

CHAPTER I

INTRODUCTION

This chapter consisted of background, problem identification, the research questions, the purpose of the study, and the benefit of the study related to promoting students' speaking ability through Focus Group Discussion.

A. Background

The ability to speak English has become one of the most important requirements for people who are willing to get success in broadening their international relationship and interaction. English has big influences on many fields in human life such as education, trades, politics, etc and also for those who want to be an accountant, secretary, sailor, etc. Fulcher (2003: 18) added "the ability to speak a foreign language without doubt is the most highly pride language skill and rightly so."

Speaking is included in English productive skill and also it becomes one of the considerations in job requirements. For such reasons, speaking becomes one of the important skills needed by people to master. As Bailey and Savage (1998) stated that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Nunan (2000: 232) also argues that mastering the art of speaking skill is the single most important

aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

STIP stands for Sekolah Tinggi Ilmu Pelayaran (Maritime Higher Education Institute) as one of the maritime institutes in Jakarta. It has 3 departments, they are Nautical Department (Nautika), Marine Engineering (Teknika) and Port and Shipping Management (Ketatalaksanaan Angkutan Laut dan Kepelabuhanan). STIP is challenged to provide the students (as known as cadets) with adequate English skills, especially speaking to compete in the job market. Every semester this institute sends its students to join the shipping or international company such as Mitsui O.S.K Lines, Ltd as their work experience by passing some interview in each chosen company. That is why the institute has done some efforts such putting English as a priority and speaking as one of important subjects. The institute forces its students speaking English in every activity.

However, many students keep silent and do not participate in classroom speaking activity. Davies and Pears (2000:55) state that the students are reluctant to speak because they are afraid to do any mistakes or they do not know to express their idea in English. Burns and Joyce (1997: 134) as cited in Nunan (1999: 231-232) also identify three sets of factors that may cause reluctance on the part of students to take part in classroom tasks involving speaking. This reluctance may be due to cultural factors, linguistic factors and/or physiological/ affective factors. Cultural factors derive from students' prior learning experiences and the expectations created by these experiences.

Many students were educated in large classes in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Bailey and Savage (1998) add EFL learners are often shy about speaking English because of inaccuracies in their English. This becomes a motivation for a teacher to play her or his important role. Some researchers such as Ur (1998:98), Nunan (2000:168), Ancker (2000:20) and Tsang (2004:187) agree that teachers play important roles in improving students' language skills. One of the roles is facilitating the needs of students by giving a technique that will encourage students speaking and improve students' performance and the important point is the technique that can give an opportunity to speak up. In those efforts the teacher as the researcher promotes her students with *focus group discussion* (FGD). According to Hemmert and O' Conneli (1998:99) FGD gives the students the opportunity to develop their views on a topic or problem and to interact with each other. Morgan and Kroeger (1998:124) add, usually, focus group discussion consists of six to ten participants and a moderator as a topic guide in the circle.

Unfortunately, many research findings have shown that English teachers rarely give the students opportunities to speak. According to Nunan (2003:55), teachers do approximately 50 to 80 percent of the talking in the classrooms. They take the students chance to talk. The same condition happens in STIP. Based on the researcher's observation; many students in this institute are passive. They will keep silent in the class before the teacher asks them to speak. When they are asked to speak, they refuse to step forward. Some

researchers like Nunan (2003:56), Lazaraton (2001:106-110) and Harmer (2001:272-274) agree that discussion, role play, storytelling are the best technique/activities for classroom that can empower classroom speaking activities. In addition, Lazaraton (2001) states that speeches can develop students' speaking ability. Those are the speaking techniques that have been already applied by the researcher in STIP, but all of them do not run well in that institute. They are less than ten students participate in those activities. For discussion, Harmer (2001:272) says "one of the reasons of that discussion fail (when they do) is that students are reluctant to give an opinion in front of the class. Particularly if they cannot think of anything to say and are not confident of the language they might use to say it".

The data shows that many students in this institute like English, but they always complaint the teacher's performance in the classroom such as teacher teaches English based on the textbook; the teacher gives the same lessons; sometimes teacher only asks the students to do many assignments without giving explanation. This condition makes students feel bored and unmotivated to study English.

Based on the problems above, the researcher intends to promote students' speaking ability through focus group discussion that can encourage the passive students to express their ideas, comments, etc and also give them an opportunity to speak up in the classroom. From this background the researcher hopes the FGD can be a powerful activity for classroom speaking activities.

B. Problem Identification

Burns (2000) stated that the focus in action research is on a specific problem. The problems were chosen based on the needs of students to get better productive skills. Based on the background of the study described above Focus Group Discussion for promoting students' speaking ability might arise some problems as follows:

1. Why the STIP students are reluctant to participate in classroom speaking activity?
2. How does the teacher handle STIP students' difficulties in speaking English?
3. How does the teacher encourage STIP students to speak in classroom speaking activities?
4. How effective is the FGD activity promote STIP students' ability?
5. To what extent is the contribution of FGD activity improves the students' speaking ability?
6. What are the effects of FGD activity in improving the students speaking ability?
7. What are the student's responses toward the implication of FGD?

C. Research Questions

1. How was FGD applied in classroom speaking activity?
2. How effective did FGD activity promotes students' speaking ability?

D. Purpose of the Study

The purposes of the study were to investigate:

1. How FGD was applied in classroom speaking activity.
2. How effective FGD activity promoted students' speaking ability.

E. Benefit of the Study

The researcher expected that the results of this study would bring benefits to the teachers especially in providing an activity that can promote students' speaking ability. It is also to help students improve their speaking ability by using effective speaking activity and they are expected to use their English especially in speaking actively and are ready for job competition.

CHAPTER II

LITERATURE REVIEW

This chapter discusses speaking and FGD. This chapter aims at providing basic concept for undertaking study relates to promote students' speaking ability through FGD.

A. Speaking

Bailey and Savage (1998) stated speaking in a second or foreign language has often been viewed as the most demanding of the four skills. The term of speaking is regarded as the oral communication concerning a joint negotiation of meaning involving more than one person Olson (2002).

Fulcher (2003: 23) stated that speaking is the verbal language to communicate with others. Olson (2002) adds the term of speaking is regarded as the oral communication concerning a joint negotiation of meaning involving more than one person. In this interactive process, there are two people or more that transferring and accepting messages.

Nunan (2000: 232) agrees that in speaking class, the first step that must be done by teachers is build students' motivation to speak. Nunan says that students' motivation is a key consideration in speaking activity. The motivation can be seen when the teachers provide the students with a technique that can allow all of them participate to share their ideas. Nunan also argues that mastering the art of speaking skill is the single most important aspect of learning a second or foreign

language and success is measured in terms of the ability to carry out a conversation in the language. Brookfield, S (2000: exforsys.com) agrees the group discussion can be the best ways to solve the problem and share ideas.

Harmer (2002: 269-271) divided speaking abilities into two sections. They are Language Features and Mental / Social Processing. In language features, there are four characters. (1) Connected Speech. Students should be able not only to produce the individual phonemes of English to use modified, omitted, added, or weakened sound. (2) Expressing Devices. Students should know where to place stress word in phrases and also use different intonation since they influence meaning of words. They should be able to play with volume and speed and use physical and nonverbal cues in order to show their emotions to convey meaning. (3) Lexis and Grammar. Students should know literal and metaphorical meaning of words. They should know how to use structure words in the correct grammar. (4) Negotiation Language. Students should be able to seek clarification and order what they say in order to comprehensible.

Mental or social processing has different point from language features. It consists of three categories of speaking ability. (1) Language Processing. Language processing that refers to the learners' abilities to think the language in their minds before to speak to others. In speaking, they have to have this ability to process language comprehensible to others. Beside that, the learner can communicate with others smoothly. (2) Interacting With Others. It is the interacting the learners should have. After thinking they have to have this skill in order to understand others' feelings. (3) Information Processing. In the

information processing skill the learners should process the information as soon as in order to become a good speaker.

