CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the review of related literature and previous research. The review of related literature explained some information related to speaking skill and Focus group discussion and the previous research describes research that has been done by other researchers as a reference for this research.

A. Speaking

This chapter consists of the definition of speaking, elements of speaking, types of speaking, teaching speaking, problems of speaking, and techniques of teaching speaking.

1. Definition of Speaking

According to Brown (2004: p.140) states that speaking as a productive skill can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking requires that speakers 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.

Tarigan (1990 in Muflikhah 2013) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the basic skill in learning a language. Indeed, people mostly use language for communication. 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 vocabularies and a good understanding of the speaker and the listener (Rahmawati, 2019).

Speaking is important for life processes and experiences. Speaking is also the most natural way to communicate. For most people, the ability to speak is the most basic human communication tool. Speaking can convey the meaning of an idea effectively, both the speaker and the listener must understand the conversational idea. There are many aspects of speaking skill that must be learned, including vocabulary, grammar, context and meaning, and pronunciation. From some of the theories above, it can be concluded that speaking is an important aspect of life. Everyone lives socially by communicating. The natural means of communication itself is speaking. So learning speaking skill is important. If we can speak fluently then the information we convey will be well received.

2. Elements of Speaking

Speaking is a complex skill that requires the simultaneous use of several different abilities, which often develop at different rates. The five elements that are generally regulated in analyzing the speech process are pronunciation, grammar, vocabulary, fluency, and comprehension (Ur, 2012). The elements are as follow:

a. Pronunciation

Pronunciation is segmental features, vowels and consonants and stress and intonation patterns. The speaker must be able to articulate words and create

physical sounds that carry meaning. At the word pronunciation level, second language learners often have problems distinguishing sounds in a new language that are not in a language they are already familiar with.

b. Grammar

Grammar defines as the way words are put together to make correct sentences (Ur, 2012). Grammar is using to be able to speak a foreign language, it is necessary to know some grammar because grammar is a language system for making new sentences. Therefore, grammar is very important in speaking because if the speaker does not master the grammar structure he cannot speak English well.

c. Vocabulary

Vocabulary defines as words in the language. However, it may include items that are more than one word (Ur, 2012). Vocabulary is a basic element in language. Vocabulary is a single word, phrase set, variable phrase, phrasal verb and idiom. Limited vocabulary mastery makes conversation almost impossible.

d. Fluency

In simple terms, fluency is the ability to speak freely without too much pause or hesitation. Meanwhile, fluency can be defined as the ability to keep walking when speaking spontaneously. When speaking fluently, students should be able to catch the message.

e. Comprehension

Comprehension defines as the ability to understand something for a reasonable understanding of the subject or as knowledge of what a situation looks like.

Comprehension is discussing mistakes by both speakers because understanding can get people the information they want.

Based on the theories above, the researcher tries to analyze the students' improvement by using categories that affect students' speaking ability.

3. Types of Speaking

Brown (2004: p.141-142), defines that there are five basic types of speech. The following are 5 basic types of speech, namely imitative, intensive, responsive, interactive and extensive.

a. Imitative is a type of performance speaking is the ability to imitate a word or phrase or maybe a sentence.

b. Intensive is a type of speaking in which the speaker cannot interact with the interlocutor but the speaker knows well the linguistics of a language. Intensive speaking can be initiated alone or can even be part of some pair work activities, in which learners learn certain forms of language.

c. Responsive is the type that includes interaction and understanding of the test but to some extent very short conversations, standard greetings and small talk, simple requests and comments.

d. Interactive is a type of interaction that can take two forms of transactional language, which aims to exchange certain information, or interpersonal exchange, which aims to maintain social relations. Interactive which is done to covey or exchange certain information is an extension of Responsive language.

e. Extensive (monologue), extensive oral production tasks including speech, oral presentation, and storytelling, where opportunities for oral interaction from the listener limited.

4. Teaching Speaking

Teaching speaking is one of the important points of student skill. Fluency in communication can improve students' ability to interact with many people and even strangers. In the learning process, the teacher will encounter many problems so that the material can be understood by students. So the teacher needs to understand effective learning techniques, especially to improve students' speaking skill.

According to Brown (1994: p.268-269) states, there are seven principles for designing speaking techniques. The first is using techniques that cover the learner's needs, from language based on a focus on accuracy to messages based on interaction. The second is to provide techniques that can motivate intrinsically. third, encourage the use of authentic language in a meaningful context. Fourth, provide appropriate feedback and correction. Fifth, take advantage of the natural connection between speaking and listening. Sixth, provide opportunities for students to start communication by speaking. The seventh is cncouraging the development of students' speaking strategies.

