

CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, research problem, objective of the study, limitation of the study, significance of the study, and definition of key terms.

A. Background of the Study

In learning English, students must acquire four skills, including listening, speaking, reading, and writing. However, speaking is the main focus of this research. Speaking is the most needed skill for a person to work in professional career. Speaking is more than just forming grammatically correct sentences, it's a bit wide fields of mechanics, function, pragmatics, and social interaction (Kurum,2017). Hornby (1995) states that through speaking language learners will be judged most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person based on his or her ability to speak fluently and comprehensively. Speaking means the ability to express our idea, opinion, and communication about ourselves, the interesting, world and all thing around us through our sound system fluently with good pronunciations, grammar, suitable vocabulary, and a good understanding of the speaker and the listener (Rahmawati, 2019).

As one of the basic skills of English, speaking has an important role in the language learning process. This is the use of verbal language as a means of communication. Through speaking, students express their ideas, feelings, and desires to others. Many methods can be implemented in improving speaking skill,

such as discussion. Major activities that can be implemented to promote speaking are discussion, speeches, role-plays, conversation, audiotape oral dialogue journals, and other accuracy-based activities (Saputri, 2017). The ability to speak effectively is an essential element of success in any field. Improving Speaking ability, however, is not simple. Speaking involves more than just using accurate grammar and vocabulary in speaking.

Teaching speaking is one of the important points to improve students' speaking skill. Fluency in communication can increase students' ability to interact with many people and even foreigners. In the learning process, the teacher will encounter many problems so that the material can be understood by the students. Meanwhile, students will encounter problems in understanding what is taught by the teacher. Therefore, an appropriate strategy or method is needed to solve these problems. Some of the problems in speaking skill are fear of mispronouncing sentences, most students have a sense of insecurity and shyness to speak, they are afraid of mispronouncing sentences that do not match grammar and pronunciation. The next problem is the lack of vocabulary, mastering vocabulary can improve one's speaking ability. By mastering vocabulary students will not be confused in conveying something, on the contrary, if someone only masters a little vocabulary, it will make it difficult to speak. then the personality of the students plays a big role in determining how quickly and how correctly they will achieve this goal. Those who take risks who are not afraid to make mistakes are generally more talkative, but with many mistakes, they have made they will quickly correct them. Conservative and shy students may take a long time to speak confidently. However,

the most important thing in learning a foreign language, especially when improving speaking skill, is to be able to communicate. It does not require perfect English, so when students make mistakes, it is normal. As a teacher, we must correct these mistakes without offending students.

Cooperative learning methods are not new. Teachers have used it for years in the form of laboratory groups, project groups, discussion groups, and so on. Cooperative learning is a learning process in which individuals learn in small groups and help each other. Cooperative learning is more concerned with cooperation than the competition system between students (Singh & Agrawal, 2011).

Focus group discussion is a qualitative data collection technique that involves the active participation of the community through group discussions. Focus group discussion is not just interviews or chats. The distinctive feature of the focus group discussion method that other qualitative research methods are it does not have interaction. The continuity of the focus group discussion lies in the interaction of members, without interaction a focus group discussion turns into a focused interview group (Purnama, 2015).

By using focus group discussion in a relatively short time, perceptions, opinions, attitudes, motivations, knowledge, problems and expectations for changes related to certain problems can be explored. Focus group discussion can simply be interpreted as a discussion that is carried out systematically and directed at a particular issue or problem. Focus group discussion is a systematic process of

collecting data and information on very specific issues through group discussions (Irwanto, 2017).

There are some previous studies conducted by researchers. The first research conducted by Khosidah (2017) was entitled “Improving Students’ Speaking Skill Through Focus Group Discussion (FGD) Technique”, the study was conducted using a class action research design. The researcher concluded that the implementation of Focus Group Discussion (FGD) for the second grade students of SMP N 2 Mertoyudan could improve students' speaking skill. After using Focus Group Discussion (FGD), the students' speaking ability got better. They are more confident to speak in front of the class. Focus Group Discussion (FGD) also makes the class atmosphere more active. This is indicated by the average increase in pretest and posttest in each cycle. The average value of the pre-test in the first cycle was 70.55, and the average value of the post-test was 75.75. While the average value of the pre-test in the second cycle is 85.34 and the average value of the post-test is 92.25. The researcher analyzed that the students' speaking skill improved from cycle 1 and cycle 2.

