

**THE IMPLEMENTATION OF FOCUS GROUP DISCUSSION (FGD)
TECHNIQUE IN TEACHING SPEAKING SKILL AT EIGHTH GRADE
STUDENTS OF SMP AL AZHAR SYIFA BUDI SOLO IN THE
ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements
For the degree of *Sarjana*



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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Sarwoko and Mrs. Muryani who always give love, support, and prayers
2. My beloved brother Ghayzan Dyadin Athif Muysar
3. My Almamater UIN Raden Mas Said Surakarta
4. Myself, Lisa Taathia Insani who always tried and didn't give up to finish this thesis

MOTTO

“There is no one who doesn't through adversity, you have to keep going, don't think, just keep going, you will improve without you realizing it”

Min Yoongi

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Implementation of Focus Group Discussion (FGD) Technique in Teaching Speaking Skill at Eighth Grade Students of SMP Al Azhar Syifa Budi Solo in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, December, 7, 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher



Lisa Taathia Insani

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ABSTRACT

Lisa Taathia Insani. 2023. The Implementation of Focus Group Discussion (FGD) Technique in Teaching Speaking Skill at Eighth Grade Students of SMP Al Azhar Syifa Budi Solo in Academic Year 2022/2023. Thesis. Surakarta. English Language Education. Cultures and Languages Faculty. UIN Raden Mas Said

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This research paper is intended to describe the implementation of focus group discussion (FGD) technique by the English teacher in teaching speaking skill at eighth grade students of SMP Al Azhar Syifa Budi Solo in academic year 2022/2023. In this school, the researcher did observations three times, the materials were about recount text, job, and degree of comparison. The problems are (1) How does the teacher apply FGD technique in teaching speaking at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023? (2) What are the advantages and disadvantages of using FGD technique by the English teacher at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023?

In this research, the researcher used qualitative method and descriptive design as the research design. The subject of this research was the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023. The data were collected from the observation, interview, and documentation. The data were analyzed by data reduction, data display, and draw conclusion. The researcher used triangulation technique.

The research findings showed that the English teacher implemented focus group discussion technique in teaching speaking skill. The researcher found the answer of the research problems, (1) The procedure of focus group discussion technique used by the teacher were opening, opening question, discussion, ending question, and reading summary and conclusion. Based on the interview, the teacher found some advantages and disadvantages in implementation of focus group discussion. (2) The advantages were the teacher can see the development of students' speaking skills, the teacher can observe how students socialize with friends, the teacher can see students' improvement their in conveying their ideas, the teacher also can see the students' encourage in presenting their project. The disadvantages were group setting could have an impact on the individual responses, a little number of focus group could restrict the standard to result, biased in choosing the members of group. This research described the procedures, advantages and disadvantages of implementation FGD technique. This research is expected can guide English teacher in implementation FGD technique and can help other researcher who wants to conduct a research about FGD.

Keywords : Speaking, Teaching Technique, Focus Group Discussion (FGD).

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skills that students have to master, namely listening, speaking, reading, and writing. As stated by Morrow (2004), receptive and productive skills are the combination of four skills; listening, reading, speaking, and writing skills. Having good skill in speaking in language learning is very essential (Richard and Roger, 1986). Speaking skill is very important for their life, students should develop their speaking or communicative skills because through speaking they can express and learn to adapt to certain social condition and cultural rules (Kayi, 2006).

Meiarta (2013) states that some students struggle to gain speaking abilities since they do not often communicate in English. In the speaking class, the students appear to be unresponsive. Nevertheless, involvement in class, particularly speaking, is crucial for all language skills. When their speech improves, their English will follow naturally. According to Burkart (1998), language learners need to recognize that speaking involves three areas of knowledge, namely mechanics (pronunciation, grammar, and vocabulary), functions (transaction and interaction), social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). Teacher's technique in teaching speaking will influence the teaching and learning process.

According to Hoque (2016), teaching technique is a well-defined procedure used to accomplish a specific activity or task. Dotse (2017) stated that techniques are the unique ways of carrying out a particular task, in the teaching and learning process. There are so many techniques that teacher can use in teaching and learning process, for example; pair works, discussion, snowballing, collaborating, etc. From techniques that mentioned above, this research will focus on the teacher who used focus group discussion as the technique in teaching and learning process.

Using this technique in a classroom setting is not difficult. This can help students improve their speaking skills as well as their capacity for original problem-solving, reflective thought, application, and evaluation. Group discussion is one type of discussion method (Sudrajat, 2010). The most of discussion theories are comparable to focus group discussions (FGD); the only distinction is the amount of persons who used this technique. Every student in the discussion focuses on the same subject. Focus groups cover a variety of themes, therefore students should divide into numerous groups of 6 to 8 people, with each group discussing a subject that is distinct from the others.

From the benefits of the focus group discussion mentioned above, FGD will be an effective method that teachers can use to teach speaking, but some teachers do not know how to apply it correctly. This research attempt to investigate how an English teacher at SMP Al Azhar Syifa Budi Solo applies a FGD in English lesson which applied Merdeka Curriculum on their

teaching program. Based on the pre-research that was conducted on October 2022, the researcher collect the information through observation. From the observation, the researcher found that the students are less active in participating in speaking activity, some students are unconfident to speak, some students pay less attention to the teacher, and some students get bored during the class. Those facts motivate the teacher to implement FGD as the learning technique. From the observation, the researcher also found that the English teachers of eighth grade were two teacher, the materials were about job, recount text, and degree of comparison, and the total of classes of eighth grade were five classes.

One of the researchs that raised the same theme about FGD is by Khosidah (2017) with titled *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.

Another research which also raised the same theme is the research conducted by Mangisatun Khasanah untitled *The Effectiveness Of Using Focus Group Discussion Method In Teaching Speaking at The Eighth Grade of SMPN 20 Purworejo In The academic Year Of 2016/2017*, In this

research, the researcher obtained 32 students of eighth class of SMPN 20 Purworejo. The result of this research was more efficient to advance students' speaking skill.

From the two previous studies above, the main activity of FGD are opening, discussion, and closing. Other than, several things makes this research different from the previous studies, that are the FGD have not widely used in junior high school. Not only that, at SMP Al Azhar Syifa Budi Solo, when the English teacher used group discussion in the learning activity, the students looked more excited. Because of that phenomena, the researcher will do a research about the procedures of the English teacher in teaching speaking using FGD technique.

In this study, using discussion for teaching speaking will be focused on the way the teacher used the FGD and find what the advantages and disadvantages in applying focus FGD in teaching speaking. Based on the explanation above, the researcher interested in conducting the research entitled **“The Implementation of Focus Group Discussion (FGD) Technique in Teaching Speaking Skill at Eighth Grade Students of SMP Al Azhar Syifa Budi Solo in Academic Year 2022/2023”**

B. Identification of the Problems

Based on the background of study above, the problems can be formulated as follows:

1. Students are less active in participating speaking in speaking activity.
2. Some students are unconfident to speak.

3. Some students pay less attention to the teacher.
4. Some students get bored during the class.

C. Limitation of the Problems

This research is limited to the application of FGD technique in teaching speaking skill based on theory from Nurmasitah (2018) and the advantages as well as the disadvantages of using FGD defined by Silajdzic (2017) at eighth grade students of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023. It is conducted using three methods which are observation, interview, and documentation.

D. Formulation of the Problems

1. How does the teacher apply FGD technique in teaching speaking at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023?
2. What are the advantages and disadvantages of using FGD technique by the English teacher at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023?

E. Objectives of the Study

1. To describe how the teacher applies FGD technique in teaching speaking at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023.
2. To investigate the advantages and disadvantages from using FGD technique by the English teacher at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023.

F. Benefits of the Study

The benefits of this study are as follows:

1. Theoretical Benefits

- a. Giving description about the English teacher apply FGD technique in teaching speaking at eighth grade students of SMP Al-Azhar Syifa Budi Solo.
- b. Giving a useful description for any further researcher who wants to study the topic, hopefully this study becomes a helpful source of information and reference.

2. Practical Benefit

- a. To the readers

Hopefully, they will gain a lot of knowledge of how the teacher apply FGD technique in teaching speaking at eighth grade students of SMP Al-Azhar Syifa Budi Solo.

- b. To the researcher

Hopefully, this research will be able to give valuable information dealing with the usage of FGD technique in teaching speaking at eighth grade students of SMP Al-Azhar Syifa Budi Solo.

- c. To the headmaster

Hopefully, it is expected that the result of the research can increase the quality of the technique used by English teachers in teaching speaking at SMP Al-Azhar Syifa Budi Solo

G. Definition of Key Terms

1. Speaking

According to Chaney in Wahyudi (2020), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

2. Teaching Technique

Technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom. In other word, technique includes all task and activities (Brown, 2000).

3. Focus group discussion (FGD)

FGD is an interactive discussion between 6 to 8 participants, led by a trained moderator and focusing on a specific set of issues. The aim of a FGD is to gain a broad range of views on the research topic over a 60-90 minute period, and to create an environment where participants feel comfortable to express their views (Hennik, Hutter, & Bailey, 2011). FGD can be useful way to improve students' speaking ability.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a. Definition of Speaking

According to Brown (2004) 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. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language. Speaking calls on speakers to possess not only the ability to generate a certain aspect of language, such as grammar or pronunciation, but also the knowledge of how, when, and why to do so.

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 crucial to life's experiences and activities. The most natural form of communication is speaking. Speaking is the most fundamental form of human communication for the majority of people. Speaking successfully can make an idea clear, but both the speaker and the audience must comprehend the topic at hand. Vocabulary, grammar, context and meaning, as well as pronunciation, are only a few of the numerous components of speaking ability that need to be mastered. Speaking is a crucial part of existence, as can be seen from some of the views presented above. Everyone communicates in order to live socially. Speaking is the only form of communication that comes naturally.

From definitions of speaking mentioned above, speaking is a basic skill in communication, such as expressing expression, ideas, feeling, emotions, etc. Therefore, speaking is a skill that must be mastered in order to interact with others and facilitate other social activities.

b. Function of speaking

There have been many attempts to categorize the types of speech in human interaction. Brown and Yule in Arodjiah (2020) made a useful distinction between the interactional functions of speaking, in which it serve to establish maintain social relations, and the

transaction functions, which focus on the exchange of information. Brown and Yule in (Richard, 2008) divide the function of speaking into three part versions: (1) talk as interaction, (2) talk as transaction, (3) talk as performance.

1) Talk as interaction

Conversation as interaction describes interaction that primarily serves a social purpose and refers to what we typically mean by "chat." People greet each other when they first meet, engage in small conversation, share recent experiences, and so on in an effort to be nice and create a relaxed environment for interaction. Instead of concentrating on the message, they pay more attention to the speakers and how they want to be perceived by one another.

2) Talk as transaction

Talk as a transaction refers to situations where the focus is on what is said or done. They interact socially with one other in order to communicate their message and be understood properly and accurately. Burns (Richard, 2008) distinguishes between two different types of talk as transactions. In the first, people are primarily focused on what is said or accomplished, like when asking someone for directions. The second kind of transaction focuses on acquiring goods or services, such booking a hotel room or placing a food order at a restaurant.

3) Talk as performance

Talk as performance is a helpful name for the third sort of discussion. Public talk, also known as talk that broadcasts speeches and public announcements, is referred to here.

Based on the theories above, it can be concluded that speaking has three functions: (1) talk as interaction, which places more emphasis on social interaction in the community; (2) talk as transaction, which refers to a person's message being understood by others; and (3) talk as performance, which places more emphasis on formal settings like speeches.

c. Types of Speaking

Nunan (in Brown, 2001) writes that generally there are two types of spoken language, as follow:

1) Monologue

According to Brown, When a single speaker uses spoken language for an extended period of time, as in speeches, lectures, readings, news broadcasts, and the like, the listener must process the information without interruption, and the speech will continue whether or not the listeners understand what the speaker is trying to say.