However, there are five factors that cause students timid to speak English in the classroom Tsui in Nunan (1999: 234), they are:

- a. Students perceived low proficiency in English; their lack of confidence, unwillingness to take risks, and the perception that their English was poor resulted in a marked reluctance to respond.
- b. Students fear of mistake and derision; students were also afraid of making fools of themselves in front of their friends.
- c. Teachers' intolerance of silence, many of teachers taking part in the study gave the students little or no wait time.
- d. Uneven allocation of turns; from the data collection in the study it became clear that teachers preferred the better students, when soliciting responses.
- e. Incomprehensible input, many teachers who didn't realize that his/her explanation or question doesn't clear enough, where the questions were in fact quite difficult to understand. Not only that, but the questions were often confusing and not specific enough.

Burns and Joyce (1997: 134) as cited in Nunan (1999: 231-232) also identify three sets of factors that may cause reluctance on the part of students to take part in classroom tasks involving speaking. This reluctance may be due to cultural factors, linguistic factors and/or physiological/ affective factors. Cultural factors derive from students' prior learning experiences and the expectations created by these experiences. Many students were educated in large

classes in schools situated in noisy neighborhoods where opportunities to speak are severely limited. According to Burns and Joyce, the linguistic facts that inhibit the use of spoken language include difficulties in transferring from the learners' first language. Based on the syllabus of Maritime English standardized by International Maritime Organization (IMO) (2000: 73-112), the students are expected to master speaking sub skills namely: Grammar, Vocabulary, Pronunciation, Fluency, Comprehension, Accuracy, and Phonology. In addition, to producing English sentences which are accurate and intelligible, oral communication also requires students:

- to be able to listen
- to have confidence to participate
- to use 'register' of language appropriate to the circumstances
- to know when and how to take turn in conversation
- to be able to think, selecting our words in response to the situation
- to be able to check and negotiate meaning with other speakers
- to be able to paraphrase our own and others' words
- to possess strategies for dealing with breakdowns or misunderstandings in communication
- to be aware of different cultural norms for opening, sustaining and closing a conversation

B. Micro- and Macroskills of Speaking

According to Brown (2004: 142-143) there were micro- and macroskills listed the various components of speaking. The microskills referred to producing the smaller chunks of language such as phonemes, morpheme, words, collocationa, and phrasal units. The macroskills implied the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro- and macroskills total roughly 16 different objectives in speaking:

Micro- and Macroskills of oral production

Microskills

1. Produce differences among English phoneme and allophonic variant.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contour.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (word) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (noun, verbs, etc), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicative such relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

C. Focus Group Discussion

1. Definition

According to Stringer (1999: 81) Focus Group Discussion (FGD) consists of people with similar interests or agendas discuss particular issues, approximately 6 - 12 people guided by a facilitator, during which group members talk freely and spontaneously about a certain topic. Its purpose is to obtain in-depth information on concepts, perceptions and ideas of a group. An FGD aims to be more than a question-answer interaction. The idea is that group members discuss the topic among themselves, with guidance from the facilitator (Alland, Mano, Wangel 1994: <http://www.articlesbase.com/customer-service-articles/what-are-focus-groups-426488.html>).

According to Hemmert and Conneli (1998:99) FGD gives the students the opportunity to develop their views on a topic or problem and to interact with each other. Morgan and Kroeger (1998:124) add, usually, focus group discussion consists of six to ten participants and a moderator as a topic guide in the circle. FGD requires an experienced moderator to guide discussions and to encourage participants to get involved. Moderators need to be skilled in managing and guiding a group without influencing the course of a discussion too much

Greenbaum, (2000: <http://www.articlesbase.com/customer-service-articles/what-are-focus-groups-426488.html>).

FGD provides an excellent opportunity to listen to the voices of students, explores issues in depth, and obtain insights that might not occur without the discussion they provide Palomba & Banta (1999: 196). Palomba & Banta (1999: 196) adds FGD is a discussion in which the moderator supplies the topics and monitors the discussion. The purpose is to gather information about a specific or focused topic in a group environment, allowing for discussion and interaction by the participants. Every technique that we applied certainly has advantages and disadvantages and so the focus group discussion does, it has disadvantages and advantages according to Kaufman (2008: <http://www.articlesbase.com/customer-service-articles/what-are-focus-groups-426488.html>), they are:

2. Advantages of FGD

- a. Focus Group Discussion is a flexible assessment tool. Interactions between the moderator and participants allow the moderator to probe issues in depth, address new issues as they arise, and to ask participants to elaborate on their responses.
- b. Participants may be more comfortable talking in a group than in an individual interview. Interactions can generate more discussion and, therefore, more information.

3. Disadvantages of Focus Groups

- a. Groups can be difficult to assemble.
- b. The group setting can influence the responses of individuals, which is problematic when a dominant member affects the outcomes.
- c. The small numbers in focus groups can limit the extent to which the results can and should be generalized.
- d. The quality and quantity of focus group data is dependent on the ability of the moderator, making it essential that the moderator is carefully trained and skillful.

Irwanto. Ph. D (2008: <http://id.wordpress.com/tag/book> review) in his

book review explained that:

“FGD adalah kelompok **diskusi**. Ciri khas metode FGD adalah interaksi. Hidup mati sebuah FGD terletak pada ciri ini. Semua peserta FGD secara bergilir diminta responnya untuk setiap topik, sehingga terjadi dinamika kelompok. Dalam teknik ini moderator lebih banyak “diam” dan peserta FGD lebih banyak bicara untuk mengekspresikan pendapat yang mereka miliki. Kondisi idealnya, Informan A merespon topik yang dilemparkan moderator, disambar oleh informan B, disanggah oleh informan C, diklarifikasi oleh informan A, didukung oleh informan D, disanggah oleh informan E, dan akhirnya ditengahi oleh moderator kembali. Diskusi seperti itu sangat interaktif. Agar terjadi dinamika kelompok, moderator harus memandang para peserta FGD sebagai suatu group, bukan orang per orang. Selalu melemparkan topik untuk semua peserta FGD bukan melemparkan topik kesalah satu peserta FGD. FGD adalah diskusi **terfokus** bukan diskusi bebas. Moderator memang dituntut untuk mencairkan suasana agar diskusi tidak berlangsung kaku.”

Everyone agrees that the speaking and discussion are related. But not all discussions run well in the classroom speaking activity. For example, in a general discussion that involves a whole class with many students. They are only a few students are active and participate in that activity and the rest will keep silence

until the end of the discussion. We have to remember that the purpose of the speaking lesson is to promote students' speaking ability, so the teacher and all school's staffs can provide the appropriate speaking technique, such as A Focus Group Discussion activity or FGD.

