listener, non-judgmental and adaptable. These qualities will promote the participants" trust in the moderator and increase the likelihood of open, interactive dialogue." In selecting a person to moderate a focus group, it is important that this person has these qualities:

1) Knowledgeable: be familiar with the discussion topic.

2) Ability to speak the language spoken of the area.

3) Cultural sensitivity, including not acting as a judge, a teacher, does not look down on respondents, not agreeing or disagreeing with what is said, and not putting words in the participants" mouths.

4) Interesting people: be able to make the participants to more focus and give their attention just in the topic of discussion.

5) Sensitive men and women: listen attentively to what is said and how it is said.

6) Inclusive: encourage members to contribute by using eye contact, body language and directly asking for their input.

7) Open and flexible: respond to what is important to the participants.

8) Respect for participants: receive all of the participants" opinion. The facilitator or moderator has to ensure that in the group think there is a fair distribution of all participants to voice out their perspectives. Besides that, the moderator is expected to deal with the arguments group and ensuring topics are covered in the time available.

B. SPEAKING SKILL

Lewis and Hill (1993:54) state that speaking is a process that covers many things in addition to the pronounciation of individual sounds. Widdowson (1996:54) believes that speaking is

simply the physical embodimant of abstract system or of the grammatical system of language or both

Mackey (2001:79) defines that speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. While Thornbury (2005: IV) says that speaking is an interactive and requires the ability to cooperate in the management of speaking turn. Clark and Clark (1997: 223) state that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences. Speaking takes place in communication which involves more than one person. It requires mutual understanding and interaction between the speakers themselves. The process of understanding involves some aspects for example to know words, sound, intonation, stress, production as well as structural patterns.

Based on the above definitions the researcher says that speaking is the way to say words, the act of utterance, vocal expression, and able to communicate in specified language. And speaking is described as the ability to express one-self in life situation or the ability to report acts or situation in phrase, word, or ability to cover or to express a sequence of ideas fluently.

According (Mustakim, 2018) show qualification of speaking skill to measure participant to build up the students speaking skill.

No	Qualification	Scores
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40

1. General Concept of Speaking

Speaking is an activity of delivering massage, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their massage to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the massages and the listener can receive, process, and response the massages. Speaking is one of the language skills which seem very significant and interest in instruction as it is considered the natural way of communication (Alzboun, 2017). In mastering English there are four skills. Speaking is one of the important skills to be mastered in learning a new language. that in an English language development which is used as an international communication tool, many students learn foreign languages for their needs as business, overseas travel, and for the profession. On the other hand, people judge our language competence from our speech rather than from other language skills. Speaking is considered a skill that is difficult to learn because people have to know how to pronounce it. Speaking has several activities, and conversation is one of them. As we know, conversation is when two or more people talk to each other in formal and informal situations (Wahyuni, 2015). Speaking is a language especially foreign language students difficult in effective oral communication skills requires the ability to use language appropriately in social interactions. Not only verbal communication involved.

in interaction, but also paralinguistic element of speech such as pitch, stress, intonation. Moreover, nonlinguistic factor such as gestures and body language, may convey message directly without any accompany speech. The interaction EFL learners has the effect of several factors, age is one of the common factors in using a second language or learning a foreign language According Krashen, Long, and Scarcella (as cited in Richard,2002) that beginning speak the second language of childhood second language achievement skills are more proficient than beginning as adults.

Brown argue (as cited in Masruddin,2017) that several principles that must be considered by the teacher in making a learning technique have several principles that covering the spectrum of student needs, intrinsically motivating students, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, utilizing relationships the good between talking and listening, and giving students the opportunity to start oral communication.

From the explanation above it can be said that speaking is a complicated and challenging activities, in other words we can say that speaking is a difficult activities especially for the seventh grade students, so in teaching speaking we need more skill and strategies which can be used to monitor the learners' speech production to determine what skills and knowledge they already have and what areas need development. Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (2004):

1) Imitative: Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy,

2) Intensive; Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;

3) Responsive: Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;

4) Transactional: Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates;

5) Interpersonal Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays, and

6) Extensive: Extended monologues such as short speeches, oral reports, or oral summaries.

2. Process of Learning Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicative with others. In speaking, the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. They must also learn about how to deliver the meaning of the language according to the context they are speaking.