2) Dialogue

It is different with monologue; Nunan (2001) says that dialogue is the speaking that involves two or more speakers.

When the listener can't understand what the speaker is saying, the interruption may occur during the speech.

Nunan, according to Harmer (2007) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Brown (2003) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

(a) Imitative

The ability to just repeat back (imitate) a word, phrase, or possibly a sentence is at one end of a continuum of sorts of speaking performance. Although though this is only a phonetic level of oral output, the criterion performance can be used to infer a number of prosodic, lexical, and grammatical aspects of language.

(b) Intensive

The production of brief oral language segments intended to show proficiency in a constrained range of grammatical, phrasal, lexical, or phonological relationship is a second style of speaking that is widely used in assessment contexts (such as prosodic element-intonation, stress, rhythm,

juncture). Directed response exercises, reading aloud, phrase and dialogue completion exercises, and picture-cued tasks with simple relationships and sequences up to the level of simple sentences are a few examples of extensive assessment tasks.

(c) Responsive

The interaction and comprehension tests that were part of the responsive assessment tasks were limited to extremely brief interactions, the usual introductions and small talk, straightforward requests and comments, and the like.

From the explanation above, it can be conclude that speaking is divided into two types, which are monologue and dialogue. Monologue is a speech delivered individually, while dialogue is conversation between two people or more.

d. Components of Speaking

According to Hughe (2003), there are five components of speaking, namely: pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronunciation

Students can talk more clearly by pronouncing their words while they speak. When a pupil has clear pronunciation and intonation, even with minimal vocabulary and grammar, they are able to communicate successfully. The use of words in a

conventional or customary manner is referred to as pronunciation. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001). Understanding a set of sounds or individual words is not equivalent to mastering English pronunciation. Instead, it involves mastering and using the specific.

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that pronunciation covers a wide range of elements, including articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.

2) Grammar

For students to organize proper sentences in conversation in both written and oral forms, grammar is a necessity. Grammar is described as a methodical approach to accounting for and forecasting an ideal speaker's or hearer's language proficiency. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004). Moreover, the other definition of grammar stated

by Greenbaum and Nelson (2002) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). Thus, from the statements above can be concluded that the function of grammar is to order sentences' correct meanings according to their context. It also helps each communicator avoid misunderstandings.

Moreover, Nelson (2001) states that grammar is the study of how words combine to form sentences. Thus from the statement above, it can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. In another hand, Batko (2004) claimed that grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. Thus, it means that grammar is very important in order to make a good sentence.

3) Vocabulary

A large vocabulary is necessary for effective second language usage because without it, we cannot put the structure and function we may have learned for understandable communicative use to use. One could argue that the ability to effectively communicate

through language is a key to success. Knowing a variety of vocabularies will make it simpler for us to convey our ideas, feelings, and thoughts, whether orally or in writing. Vocabulary is defined as the proper diction or the most significant thing in a language, especially while speaking. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003). It means that in order to understand spoken language or speaking, the vocabulary used must be very common and used in regular speech. Learning vocabulary is a fundamental component of learning a language. Words, their meanings, proper spelling, and pronunciation are all important concepts for students to understand. As a result, when teaching vocabulary, teachers must be cautious to convey both the meaning and the spelling and pronunciation of each word. The understanding of word meanings is referred to as vocabulary. What complicates this definition is the fact that words come in at least two forms: oral and written.

The words we use when speaking or reading aloud are considered to be part of our oral vocabulary. The words in our written vocabulary are those whose meanings are clear whether we write or read aloud. These are crucial distinctions since the vocabulary that beginning readers are familiar with consists primarily of vocal representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy

than does the oral vocabulary (Hiebert and Kamil, 2005). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002). In relation, the researcher concludes that vocabulary is a variety of words which are important in learning English as second language.

4) Fluency

The capacity to communicate accurately, fluently, and in a communicative manner is referred to as fluency. Fluency often refers to the ability to speak easily and continuously. If a teacher wishes to assess a student's fluency during the teaching and learning process, the teacher lets them speak freely and without interruption. The goal is for pupils to communicate clearly and comfortably. As stated by Pollard (2008), the teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation. Considering that, fluency means the ability to speak a foreign language with ease and accurate.

5) Comprehension

Understanding is the capacity to take in and analyze long stretches of language and to construct interpretations of individual sentences. As comprehension of a second language cannot be directly observed, it must be inferred from overt verbal and

nonverbal cues, through the use of tools, or by the teacher's or researcher's intuition. Referring to Cohen et al. (2005), Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

As a result, it can be inferred that in speaking, comprehension refers to the speakers' understanding of what they are saying to the listeners in order to prevent information from being misunderstood; in addition, its purpose is to enable the listeners to quickly understand the speaker's information.

e. Style of speech in speaking skills

Formal language should be used in formal situation. Richards et al, (1997) mentioned formal speech or formal language refers to the language that we commonly used in situations when the speakers is very careful about choice of words, sentence structure and pronunciation. The formal language can be found in school, forum, or in seminar. When talking in the educational environment such as forum, the language will be more polite, structured, normative and polite. It means that formal language briefly depends on the situation. Context when someone speaks significantly influence the use of language. It related with the statement of Labov, formal language is categorized by some special consideration to rules (Labov 1972). The certain rules mean there are limitations to

produce language. The limitation appears in a certain situation. It is used to make a communication event appropriate to the social situation. In consequence, the formal situation causes someone to communicate in the formal language.

The use of formal language surely decreases the flexibility and spontaneity in produce language. Some norms are resisted the language used. There such a things that should be do and demand to do. The norms come by the peoples' behaviors that are acceptable by the society (Irvine, 1979). It means that when using formal language, there are particular rules or forms of the language that acceptable. There is also rules of language that we cannot use in formal language.

It is very necessity to speak appropriately in an appropriate time. Formal language is the kind of language that used in the formal situation. In use formal language, there are some things that should be considered. For example, choosing right vocabulary, avoiding abbreviation and slang. These considerations can be known as a rule or code that define and characterize formal language.

Informal language is the language that should be used in an informal situation. Kraut et al (1990) in their research explained that informal language is when there is no limitation of rules and hierarchies. All those forms that limit people in produce the

language, are eliminated. It means that informal language refers to the language that has no certain rules. It is spontaneously speaking.

Informal language refers to the language that is interactively and rich. We used informal language spontaneously. There are no certain rules that limit the choice of words to communicate. The communication is interactive because the situation makes people interact more relaxed so that people can communicate in a comfortable way. Another characteristic of determining the informal language of a formal language is the frequency of communication. There is a possibility for formal language to turn to be informal language. It could be happened when the partner of communication have the opportunity to speak often, multiple times in a day. They used to communicate. They turn from stranger to no longer stranger and communication moves from a formal way into informal way. (Brown & Fraser, 1979).

f. Stages of speaking for conversation

- 1) Basic: indicates you know simple words and phrases. You may not yet be able to keep up with conversation in the language.
- 2) Conversational: indicates that you can carry on a conversation, although not fluently. You may still express uncertainty in your choice of words.
- 3) Proficient: indicates a high level of comfort with the use of a language in spoken or written form but isn't yet at the level of a

native speaker. Proficient speakers are more comfortable with a language than conversational speakers.

- 4) Fluent: indicates a high level of comfort using the language and can converse in the same manner as a native speaker.

2. Teaching Technique

Brown (2007), stated that teaching means guiding and facilitating learning, enabling the learner to learn, and setting the conditions of learning. Leo (2013), said that teaching stands for a treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate. Based on Crawford (2005), teaching is more than a set of methods. Teaching means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between giving pupils clear instructions and directing their behavior in both individual and group settings. It entails enhancing pupils' learning abilities and strategies concurrently with their acquisition of curricular material.

Hamnuri (2007:7) said the technique is a way that is done by someone to implement a method can run effective and efficient. The success of of teaching speaking depend in the technique that used by the teacher in the class.

Kayi (2006: 3-4) define that there are some techniques that teacher can use in teaching English speaking.

a. Discussion

Discussion can be defined as a learning activity which encourage the students to express their ideas, opinions and questions to their classmate or teachers. This activity aims to make the students able to work in ateam, improving their skills and independence. Group discussion maybe composed of three to five students“ discussion in effective active activity or strategy in improving the students“ ability because all components in the class room (teacher and students) can play the role in teaching learning process. They will practice their speaking skill with their relation regularly.

b. Role play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have variety of social roles. In roles play activities, the teacher gives information to the learner such as who they are and what they think or feel.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different that role plays is that are more elaborate. In simulation, students can bring items to the class to create realistic

environment. For instance, if student is acting as a singer, she brings a microphone to sing and soon. Role plays and simulations have many advantages. First, since they are entertaining, they motivate students. Second, they increase the self-confidences of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the some responsibility.

d. Information Gap

In this activity, the students are supposed to be working in pairs, one student will have the information that order partner does not have and the partner will share their information. Information gap activities serve many proposes such as solving a problem or collecting information. Also, each partner does not provide the information the other need. These activities are affective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

One a give topic, students can produce ideas in limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates story telling fortes creative thinking. It also helps students express ideas in the format of beginning, development, and ending including the characters and and setting a story has have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as opening. In this way, not only will the teacher address students speaking ability, but also get attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a change to practice their speaking ability not only in class but also outside and helps them becoming socialized.

h. Story completion

This is a very enjoyable, whole-class, free-speaking activity, a teacher starts to narrate from the previous one stopped. Each student

is supposed to add from four to ten sentences. Student's calls add new characters, events descriptions and so on.

i. Reporting

Before coming to class, students are asked to read newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling friend in their daily lives before class.

j. Answer and question

Answer and question are the activities that will influence the development of the student's ability because they will respond what the teacher who ask to them and they also can ask the teacher if they face the strength of the material.

k. Picture Describing

On way to use picture in a speaking is to give students just one picture and having them describe what the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with the group, then, a spoke person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of learners as well as their public speaking skills.

l. Find the Difference

For this activity the students can work in pairs and each couple is given two different pictures, for example, picture of a boy playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and or difference in the picture.

Based on the theories above, it can be concluded that the method/technique in speaking learning process can help the teacher in teaching speaking and abridging the teacher understanding the material for the students.

Teaching technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. A technique actually takes place in a classroom (Anthony, 1963, as cited in Richards & Rodgers, 2001)

From the explanation above, within the framework of an educational institution, teaching is the technique that a teacher uses to transfer abilities to students, learners, or other audiences. However, a technique is a specific way to perform a task, typically one that calls for the use of practical abilities. In order to improve the status of the educational process, a teacher may utilize teaching techniques, which are an integrated system of resources such as a collection of tools, equipment, materials, and attitudes toward learning, to help students understand concepts more clearly or to make sense of hazy ideas.

3. Focus Group Discussion (FGD)

a. Definition of FGD

FGD incorporate the community's active participation through group discussion as a qualitative data collection technique. Discussions in focus groups go beyond simple interviews or talks. Interaction is what sets the FGD approach apart from other qualitative research methodologies. The continuity of the FGD lies in the interaction of members, without interaction a FGD turns into a focused interview group (Purnama, 2015).

In a relatively short period of time, FGD can be used to investigate perceptions, opinions, attitudes, motives, knowledge, issues, and expectations for changes relating to particular situations. FGD are simple discussions that are conducted methodically and are focused on a certain issue or problem. FGD is a systematic process of collecting data and information on very specific issues through group discussions (Irwanto, 2017).