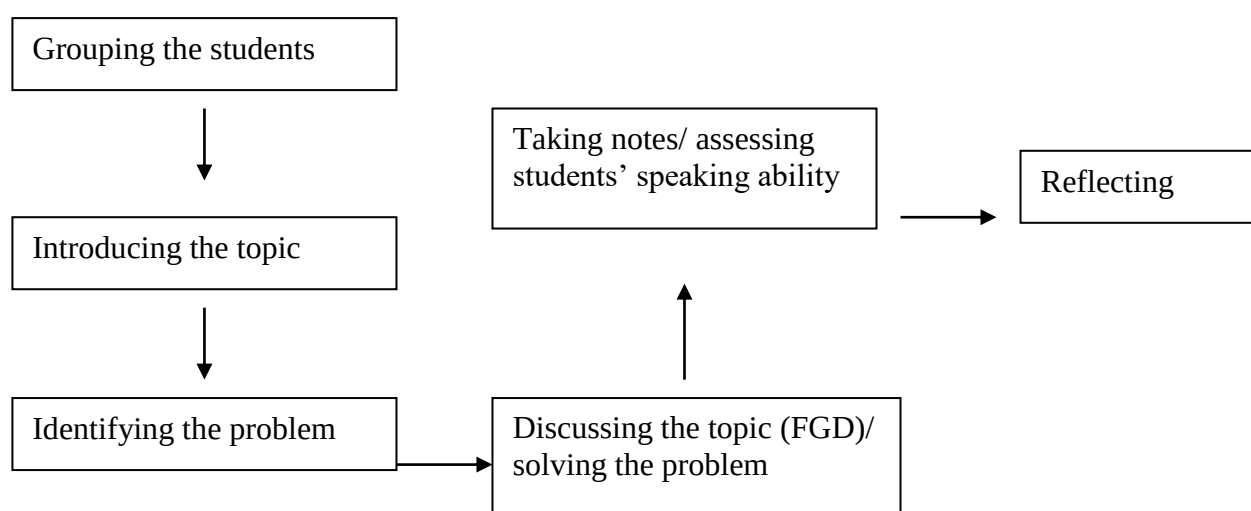
In FGD the students will be divided into groups that consist of 6-12 people for each group in the circle. In it, the students will discuss the particular issues according their interests. It can be proved that this technique can promote students' speaking ability and to make the speaking activity alive because this activity gives all students the opportunity to speak up their mind, opinions etc (turn taking).

C. Conceptual Framework

For years the ability to speak English has become one of the most important requirements for people to get success. Many schools today educate their students with speaking lesson to promote their speaking ability with various kinds of speaking activities. Unfortunately, the activities provided sometimes do not work in certain classroom situation such as, too large classrooms that consist of many students inside that may be noisy. Beside that, many students are afraid of making mistake and decide to keep silent during classroom speaking activity. Moreover, it is caused by the teachers' way of teaching that sometimes incomprehensible or the teachers do not give the opportunities for their students to speak.

Therefore, the teacher has to provide the appropriate activity for speaking. This speaking activity, called Focus Group Discussion (FGD). The using of FGD will give the students an opportunity to speak. This activity gives advantages to both teacher and students. The teacher can transfer her knowledge to her students and she can get new knowledge from her students. On the other hand, the students will get new experience interacting and sharing ideas and activate their creative thinking with their friends and the teacher. Beside that, FGD can solve the students' silence during their learning process and eager them to speak.

The FGD proposed will be conducted in several steps:



The researcher interprets the using of FGD in scheme above. She as the teacher will carry out the FGD as one of the speaking activities to solve the students' silence during their learning process. It will encourage students to be able to speak with confidence and promote their speaking activity to improve their speaking ability and make them be ready to compete in job competition. As one of

the simple way to teach speaking to students, the teacher has to conduct the competencies of the students to achieve learning objectives.

CHAPTER III

METHODOLOGY

This chapter consisted of the discussion of the method used in conducting an action research related to promote students' speaking ability through group discussion. This chapter consisted of 2 sections: study design and data collection process.

A. Subjects

The researcher would take Nautical Department (Nautika) students in STIP North Jakarta as the participant. This class consisted of 20 students, eighteen males and two females. The choice was based on the researcher survey that showed less than ten students participate in the speaking activity.

B. Study Design

This was an action research to investigate to what extend group discussion promotes students' speaking ability. The study also aimed at promoting students' speaking ability that could be benefit for STIP students' work experience preparation.

The procedures of this action research were based theory developed by Kemmis and Mc Taggart (1990: 57-59) that consists of five main stages:

A representation of an Action Research protocol by Kemmis and McTaggart is provided in Figure 1.

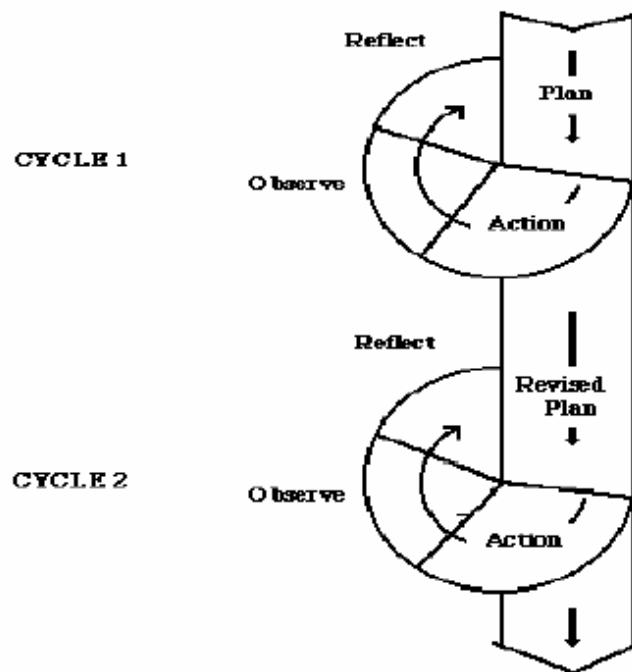


Figure 1.1: Action Research Protocol by Kemmis and McTaggart (cited in Hopkins, 1985)

1. Reconnaissance

The steps of the research from observation to discussion were elaborated in this first cycle.

a. Describing the Situation

In this part the researcher would write the description of the class during the study was stated elaborately from general (e.g. the situation of the school) to specific situation (e.g. students' characteristic, condition of the class, etc).

b. Identifying the Problems

In this part the researcher would identify problems that often appeared during the teaching-learning process.

c. Analyzing the Problems

In this part the researcher would identify the problems that often appeared in the classroom when the researcher used the technique. The problems under study would be analyzed to find out the difficulties or grievances faced by students.

d. Working Hypothesis

Through FGD students could develop their creative thinking and FGD could also increase their speaking ability and encourage them to speak in order to solve the classroom taciturn problems.

e. Collaborator

This was a description about a colleague or somebody who knew much about the teaching learning process and helped the researcher in the study by observing and taking notes regarding the strengths and weaknesses in the teaching learning process as well as the difficulties faced by students.

2. Planning

This plan consisted of the teaching steps and activities that would be applied in the classroom.

3. Acting

The researcher applied the plan and tried to analyze the effect of this plan to the learning process especially using FGD for promoting students' speaking ability.

4. Observing

The researcher and the collaborator did the observation during the teaching learning process. The collaborator took notes about important things in the classroom, such as the strength and weaknesses of speaking activities, the researcher way in teaching in the class, also the students' responses with speaking activities.

5. Reflecting

The researcher and the collaborator along with the students discussed the result of the observation to evaluate the teaching learning process done in the class.

C. Place and Time

This study would be conducted in STIP (Sekolah Tinggi Ilmu Pelayaran), Jl. Marunda Makmur, Cilincing, North Jakarta, Jakarta 14150, Indonesia. This study would be held during the first semester 2009-2010. This study would be held in the classroom.

D. Data Collection

1. Observation

Classroom observation was used to get a real data of real situation in the classroom such as, classroom condition, the students' motivation in learning, how the students interacted and participated in the class.

There were two kinds of instrument used in this observation, field notes and recordings. The field notes were used to write the note all about classroom activities that would be done by the collaborator. Recordings were also used to record participants' utterances and participation, which happened in the classroom.

2. Interview

Interview was developed to support and made clear the previous data. According to Burn (2000: 467), interview was essential to report and interpret through the eyes of interviewees who provided important insight and identify other sources of evidence. The interview would be used was semi-structured interview in which respondent could give his or her views, ideas or suggestions about the question given.

3. Pre-Test and Post-Test

These kinds of the tests that would be used to monitor students' speaking ability before and after the implementation of the FGD activity. Pre-test would aim at measuring the existing knowledge of speaking before the application of the proposed technique. The last was post-test is to gain final speaking ability improvement which was given at the end of the cycle in implementing the FGD activity.