Based on the explanation above, it can be understood that all the principles for designing students' speaking techniques. Teachers can implement the principles above to support their learning in class. This is done to achieve good results, namely being able to improve students' speaking skill.

5. Problems in Speaking

This is also explained by according to Ur (1996), there are many factors that affect causing difficulty in speaking. The problems as are follow (a) shyness and inhibition, (b) there is nothing to say, (c) participation is low or uneven, and (d) use of mother tongue,

a. Shyness and Inhibition

In contrast to reading, writing, and listening activities, it takes real time to speak. Students are worried about saying something in a foreign language in class, students are afraid of making mistakes, being criticized or losing face.

b. There is nothing to say

Students have no motive to express themselves and don't want to talk. When a teacher asks something, the student can't think of anything to say. students tend to be silent and say nothing.

c. Low individual participation

Only one participant can speak at a time so all other students can only hear. In large groups, each participant will have a short time to speak. Some students tend to dominate discussion forums, while others spend very little or nothing.

d. Use of mother tongue

As a consequence of the environment, they tend to use their mother tongue because it is easy to do so. This makes it difficult for students to speak other languages.

6. Technique of Teaching Speaking

Several teaching techniques that can be implemented in the classroom. The following are teaching techniques in speaking, namely brainstorming, mind maps, cooperative learning, dramatization, discussion, role-play, storytelling, interviews and picture descriptions (Kayi, 2006).

a. Brainstorming

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a problem. Problem-solving is the process of selecting and using effective and useful tools and behaviors among various potentials to achieve targets. It contains scientific methods, critical thinking, decision making, reviewing and reflective thinking. This method is used in the problem-solving process to generalize or make a synthesis. It gives students to face problems boldly and face them in a scientific approach. It helps students to have a useful view of other people's ideas and to help each other. On certain topics, students can generate ideas in a limited time. individual or group brainstorming is effective and students generate ideas quickly and freely (Murugesan, 2019)..

b. Mind Map

Mind Map is a learning and teaching technique. Mind Map visually depicts the relationship between concepts and ideas. Mind maps have concepts that are connected by words and phrases that explain the relationship between ideas that can help students to organize and organize their thoughts so that they better understand information and find out new relationship and remembers information for a long time. Mind maps help better learning and effective attainment.

c. Cooperative Learning

Cooperative learning is a teaching technique by forming small teams consisting of students with different ability levels. Cooperative learning uses a variety of learning activities to increase their understanding of a subject. Each team member is responsible not only for learning what is being taught but also for helping teammates learn, thereby creating an atmosphere of achievement. Students work on assignments until all members understand and complete them. Cooperative efforts result in participants striving for mutual benefit for all group members.

d. Dramatization

Dramatization is one of the modern teaching techniques teaching students how to behave in situations with life is. The physical environment/costumes/accessories are important and affect students' concentration. Students use their imagination thereby increasing their ability of creativity. It provides direct involvement in learning on the part of all students, improves their language use, communication/speaking and listening skill and allows for exploration of solutions.

e. Discussion

Discussion is a technique where students can aim to conclude, share ideas about an event, or find solutions in their discussion groups. Before the discussion, the purpose of the discussion activity must be determined by the teacher. In this way, discussion points are relevant to this purpose, so students don't spend their time chatting with each other about irrelevant things. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group. Then each

group works on their topic for the allotted time duration. The final step of the discussion is to present their opinions and conclusions in front of the other groups.

f. Role-Play

Another technique to get students to talk is role-playing. Students pretend they are in a various social contexts and have various social roles. In role-playing activities, the teacher provides information to students such as who they are and what they think or feel. Students do role play in front of other students by explaining their roles.

g. Storytelling

Storytelling is the right technique to improve students' speaking. Students could briefly summarize a story or stories they heard from someone before, or they could create their own stories to tell their classmates. Storytelling fosters creative thinking and helps students express their ideas through a story. Students can also tell riddles or jokes. The teacher can implement this technique before the lesson begins, the teacher can call some students to tell a short riddle or joke as an opening. In this way, the teacher will not only discuss the students' speaking ability but also get the class's attention.

h. Interview

Students can conduct interviews on selected topics with a variety of people. The teacher gives students rubrics to let them know what types of questions they can ask or what path to follow, but students must prepare their interview questions. Conducting interviews can allow students to practice their speaking skill not only

in class but also outside and help them socialize. After the interview, each student can present the results of the interview in front of other students.

i. Picture Descriptions

One way to use pictures in speaking activities is to give students only one picture and ask them to explain what is in the picture. For this activity, students can form groups and each group gives a different picture. Students discuss the picture with their groups, then the spokesperson for each group explains the picture to all students. This activity fosters students' creativity and imagination as well as public speaking skill

B. Cooperative Learning

This chapter consists of the definition of cooperative learning and types of cooperative learning.