FGD 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). To encourage active and in-depth participation in the discussion, a semi-structured interview guide is used to facilitate the discussions.

Group interaction takes place during focus groups, not one person. The moderator must regard the focus group participants as a collective during the discussion rather than as individuals. FGD

present the topic to the group rather than the participants. FGD are focused discussions not free discussions. The moderator must keep in mind the discussion's objectives during the conversation so that they can attempt to steer the conversation back toward the topic of discussion.

From the above theories, it can be inferred that focus groups are a group that meets to discuss issues in a systematic way in order to find solutions. The FGD also asks for active speaking from the pupils. Indirectly, this will help students' communication skills.

b. Criteria of Focus Group Discussion

To gain the best outcomes in FGD, a number of factors must be taken into consideration. According to Irwanto (2006) there are six criteria of FGD, which are as follows:

1) Amount of members in FGD

FGD consists of people with heterogeneous characteristics and the same level of understanding of a topic. Irwanto (2006) defines that the ideal number of FGD as 7 to 11 people. Participants are chosen from the population or community that is relevant to the issue at hand. Another benefit of having more people is that it broadens their experiences and perspectives, although this will take longer and may deflect attention from the issue at hand.

2) Qualitative data collection process

FGD is a process of gathering different data and different information about issues related to language-related themes so that the process is prioritized in the FGD. If the issue being addressed is problem-solving, then this FGD is valuable for the identification of various tactics and problem-solving choices. Focus groups are not conducted to provide direct problem solving or reach consensus.

3) Questions during FGD

The quality of the questions being asked during focus groups can significantly change the kind of information gathered. Irwanto (2006) defines that questions are the key to the discussion. As a result, it offers a number of question-development options. The first step is to read the research framework and objectives. The second step is to create five generic questions and then refine them into more targeted inquiries. The next step is to ask straightforward, unambiguous questions. The next step is to test the discussion participants' comprehension of the prepared questions to determine whether they are in line with the research's objectives, the purpose of the focus group discussions and whether the language used is simple enough for the participants.

In contrast to interviews, the moderator does not usually ask questions during focus group discussions. Instead of asking

questions, the moderator's role should be to convey an issue, case, or occurrence as a starting point for debate.

4) Focus of topic

Relevant topic FGD are discussions where the problem and topic are clearly the main topics of conversation. In order to make it simple for participants to comprehend, the conversation topics listed in the questions are ordered consecutively and can thus grow according to the topic.

5) Group discussion time

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. FGD can be conducted several times and in stages depending on the purpose of the discussion.

6) Place of FGD

A neutral setting should be chosen for the FGD so that participants can freely express their views.

Based on the criteria above, it can be concluded that not all of discussions are able to be considered as FGD because there are some criteria should be included such as specific amount numbers of participants, addressed as problem-solving, question during FGD with focus on the topic and supported with group discussion time as well as the place where it occurs.

c. Procedures of FGD

Silajdzic (2018) defines FGD must contain three parts, namely the opening, exploration and closing sections. A brief introduction of the facilitator, note-taker, and participants is provided in the introductory section, along with guidelines for welcoming the group. The opening also describes the discussion's goals, the criteria used to choose participants, and how the data would be used moving forward. It also clarifies the roles of the facilitators, note-takers, and participants, the anticipated discussion duration, the rules for the discussion, and how the discussion will proceed, highlighting the value of participants' sincere responses and interactions as well as the fact that there is no right or wrong response and explaining topics that are still relevant to the discussion in a language that the participants can understand. Second, the primary portion of the focus group conversation is the exploration section. This section includes a collection of all discussion-oriented questions as well as more in-depth inquiries that might follow a logical progression. The FGD's conclusion is expressed in the third concluding part (or out). The moderator will then outline the bigger procedure that will be finished in the future and encourage participants to add any last comments or information.

As claimed by Nurmasitah (2018), there are five steps in order to using FGD in learning activity;

1) Opening

As said by the name, the first step is opening. In this step, a moderator opened the discussion by introducing themselves and the assistant (if there is any). Then, the moderator asked the rest of group member to introduce themselves. Thereafter, the moderator introduced the topic of discussion. There are some examples of utterances that can be used as the opening for discussion such as “Hi, I am the moderator for today’s discussion.” or “Please, introduce yourself briefly one by one.”

2) Opening question

Secondly, it is still opening yet there is a question as opening to lead to the topic. Nurmasitah (2018) stated that the moderator gave opening question related to the topic to the group. This step is done in order to stimulate the participants’ response. The question which will be asked by the moderator is an open-ended question. For example, “How Covid-19 has changed the education sector?” or “Does a pandemic hold the power to affect our education system?”

3) Discussion

She said that during the discussion, the moderator kept on asking some questions and reacting the participants’ response. Those questions and the reactions are done as a purpose to keep the discussion going on. The group spends the time mostly in this

step because it is the main part of FGD. Here, the members of groups are sharing their opinion in relation with the topic given in the Opening Question. For instance, “I think Pandemic which had been done since 2020 affected our education system as we can see there are many classes held online by using Zoom or Gmeet.”

4) Ending question

This step is much likely like Opening Question. However, there is a little bit different in the purpose or the aim. If Opening Question aims to lead the group into discussion, Ending Question aims to lead the group into the conclusion. Nurmasitah (2018) stated that the ending question was delivered by the moderator to direct the participants in giving final opinion. To give an example, “Many opinion are able to be gained in today’s discussion. Therefore, is there anyone who wants to give a briefly final opinion?”

5) Reading summary and conclusion

Based on Oxford Dictionary, summary is defined as a brief statement or account of the main points of something. In relation, the moderator will read the main points of the discussion to summarize the group discussion.

Nurmasitah states that during the focus group discussion, lecturer could not take a part in giving questions, comments, or response. The following actions were done by the teacher in the classroom activity:

1) Explaining the material.

In this part, Nurmasitah (2018) stated that after opening the class, lecturer explained the material by giving a text, showing video, or playing audio related to the material. It usually took thirty to forty-five minutes. Teacher also asked several questions related to the topic as a warming up and comprehension check.

2) Grouping the students.

She stated that, in this chapter the teacher asked the students to be in a group of five people randomly. In focus group discussion, the group members should have similar background and interest on the topic of discussion. Since the students were on the same class, it assumed that they have similar background and interest on the topic.

3) Choosing the moderator

She said that the moderator in this group of discussion should facilitate the discussion to bring up many responses from the other group members. The lecturer chose different moderator in each discussion. Thus, all of the group members did the role as a moderator during five times of discussion. At the end of the

discussion, he/she delivered the summary and conclusion of the discussion.

4) Observing the discussion.

In this main part, she stated that during the discussion, teacher did not allow to take a part in the session. The teacher could only observe the session. It was intended to create comfortable situation for the students so their anxiety and fear were reduced. The teacher noticed on the students' vocabulary production, grammar, and fluency of response.

5) Listening the conclusion and giving suggestion.

The last part, she said that at the end of the discussion, the moderator presented the summary and the conclusion of the session. The teacher listened to him and then gave some suggestions to the students based on his/her observation.

From the procedures above, it can conclude that procedures are steps that have to run by all the participants during the FGD. The main activities of FGD are opening, discussion, and closing. But, there are some addition activities depends on objectives of doing FGD.

d. Types of FGD

According to Agadoni (2017), FGD is divided into six types. There are; Two Way, Dual Moderator, Duel-Moderator, Respondent-Moderator, Mini Focus Group and Online Focus Group.

1) Two-way

A two-way discussion is one in which one group listens to the responses of the other group to questions presented by the moderator. The listening group can encourage more conversation and possibly reach different conclusions by listening to what other groups are thinking and saying.

2) Dual Moderators

This kind of focus group works with two moderators. In charge of asking questions and making sure they are answered is one moderator. Focus groups with two moderators typically have better outcomes.

3) Duel-moderator

Focus groups with competing moderators to examine opposing viewpoints are known as duel-moderators. Moderators can raise discussion topics that force responders to think about and reach new conclusions, which promotes fresh insights, by promoting opposing points of view. Through the introduction of fresh perspectives and opposing points of view, duel-moderator focus groups aim to stimulate the development of innovative thinking.

4) Respondent-moderator

One or more people participate in this kind of group, which also has a moderator. In order to change the dynamics of the group and create a wider range of responses, this is done.

5) Mini Focus Groups

Micro focus groups are focus groups with four or fewer participants, resulting in smaller, more personal groups.

6) Online Focus Groups

Online focus groups are focus discussions where responses and information-sharing are done via the internet. In order to include more people, online focus groups were developed. Researchers will concentrate more on the use of the tiny focus group type from a variety of focus group discussions.

From the explanation above, it can be concluded that FGD has various kinds of type. The six types defined by Agadoni (2017) mentioned are based on the difference roles of moderator. In this research, the researcher will focus on the implementation of mini focus group type.

e. Advantages and Disadvantages of FGD

Silajdzic (2017) defines that FGD has advantages and disadvantages. The advantages of FGD include:

- 1) FGD are thought of as an affordable strategy with a flexible structure that enables the facilitator to investigate unexpected issues.

- 2) Discussions can reveal attitudes and perspectives that may not be communicated through approaches that target individuals, such as organized interviews or surveys, because to their flexible nature and participant interaction.
- 3) Compared to individual interviews, focus groups allow for the speedy gathering of many viewpoints on the subject at hand, leading to the production of more information.
- 4) Participants in focus groups interacted, which helped to reduce the impact of unusual or foreign viewpoints and provided wide information.

A FGD is a great way to get information from many perspectives. However, FGD might not be the most effective way for discussing delicate subjects that participants could find embarrassing or uncomfortable. The disadvantages includes:

- 1) Tend to bring into doubt the reliability and dependability of the results.
- 2) Information exchanged during discussions is not always confidential.
- 3) The chance that discussions will stray off topic and cover subjects that are not the primary focus.
- 4) The chance that one or more people will dominate the conversation and either silence or force other participants to agree with the dominant person.

The data obtained from FGD cannot be applied to the full population, just like with qualitative methodologies. Focus groups reveal many viewpoints and beliefs, but not how they are distributed in society. The uniqueness of each group of features must be taken into account when interpreting the data obtained from FGD. In other words, FGD require expert interpreters and credible information from experienced facilitators in order to maximize the discussion's potential.

The previous study from Rahmawati (2019) can be implied that FGD is useful in order to (1) Improve students' speaking skill, (2) Improve students' socialization with others, and (3) Improve students' ability to convey ideas, and (4) The teacher also can see the students' encourage in presenting their project.

The previous study from Dewi Nurvianti (2022) in her thesis. It means that FGD is still have disadvantages on the implementation but it still can be overcame by the teacher, which are (1) Group setting could have an impact on the individual responses, which is problematic when dominant members affect the result, (2) A little number of focus group could restrict the standard to result, (3) biased in choosing the members of group, if the teacher allowed the students choose their group by themselves.

From the explanation above, it can be conclude that behind the many advantages of FGD, there must also be the disadvantages. But, that does not make FGD not used in various activities. The use of FGD will produce good result if applied in activities that are in accordance with the objectives of the activity.

f. Elements of FGD

1) 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) 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:

- a) Knowledgeable: be understand with the discussion topic.
- b) The ability to communicate in the local tongue.
- c) Cultural sensitivity is refraining from speaking as a teacher or judge, looking down on replies, and neither agreeing nor disagreeing with what is stated. It also involves refraining from speaking for the participants.

- d) Interesting people: be able to increase participants' ability to concentrate and devote their whole attention to the discussion's subject.
- e) Sensitive men and women: men and women who are sensitive should pay close attention to what is said and how it is said.
- f) Inclusive: use body language, eye contact, and direct questions to nudge participants toward participation.
- g) Open and flexible: respond to what is important to the participants.
- h) Respect for participants: receive all of the participants' opinion.