E. Data Analysis and Interpretation

This study applied the qualitative and quantitative approaches. Observation and interview would be analyzed qualitatively. Meanwhile, students' speaking test results would be analyzed quantitatively.

All data would be analyzed and discussed together with the collaborator. The collaborator shared the input based on observation and fields notes concerning teaching learning process, concerning strength and weaknesses of the teaching-learning process and also students' problems and responses during the teaching-learning process based on the results of interview.

The activity the teacher used in the classroom would be interpreted from data of observation, and notes. The development of speaking ability would be measured from the tests.

F. Achievement Indicators

In order to measure the improvement of students' speaking ability in FGD as one of speaking activities, the researcher decided a speaking skill indicator according to Brown (2004):

SPEAKING RATE CRITERIA

No	Criteria	Rating Scores	Comments
1	Pronunciation	95-100 {5}	Has few traces of foreign accents
		85-94 {4}	Always intelligible, though one is conscious of a definite accent
		75-84 {3}	Pronunciation problem necessities concentrated listening and occasionally misunderstanding
		65-74 {2}	Very hard to understand because pronunciation problems and most frequently be asked to repeat
		Less than 65 {1}	Pronunciation problems to serve as to make speech virtually unintelligible
2	Grammar	95-100 {5}	Make few noticeable errors of grammar or word order
		85-94 {4}	Occasionally makes grammatical errors or word order. However, it's still acceptable in meaning
		75-84 {3}	Make frequent errors of grammar and word order which occasionally obscure in meaning
		65-74 {2}	Errors in grammar and word order make difficult comprehension. s/he must rephrase sentences and back to pattern
		Less than 65 {1}	Errors in grammar and word order so, severe as to make virtually unintelligible speech
3	Vocabulary	95-100 {5}	Use of vocabularies and idioms virtually like a native does
		85-94 {4}	Sometimes using inappropriate terms and rephrase ideas because of lexical and equities
		75-84 {3}	Frequently using the wrong word in

			conversation or somewhat limited because of lacking of vocabulary
		65-74 {2}	Misuse of words and very limited vocabulary make comprehension quite difficult
		Less than 65 {1}	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	95-100 {5}	Speak fluent and do errors less like a native does
		85-94 {4}	Speed of speech seems to be slightly affected by language problem
		75-84 {3}	Speed and fluency are rather strongly affected by language problem
		65-74 {2}	Usually hesitant often forced into silence because of language limitation
		Less than 65 {1}	Speech is also halting and fragmentary as to make conversation virtually impossible
5	Comprehension	95-100 {5}	Appear to understand everything without any difficulty
		85-94 {4}	Understand nearly everything in normal speed, sometime repetition is needed
		75-84 {3}	Understand most of what is said as slower than normal speed without repetition
		65-74 {2}	Have great difficulty following what is said and slowly and frequent repetition is needed
		Less than 65 {1}	Cannot be said to understand even simple conversational English

CHAPTER IV

FINDINGS & DISCUSSION

This chapter described research stages by following research procedures, which gave detail explanation of the basic reference in conducting this research. As stated in chapter III, each cycle consisted of five stages: reconnaissance, planning, acting, observing, and reflecting.

A. First Cycle

1. Reconnaissance

a. Describing the Situation

STIP stands for Sekolah Tinggi Ilmu Pelayaran as one of state Maritime Institutions in Indonesia is under responsibility of Ministry of Transportation (Departemen Perhubungan) that is led by a principal whose name is Capt. Yan Risuandi, M. Sc. It is located at JL. Marunda Makmur, Cilincing, North Jakarta, 14150. There are three departments which each department serves DIV Program and Sarjana Sains Ilmu Terapan (SST) for graduation, the three departments are: Nautical Department (Nautika), Ship Engineering Department (Teknika), and Port and Shipping Management Department (Ketatalaksanaan Angkutan Laut dan Kepelabuhanan). The graduation of Nautical Department will become Ship's Captain that is very needed in National Shipping Company and International Shipping Company. The cadets of Ship Engineering Department will be Chief Engineering that will be recruited in National Shipping Company and International Shipping Company. The cadets from those two departments will

work on the ship except Port and Shipping Management Department, the graduation of this department will be competent and professional in managing shipping and custom services in National Shipping Company and International Shipping Company and other maritime industries.

About the buildings, STIP was built on 32 Ha land ground that is surrounded by industry factories and flats. STIP has two parts of buildings that are the main administration office and classroom buildings. The main administration office consist of the principal's room and assistances', the lecturer rooms, and auditorium. The classroom buildings are separated with the main building, this building consists of classrooms for each department, and there are twelve classrooms for Port and shipping Management, eleven classrooms for ship engineering, and fourteen classrooms for Nautical with workshop and simulator laboratory. Each classroom is facilitated with Air Conditioner (AC), but this institute limits the time for using it, white board, thirty seats, some of the classrooms provide the projector. Unfortunately, most of classroom has broken floor and chairs. This institute also provides dormitories for all junior and senior cadets separately, that can be occupied about 960 cadets inside. To support the teaching learning process STIP has supported facilities, there are: laboratories, simulator rooms, audio visual rooms, library and cadet recreation rooms, survival exercise pool, sport hall, mosque, church, bank, clinic, internet station, canteen, star field, lecturers and staff houses, etc.

The curriculum used in English Course (EC) in STIP is based on the International Standard Organization (ISO) that aims at developing and increasing

the quality of graduation of STIP. EC at STIP was held by Language Unit (Unit Bahasa) that has work plan program to improve students' English by conducting English Club, English Day and English Course as work experience preparation.

This research only focus on Nautical III A, that is the students in fourth semester who would face the work experience and needed English the most that other two departments, since cadets from this department would work on ship with other people from another country and also they were insisted to communicate in English when their ship met another international ship. The schedules of EC for Nautical III A were on every Monday and Wednesday at 04.00 p.m. to 05.30 p.m. The source of the lesson was only from textbook.

b. Identifying the Problems

Based on the data of pre observation, the problems that often appeared in every classroom, especially in Nautical classroom were many students kept silence and did not actively involved in the classroom speaking activity although the teacher had provided various kind of speaking activity such as; general discussion, role play, speeches, etc. The students will keep silence all the time of teaching learning process if the teacher did not ask them to speak and always answered the teacher's questions in Bahasa. Additionally, based on unstructured interview, the writer found that the students always felt bored if the lecturer used textbook for learning activity.

c. Analyzing the Problems

The main problem of this research was taciturn problem, most of students kept silence during the classroom speaking activity. It occurred because they were lack of vocabularies and structured grammar. Due to the lack of vocabularies, the students could not express their ideas and opinion. They were also afraid of making mistakes in speaking since they had unstructured grammar. Another reason came from external factors, some junior students were not confident to speak English in classroom because of their senior. About the students' boredom in classroom was caused by the teacher that always used the textbook as their material, the students expected the teacher found another interesting topic from other resources. These conditions were crucial that the writer wanted to solve the problems by using FGD. It was hoped that the use of the activity could promote the students' speaking ability. They would also feel enjoyable and more motivated with the teaching learning process.

d. Working Hypothesis

From the literature review, the writer has found out that FGD activity was the answer of the problems in which the students will be focused on the discussion in the circle. The power of this FGD is speaking and participation during the FGD, without the two things the FGD will not be succeeded. In order to get the effectiveness in learning, the researcher used FGD that was concerns the development in English particularly

students' speaking ability. The writer varied the topics to be discussed in FGD. The writer selected the topics related to students' life in dormitory, transportations, etc. It consists of steps which are: grouping the students, introducing the topic, identifying the problems, discussing the topic (FGD)/ solving the problems, assessing students' speaking ability, and reflecting. Through FGD, the writer promotes the students' speaking ability and gives them opportunity to be more active in the classroom. The students were stimulated to speak their mind and through this FGD the students' speaking ability will be developed since the writer always gives feedback for the students every time they make mistakes.

e. Collaborator

The collaborator for first cycle in this study was writer's colleague teaching in English Course at STIP whose name is Ms. LO, SS. She was born in Jakarta, October 20th 1982. She was a student of Gunadarma University, majoring Faculty of Letters. She has been teaching in EC at STIP for about one and a half years since 2008. Besides teaching in EC at STIP, she also teaches in other places which are SMPN I Pebayuran, SDN Duren Jaya 10, and other English courses which are Primagama English Course and Smart Center Bimbingan Belajar. The writer chose her to be the writer's collaborator, since she has a lot of experience in teaching in many places. Besides that she taught Nautical Department last semester, so she had already known the condition of the students and could help the

writer in managing the students' behavior. Besides, being the writer's collaborator, she got a chance to improve her teaching technique.