1. Definition of Cooperative Learning

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). Slavin (1982) defines cooperative learning as a learning approach in which students work together in a heterogeneous group whose members consist of four to six people. The heterogeneity of group members is viewed from various angles, such as academic ability, gender, and social status. In cooperative learning refers to the instructional method in which students of all levels work together in Small-groups to achieve a common goal. An important feature of cooperative learning is that successful students help other students to be successful. 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 does not always make all members successful, because the success of this method is not only based on cooperation between members but also based on the efforts of each member in taking every opportunity. Students who tend to be shy and do not take the opportunity to express their ideas will remain passive and do not improve their abilities, especially their speaking skill. But for students who are willing to take every opportunity, the results will improve their abilities.

2. Types of Cooperative Learning

There are four types of cooperative learning. Formal cooperative learning can be implemented to teach specific content, informal cooperative learning can be implemented to ensure active cognitive information processing during hands-on teaching, cooperative basic groups can be implemented to provide long-term support and assistance, and constructive controversy can be implemented to make academic, intellectual conflict to improve achievement and creative problem-solving. (Johnson & Johnson, 2018)

a. Formal Cooperative Learning

Formal cooperative learning as students works together, for one class period to several weeks, to achieve shared learning goals and complete specific tasks such as solving problems, reading complex text materials, writing essays or reports, doing survey or experiment. The teacher introduces lessons, assigning students to groups gives students the material they need to complete her job. The teacher

explains the task, teaches any concepts or procedures that students need to complete the task. Students work on the task until all group members have managed to understand and complete it. While students work together, the teacher checks from group to group to monitor their interactions. The teacher helps students who are confused and do not understand the assignment. After the task is complete, the teacher evaluates the success of this learning method so that students can improve for the better in the next lesson.

b. Informal Cooperative Learning

Informal cooperative learning is where students work together to achieve a common goal in temporary groups lasting from a few minutes to one class period. during hands-on teaching, teachers organize informal cooperative study groups. Students engage in focused discussion three to five minutes before and after live teaching. Informal cooperative learning can create a conducive learning atmosphere, focus students' attention on the material to be studied, and set expectations about what will be discussed in class sessions. During hands-on teaching, teachers check that students are doing intellectual work by explaining what they are learning, organizing material conceptually, summarizing it, and integrating it into an existing conceptual framework.

c. Cooperative base group

Cooperative base groups are long-term heterogeneous cooperative learning groups where students provide mutual support and help each other to make academic progress by completing assignments. The use of basic groups tends to increase attendance, personalize required work and school experience, and

improve the quality and quantity of learning. Base groups have permanent membership with peers to allow students to develop with each other in cognitively and socially healthy ways and influence members to exert effort to achieve it.

d. Constructive controversy

Constructive controversy can be implemented to create intellectual conflict to enhance achievement and creative problem-solving. constructive controversy as ideas, information, conclusions, theories, and opinions that do not agree with the other, and both seek to reach an agreement in their best judgment. The constructive controversy involves disagreements and arguments. Differences of opinion are defined as differences in conclusions, especially from the majority. Argumentation is a social process in which two or more individuals engage in a dialogue in which arguments are constructed, presented, and critiqued. The theory underlying constructive controversy holds that the way conflict is structured in a situation determines how individuals interact with one another, which in turn determines the quality of the outcome. The process of seeking approval adjusts to the opinion of the majority and reaches a public consensus. The results produced by the Controversy process tend to include higher quality decision making and achievement.

C.   Focus Group Discussion

This chapter consists of the definition of Focus Group discussion, the characteristic of Focus Group discussion, procedures of Focus Group discussion,

types of Focus Group discussion and advantages and disadvantages of Focus Group discussion.

1. Definition of Focus Group Discussion

Focus group discussion is a qualitative data collection technique that involves the active participation of the community through group discussion. Focus group discussion is not just interviews or chats. The distinctive feature of the focus group discussion method that other qualitative research methods do not have is 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).

Focus group discussion is a qualitative data collection method involving 6 to 12 people with shared characteristics related to a particular discussion topic and led by a trained facilitator (Silajdzic, 2017). Discussions are facilitated using a semi-structured interview guide to foster active and in-depth participation discussion. The semi-structured nature of the discussion aims to investigate the

specifics of a predetermined topic while allowing flexibility, and stimulating participants to share and discuss with one another.