The groupthink's facilitator or moderator must make sure that everyone gets an equal opportunity to share their ideas. In addition, the moderator is tasked with managing the arguments group and making sure all issues are covered within the allotted time.

2) Number of Participants

FGD consists of participants who have a range of varied traits and a similar level of topic understanding. Bloor et al. (2001) said that, in considering the heterogeneity of the group, the depth of information to be achieved from the focus group. Bringing together a variety of perspectives, meanings, and

experiences could be so wildly dissimilar that no facet of the subject can be thoroughly examined. As a result, discussions that don't go deep enough can lead to groups that are too different in relation to a certain topic.

Litosseliti (2013) suggested that the group should consist of between six to ten participants. Bloor et al. (2011) believed that eight participants as the for FGD. The optimum size of reflect the characteristics of the participants as the topic being discussed. The size of the group may be decided according to the quality of the topic that is discussed. Bloor et al. (2011) group of small size have been successfully used in studies of sensitive behavior. The smaller focus group is more appropriate if the topic is very complex. According to Morgan (1995) as quoted by Bloor (2011) said that a small group may be desirable with certain types of research topics or certain types of participants. A small focus group or mini focus group with four to six participants is better to explore the knowledge. Participants are easier to express their ideas and opinion, also the setting is more comfortable for participants. Cameron (1995) as quoted by Bloor (2011) argued that sufficient space is needed to accommodate mobility aids and participants must be able to be seated close enough to each other to see and hear each other clearly. The small focus group size is chosen to encourage

participants to provide in-depth explanations on the subject at hand. In addition, the discussion is simpler to manage and gives the participants a chance to share their knowledge and expertise.

Based on the aforementioned benefits, a small group has more potential since it is simpler to manage, the communication is clearer, the participants are more focused, and there are less misunderstandings.

3) Questions during focus groups.

The type of information gleaned from a focus group might differ greatly depending on the quality of the questions posed. Krueger (1988) gives some tips on how to handle open-ended and dichotomous questions in these discussions of the answer from different angles. Open-ended questions give the participants opportunities to express their thoughts and feelings based on their specific situations. Krueger warns that some questions may appear to be open-ended but are really closed-ended such as "satisfied", "to what extent", or "how much" be answered by a "yes" or "no" or other similar two - alternative items. As yes-no questions are dead - ends, they usually do not trigger the desired group discussion. They also tend to elicit vague responses that do not lead to an understanding of the key issues being discussed (Moulton and Roberts: 2013)

From the explanation above, it can be conclude that elements of FGD are Facilitator or moderator who leads the discussion, Number of Participants that influence the heterogeneity of the group, and Questions during focus groups that affect the quality of the discussion.

B. Previous Related Study

Previous research is one of the factors that aid the researcher's decision-making process when selecting a theoretical framework. It saves time and effort by giving detailed informations about the study's topic. Thus, the researcher uses five different research which are in the same topic as the previous researchs.

The first research is carried by Dewi Nurvianti (2022) in her thesis entitled *The Implementation of Focus Group Discussion to Improve Students' Speaking Skill at MAN 1 Nganjuk* from Department of English Language Education, Faculty of Tarbiyah, IAIN Kediri. From this research, she found that the implementation of focus group discussion had three sessions, namely opening, explanation, and closing. Then, the students faced various problems during the discussion. Some of the problems are lack of vocabulary, lack of confidence, grammar problems, pronunciation, and nervousness in conveying the ideas. In overcoming the problem like the one above, one of them by using google translate to find out new vocabulary and how to pronounce it.

Next research is conducted by Rahmawati (2019), the research entitled *The Use of Focus Discussion Technique to Improve the Students' Speaking Skill at SMK Ahlu Suffah Muhammadiyah Banteng from English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar 2019*. She conducts a research about the improvement of students' speaking ability through Focus Group Discussion (FGD) technique. The researcher concludes that Focus Group Discussion can improve the students' speaking ability. It shown by the result of her research, that the researcher did the research as much as 2 cycles. The students' score in cycle 1 is 58, while in cycle 2 the students' score is 69.21. The researcher said that FGD could help the students more confident in speaking skill and they were more active and enthusiastic in learning English.

The third one is a research conducted by Mangiastun Khasanah (2017), the research entitled *The Effectiveness of Using Focus Group Discussion Method in Teaching Speaking at the Eighth Grade of SMP N 20 Purworejo in the Academic Year of 2016/2017*. The aim of this research is to know the level of students' speaking skill at the eighth grade students. This research is classified as pre experimental research. Moreover, this research is conducted by using quantitative technique in processing the data and getting the result. Therefore, the type of this research is experimental quantitative research. In this research, the researcher took 32 students at the eighth grade students of SMP N 20 Purworejo in the academic year of 2016/2017. The

researcher conducted pre-test and post-test. The researcher uses Focus Group Discussion as the method to teach speaking. Statistically, the researcher analyzed the data by using t-test. The result of this research shows that the result of this research shows that Focus Group Discussion Method is effective for teaching speaking for the eighth grade students of SMP N 20 Purworejo in the Academic year of 2016/2017, since it was found that the result of t-test is -15.952 based on 0.05 significance level, and the value of t-table.

Later, the fourth research is the research conducted by Isti Wulan Khosidah (2017), the research entitled *Improving Students' Speaking Skill Through Focus Group Discussion (FGD) Technique (A Classroom Action Research for the Second Grade Students of SMPN 2 Mertoyudan in the Academic Year of 2017/2018)* from English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga 2017. The aim of this research are to find out whether the implementation of Focus Group Discussion (FGD) technique can enhance the students' speaking skill or not, and to find out how far the use of Focus Group Discussion (FGD) technique can enhance the students' speaking skill. This research used classroom action research (CAR) as the research design. This research includes 2 cycles every cycle consist of planning, action, observation, and reflection. The subjects of this research are 33 students of second grade in SMPN 2 Mertoyudan. The result of this research that there is an improvement of the students' speaking skill while using

Focus Group Discussion (FGD) technique. It can be seen from the result of the task in cycle 1 is 13.05 the result in cycle 2 is 6.31. It shows that by applying Focus Group Discussion (FGD) technique can improve the students' speaking skill.

Last research is the research conducted by Tien Yulianti and Ari Sulstyawati (2021), the research entitled *Enhancing Public Speaking Ability Trough Focus Group Discussion*. The purpose of this research was to develop a Focus Group Discussion (FGD) model in learning personality development as an effort to improve students' public speaking skills. FGD learning model enables students to possess the ability to think critically, creatively, and innovatively in preparing group presentations and discussion. The results of the implementation of Focus Group Discussion (FGD) model were expected to be able to develop and enhance students' public speaking skills, so they have competitiveness in facing the society 5.0. This research was conducted in six steps of development based on the ASSURE model. The development of FGD learning model consisting of presentations and discussions was conducted online and gathering data about audience's opinion was carried out based on the specified themes. The object of this research was the students who took personal development and public speaking courses.

Table 2. 1
Previous Study of FGD

No	Author	Title	Similarities	Differences
1.	Dewi Nurvianti (2022)	The Implementation of Focus Group Discussion to Improve Students' Speaking Skill at MAN 1 Nganjuk	The similarity between this previous study and this study is the theme of the research which is Focus Group Discussion and the method of the research which is qualitative-descriptive method	The difference is the second objectives of each research whereas the previous one was focusing on the problems faced by students while this study is focusing in the advantages and disadvantages of applying FGD as technique in teaching speaking skill
2.	Rahmawati (2019)	The Use of Focus Discussion Technique to Improve the Students' Speaing Skill at SMK Ahlu Suffah Muhammadiyah Banteng	The similarity between this previous study and this study is the theme of the research which is Focus Group Discussion.	The difference is the technique collecting data, this previous study used Classroom Active Research (CAR), while this research used observation, interview, and documentation.
3.	Mangiastun Khasanah (2017)	The Effectiveness of Using Focus Group Discussion Method in Teaching Speaking at the Eighth Grade of SMP N 20 Purworejo in the Academic Year of 2016/2017	The similarity between this previous study and this study is the subject of research, which is eighth grade of junior high school students	The difference is the research design, this previous study used experimental quantitative research, while this research used descriptive qualitative research.
4.	Isti Wulan Khosidah (2017)	Improving Students' Speaking Skill Through Focus Group Discussion (FGD) Technique (A Classroom Action Resesearh for the	The similarity between this previous study and this study is the research subject which is junior high school students.	The difference is the research design, this previous study used Classroom Active Research (CAR), while this research used observation,

		Second Grade Students of SMPN 2 Mertoyudan in the Academic Year of 2017/2018)		interview, and documentation.
5.	Tien Yulianti and Ari Sulstyawati (2021)	Enhancing Public Speaking Ability Trough Focus Group Discussion	The similarity between this previous study and this study is the theme of the research which is Focus Group Discussion.	The difference is the research design, this previous study used ASSURE model, while this research used descriptive qualitative research.

Based on the table above, the researcher concludes that the previous studies mentioned did not analyze FGD as technique in teaching speaking skill from the point of view descriptive qualitative approach and did not mention the advantages as well as the disadvantages of applying FGD. All of them did use FGD as the main theme for analysis. However, the theories and methods as well as the objects are different to each other to fit the objectives of each research. These differences can be called as gap left by the previous researchers so that the further researcher, which is the researcher, is able to do the research from other perspective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2002). In addition, it is a strategy for answering the research question and determines the framework of research method chosen by the researcher. According to Djajasudarma (1993) in Sugiyono (2012), there are two types of research, namely, quantitative and qualitative research. Research that uses percentages, tables, and other statistical counting methods is considered quantitative. But there is a history in social science known as qualitative research that focuses on the individual and the environment through language. To present the findings of the study, the researcher chooses for qualitative method and descriptive as the research design.

Sutrisno Hadi (1983) qualitative-descriptive method have procedures as following: collecting the data, then classifying the data, and finally drawing the conclusion of the data. Considering that, descriptive-qualitative method attempts to describe and interpret the objects with the theories. In addition, Miles and Huberman (1994) state that qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting. The descriptive-qualitative method is implemented because the data analysis is presented descriptively.

In this case, the researcher describes the implementation of FGD technique by the English teacher and what are the advantages and disadvantages by using this technique in teaching Speaking at eighth grade students of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023.

B. Research Setting

1. Place

This research was carried out in SMP Al Azhar Syifa Budi Solo, located in Jl. MT Haryono No.82, Manahan, Banjarsari, Surakarta, Jawa Tengah, 57139, Indonesia. This research especially take place at Nasa'i class. This class facilitated with a wide and a small white board, LCD, AC, a wall clock, bookshelves, speakers, cleaning tools, shoe racks, trash can, lockers, administration board, and a set of comfortable desk and seating for each students.

2. Time

The researcher started the research on October and the timeline of the research will be shown in the table below:

Table 3. 1
Time of Research

No	Activity	2022-2023				
		Oct	Nov - Mar	Apr	May - Nov	Dec
1	Title submission					
2	Pre-research					

3	Chapter 1-3					
4	Seminar proposal					
5	Research					
6	Chapter 4-5					
7	Munaqasyah					

C. Research Subject and Informant

The subject of this research was the English teacher of SMP Al Azhar Syifa Budi Solo, Mrs. MDW. She holds a bachelor degree in English Education from Muhammadiyah University of Surakarta. Then she started to teach in a school in 2009 and becomes *Guru Penggerak* in 2021.

D. Data and Source of the Data

According to Lofland in Moleong (2008), sources of data in qualitative research are words and actions, the additional data can be documents or other sources. The data of this research were collected in the form of information about the application of FGD technique used by the English teacher at eighth grade students of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023. The source of the data in this research include events, informants, and documents.