During this study, Miss. LO as the collaborator observed while recording classroom activity and noted down some important points as follows: The writer's presentation, the writer's way in managing the class, the writer's questions, and the writer's pronunciation. She also paid attention to the students' attendance and behaviors in classroom.

2. Planning

This section gave details about the steps that were prepared by the writer in conducting the research. The writer conducted this plan into two meetings with topics Caught in the Rush (Transportations) and Going Places (Vacation)

First Meeting

Theme : Caught in the Rush (Transportations)

Grammar Focus : Adverbs of Quantity (many and much)

- a. The writer started the meeting with checking students' attendance and checked students' readiness for today's lesson.
- b. The writer asked the students to open the textbook (page 8-9) and explained what they were going to learn.

- c. Before the writer entered the main topic of the lesson, she and her students did the exercise making compound nouns related to the transportations (e.g. traffic + jam= traffic jam)
- d. The writer gave the students a conversation text related to the theme
- e. The writer asked the students to find out the expressions using “Adverbs of Quantity (many and much)” from the text and also asked the students to practice the conversation with their partner to see how they stressed wh questions and indirect questions.
- f. The Writer explained and gave examples of the differences between “many and much” and how they are used and also gave the examples of how stressed wh questions and indirect questions.
- g. The writer asked the students to make a conversation in pairs about what they feel of transportation in Indonesia.
- h. The writer asked the students to act out their own conversation in front of the class.
- i. The writer gave feedbacks of their performance.

Second Meeting**Theme : Going Places (Vacation)****Grammar Focus : Modal for Necessity and Suggestion**

- a. The writer greeted the students by calling their name one by one and checked students readiness to start the lesson
- b. The writer explained the objectives today's lesson to the students
- c. The writer asked the students to open the textbook (page 31; Necessity and Suggestion)
- d. The writer and the students discussed the auxiliaries to express the necessity and suggestion
- e. The writer gave the examples of describing necessity and giving suggestion and asked the students to find out the differences
- f. After giving the examples, the writer asked the students to do the exercise orally by asking volunteers
- g. The writer gave the time for students to make conversation in pairs about necessity and suggestion.
- h. The writer asked the students to act out their own conversation in front of the class.
- i. The writer gave feedbacks of their performance.

3. Acting

The writer began to select and prepare the activity to be conducted. The selected activity were Caught in the Rush (Transportations) and Going Places (Vacation) that using conversation technique since these activities eager the students to speak up.

First Meeting

Theme : Caught in the Rush (Transportations)

Grammar Focus: Adverbs of Quantity (less, more, fewer, enough, many and much)

The writer started the lesson by checking students' attendance and students' readiness to start the lesson. After all opening activities, the writer asked students to open their textbook and stated the lesson that was going to be learnt, that were "Caught in the Rush (transportations)" as the theme, and "Adverbs of Quantity" as the grammar focus. It is not only about transportations and grammar but also it is about pronouncing a word properly, how to stress wh questions and indirect questions, and vocabularies that was related to transportations. Before the writer explained the main topic of the lesson, she and the students did the exercise to match the two different words to make compound nouns. Many students did not know about the compound nouns, so it was the writer's attempt to explain about it in Bahasa and gave an example of the

compound nouns. The students were enthusiastic following the writer's explanation.

After the writer gave her explanation, she asked the students to make compound nouns from the words given in the textbook (page 8) orally, for example: traffic + jam = traffic jam. The writer asked the students to raise their hand if they wanted to answer, in a moment, there was no one raised his/her hand, the students only kept silence and looked hard thinking. The writer kept asking about the question and finally the writer asked one student to answer the question. The writer asked the male student named AR to compound the two nouns from textbook, the student was reluctant to answer because he was afraid of making mistakes whereas he had correct answer.

After doing the warm up activity, the writer proposed the main topic of the lesson by giving students a conversation text between two people in the bus shelter who compliant about the transportation system in their town. The writer asked students to read the text and to identify the expression of adverbs of quantity, the writer asked them to stress the wh questions and indirect questions as well. In this activity, the writer asked them several question related to the text, but unfortunately the students were reluctant to answer the writer's questions.

The writer had to call the students' name one by one to know how far they understand the lesson and also to make them speak up, they will keep silence if the writer didn't ask them to speak. After that, the writer

gave the time for students to make a conversation about transportation in Indonesia in pairs. In this activity the writer only asked two pairs of students to perform in front of the class. After they had finished the task, the writer asked them to perform in the class without reading the conversation text they made. Hearing that, the students were frightened and complained the writer for not asking them to perform. Due to the fact that the students did not want to perform, the writer asked pairs of the students if they refused it they would lose their score. The writer only asked two pairs of students because the time limitation, after they performed the conversation, the writer found out many grammatical mistakes the students done, for example: “***I waiting*** a bus” beside that the students did mispronouncing, for example: “I think **(ting)** the government ***have*** to add the bus”. The other students were noisy while their friends performed in the front of the class, so the collaborator helped the writer warned them to be quite. After the two pairs of students performed in front of the class the writer gave feedback for all students in the class about the correct grammar and pronunciation. The writer ended the class by giving an advice for the students to be more active and quite while teaching learning process.

Second Meeting

Theme : Going Places (Vacation)

Grammar Focus: Modal for Necessity and Suggestion

In this second meeting the writer conducted the pre-test for students. As usual, the writer greeted the students by checking their attendance list. The writer started choosing the material to be discussed and for pre test theme. Before the writer conducted the pre-test, the writer chose Going Places (Vacation) as a theme of today's lesson first. She started to explain the material about modal for Necessity and Suggestion such as; have to, must, need to, 'd better, ought to, should, etc and their differences. When the writer asked them whether they had questions or not, the one of the students named DR asked about the abbreviation of 'd better and "gonna". The writer also asked the same question for a whole class, but unfortunately no one in the class 'd better stands for, they said that they never heard that term before, so it was the writer duty to explain about the simple term like that.

In this second meeting, the writer taught the students the material from textbook and asked the students to do the exercise orally. In this activity the students still did mispronouncing although they had heard a word for many times, for example: "You should check the weather (**wither**).

To support the former data, the writer conducted the pre test. The material used in the pre-test had been discussed with the collaborator. The

topics chose were: “vacation: tour guide and tourists,” “at hotel: guests and receptionist,” “recommendation of shipping company: lecture and cadets,” and “favorite food.” Here the writer and the collaborator asked the students to make the conversation about the topics above in a piece of paper to know the students’ grammar and vocabularies in writing, so the writer could differentiate between the students’ writing and speaking ability. This pre-test used the speaking rate criteria from Brown (2001: 406-407) as cited in Brown (2004: 246 – 247) (see appendix), which consisted of grammar, pronunciation, vocabularies, fluency, and comprehension. Although the students were asked to write the conversation, they were not allowed to read it, the students were asked to memorize or improvise it. The recording was also used in this pre-test to support the data.

