CHAPTER I

INTRODUCTION

A. Background of the Study

At this time, English has become a very global communication media. The importance of English for future makes people race to master English, but the number of English elements that must be mastered like macro-skills including reading, speaking, writing, listening and micro-skills including grammar, vocabulary, pronunciation, etc (Hakan, Aydogan, 2014) cause some people not to like to learn English. However, because the demands of Mastering English in various fields make everyone have the spirit of learning and practice to master English especially English speaking skill. It is very useful for everyone as it can keep the development of the times, can communicate with anyone both local and foreign, can compete in the work and reflect a quality personally (Rijathurai, 2018). Currently there have been a lot of we meet the young generation who showing the action through public speaking like debate, storytelling, speech and etc.

Parupalli, (2019) said speaking is the most important skill that must be obtained by students. According to Bailey (2008) (in Hammad & Ghali 2015:53), *speaking is the productive aural/oral skill that includes conveying meaning through producing verbal utterances systematically*. Moreover, Cheng (2007) states that speaking is conversations that occur between two individuals who act as communicator and recipient. Furthermore, Fulcher (2003) views that *speaking is the verbal use of language to communicate with others*. So speaking is the delivery the meaning of ideas, opinions, thought verbally to others in order to establish communication.

Brown and Yuke (1983) as quoted by parapulli said that speaking skill gets the most assessment in real life. Speaking is the most difficult skill faced by students

Bueno, Madrid, and Mclaren (2006:321). One of the difficulties faced by students is about the language itself because some students have difficult in speaking even though they have a lot of vocabulary and can write it well. So the students need media to improve their speaking. One of the media is through public speaking. Public speaking is an oral communication about a topic in front of many people which is useful for educating, giving explanation, changing opinions, inviting, influencing, and giving information to another person. Public speaking is very useful to improve the quality of self, because not everyone is able to communicate well. So to improve the career, public speaking must be prepared from now.

A phenomenon in the world of education, from elementary school students to university level, students still have difficulty in speaking English. At college level, many students are seen as reluctant to speak English and tend to be passive during learning process. In speaking, students experience several difficulties in expressing an opinion because they haven't ideas and afraid to make mistakes because they will be laughed by their friends; students never use English when speaking in class and tend to be nervous in answering lecturers' questions (Hendra Hariansyah, 2012). In addition, some students look insecure and still embarrassed to speak English on front of their friends. According to Shen Yuru (2013), fluency and accuracy of language become difficulties for students in speaking English that can't be separated. Problem of fluency, students tend to stutter in expressing their ideas and seem to be confused about how to express them. The second problem is accuracy of language. Students often make mistakes that involve the use of pronunciation. It is supported by the research from Febriyanti (2013) about problems in speaking English as foreign language, Muhammed (2017) about difficulties of speaking in university level. And Rahayu (2015) conducted analysis problem of students in speaking daily in boarding school.

At the University, Muhammadiyah English Debating Society (MEDS) is one of the units of student creativity that are considered appropriate for developing speaking skills because the context is public speaking. In this case they use

interactive methods such as focus group discussion that require everyone to state their ideas, thus inviting active and courageous students to speak. This is because they focus on debate, so they need a discussion space to concentrate in discussing topics about latest issues in one place. Strategies to improve speaking ability are needed by the students; therefore interesting methods can help people always improve their ability. Routine training certainly gives positive effect. This is because students often apply speaking English and adding vocabulary quickly. So the problem faced when speaking English can be resolved.

So from this explanation, researcher decided to conduct research on An Analysis of Focus Group Discussion Strategies to Enhance Public Speaking used by Muhammadiyah English Debating Society (MEDS). The writer interested to conduct this research because the writer amazed with the students who come from various departments of education but they are very competent when speaking English so the writer would like to know the strategies that can improve the ability to speak English.

B. Scope of the Study

In this study, the writer limits the research in analyzing of focus group discussion, while the data is taken from Muhammadiyah English Debating Society (MEDS). Specifically, the researcher investigates the member of MEDS. Then to analyzing the data, researcher used descriptive qualitative method.

C. Problem Statement

There are problems that researcher wants to answer in this research. This is the problem about an analysis of focus group discussion strategies to enhance public speaking used by Muhammadiyah English Debating Society (MEDS). The writer divided the problem into three questions, they are:

1. How is the implementation of focus group discussion strategies in MEDS?
2. What are the difficulties experienced by the students in using focus group discussion?

3. How students solve their problems with the difficulty of using focus group discussion?

D. Objective of the Study

The purposes of this research are:

1. To describe how is the implementation of focus group discussion in MEDS.
2. To describe what are the difficulties experienced by the students in using focus group discussion.
3. To describe the solutions that students do to overcome the difficulties.

E. Benefit of the Study

This research can be divided into 2 parts, namely: theoretical and practical benefits.

1. Theoretical Benefit

   This can be useful as a reference for future researchers who will conduct relevant research and provide new knowledge about focus group discussion analysis.

2. The practical benefits of research are:

   a. For students

   This study uses descriptive approach in analysing data so it helps students understand the use of focus group discussion strategies to increase speaking ability and it can be motivation for the students to always learn and develop themselves.

   b. For teachers

   The teacher can use this research as a reference in the teaching and learning process so that the teacher can create an active and innovative condition in the class by using this example result to learning.

c. For readers

This research can be useful as reference to increasing speaking ability especially public speaking by using focus group discussion.

F. Research Paper Organization

This research paper is taken from the "Member of Muhammadiyah English Debating Society who implemented focus group discussion strategies to enhance public speaking. The research is organized systematically in five chapters. Each research chapter is divided into further divisions, including the following:

Chapter I discusses the introduction. This chapter explains the main problems of this research paper. This chapter consists of research background, research boundaries, problem statements, research objectives, and research benefits.

Chapter II is related literature. This chapter discusses previous research related to this topic and the basic theories used in this study.

Chapter III discusses research methods. This chapter contains the types of research, research subjects, research object, data and data sources, data collection techniques, data analysis techniques and data validity.

Chapter IV is the research findings and discussion. This chapter consists of research findings and discussion.

Chapter V discusses the conclusions, implications and research suggestions. In this chapter, the researcher concludes the results of the study, the pedagogical implications of the study and provides suggestions related to the results of the study.