1. Event

The event was in the form of the English speaking teaching process at SMP Al Azhar Syifa Budi Solo, especially at eighth grade.

2. Informant

The informants of this research was the teacher who taught English lesson SMP Al Azhar Syifa Budi Solo and the students.

3. Document

The document in this research was entire document related with the teaching and learning activity, for example the lesson plan or the syllabus. It was used to analyze the implementation of FGD.

E. Techniques of Collecting the Data

Data collection is a technique for obtaining information in a study, and the results obtained support the whole of the research. According to Cresswell (1994), “the data collection steps involve (a) setting of boundaries for the study, (b) collecting the information through observations, documents, and visual materials, and (c) establishing the protocol for recording information”. In this research, the researcher collects data through several ways as follows:

1. Observation

According to Ridwan (2004) observation is a data collection techniques, researchers conducted observations directly to the object of research for a close look at the activities carried out.

Observation conducted at SMP Al Azhar Syifa Budi Solo. The researcher observed the teaching and learning activities in the speaking class at eighth grade students of SMP Al Azhar Syifa Budi Solo. The

observation sheet was used by the researcher to observe the situation in the teaching and learning process in the classroom.

Table 3. 2
Observation Checklist

No	Aspect	Indicators	Yes	No	Description
1.	Procedures of FGD (adopted the theory from Nurmasitah 2018)	Opening			<ul style="list-style-type: none"> • Greeting students • Asking students' condition • Checking students' attendance • Asking last meeting's material
		Opening Question			<ul style="list-style-type: none"> • Teacher trigger students' motivation use prepared question • Delivering material
		Discussion			<ul style="list-style-type: none"> • Dividing class into groups • Giving instructions
		Ending Question			<ul style="list-style-type: none"> • The teacher evaluate the students' group work • Checking the students' understanding
		Summary or conclusion			<ul style="list-style-type: none"> • Moderator read the conclusion • The teacher evaluating the whole discussion activity

2.	Teacher's actions during FGD (adopted the theory from Nurmasitah, 2018)	Explaining the material			The teacher explaining the material through video
		Grouping the students			The teacher dividing the class into 5 groups
		Choosing the moderator			The teacher choose the moderator
		Observing Discussion			The teacher observing the whole discussion
		Listening the conclusion and giving suggestion			The teacher giving conclusion and suggestion

2. Interview

Kumar (2011) stated that interviewing is a commonly used method of collecting information from people. In collecting information, there are many kind of interaction with others. There are many definitions of interview. According to Monette (1986), "an interview involves an interviewer reading questions to respondents and recording their answers". Interview is a technique of collecting data that is based on an intensive conversation with a specific purpose. Interviews are conducted to obtain information regarding the various issues raised in the research.

In this part, the required information is the technique used by the English teacher in teaching speaking as well as the problems arise in teaching speaking process. In this research the researcher conducted interview with an English teacher. The interview used to support the

data about the technique applied by the teacher, then to found out the advantages and disadvantages in implementation of FGD technique by the English teacher.

Table 3. 3
Interview Guideline

No	Aspect	Indicators	Questions
1.	Procedure of FGD	Opening	How does the teacher do the opening?
		Opening Question	What is the aim of the opening question?
		Discussion	What is the main activity in the discussion section?
		Ending Question	What is the aim of the ending question at the end of discussion?
		Summary or conclusion	What is the main activity in the reading summary and conclusion section?
2.	Teacher's actions during FGD	Explaining the material	How does the teacher explain the material?
		Grouping the students	How does the teacher group the students? How many students in every group?
		Choosing the moderator	How does the teacher choose the moderator?
		Observing discussion	What does the teacher do when observing the discussion section?
		Listening the conclusion and giving suggestion	What does the teacher do when listening to the conclusion and giving the suggestion section?
3.	Advantages and disadvantages of FGD	Advantages	What are the advantages of using FGD in the teaching process?
		Disadvantages	What are the advantages of using FGD in the teaching process?

3. Documentation

Documentation is a technique of collecting data which are appropriate with the research goals by accumulating and analyzing documents, both in written and electronic forms (Sukmadinata, 2011). Research documentation means any and all documents, records, accounts, notes, reports, and other data from the research related to the materials, whether in written, electronic, video or other concrete form made by or by third parties on behalf of the recipient.

This technique was used by researcher to support the data collection from interview and observation. The document used to support this technique is lesson plan that the teacher used in teaching English. The documents was gathered by the researcher from the teachers and administrative.

F. Research Instrument

Referring to Moleong (2004) the characteristic of qualitative research is using the researcher or with help of other people as the instrument of the research. Moleong also states that in qualitative research, the researcher is a planner, data collector, analyst, data interpreter and reporter of research result. The instrument of this research was the researcher herself and some additional instrument (observation checklist, interview guideline, recorder, notes, etc), because this research was descriptive qualitative research.

G. Trustworthiness of the Data

To avoid the bias data, the researcher uses the triangulation. Moleong (2002) stated that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data.

Triangulation is the most common way that is used in improving data validity in qualitative research. According to Moleong in Damayanti (2017), there are four ways to examine the validity of the data:

1. Data triangulation is the process of gathering data in a variety of methods using different people, places, and circumstances. It must be tested with other interviewees to see if the sources are from interviewers.
2. Investigator triangulation is the process of gathering and outlining data. The informant should not be permitted to come from the study team in this circumstance.
3. Theoretical triangulation is the process of analyzing data using multiple theories and determining which theory best describes the data.
4. Methodological triangulation is the process of gathering data using a variety of techniques. The data must match the findings of the research field.

From those types of triangulation, the researcher used methodological triangulation. It allowed the researcher to use many methods in order to collect data. In relation, the methods used in this research are observation, interview, and documentation. The researcher

decided to use methodological triangulation in order to increase confidence in interpreting the result of the data. Thus, using interviews as well as observations and documentation added depth to the results that would not have been possible using a single-strategy study, thereby increasing the validity and utility of the findings.

H. Techniques of Analyzing the Data

As stated by Miles and Huberman (1984) the data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification. Then, the researcher adopted the framework of techniques of data analysis developed by Miles and Huberman with the description as below:

1. Data reduction

Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and removing unnecessary things. Thus, the data that has been reduced will provide a clearer information, to make the researcher easier to collect further data.

2. Data display

After the data is reduced, the next step is display brief the data. Presentation of data can be done in the form of description, charts, relation between categories, and flowcharts. The most commonly used to present data in qualitative research is narrative text.

3. Conclusion

Conclusion in qualitative research can answer the problem formulation that was formulated from the start supported by valid evidence when the researcher returns to the field to collect data (Sugiyono, 2017).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present the data concerning the problem statement in Chapter I. There are two objectives in this research. The first is to describe how the English teacher applies FGD technique in teaching speaking skill at eighth grade students of SMP Al Azhar Syifa Budi Solo and the second is to describe the advantages and disadvantages from using FGD technique in teaching speaking skill at eighth grade students of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023. The subject was an English teacher at the eighth grade of SMP Al Azhar Syifa Budi Solo. The observations were carried out three times on May 15th, 16th, 22nd 2023. The interviews were held on Tuesday, June 6th and Wednesday, June 14th 2023. The researcher has interviewed with the teacher through WhatsApp. There is a lesson plan in every meeting so that there are three lesson plans as the total.

A. Research Findings

1. The implementation of FGD Technique in Teaching Speaking at Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023

On Monday, May 15th 2023 the researcher did the first observation in SMP Al Azhar Syifa Budi Solo. The class observed was eighth grade Nasa'i with English teacher Mrs. MDW. The eighth grade Nasa'i class consists of 25 students, with 12 girls and 13 boys. In this first observation, the English teacher delivered material about jobs. In delivering this material the teacher used the

FGD technique with a little modification so that students did not feel bored then the material could be delivered well, and could be understood by students. On Tuesday, May 16th 2023 the researcher did the second observation. In this second observation, the English teacher delivered material about degree of comparison and the teacher also applied FGD as the technique in teaching English. On Monday, May 22nd 2023 the researcher did the third observation. In this third observation, the English teacher delivered material about recount text, the technique used by the English teacher in deliver the material was FGD. The researcher also has conducted interviews trough WhatsApp two times. First interview conducted on Tuesday, June 6th 2023. This first interview was talked about the overview of FGD and the advantages and disadvantages of FGD. Second interview was conducted on Wednesday, June 14th 2023. This interview was talked about the steps of applying FGD in teaching speaking.

a. Opening

From the observation that held three times, in the opening the teacher started the class by greeting the students and asking their condition, the teacher checked their attendance by asking the class who's absent at that day. The teacher also asked about the last meeting's material. In order to get to know which student was ready to started the class, she checked one by one whom had not wear shoes, tie, and other uniform attributes, then she asked them to be in full uniform so that class could start immediately.

Teacher: *“Good afternoon Nasa’i, how’s life? What do you feel today?”*

Students: *“Good, bunda”*

Students: *“Ngantuk bun”*

Teacher: *“Ngantuk? Who’s sleepy? Yang ngantuk boleh ke kamar mandi, cuci muka dulu”*

(2nd observation Tuesday, May 16th 2023)

The teacher asked about the condition of the students in order to arouse their enthusiasm for learning as well as to kept the students comfortable in participating in the lesson that day. Then the teacher conditioned the class to be conducive so that students could followed the lesson well and teaching and learning activities can run smoothly.

Teacher: *“Siapa yang belum pakai sepatu? Ayo keluar dulu, dipakai di luar. Yang belum pakai dasi juga, dipakai dulu dasinya. Yang bajunya keluar, dirapikan dulu ke kamar mandi”*

(2nd observation Tuesday, May 16th 2023)

After asked about the students’ condition and conditioned the class, in the first, second, and third meeting the teacher also asked about the students’ attendance. By asking for attendance, the teacher could found out if there were students not joined the class at that day.

Teacher: *“Okay Nasa’i, who’s absent today?”*

Students: *“Tidak ada bun”*

(3rd observation Monday, May 22nd 2023)

Greeting the students, asking their condition, checking their attendance, and make the class conducive are efforts made by the teacher to ensure that students are ready for class. From the result of observations above, it is also supported by the results of interviews conducted by researchers and English teachers.

“Checking students’ attendance as the important step, because you know that as a teacher you have to know about your students’ condition whether they are in a good condition, maybe some of them feel bored, or sleepy, like that. In this checking students’ attendance not only their presence, but the students who come in a class, we may ask their condition.”

(1st interview Tuesday, June 6th 2023)

From the sentence expressed by the teacher above, it shows that checking students' attendance is a crucial step before start the teaching and learning process. Whether the students in good condition or not and to know how many students who are not join the class.

“In the opening the teaching learning process, especially for the teacher, the teacher have to make sure the students' readiness. It means that you have to know that your students ready to learn, to listen, like that. That is the students' readiness.”

(1st interview Tuesday, June 6th 2023)

“Untuk opening ini biasanya dipergunakan untuk checking the students' readiness, jadi kaya kesiapan anak seperti apa atau bahkan untuk absensi mereview materi sebelumnya apa”

(2nd interview Wednesday, June 14th 2023)

From the sentences expressed by the teacher above, by asking students about the last material, the teacher can know whether the students ready to join the class or not. All the opening activity that mentions above not only can see from the sentence which conveyed by the teacher above, but also from the picture below:



Figure 4. 1

The teacher asked the students' condition and attendance
(1st observation Monday, May 15th 2023)

The documentation data from the lesson plan also showed that in this step the teacher open the class by greeting the students and checking their attendance.