4. Observing

In this classroom observation collaborator took some notes about teaching learning process especially the writer’s performance, and students’ attendance. The collaborator also wrote down the strengths and weaknesses of the writer performance. In her notes, the writer could interact well with the students so that the students paid more attention to the lesson. She also said that the writer spoke English fluently and mastered the material well. Unfortunately, the writer could not manage the classroom very well; she did not ask the students to occupy front seats, so there was distance between the writer and students. She also observed

the students' behavior during the class. She noted that the students were enthusiastic following the lesson although some of them were sleepy, but the collaborator always warned the students to pay more attention to the lesson.

5. Reflecting

After class, the writer and the collaborator discussed together about the whole processes related to the strengths and weaknesses of the activity in the class. The students' and the collaborator inputs were presented by the result of taking notes interview after class in the first cycle.

The first strengths of the activity was that the students were enthusiastic in following the lesson since they were finding some new grammar, vocabularies, expressions, phrase, pronunciations, etc. Second, the students could interact with their friends and the writer. There were the weaknesses also in these activities, first, the students were noisy although the writer had entered the classroom and did not pay attention while their friends were performing in front of the class. Second, the students felt bored and when the writer used the textbook as the material in teaching.

From the result of the discussion and pre-test (see appendix), the writer and the collaborator agreed that this first cycle still had few obstacles and problems. Supported by the result of the students' interview, it can be concluded that the next cycle needed to be conducted. The students also gave nearly the same suggestion for the next activity through interviews. The students suggested the writer to make the material or activity needed to be more varied and

attractive. The writer and the collaborator then decide the steps to take. The writer would use the one of activities of speaking to improve and promote the students' speaking ability namely FGD to achieve the purposes of the study. When the students were interested and motivated, they would likely optimize their performance in the classroom especially in speaking activity. They would also experience the new activity of speaking activity that they never got in their official class.

B. Second Cycle

In this second cycle the writer began to apply the FGD activity for classroom speaking activity. This cycle divided into four meetings.

1. Reconnaissance

a. Describing the Situation

The students in the first cycle were enthusiastic in learning English in could be shown that they always asked something new in their English. The students were more attractive in learning, finding something new in them but sometimes they felt bored with the lesson since the writer used textbook for teaching material, it made students' boredom, as a result they kept silence and tended to be lazy to participate, even they would be noisy and chatting with their peers because of their boredom. Seeing that situation, the writer planned to use the activity of teaching that could attract the students to follow the lesson and focus from the beginning until the end of the lesson.

b. Identifying the Problem

From the result and from the inputs of the collaborator, it was found that students needed a situation that could encourage them to learn. Thus, the situation or the class atmosphere should be able to attract their attention and raise their motivation. As the previous meetings the students were still reluctant to speak even though the writer had forced them to do. Beside that, the students still did mistakes, even the same mistakes that other students did. They still made a lot grammatical mistakes such mistakes in verbs, pronouns, and the tense used and also mispronouncing although they had learnt about those terms before. From the observation, the students also had lack of vocabularies; it was proved that the students always asked the simple word like “gonna”, they did not know “gonna” stands for. Thus the writer needed to find a way in which the students were enthusiastic to follow the activity from the beginning until the end of the course.

c. Analyzing the Problem

The conversation activity had implemented in the first cycle as speaking activity in the classroom. The students had promoted their speaking ability including their courage to speak. Nevertheless, they still did lots of grammatical mistakes, mispronouncing, and kept silence, they did not want to participate in classroom speaking activity because they were afraid of making mistakes. The writer also had forced them to participate in the classroom speaking activity but the students chose to keep silence and

tended to rely on their peers. The students rarely participated in speaking activity because they felt bored when the material for the lesson was from textbook.

d. Working Hypothesis

To solve problems mention above, the writer planned to use an Focus Group Discussion (FGD) as classroom speaking activity and also as the speaking technique to raise the students' motivation to participate in the classroom since in the FGD, the participants of the discussion is people with same interest or work in same field that discuss particular topics related to their field. In FGD, the participants and the moderator will sit in the circles that consist of 6-12 people inside. This form of the seats will make possible for them to interacting each other without barrier and it can create a comfortable situation for them to share their mind freely.

The writer will conduct the FGD in the classroom to encourage the students to learn English and also the writer plans to promote the students' speaking ability through this activity and also will make the students be more active to participate in the class than kept silence during the lesson. The writer will conduct the FGD in fourth meetings to see the students' progresses. Through FGD the students will be stimulated to speak and be more active in the classroom since the FGD will force the students to speak.

e. Collaborator

The collaborator for second cycle in this study was still the writer colleague, Ms. LO, SS. The writer chose her to be the writer's collaborator in the second cycle, since she had already known the condition of the students and could help the writer in managing the students' behavior and also Ms. LO really knows what problems the students face. Besides, being the writer's collaborator, she got a chance to improve her English and teaching technique.

During this study, Ms. LO as the collaborator observed while recording classroom activity and noted down some important points as follows: The writer's presentation, the writer's way in managing the class, the writer's questions, and the writer's pronunciation. She also paid attention to the students' attendance and behaviors in classroom in the second cycle.

2. Planning

This section gave details about the steps that were prepared by the writer in conducting the research. The writer conducted this plan of FGD into four meetings with topics Dormitory Life, English Course at STIP, The Most Addicted Thing in Your Life, Transportation in Indonesia.

First meeting

Theme: Dormitory Life

- a. The writer greeted the students by checking their attendance list.
- b. The writer started to explain about FGD to the students.
- c. The writer proposed the topic to be discussed in FGD.
- d. The writer and collaborator grouped the students into circles (smaller group). It was divided into two groups.
- e. The writer and the collaborator began the FGD and asked the students to tell their life in dormitory school and problems they faced (turn taking activity).
- f. After the students told their problems in dormitory, the writer asked the students to give comment or solution for their peers.
- g. The writer asked the students about what students expected from the institute to improve the regulation.
- h. The writer and collaborator reflected and gave feedback for students' performance.

Second Meeting

Theme: English Course at STIP

- a. The writer checked the students' attendance list and reviewed the previous lesson in the first meeting.
- b. The writer proposed the topic to be discussed in FGD.
- c. The writer and collaborator grouped the students into circles (smaller group). It was divided into two groups.
- d. The writer and the collaborator began the FGD and asked the students to tell their view of English Course at STIP and problems they faced during EC (turn taking activity).
- e. After the students told their problems in EC, the writer asked the students to give comment or solution for their peers.
- f. The writer asked the students about what students expected from the institute to improve the regulation.
- g. The writer and collaborator reflected and gave feedback for students' performance.

Third Meeting

Theme: The Most Addicted Thing in Your Life

- a. The writer checked the students' attendance list and reviewed the previous lesson in the second meeting.
- b. The writer proposed the topic to be discussed in FGD.

- c. The writer and collaborator grouped all students in one big group in the circles.
- d. The writer and the collaborator began the FGD and asked the students to tell their story of their most addicted thing in their life that gives bad effect for their life.
- e. After the students told their story and problems the writer asked the students to give comment or solution for their peers.
- f. The writer and collaborator reflected and gave feedback for students' performance.

Fourth Meeting

Theme: Transportation in Indonesia

- a. The writer checked the students' attendance list and reviewed the previous lesson in the third meeting.
- b. The writer proposed the topic to be discussed in FGD.
- c. The writer and collaborator grouped the students into circles (smaller group). It was divided into two groups again.
- d. The writer and the collaborator gave the students a text about transportation in Indonesia.
- e. The writer asked the students to read the text carefully and identify the problem based on the text.

- f. The writer and the collaborator began the FGD and asked the students to tell their view of transportation in Indonesia and problems the country faced based on the text.
- g. After the students found the problems their problems of Indonesia transportation, the writer asked the students to give comment or solution for the problems.
- h. The writer asked the students about what students expected from the government.
- i. The writer and collaborator reflected and gave feedback for students' performance.