C. Teaching Speaking

This part will present some topic related to each speaking. They are the nature of teaching speaking and principle in teaching speaking

1. The nature of Teaching Speaking.

There are many definitions of speaking that have been proposed by some experts in language learning Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a part of daily life that everyone should develop in subtle and detailed language (Derakhsan, 2016). One of the most important factors about language is that it deals with social contexts and culture Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English speaking environment.

The goal is not to produce fluent English speakers but to produce learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Language learning can take place only through natural process, which operates when a person involved in using the language for communication. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

According to the researcher, teaching speaking is teacher share knowledge to the students to understand about the material. Speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

2. Principle in Teaching Speaking

In the speaking of language teaching, the teacher helps the students int real life communication (Rosana, FKIP Universitas Lambung Mangkurat) They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According Nunan, there are some principles for teaching speaking Some of which are described below:

a. Use group work or pair work

To improve students speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students.

b. Plan speaking tasks that involve negotiation for meaning

Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. In EFL research, the word 'negotiation' can have different meanings: Pica and Doughty, Porter, Kramsch, Rivers and Long (https://journals.openedition.org/asp/2867, access on 11/16/2022) use the term negotiation for the negotiation of meaning in a foreign language. It is in this sense that the paper refers to negotiation. This negotiation of meaning involves the repeating, rephrasing and restructuring of phrases between two or more learners to enable them to understand the meaning of the messages they are communicating.

3. Classroom speaking activities

Many of the classroom speaking activities (according Jeremy Harmer : 1983) which are currently in use fall at or near the communicative end of the communication. There are a number of widely-used categories of speaking activity, and the researcher will start by looking at them before going on to specific speaking examples.

a. Acting from a script

We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

1. Play scripts:

it is important that when students are working on plays or play scripts, they should treat it as Veal' acting. In other words, the researcher will to help them to go through the scripts as if we were theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. And giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity.

2. Acting out dialogues

When choosing who should come out to the front of the class, we should be careful not to choose the shyest students first. We need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. If we can give students time to work on their dialogues, they will gain much more from the whole experience.

3. Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

• Information-gap games: many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures. There is an example of this type of communication game.

• Television and radio games: when imported into the classroom, games from radio and TV often provide good fluency activities, as the following examples demonstrate In Twenty questions' the chairperson thinks of an object and tells a team that the object vegetable or mineral - or a combination of two or three of these.

4. Discussion

Discussions range from highly formal, whole-group staged events to informal small-group interactions.

• Buzz groups: these can be used for a whole range of discussions. For example, we might want students to predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it. We might want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding or party.

• Instant comment: another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing

them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

• Formal debates: in a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject. In order for debates to be successful, students need to be given time to plan their arguments, often in groups. They can be directed to a series of points of view either for or against a proposition - or sent to websites where they will get 'ammunition' for their point of view. are often good ways of preparing students for debates. The teacher can divide the class into groups and then give links to different websites to the different groups.

b. Prepared talks

One popular kind of activity is the prepared talk, where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script. For students to benefit from doing oral presentations, we need to invest some time in the procedures and processes they are involved in. In the first place, we need to give them time to prepare their talks (and help in preparing them, if necessary). Then students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small groups first.

The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can then give feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation. However, this only works if students have had a chance to discuss feedback criteria first. When a student makes a presentation, it is important that we give other students tasks to carry out as they listen. Maybe they will be the kind of feedback tasks we have just described. Perhaps they will involve the students in asking follow-up questions. The point is that presentations have to involve active listening as well as active speaking. Whether or not feedback comes from the teacher, the students or a combination of both, it is important that students who have made an oral presentation get a chance to analysis what they have done, and then, if possible, repeat it again in another setting so that they do it better.

c. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly design they are, they may well encourage the natural use of certain repetitive language pattern and can be situated in the middle of our communication. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

d. Simulation and role-play

Many students derive great benefit from simulation and role-play. Students simulate a real life encounter (such as a business meeting, an interview or a conversation in an airplane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share.

When we give students these roles, we call the simulation a role-play. Thus we might tell a student You are a motorist who thinks that parking restrictions are unnecessary or You are Michelle and you want Robin to notice you, but you don't want him to know about your brother, etc. Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). When students are doing simulations and role-plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. Of course, we will allow them to be as creative as possible, but if they have almost no information, they may find this very difficult to do.