The transcript of the documentation in the lesson plan showed below:

Pendahuluan

- 1) *Memulai pembelajaran dengan mengucapkan salam*
- 2) *Mengabsen kehadiran siswa*

(Document of RPP)

Based on the data above, it was clear that the teacher on the opening step was open the class with greeting the students with said salam and checked their attendance with asked them who was not join the class at that day.

b. Opening question

Before the teacher given the material, the teacher prepares questions to trigger students' learning motivation. With this opening question, students are expected to be more concentrated during the lesson. To trigger the students' motivation, the teacher gives a brief overview of the learning activities that will be carried out, the teacher briefly explains the material that will be learned that day before delivering the whole material.

Teacher: *“Anybody knows about degree of comparison? Apa itu degree of comparison?”*

(2nd observation Tuesday, May 16th 2023)

The question above can called as the opening question. That question aimed to trigger the students' motivation thereby can increase the students' concentration during the lesson. If the students in focus condition, the material that will be delivered by the teacher can delivered easily and understood by the students. So, trigger the students, motivation before start the class is an important step.

“And then, make sure that the materials that you had ready prepare can trigger the students’ motivation to learn.”

(1st interview Tuesday, June 6th 2023)

From the sentences expressed by the teacher above, told and gave them a brief explanation about the material they learned that day are aimed to trigger the students’ motivation to learn.



Figure 4. 2

The teacher gave a brief explanation about the material

(3rd observation Monday, May 22nd 2023)

After gave the students some opening question and make sure that the students, motivation is triggered, the teacher conveyed the whole material through a video played from the teacher's laptop and displayed using the projector available in the classroom.



Figure 4. 3
The teacher delivered the material through video
(1st observation Monday, May 15th 2023)

From the picture that shown above, the teacher explained the material used video, related to the material in every meeting. And the teacher played the video after gave a brief explanation. The interview results showed that the teacher delivered the material through video. She said

“..... The students and also the teacher can start the teaching learning process by observing the video.”

(1st interview Tuesday, 6th 2023)

Delivering material through videos is expected so that the material can be conveyed well, because by playing videos, students can see a clear overview of the material compared to just listening when the teacher explains.

c. Discussion

Discussion is the main activity in FGD, after the teacher delivered the whole material, the teacher divided the class into five groups, which every groups consist of five students. On the first observation, the material was about jobs, this meeting is stages of speaking level two (conversational) because students arrange a text about *dream job* than read their text in front of the class.

On the second observation, the material was about degree of comparison, this meeting is stages of speaking level one (basic) because students only read the text from the teacher. On the third observation, the material was about recount text, this meeting is stages of speaking level two (conversational) because students arrange a text about *dream job* than read their text in front of the class. Those three meetings above used the same style of speech which was formal setting.

“Emm biasanya saya pakai jigsaw gitu to make sure emmm rata dalam pembagian kelompoknya. Biasanya paling lima, jadi kalau 25 ada lima kelompok”

(2nd interview Wednesday, June 14th 2023)

The teacher divided the class into 5 groups, but sometimes in a group can consist of four or five or also six because some girls do not want to in a group with the boys.

Teacher: *“Sekarang buat lima kelompok, satu grup isinya masing-masing lima orang”*.

Girls: *“Bunda, kita ber-enam ya bun”*

(3rd observation Monday, May 22nd 2023)

But this not happened in every meeting, in the first and second observation the students followed the teacher’s instruction to divided the class into five groups and in every group consist of 5 students.

In the first observation on Monday, May 15th 3023, in delivering the material about “job” the teacher used the FGD technique with a little modification. Which was asked the students to made groups in pair. The teacher asked the students to wrote their dream job in a piece of paper and the reason why they chose that job. Then the teacher asked them to told about the dream

job to their partner, then the partner asked to pray for that job so that their friend could be what they want to be.

Teacher: "*Nasa'i, sekarang buat kelompok secara berpasangan*"

(1st observation Monday, May 15th 2023)

After that, the teacher asked the students to make 5 groups which every group consist of 5 students. The teacher gave some instructions to be done by the students. Based on the second observation on Tuesday, May 16th 2023, the discussion section started with the teacher grouping the students, then the teacher distributed a piece of paper for every group, the students asked to discuss about the material that was delivered, the teacher gave an instruction for every group to write 10 sentences in every point from the material. The teacher gave a time limit to do the instruction. After all the group finished the task, the teacher chose the moderator to represent the results of their discussion.

Here, the moderator was a group representative who was tasked to convey the result of the discussion, and the moderator was selected directly by the teacher.

"Moderator disini bisa dipilih tiap kelompok sendiri gitu ya. Jadi sekiranya yang bisa mewakili teman-temannya bisa dipilih jadi moderator".

(2nd interview Wednesday, June 14th 2023)



Figure 4. 4
The students divided into groups, and did a group discussion
(3rd observation Monday, May 22nd 2023)

The documentation data from the lesson plan also showed that in this step the teacher gave the students instructions to did a discussion about the material that delivered by the teacher at that day. The transcript of the documentation in the lesson plan showed below:

Kegiatan Inti

2)Peserta didik diberikan waktu untuk mengobservasi secara kelompok dari beberapa gambar tentang kejadian atau peristiwa fakta yang terjadi pada masa lalu dan kontekstual.

(Document of RPP)

In this main activity, students were trained to be more courageous in conveying ideas, and so that students' speaking skills can develop. The interview results showed that FGD help the students to improve their speaking skill. She said

“Main activity nya disini, emmmm, anak-anak disini kaya diberi apa ya, right to improve their speaking skill, diberi hak untuk meningkatkan kemampuan berbicaranya. Punya hak atau kesempatan untuk berbicara”
(2nd interview Wednesday, June 14th 2023)

The FGD technique applied by the teacher is an effort to improve students' speaking skills and also expected to increase students' confidence to

speak in front of the public. That is why the moderator is chosen directly by the teacher, because the teacher knows which students are less active in speaking and less confident when speaking, so that all students have the opportunity to develop their speaking skills.

d. Ending Question

At this stage, the teacher reviews the material that has been delivered and has been discussed by students before. After that, the teacher evaluate the students' group work. In this part the teacher also ensures the students understanding about the lesson.

Teacher: *“So, what are the key points of today’s lesson? Apa saja tiga poin utama dari degree of comparison? Ada yang masih ingat?”*
(2nd observation Tuesday, May 16th 2023)

The question above is used by the teacher to ensure that students have understood the material at that day, and so that the teacher knew whether there were students who still do not understood, so that the teacher could explained again if there are students who still do not understood. After make sure that all the students understand, the teacher give a conclusion.

Teacher: *“So, there are three types of degree of comparison, which are? Positive degree of comparison, comparative degree of comparison, and the last is? Yes, superlative degree of comparison”*
(2nd observation Tuesday, May 16th 2023)

Based on the second interview on Tuesday, May 16th 2023, the teacher provides conclusions that aimed to strengthen students' understanding of the material that has been presented. The documentation data from the lesson plan also showed that in this step the teacher checked the students' understanding by asking some question. The transcript of the documentation in the lesson plan showed below:

Penutup

Guru menyampaikan pertanyaan-pertanyaan praktis tentang fungsi sosial, struktur kebahasaan, dan unsur kebahasaan Factual Recount Text

(Document of RPP)

From the documentation data above, it showed that the teacher checked students' understanding about the material that delivered before by asking some questions. In this stage, the teacher not only gave the ending question, but also observing the discussion

“Biasanya untuk ending question, guru memberikan, kaya apa ya, kesimpulan atau lebih tepatnya penguatan jadi strengthen the material biar focus ga kemana-mana, seperti itu”

(2nd interview Wednesday, June 14th 2023)

In this step, the teacher reviews the material that has been discussed so that students still focused until the class is over and to make sure the students understanding.

e. Reading Summary and Conclusion

This stage is the last part of the FGD, which is reading summary and conclusion of the discussion that has been carried out, at this stage the moderator will read out the results of the group discussion, and the teacher will listen to the conclusion of the moderator and provide suggestions.

Teacher: “The presentation start from group one, and the moderator of group one is Rafa. Stand up please”

(1st observation Monday, May 15th 2023)

The teacher chose the moderator based on her observation during the discussion, the students who were less active during discussion or the students who lack confidence will be selected as moderators so that they can improve their speaking skill. In this step the teacher will also evaluating the whole discussion.

“Teacher nya bisa making some notes kemudian atau checking some points for example, anak ini aktif atau gak, kemudian anak ini emmm apa namanya, aktif dalam pembelajaran, punya ide, dan lainnya”

(2nd interview Wednesday, June 14th 2023)

The documentation data from the lesson plan also showed that in this step the teacher evaluate the discussion. The transcript of the documentation in the lesson plan showed below:

Penutup

2.Evaluasi dan refleksi pembelajarannya.

3.Guru menyampaikan apresiasi atas keaktifan peserta didik

(Document of RPP)

By evaluating, the teacher not only knows which students are active in the discussion, but also to see the success of teaching using the FGD technique. The teacher can also see whether the objectives of the learning are achieved or not and whether the material is conveyed well and can be understood by students or not.



Figure 4. 5

The moderator read the results of the group discussion
(2nd observation Tuesday, May 16th 2023)

The purpose of learning using FGD technique is to train students' speaking skills and increase their confidence in conveying their ideas. So this technique is suitable for improving speaking skill in a fun way.

2. The advantages and disadvantages of using FGD technique in Teaching Speaking at Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023

a. The advantages of using FGD technique

The interview was given to the teacher to know her opinion about the advantages of the implementation of FGD technique in teaching Speaking. The interview had been done by the researcher with Mrs. MDW on Tuesday, June 6th 2023. This interview was conducted via whatsapp by the researcher sent questions and then the teacher answered via voice note. The teacher answered the researcher's question about the advantages of using the FGD are:

- (1) The teacher can see how the development of students' speaking skills during group learning and when learning individually. With comparing how students' speaking skill when study alone and study in a group, the teacher can see the students' speaking skill development. It can be seen in the interview with the teacher below:

“...we can see how the students' skill improve while they study alone and how they study in group...”

“...how they try to improve their own skill in delivering material, in talk to the other friends...”

(1st interview Tuesday, June 6th 2023)

- (2) The teacher can observe how students socialize with friends. With using FGD technique, the teacher can see how the students socialize with their

friends and how they communicate with friends. It can be seen from the interview with the teacher below:

“....we can observe how they socialize with others....”

(1st interview Tuesday, June 6th 2023)

(3) Teacher can see students improve their ability to convey their ideas. In addition to socializing with friends, the ability to convey ideas is also something that students must have. By using the FGD technique, the teacher can see the students' improvement of students' ability to convey ideas, this can be seen from the picture below, where students are conveying their ideas to the teacher. It can be seen from the interview with the teacher below:

.....they will be so brave in presenting their project and ideas...

(1st interview Tuesday, June 6th 2023)



Figure 4. 6
The students conveyed their ideas
(1st observation Monday, May 15th 2023)

- (4) The teacher also can see the students' encourage in presenting their project. Confidence is important in speaking. With confidence, students can speak well and convey something well. This is evidenced from the interview with the teacher, she said that FGD technique can encourage students to convey their project well.

"...they will be so brave in presenting their project..."

(1st interview Tuesday, June 6th 2023)

b. The disadvantages of using FGD technique

The interview was given to the teacher to know her opinion about the disadvantages of the implementation FGD technique in teaching Speaking. The interview had been done by the researcher with Mrs. MDW on Tuesday, June 6th 2023. This interview was also conducted via WhatsApp, by the researcher sent questions and then the teacher answered via voice note. Based on the interview with the teacher, that there are not many disadvantages of using FGD technique, namely:

- (1) Group setting could have an impact on the individual responses, which is problematic when dominant members affect the result. The most dominant member will more active in the discussion, so the result of the discussions are mostly ideas from the most dominant member at the group. It can be seen in the interview with the teacher below:

.....where in a group there will be more prominent....