3. Acting

The writer began to select and prepare the activity to be conducted. The selected activity were Dorm Life, The Most Addicted Thing in Your Life, Transportation in Indonesia, English Course at STIP that using FGD activity since these activities promote and improve the students' speaking ability.

First Meeting

Theme: "Dorm Life"

To begin the today's meeting, the writer greeted the students by checking students' attendance and students' readiness. After that, the writer explained about the definition and purposes of FGD. When the writer

explained about FGD the students listen to the writer enthusiastically and when the writer asked them about FGD, they answered that they hadn't heard the term of FGD before. They said that the lecturer never used FGD for classroom speaking activity; the lecturer only used a general discussion or presentation instead. After the writer gave her explanation of FGD and brainstormed with the students, she proposed the topic to be discussed. The selection of the topic was the result from the writer and collaborator discussion before beginning the meeting. The writer and collaborator agreed to propose "Dormitory Life" as the topic for the first meeting of this second cycle. The collaborator said that the topic had connection with the students and according to her the dormitory had strict regulation for the new students (cadets), she said so since she was the alumnus from STIP and she experienced what the new cadets felt. The regulation of the dormitory makes all students feel inconvenient and often creates problem for some of them.

The writer and collaborator began to divide the students into two groups based on the two criteria: active and passive. There were 20 students in the class, ten students would be the first group that was handled by the writer and other ten students would be the second group handled by the collaborator. The collaborator helped the writer in dividing the students based on the two criteria: passive and active. The writer and the collaborator mixed the passive with the active students to motivate the passive students to be more active in giving their participation in discussion. The two groups were arranged in the

circle to make comfortable situation for the participants of discussion interact each other without the barrier.

After grouping the students, the writer began the FGD by introducing the topic: “Dormitory Life.” The writer asked them to tell their story about their life in dormitory. It was turn taking activity, the writer asked them one by one to know their view of their dormitory and their English, and also to give a chance for each student. It was not only the story of them but also the problems they faced in dormitory. From that activity, the writer and the collaborator could notice their grammar, vocabularies, pronunciation, fluency, and comprehension of each student. From the first and the second groups, the writer and the collaborator noticed 12 from 20 students made mistakes in grammar, pronunciations, and fluency for example: “**I’m miss** my family so much.” and the mispronouncing was “They say I have the **biggest (bijis)** body in dormitory.” For the fluency, some of them spoke English fluently and some other students spoke English with chunks for example: “**I enter** the STIP in 2007 **and...um...enter** the Nautical Department...because...I like it.”

They had various problems such as: lose contact with their family because the regulation does not allow them to bring any communication device, some other had problem with their senior that always asked them to do something and punished them when they made mistakes. When the writer asked the students to give their solution for each problem, the students chose to keep silence until the writer forced them to speak. Finally, one of active

students named AR from the first group gave his solution, the writer listened to him while talking, and the writer noticed there was no crucial mistake he made. He spoke English fluently with fluent grammar and pronunciation, when the writer asked him why he spoke English fluently outside the class, when the class ended, he answered that his parent insisted him to speak English; he said that English was his second language. Another active student gave his opinion named HPT, he spoke English fluently with proper speed but he did not watch his grammar, for example: **“You must patient.”** There were 5 active students in the first group and 6 active students in the second group; there was no significant problem for the active students in speaking English, they all had shared their opinion. The rest were the passive students, 5 students in first group and 4 students in the second group, they only kept silence during the discussion, when the writer and the collaborator asked them to give their opinion they always had same opinion with their active students and tended to depend on their friend with always saying: **“I have same opinion with him”**.

Second Meeting

Theme: English Course at STIP

As usual, the writer checked the students' attendance list before beginning the FGD and checked the students' readiness by reviewing the previous lesson about grammar, pronunciation, the writer tried to remind the students about they had learnt in the first meeting such as: verbs, adjectives, etc. After this opening activity, the writer helped by the collaborator began to

group the students in the circle as same as the first meeting, but it was little bit different. In the first meeting, the writer and the collaborator divided the students into two groups and mixed the active and passive students for each group to motivate the passive students to speak up, but unfortunately, the passive students kept silence and tended to depend on the active students. That was the reason for the writer and the collaborator changed the rule. In this second meeting, the writer and the collaborator grouped the students into two groups same as the first meeting, the difference was the writer and the collaborator did not mix the passive and active students in the one group, the writer and the collaborator grouped the active students in one group and passive students in one group. It was the writer's attempt to give an opportunity for passive students to be more active in participating in FGD without depending on other people.

The writer began proposing the today's topic was about "English Course at STIP", this topic was the result of the discussion between the writer and the collaborator on the previous day. The writer wanted to know the students' view about EC at STIP in each semester because according the collaborator the students often complained about EC that held by STIP, she said that many students assumed that EC at STIP gave nothing for them, they thought that EC only wasted their time, money and stamina. When the writer proposed the topic, the students were enthusiastic since they really wanted to share their mind about EC.

When the writer proposed the question related to the EC, for example: “What is your opinion about EC at STIP?” for the first group that consisted of passive students handled by the writer, this first group chose to keep silence, seeing that situation, the writer forced one student named BL to give his comment, for example: “Ok, I’ll ask...Budi, what is your comment, what do you feel about EC at STIP?” The student tended to be reluctant to speak and threw the turn to his friend and answered in Bahasa “Yang laen aja dulu, Miss, saya belum siap.” The writer kept forcing him to speak up but it did not work, the student kept asking his friend to take his turn. To avoid time wasting, the writer asked other students to give his/her view. The female student named LDA raised her hand and tried to give her opinion, she gave good opinion about EC very well, she agreed STIP held EC in every semester because she felt that her English should be improved. The writer caught her point, but she proposed her opinion with broken grammar, and fluency, for example: “I have opinion about English Course in STIP...I feel that...it’s so important to me...um...because I...can meet the new **experience (eksperens)** for my English....” The writer corrected her mistake by giving the right pronunciation of word “**experience**”. The situation became more active when another male student raised his hand and gave his view about EC. He said that he did not agree with his friend that stated EC at STIP was important, he said that EC was not useful for him because he got nothing from it, but still, he said his opinion with chunks and still had mistakes in grammar and pronunciation for example: “I don’t agree with Lika, **because (bikos)** I get

nothing from English course...” The writer tried to make the situation alive with giving her disagreement about the male student statement. Seeing that, the whole students in the first group were challenging to give their opinion, they all were enthusiastic to follow the FGD. Suddenly, the situation became more active than before, all students had their turn to speak without reluctant although some of them had broken grammar, fluency, pronunciation, and about the vocabularies and comprehension, they were good at those terms.

While in the second group that consisted of active students, the collaborator said that there was no significant problems happened. In the second group all students were active in participating, that were only some of students always used informal and impolite words, for example: “...**EC is important, man.**” After conducting the FGD, the writer and the collaborator concluded the FGD today and also give feedback for students’ English. The writer closed the meeting by giving an advice to the students to be more active in FGD and try not to forget the grammar, pronunciation, and vocabularies given.

Third Meeting

Theme: The Most Addicted Thing in Your Life

The writer did her routine before beginning the meeting that was checked the students’ attendance list. The writer started to explain the today’s topic that was “The Most Addicted Thing in Your Life”. This topic was the agreement between the writer and the collaborator before the FGD began. The

writer and the collaborator tried to find out the topic that could make the students enjoyable in discussion. The collaborator said that this topic was the slight topic that would make them enthusiastic. Beside the students told their most addicted thing in their life, they also told the class about the problems they faced because of their addiction because according the collaborator, the addicted thing could create a problem for someone.