Focus group discussion is a group, not an individual. In the focus group discussion, the moderator must view the focus group discussion participants as a group, not individuals. Focus group discussion throws the topic to the group, not to the focus group discussion participants. Focus group discussions are focused discussions not free discussions. during the discussion, the moderator must focus on the purpose of the discussion, so that the moderator will always try to return the discussion according to the topic of the problem. From the above theories, it can be concluded that focus group discussion is a group to discuss systematically to solve certain problems. In addition, the focus group discussion requires students to be active in speaking. this will indirectly improve students' speaking ability.

2. Criteria of Focus Group Discussion

In guiding the Focus group discussion to obtain optimal results, several criteria need to be considered. The Focus group discussion criteria there are 6, namely as follows:

a. Number of participants in the group

Focus Group Discussion consists of people with heterogeneous characteristics and the same level of understanding of a topic. (Dawson, Manderson & Tallo, 1993 cited Irwanto, 2006) defines the ideal number of focus group discussion as 7 to 11 people. Participants are selected from the population or community that is relevant to the problem at hand. A larger number of participants

can give another advantage in that it broadens the perspective and experience of participants, but it will take longer and may not focus on the problem at hand.

b. Qualitative data collection process

Focus group discussion is a process of collecting various data and various information about problems related to language topics so that in the focus group discussion the process is prioritized. Focus group discussion are not conducted to produce direct problem solving or reach consensus unless the topic discussed is problem-solving, then this focus group discussion is useful for the identification of various strategies and problem-solving options.

c. Questions during Focus Group Discussion

The quality of questions asked in focus groups can make a big difference in the type of information obtained. Irwanto (2006) defines that questions are the key to the discussion. Therefore, it provides several ways to develop questions. The first is to read the research objectives and framework. the second is to write 5 general questions and then turn them into specific questions. The third is to formulate questions in simple and clear language. The last is to test the questions to discussion members to find out whether the questions that have been prepared are by following with the objectives of the research and the holding of the focus group discussion and whether the language used is easily understood by the focus group discussion participants.

In contrast to interviews, in focus group discussion, the moderator does not always ask questions. The moderator's job should not be to ask questions but to present a problem, case, or incident as a trigger for discussion. In the process, he

often asks questions, but this is only done as a skill in managing the discussion so that it is not dominated by some participants or so that the discussion does not get stuck (Irwanto, 2006).

d. Focus of topic

Focus group discussion is a discussion with a clear focus on the problem and topic as a material for discussion and joint discussion. Thus the discussion topics specified in the questions can develop according to the topic and are arranged sequentially to make it easy for participants to understand.

e. Group discussion time

Focus group discussion time ranges from 60-90 minutes so that participants do not get bored or tired and it is too short so that the data obtained is not too shallow. Focus group discussion can be conducted several times and in stages depending on the purpose of the discussion.

f. Place of Focus Group Discussion

The focus group discussion should be held in a neutral place so that participants can freely express their opinions.

3. Procedures of Focus Group Discussion

Silajdzic (2018) defines focus group discussion must containing three parts, namely the opening, exploration and closing sections. The opening (or engagement) section includes instructions for welcoming the group and provides an initial introduction from the facilitator, note-taker and participants. The opening also explains the purpose of the discussion, the reasons participants were chosen to be part of the focus group discussion, and the future use of the data. In addition, it also

explains the roles of facilitators, note-takers and participants, the expected duration of the discussion, discussion rules and how the discussion will take place, emphasizing the importance of participants' honesty responses, interactions, and that there is no right or wrong answer and explain things that are still related to the discussion in a language understood by the participants. Second, the exploration section is the main part of the focus group discussion. This section lists all the questions to guide the discussion, as well as probing questions that may fall in a logical order. The third closing section (or out), which provides guidelines for ending the focus group discussion. In closing, the moderator invite participants to provide further information or input and explain the larger process that will be completed in the future.

According to Rahmawati (2019), before the focus group discussions begin, the facilitators need background information such as their age, background knowledge on the topic, skill, and other permanent information. The type of information to collect depends on the topic of the focus group discussion. Once this is done, The first is (1) a brief introduction, purpose and scope of the discussion (2) Participants are asked to provide their name and brief background information about themselves. (3) Structured discussion around the main themes using pre-prepared questions on the topic. (4) During the discussion, all participants are allowed to participate. (5) Use a variety of moderation tactics to facilitate the group. Tactics that moderators can use include:

    a. Stimulate participants to talk to each other, not necessarily with the moderator.

b. Encourage shy participants to speak.

c. Discouraging through verbal and nonverbal cues.