(1st interview Tuesday, June 6th 2023)



Figure 4. 7
The students did the group discussion
(2nd observation Tuesday, May 16th 2023)

(2) A little number of focus group could restrict the standard to result. Not only restrict the result, a little number of group member also influence the time of the group to finish the discussion. It can be seen in the interview with the teacher below:

...and students who have not got a group will make a group with the remaining number of members....

(1st interview Tuesday, June 6th 2023)

From the result of interview above, a little number of focus group could restrict the standard to result also can see from the observation when the students with fewer members of group taken longer to complete the discussion.

Teacher: *“Time is up Nasa’I, have you finished?”*

Group 5: *“not yet bunda”*

(1st observation Monday, May 15th 2023)

(3) Biased in choosing the members of group, if the teacher allowed the students choose their group by themselves. The students will only make a group with their close friends, but from this disadvantage, the teacher can overcome it by preparing the members of each group before the class starts. That way, students will not always in group only with their close friends.

“...the problem is sometimes if the teacher let the students to choose their own group freely, that can be a problem because most students will choose their only best friends in a group...”

(1st interview Tuesday, June 6th 2023)

B. Discussion

The researcher will discuss the research findings with the other reference which is relevant and suitable to explain with theories mentioned. It will make the implementation of FGD as a teaching speaking skill technique at eighth grade students of SMP Al-Azhar Syifa Budi Solo more clearly.

FGD is already known as a tool to collect data in qualitative research. However, through the previous research, it is also proved that FGD can be used as a teaching technique. Considering that, the researcher decides to analyze a class which is in its teaching is taught using FGD by the teacher. In this case, the class was Eighth Grade of SMP Al-Azhar Syifa Budi Solo which was taught by Mrs. MDW. In the implementation, the teacher divided the class into five groups consist of five students. The teacher will only explain the topic of discussion in the opening and let the students to discuss by themselves yet still under the supervision of the teacher. In the interview, the teacher said that FGD

as a teaching technique also makes her to be able to observe the students' improvement in speaking skill.

1. The implementation of FGD Technique in Teaching Speaking at Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023

Based on the data which has been obtained and analyzed by observations, interviews, and documentations. The researcher founds that the implementation of FGD as a teaching speaking skill technique at eighth grade students of SMP Al-Azhar Syifa Budi Solo consists of five steps as following: opening, opening question, discussion, ending question, and reading summary or conclusion. This is answered based on theory from Sita Nurmasitah (2018).

In the opening the teacher started the class by greeting the students and asking their condition, checked their attendance, asked about the last meeting's material, and checked their uniform attributes. In opening question the teacher prepares questions to trigger students' learning motivation and delivering material. In discussion the teacher dividing class into groups and giving instructions. Ending question the teacher evaluate the students' group work and checking students' understanding about the material. Reading summary and conclusion, the moderator read the conclusion and the teacher evaluating the discussion.

In relation, there is also a theory stated by Silajdzic (2018) who divides the sessions in FGD into three main parts. There are opening, exploration,

and closing section. From both theories, it can be implied that the applying of FGD as a teaching speaking skill technique at eighth grade students of SMP Al-Azhar Syifa Budi Solo has been in accordance with the procedure.

2. The advantages and disadvantages of using FGD technique in Teaching Speaking at Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023

The advantages of implementing FGD technique as a teaching speaking skill technique, according to Silajdzic (2018) as follows; FGD are thought of as an affordable strategy with a flexible structure that enables the facilitator to investigate unexpected issues, discussions can reveal attitudes and perspectives that may not be communicated through approaches that target individuals, such as organized interviews or surveys, because to their flexible nature and participant interaction, compared to individual interviews, focus groups allow for the speedy gathering of many viewpoints on the subject at hand, leading to the production of more information, participants in focus groups interacted, which helped to reduce the impact of unusual or foreign viewpoints and provided wide information. It is a truth that FGD brings many advantages as mentioned above.

In this research, FGD helps teacher to observe how students socialize with each other and able to see the improvements of student in their ability in conveying ideas and FGD can improve the students' speaking skill as they would be more courageous in presenting their projects as well as to increase their courage in speaking generally. Those advantages are also found in the

research of Rahmawati (2019). It can be implied that FGD is useful in order to (1) Improve students' speaking skill, (2) Improve students' socialization with others, and (3) Improve students' ability to convey ideas, and (4) The teacher also can see the students' encourage in presenting their project. From the research conducted by Isti Wulan Khosidah (2017), she stated that there is an improvement of the students' speaking skill while using Focus Group Discussion (FGD) technique.

Unfortunately, there are also disadvantages in applying FGD as teaching technique. As claimed by the Silajdzic (2018), there are four disadvantages as following tend to bring into doubt the reliability and dependability of the results, information exchanged during discussions is not always confidential, the chance that discussions will stray off topic and cover subjects that are not the primary focus, and the chance that one or more people will dominate the conversation and either silence or force other participants to agree with the dominant person.

However, in this research, there are not many disadvantages of using FGD found. The teacher said that the only disadvantages is in the grouping of students where if the teacher allows students to choose their own group members they will only group with their close friends. Nevertheless, the teacher can overcome it by preparing the members of each group before the class starts. The previous study from Dewi Nurvianti (2022) in her thesis. It means that FGD is still have disadvantages on the implementation but it still can be overcome by the teacher, which are (1) Group setting could have an

impact on the individual responses, which is problematic when dominant members affect the result, (2) A little number of focus group could restrict the standard to result, (3) biased in choosing the members of group, if the teacher allowed the students choose their group by themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and gives suggestion to the problem statements of how the teacher apply FGD technique in teaching speaking with the advantages and disadvantages from using FGD technique by the English teacher at eighth grade students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023.

A. Conclusion

Based on the problem statements and result of this study, the researcher draws a conclusion that:

The implementation of FGD Technique in Teaching Speaking at Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023, the English teacher used some teaching techniques, the teacher applied a technique based on the teaching needs. It is necessary for English teacher to implement various technique of activities designed to achieve educational or teaching goals. From the many techniques used by teacher, one of the techniques used is FGD. Because it can helps students' speaking skill, as stated by Nurmasitah (2018) that describes FGD technique build comfortable situation for the students, thus reducing their anxiety in practicing speaking. Nurmasitah stated that in applying FGD there are 5 steps; opening, opening question, discussion, ending question, reading summary and conclusion. In the opening the teacher started the class by greeting the students and asking their condition, checked their attendance, asked about the last meeting's material,

and checked their uniform attributes. In opening question the teacher prepares questions to trigger students' learning motivation and delivering material. In discussion the teacher dividing class into groups and giving instructions. Ending question the teacher evaluate the students' group work and checking students' understanding about the material. Reading summary and conclusion, the moderator read the conclusion and the teacher evaluating the discussion.

The advantages and disadvantages of using FGD technique in Teaching Speaking at Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo in the Academic Year 2022/2023. First, the advantages of using FGD technique in Teaching Speaking are (1) The teacher can see how the development of students' speaking skills during group learning and when learning individually, (2) The teacher can observe how students socialize with friends, and (3) the can see students improve their ability to convey their ideas. Second, the disadvantages of using FGD technique in Teaching Speaking are (1) Group setting could have an impact on the individual responses, which is problematic when dominant members affect the result, (2) A little number of focus group could restrict the standard to result, (3) biased in choosing the members of group, if the teacher allowed the students choose their group by themselves, they will only make a group with their close friends, but from this disadvantage, the teacher can overcome it by preparing the members of each group before the class starts.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher, for the students, for the school, and the other researcher. They are as follows;

1. For the English Teacher

Teaching English is not easy, especially in English speaking. Teachers need to find appropriate technique to teach students based on the problem and students' needs. Teacher should be patient to grow up the students' confidence and practice to speak English. The teacher also needs to make enjoyable atmosphere in the class. Teachers can play some games to make the students' enthusiasm in learning speaking.

2. For the Students

Learning English speaking is not easy. Students who want to expert in English speaking should practice continuously to speak English in their daily conversation. They also should be confidence and brave to speak.

3. For the other researcher

The researcher suggests that this study can guide other researcher who wants to conduct a research about FGD especially in teaching speaking, they can improve the theme of their study with more extensive analysis and present a more recent phenomena in the academic world.

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APPENDIX

OBSERVATION CHECKLIST

First observation

Date: Monday, May 15th 2023

No	Aspect	Indicators	Yes	No	Description
1.	Procedures of FGD (adopted the theory from Nurmasitah 2018)	Opening	√		<ol style="list-style-type: none"> 1. Greeting students 2. Asking students' condition 3. Checking students' attendance 4. Asking last meeting's material
		Opening Question	√		<ol style="list-style-type: none"> 1. Teacher trigger students' motivation use prepared question 2. Delivering material
		Discussion	√		<ol style="list-style-type: none"> 1. Dividing class into groups 2. Giving instructions
		Ending Question	√		<ol style="list-style-type: none"> 1. The teacher evaluate the students' group work 2. Checking the students' understanding
		Summary or conclusion	√		<ol style="list-style-type: none"> 1. Moderator read the conclusion

					2. The teacher evaluating the whole discussion activity
2.	Teacher's actions during FGD (adopted the theory from Nurmasitah, 2018)	Explaining the material	√		The teacher explaining the material through video
		Grouping the students	√		The teacher dividing the class into 5 groups
		Choosing the moderator	√		The teacher choose the moderator
		Observing Discussion	√		The teacher observing the whole discussion
		Listening the conclusion and giving suggestion	√		The teacher giving conclusion and suggestion

Second observation

Date: Tuesday, May 16th 2023

No	Aspect	Indicators	Yes	No	Description
1.	Procedures of FGD (adopted the theory from Nurmasitah 2018)	Opening	√		5. Greeting students 6. Asking students' condition 7. Checking students' attendance 8. Asking last meeting's material
		Opening Question	√		3. Teacher trigger students' motivation use prepared question 4. Delivering material
		Discussion	√		3. Dividing class into groups 4. Giving instructions
		Ending Question	√		3. The teacher evaluate the students' group work 4. Checking the students' understanding
		Summary or conclusion	√		3. Moderator read the conclusion 4. The teacher evaluating the whole discussion activity

2.	Teacher's actions during FGD (adopted the theory from Nurmasitah, 2018)	Explaining the material	√		The teacher explaining the material through video
		Grouping the students	√		The teacher dividing the class into 5 groups
		Choosing the moderator	√		The teacher choose the moderator
		Observing Discussion	√		The teacher observing the whole discussion
		Listening the conclusion and giving suggestion	√		The teacher giving conclusion and suggestion

Third observation

Date: Monday, May 22nd 2023

No	Aspect	Indicators	Yes	No	Description
1.	Procedures of FGD (adopted the theory from Nurmasitah 2018)	Opening	√		9. Greeting students 10. Asking students' condition 11. Checking students' attendance 12. Asking last meeting's material
		Opening Question	√		5. Teacher trigger students' motivation use prepared question 6. Delivering material
		Discussion	√		5. Dividing class into groups 6. Giving instructions
		Ending Question	√		5. The teacher evaluate the students' group work 6. Checking the students' understanding
		Summary or conclusion	√		5. Moderator read the conclusion 6. The teacher evaluating the whole discussion activity

2.	Teacher's actions during FGD (adopted the theory from Nurmasitah, 2018)	Explaining the material	√		The teacher explaining the material through video
		Grouping the students	√		The teacher dividing the class into 5 groups
		Choosing the moderator	√		The teacher choose the moderator
		Observing Discussion	√		The teacher observing the whole discussion
		Listening the conclusion and giving suggestion	√		The teacher giving conclusion and suggestion

INTERVIEW GUIDELINE

No	Aspect	Indicators	Questions
1.	Procedure of FGD	Opening	How does the teacher do the opening?
		Opening Question	What is the aim of the opening question?
		Discussion	What is the main activity in the discussion section?
		Ending Question	What is the aim of the ending question at the end of discussion?
		Summary or conclusion	What is the main activity in the reading summary and conclusion section?
2.	Teacher's actions during FGD	Explaining the material	How does the teacher explain the material?
		Grouping the students	How does the teacher group the students? How many students in every group?
		Choosing the moderator	How does the teacher choose the moderator?
		Observing discussion	What does the teacher do when observing the discussion section?
		Listening the conclusion and giving suggestion	What does the teacher do when listening to the conclusion and giving the suggestion section?
3.	Advantages and disadvantages of FGD	Advantages	What are the advantages of using FGD in the teaching process?
		Disadvantages	What are the disadvantages of using FGD in the teaching process?