The second research was conducted by Rahmawati (2019) entitled “The Use The Group Discussion Focus Technique to Improve The Speaking Ability Of Students of SMK Ahlu Suffah Muhammadiyah Bantaeng”. This study tried to answer the question “Does the implementation of Focus Group Discussion (FGD) technique improve the students’ speaking ability in terms of fluency at SMK Ahlu Suffah Muhammadiyah Bantaeng?”. This study used classroom action research as a data collection method. Based on the results of the study, it can be concluded that

using focus group discussion as a strategy in teaching speaking in terms of fluency can improve students' speaking ability. This can be seen from the test results at the end the cycle I and cycle II. The average score of students in the first cycle was 58 and increased in the second cycle with an average value of 69.21.

Based on research observation during internships, there are several reasons why researcher chose Focus group discussions in improving speaking skill. First, focus group discussion is one of the techniques in teaching English that can improve speaking skill and every student who is passive or not confident will be encouraged to participate in communicative activities. Second, focus group discussion is an interaction technique that students can enjoy when discussing an English learning topic. Third, focus group discussions not only solve problems with discussion but also practically account for their arguments in advance with all friends in the class. Another reason is that one of the teachers in the school who is also an expert has implemented Focus Group discussions since 2010 until now, there are many benefits from implementing this method but researchers focus on the benefits for students' speaking skill.

From the explanation above, the researcher hopes that this research will produce results that match the facts about the implementation of focus group discussions to improve speaking skill. With the implementation of this method, researcher hope that it will help teachers in providing appropriate and fun learning activities. In this study, the researcher conducted some interview with several students who had implemented this method to find out the improvement of their speaking skill during the implementation of the focus group discussion. Speaking

is one of the important skill that must be acquired by students. Like other cases, some students still feel nervous when speaking in front of the class. Therefore, the researcher carried out a research in examining the implementation of Focus group discussions that can improve students' speaking skill. The researcher conducted experimental research with the purpose, "**The Implementation of Focus group discussion to Improve Students' Speaking Skill at MAN 1 Nganjuk**".

B. Research Question

Based on the background of the research, the researchers found problems related to the implementation of focus group discussions in MAN 1 Nganjuk since 2010. Therefore, the research questions can be stated as follows:

1. How is the implementation of focus group discussion to improve students' speaking skill at MAN 1 Nganjuk?
2. What problems do students face and how to overcome them?

C. Objective of the Study

Based on the relation between the background of the study and the research question, the objectives of the study are as follows:

1. To describe the implementation of Focus group discussion to improve speaking skill at MAN 1 Nganjuk.
2. To describe the problems students face and how they solve them

D. Scope and Limitation

In this research, the researcher focuses on the implementation of Focus group discussion to improve speaking skill at MAN 1 Nganjuk. The researcher limits the data of the ten and eleven-grade students of MAN 1 Nganjuk.

E. Significance of the Study

This research contributes to the implementation of focus group discussion to improve speaking skill at MAN 1 Nganjuk. The researcher expects to give some knowledge to the teacher, the students, and the next researcher.

1. For the Teacher

Teachers can understand the implementation of focus group discussions. In addition, the teachers can contribute their experiences in using focus group discussion strategies in the learning process.

2. For the Student

The students can improve their speaking skill through focus group discussions. In addition, students are also able to solve problems quickly because of good cooperation.

3. For Next Researchers

The research can also be used as the foundation for the next research so as to help facilitate researchers.

F. Definition of Key Terms

To avoid misunderstanding and ambiguity of several terms used in the study. The following is a list of definitions related to research are as follow:

1. Implementation is an action that is carried out individually or in groups to the maximum to achieve the goals that have been formulated.
2. Speaking means the ability to express ideas, opinions and communication about ourselves, interesting, the world and everything around us through our voices

fluently with good pronunciation, grammar, appropriate vocabulary and a good understanding of the speaker and listener.

3. Focus group discussion is a systematic process of collecting data and information on very specific issues through group discussion