4. Types of Focus Group Discussion

There are 5 types of Focus Groups, namely Two Way, Dual Moderator, Duel-Moderator, Respondent-Moderator, Mini Focus Group and Online Focus Group (Agadoni, 2017)

a. Two-way

Two-way is a type of discussion that involves one group watching another group answer questions posed by the moderator. By listening to what other groups are thinking and saying, the listening group can facilitate more discussion and potentially draw different conclusions.

b. Dual Moderators

Two moderators collaborate in this type of focus group. One moderator is in charge of asking questions and the other is making sure questions are answered. Focus groups with two moderators usually result in more productive sessions.

c. Duel-moderator

Duel-moderators are focus groups that pit one moderator against another to explore opposite sides of an issue. By supporting alternative viewpoints, moderators can introduce discussion points that lead respondents to consider and draw new conclusions, which encourage additional insights. The goal of duel-moderated focus groups is to facilitate new ideas by introducing new ways of thinking and different points of view.

d. Respondent-moderator

This type of group is one or more participants in the group leader as moderator. This is done to change the dynamics of the group and produce a more varied response.

e. Mini Focus Groups

Mini focus groups are focus groups with fewer participants, usually four or five, creating more intimate groups.

f. Online Focus Groups

Online focus groups are focus discussions that involve participants responding and sharing information through online means. Online focus groups were created to reach more participants.

From several types of focus group discussions, researchers will focus more on the implementation of the mini focus group type.

5. Advantages and Disadvantages of Focus Group Discussion

Silajdzic (2017) defines that focus group discussion has advantages and disadvantages. the advantages of focus group discussions include (1) Focus group discussion is considered a low-cost method with a flexible format that allows the facilitator to explore unexpected problems. (2) Due to its flexible design and exchange among participants, discussions can lead to the discovery of attitudes and opinions that may not be expressed through methods that target individuals, such as structured interviews or surveys. (3) Focus group discussion allows for the rapid collection of multiple perspectives on the topic under investigation, thereby generating more information more quickly than in individual interviews. (4) Interaction between focus group discussion participants provided broad insight, so

that minimize unique or unfamiliar opinions. focus group discussion is an excellent method for obtaining information from multiple points of view. But focus group discussion may not be the best method for exploring sensitive topics that participants may feel embarrassed or uncomfortable with.

The disadvantages includes, (1) Tend to undermine the validity and reliability of the findings. (2) Confidentiality of information shared during discussions is limited. (3) Risk of the discussion being distracted by topics that may not be the main focus topics. (4) The risk of discussion being dominated by one or more individuals, thus silencing other participants or simply making them agree with the dominant person. As with qualitative methods, the data generated through focus group discussion cannot be generalized to the entire population. Focus group discussion show different views and opinions but not their distribution in society. The data generated through focus group discussion need to be interpreted in the context of the uniqueness of each group of characteristics. In other words, focus group discussion needs experienced facilitators for reliable information and analysis and skilled interpretation to maximize the outcome of the discussion.

D.   Previous Research

The first research is 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 SMPN 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 made the class atmosphere more active. This is shown 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, 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. Students' speaking fluency increased from their practice in class. This increase could be shown by the increasing pre-test and post-test scores in each cycle. Researchers could count the number of students who can pass the passing grade. The percentage of the pretest score of cycle 1 that passed the completeness (KKM) was 21.2%, while in the post-test there was 69.70% who passed the completeness. In cycle 2 there were 100% who passed the passing grade. From the data above, the researcher can conclude that there is an increase from the pre-test 74 who passed the passing grade. Moreover, in cycle 2, all students could surpass the passing grade (KKM).

The same research on speaking and focus group discussions has been carried out by previous researchers: The second research is conducted by Rahmawati (2019) was purpose "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 could be concluded that using focus group discussion as a strategy in teaching speaking in terms of fluency can improve students' speaking ability. This could 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. In addition, focus group discussion could help students be more confident in speaking activities. During teaching and the learning process using focus group discussion, students became more active and enthusiastic in learning English. In addition, they paid more attention when the researcher explained the focus group discussion material.

To confirm the results of the discussion in speaking and focus group discussions, the researcher tried to do other research related to this. The researcher conducted another research to use Focus group discussion in teaching speaking. The researcher conducts with class X and XI MAN 1 Nganjuk. The difference between other studies and this research is in the method of using focus group discussion in teaching speaking, research methodology, setting and participants.