INTERVIEW TRANSCRIPT

First interview

Date: Tuesday, June 6th 2023

Researcher: What the teacher does in introduction of focus group discussion (opening)?

Teacher: In the opening the teaching learning process, especially for the teacher, the teacher have to make sure the students' readiness. It means that you have to know that your students ready to learn, to listen, like that. That is the students' readiness. And then, make sure that the materials that you had ready prepare can trigger the students' motivation to learn. And then also as a teacher you have to prepare or maintain the amount of the students, so when you decided what kind of focus group discussion you will apply, you have to know whether it is can be done by the class of the amount of the students, and then for the students, in the opening students will have ice breaking at the first, the students hopefully feel more relax, so they can focus on the teaching learning process. And then after that, the students and also the teacher can start the teaching learning process by observing the video.

Researcher: Does the teacher mention the name of participants (students) before starting the discussion? (checking students attendance)

Teacher: Checking students' attendance as the important step, because you know that as a teacher you have to know about your students' condition

whether they are in a good condition, maybe some of them feel bored, or sleepy like that. In this checking students' attendance not only their presence, but the students who come in a class, we may ask their condition.

Researcher: Does the teacher used prepared questions (instructions) during the discussion?

Teacher: As a teacher you have to prepare or maintain the amount of the students, so when you decided what kind of focus group discussion you will apply, you have to know whether it is can be done by the class of the amount of the students. And then, make sure that the materials that you had ready prepare can trigger the students' motivation to learn.

Researcher: What are the advantages of using FGD in teaching process?

Teacher: The advantages there are so many, there are so many advantages in focus group discussion here, I will divided into two, the students and also the teacher. Start from the first, I will mention some advantages for the teacher that will get, the first is we can see how the students' skill improve while they study alone and how they study in group. It means that we can observe how they socialize with others, how they use their right, how they try to improve their own skill in delivering material, in talk to the other friends. And then for the students, the students here, they can improve their speaking skill, they will be so brave in presenting

their project and ideas, and then also improve their brave in speaking, like that.

Researcher: What are the disadvantages of using FGD in teaching process?

Teacher: Actually not so many about the disadvantages in focus group discussion, the problem is sometimes if the teacher let the students to choose their own group freely, that can be a problem because most students will choose their only best friends in a group, so, in a group maybe for the first, second, and third (group), they will have the same name in the members, it will affect the discussion, where in a group there will be more prominent, and students who have not got a group will make a group with the remaining number of members. It is not good example, it is better for the teacher to prepare the name of the group.

Second interview

Date: Wednesday, June 14th 2023

Researcher: What is the aim of opening question?

Teacher: Untuk opening question ini biasanya dipergunakan untuk checking the students' readiness, jadi kaya kesiapan anak seperti apa atau bahkan untuk absensi mereview materi sebelumnya apa, atau materinya sampe apa seperti itu.

Researcher: What is the main activity in discussion section?

Teacher: Main activity nya disini, emmmm, anak-anak disini kaya diberi apa ya, right to improve their speaking skill, diberi hak untuk meningkatkan kemampuan berbicaranya. Punya hak atau kesempatan untuk berbicara.

Researcher: What is the aim of ending question at the end of discussion?

Teacher: Biasanya untuk ending question, guru memberikan, kaya apa ya, kesimpulan atau lebih tepatnya penguatan jadi strengthen the material biar focus ga kemana-mana, seperti itu.

Researcher: What is the main activity in reading summary and conclusion section?

Teacher: untuk menambah pemahaman anak.

Researcher: How does the teacher explaining the material?

Teacher: Explainingnya pake pembelajaran berdiferensiasi ya jadi narrowly visual but also like emm in listening dalam pendengaran juga bisa atau secara the real object jadi tiap style of students learning bisa didapat.

Researcher: How does the teacher grouping the students? How many students in a group?

Teacher: Emm biasanya saya pakai jigsaw gitu to make sure emmm rata dalam pembagian kelompoknya. Biasanya paling 5, jadi kalau 25 ada 5 kelompok.

Researcher: How does the teacher choose the moderator?

Teacher: Moderator disini bisa dipilih tiap kelompok sendiri gitu ya. Jadi sekiranya yang bisa mewakili teman-temannya bisa dipilih jadi moderator.

Researcher: What the teacher do in observing the discussion section?

Teacher: Teacher nya bisa making some notes kemudian atau checking some points for example, anak ini aktif atau gak, kemudian anak ini emmm apa namanya, aktif dalam pembelajaran, punya ide, dan lainnya.

Researcher: What the teacher do in listening the conclusion and giving suggestion section?

Teacher: In listening, sama kaya reading tadi bisa untuk review dan lainnya.

MEMBER CHECK


Saya yang bertanda tangan dibawah ini:

Nama Informan : Martha Dewi Windarta, S.Pd.
Jenis Kelamin : Perempuan
Unit Kerja : SMP Al Azhar Syifa Budi Solo

Dengan ini, saya menyatakan bahwa telah dilaksanakan wawancara dan data yang diperoleh peneliti atas nama Lisa Taathia Insani dengan NIM 196121200, dalam penelitiannya yang berjudul "**The Implementation of Focus Group Discussion (FGD) Technique in Teaching Speaking Skill at Eighth Grade Students of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023**" adalah benar berasal dari saya sebagai informan penelitian, dan transkrip wawancara yang dibuat oleh peneliti sesuai dengan apa yang saya sampaikan, dan saya tidak keberatan apabila nama yang ada dalam penelitian ini dicantumkan guna keperluan keabsahan data dalam penelitian ini.

Demikianlah, semoga data ini dapat dipergunakan sebagaimana mestinya untuk penelitian.

Surakarta, 20 November 2023



Martha Dewi Windarta, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	SMP Al-Azhar Syifa Budi
Solo Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / Genap
Materi Pokok	:	Recount Text (Factual Recount Text 1)
Alokasi Waktu	:	2JP (2 X Pertemuan)

A. Tujuan Pembelajaran

Melalui pendekatan *scientific* dan pembelajaran model *Think Group and Share*, peserta didik diharapkan terampil:

1. Disajikan beberapa teks, gambar, atau video *Factual Recount*, peserta didik dapat menganalisa fungsi sosial, struktur kebahasaan dan unsur kebahasaan teks *Factual recount* melalui kegiatan observasi kelompok.
2. Menyusun paragraf acak menjadi *Factual Recount Text* dengan fungsi, struktur dan unsur kebahasaan yang baik.
3. Menulis *Factual Recount Text* mengenai kejadian atau peristiwa fakta yang terjadi pada masa lampau.

B. Langkah-langkah Kegiatan

Pembelajaran Pertemuan ke-1

a. Kegiatan Pendahuluan (5 menit)

Langkah-langkah Kegiatan
<ol style="list-style-type: none"> 1) Memulai pembelajaran dengan mengucap salam 2) Mengabsen kehadiran siswa 3) Penyampaian tujuan pembelajaran

b. Kegiatan Inti (65) menit)

Langkah-langkah Kegiatan
<ol style="list-style-type: none"> 1) Peserta didik mereview materi sebelumnya terkait <i>Personal Recount Text (afektif)</i>. 2) Peserta didik diberikan waktu untuk mengobservasi secara kelompok dari beberapa gambar tentang kejadian atau peristiwa fakta yang terjadi pada masa lalu dan kontekstual. 3) Peserta didik menyampaikan pendapat dengan bebas secara lisan (<i>exploring</i>) tentang apa saja yang ditemukannya dari pengamatan gambar tersebut.

- 4) Peserta didik diajak dan diberi waktu untuk membuka materi.
- 5) Peserta didik mengisi tabel fungsi sosial, struktur kebahasaan, dan unsur kebahasaan yang ditemukan (*lampiran 3*).
- 6) Peserta didik menyampaikan kosakata sulit (noun, adjective dan verb) dari observasi gambar yang disajikan dalam pembelajaran.
- 7) Peserta didik belajar menyusun *Factual Recount Text* tentang kejadian atau peristiwa yang disampaikan dalam bentuk beberapa gambar, text, video dengan sederhana.
- 8) Peserta didik membuat dan mengumpulkan draft *Factual Recount Text* yang berhasil dituliskan.
- 9) Peserta didik menyajikan draf di kelas/media pembelajaran e-learning (chatroom/zoom atau lainnya)
- 9) Peserta didik diberi tugas untuk menyajikan gambar/teks/video yang akan dibuatkan *Factual Recount Text* pada pertemuan selanjutnya.

c. Penutup (10 menit)

Langkah-langkah Kegiatan
<ol style="list-style-type: none"> 1. Guru menyampaikan pertanyaan-pertanyaan praktis tentang fungsi sosial, struktur kebahasaan, dan unsur kebahasaan <i>Factual Recount Text</i>. 2. Evaluasi dan refleksi pembelajarannya. 3. Guru menyampaikan apresiasi atas keaktifan peserta didik. 4. Guru menyampaikan rencana materi dan tugas berikutnya

C. Penilaian

1. Sikap: Pengetahuan: mandiri dan bertanggung jawab.
2. Pengetahuan: mengisi lembar observasi teks *Factual Recount* secara tertulis (*lampiran 2*).
3. Keterampilan: Menulis draft teks *Factual Recount* dengan memilih salah satu gambar/teks/video yang diberikan dalam pembelajaran.

Lampiran 1:

Rubrik Penilaian

a. Penilaian dari Aspek Sikap (*Affective Aspect*)

Writing Skill			
No	Kemampuan Menulis	Aspek yang dinilai	Score
1		Sangat Asli	4

	Keaslian Tulisan (Karya peserta didik / mandiri)	Asli	3
		Cukup Asli	2
		Kurang Asli	1
		Tidak Asli	0
2	Tanggung jawab	Sangat tepat waktu	4
		Tepat waktu	3
		Terlambat dengan alasan	2
		Terlambat tidak dengan alasan	1
		Tidak mengumpulkan/kerja	0

Lampiran 2:

b. Penilaian dari Aspek Keterampilan (*Skill / Psycho-motoric Aspect*)

Skill Scoring			
No	Kemampuan Menulis	Aspek yang dinilai	Score
1	Judul	Sangat sesuai dengan gambar/teks/video	5
		Sesuai dengan gambar/teks/video	4
		Cukup sesuai dengan gambar/teks/video	3
		Kurang sesuai dengan gambar/teks/video	2
		Tidak sesuai dengan gambar/teks/video	1
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan Text (Kronologi)	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3

		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

FIGURES



The teacher asking the students' condition and attendance



The teacher gave a brief explanation about the material



The teacher delivering the material through video



The students divided into groups, and did a group discussion



The moderator read the results of the group discussion



The students convey their ideas



The students doing group discussion