In this third meeting, the writer and the collaborator did not divide the students into two groups, they group the students in one big group that consisted of 17 in the circle. In this meeting there were 3 students did not attend the class because they had to join the drum band exercise. The writer and the collaborator agreed to make one big group in order to make the FGD more alive. As usual, the FGD was begun with the turn taking activity, each student was asked to tell his/her addiction and other peers would give the suggestion or solution for each problem.

In this three-meeting of FGD, the discussion was alive and the students were enthusiastic in giving solution and comment. It could be seen that some passive students were not reluctant to speak, they speak confidently although they had same mistakes in their pronunciation for example: "...I have **suggestion (sagestion)** for you..." I was because they forgot how to pronounce and lack of practice. Firstly, the situation was normal until it changed to debating activity, for the result the classroom became noisy and all students debated each other. The writer and the collaborator tried to make the situation normal like before by reminding the students that that was the

discussion activity not debate. The situation was back to normal, the whole discussion participants in the class continued the FGD. In this third meeting, the writer and the collaborator noticed that the participation increased and the FGD more alive than before. In the end of the third-meeting FGD, the writer closed the activity by giving the students feedback of their mistakes and told them to not repeat the same mistakes.

Fourth Meeting

Theme: Transportation in Indonesia

This was the last meeting of second cycle. In this meeting, the writer conducted the post-test for the students to know the development of students' performance in the FGD and also to know the development of their English. In this last FGD, the writer and the collaborator divided the students into two groups like in the previous meeting to avoid the noisy situation and to make easy for the writer and the collaborator in assessing their performance. In this post-test, the writer and the collaborator gave the students a text from the internet about "transportation in Indonesia." This topic was the recommendation of the collaborator she said that this topic related to their lecture in official class and if it was discussed in EC, it would give the students an additional or extra knowledge of that field. The writer gave them the time to read and understand the text.

After the students had read the text, the writer and the collaborator asked the students to identify the problems that appeared in the

text and asked them to mention it. In this activity, there was no longer turn taking activity, the writer and the collaborator let the students to start the FGD by themselves but still in the writer and the collaborator guidance. Before beginning the FGD, the writer gave the rule to the students to be active during FGD because she was going to assess them. The students began the FGD by mentioning the problems related to the topic from the text, in this activity the students tended to read every sentence from the text without paraphrasing the sentence by their own language, directly, the writer warned the students to paraphrase and try not to read as could as possible the sentence of problem they found.

In the first group that was handled by the collaborator there were 8 students that read the text and then gave his/her view about the problem of transportation in Indonesia and the rest, the two other students only read the text without giving their opinion. While in the second group that was handled by the writer, the 10 students of 10 students mentioned the problems based on the text with giving their point of view. In those activities the writer and the collaborator listened to them one by one and scored them. There were five aspects the writer and the collaborator assessed, those were: grammar, vocabularies, pronunciation, fluency, and comprehension (see appendix). After the students identified and gave their point of view about the problem of transportation in Indonesia, the writer and the collaborator asked the students to give their solution for those problems and what they expected from the government. In this activity all students gave their solution and expectation for

the government with better English than before although several students still made mistakes in grammar, for example: “**The government have to** add the ships...” As usual, before the writer ended the class, she reflected what they had passed by giving the students feedback of their mistakes.

4. Observing

The writer and the collaborator observed the class under the study. The writer and the collaborator observed the students while they became the moderators of FGD. The writer and the collaborator took some notes about the students’ performance and what’s happening during the FGD.

From the observation, it can be concluded that during the FGD, the students were enthusiastic following the FGD although they were reluctant to speak because they were afraid of making mistakes. Some of them felt reluctant because they had broken English, and did not know how to express in English, so that was why some students always answered the writer’s question in Bahasa, but finally the students felt enjoyable following the lesson and attracted to participate in the FGD since the writer and the collaborator provided them with various up to date topics and always gave feedback for their mistakes. By conducting the FGD in the classroom as speaking activity, it was expected the students could concentrate to the lesson and also could give the new experience and knowledge.

5. Reflecting

The writer and the collaborator discussed the result of the learning process that used the FGD as speaking activity in the classroom. In the first and second meeting, the writer and the collaborator noticed that not all students were active participating during the FGD conducted. For reminding, the first meeting was the mixing between the active and passive students in one group; and the second meeting was one group that consisted of active students inside and passive students in another group. In the first meeting, the passive students chose to keep silence and were reluctant to speak since they had broken grammar, and pronunciation and afraid of making mistakes. They also tended to depend on the active students, and for active students they tended to take over the FGD with giving the long explanation of something. While in the second meeting, in the one group that consisted of the passive students, the FGD ran slowly. It was the otherwise of the active group, the FGD ran lively. In spite of the weaknesses above, the writer and the collaborator noticed several strengths of the FGD. The students were very interested in the FGD since for the, it was the new experience in teaching learning process. They could focus in interacting with their peers and the writer as their teacher and gave their opinion freely. In the second meeting, where the passive students were not be mixed with the active students anymore, they tried to be more active than before although they made mistakes in speaking English, the result was the passive students were more active without mixed with the active

students. The writer and the collaborator also noticed that the topics for FGD were interesting. From the unstructured interview, the writer asked the students about what they expected for FGD, they said that the writer had to give a text to be discussed before the FGD began.

In the third and fourth meeting, the writer and the collaborator noticed that students' participation in FGD increased. They had some progresses for not reluctant to speak or participate in giving their opinion or comment. They were more encouraged to speak since they felt, they could be more focused of what they say and do.

Furthermore, the students made progresses of their speaking ability. They spoke English more fluent than before although that was not as perfect as writer expected, there were several mistakes in grammar and pronunciation. They all had good comprehension, it was shown by the writer the collaborator did not need to repeat the questions or commands and also they could interact with their friends without the comprehension problem. Through the interview that was conducted in the of the writer's observation, the result of interview showed that the students were interested in latest activity namely: FGD. They felt enjoyable and could share everything freely and more focused of one thing.

By conducting the FGD for classroom speaking activity, the students are encouraged the students actively involved in the teaching learning activity. It can be concluded that by using FGD for four meetings can give several advantages for the students and the real teacher namely;

the teacher can see the speaking ability of each student and provide the teacher the new speaking activity that can encourage the students to participate in the learning process, for the students they can speak confidently and they get the new experience, knowledge and also they can improve their speaking ability continuously.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of conclusions and suggestions from the writer that was expected could give benefits for teachers, students and education institution.

A. Conclusion

From the findings and discussion shown in chapter IV, it can be concluded that the study answered the two research questions of the study: **How is FGD applied in classroom speaking activity?** The FGD activity was used by several steps namely: grouping the students in the circle, introducing the topic, identifying the problem from the topic given, discussing the topic (FGD)/ solving the problem, assessing and reflecting. The FGD also had rules for all students in the circle; they all had to participate in the FGD by giving their opinions and comments or questions, if the students did not do that the FGD would not run well. The FGD encouraged the students to speak. They could give their opinions and comments or questions although in limited circumstance. They were also not reluctant to speak target language in front of their friends. The students were enthusiastic and confident to get involved in the FGD. They get ready right away to give their opinions and comments or questions when other friends or the writer give statements related to the topic given. For

the second question: **How effective does FGD activity promote students' speaking ability?** By having this activity, the students made development in their speaking ability. The students were also encouraged to speak by using target language in the classroom confidently. It could be seen from each meeting in the second cycle, and also from pre-test and post-test results.

In the first meeting of second cycle, not all students showed the development of their speaking ability and performance. There were 11 from 20 students participate in FGD, they participate in that activity although they always made little mistake in grammar, pronunciation, and fluency. The rest were passive students that kept silence and tended to rely on their peers during the speaking ability.

In the second to fourth meetings the students showed the improvement of their speaking ability and performance. All students in the class participated in speaking activity with better English than previous meeting although some of them still made the same mistakes. From the pre-test that was conducted in the first meeting, the average score of whole class was 73,00, while in the post-test conducted in the second cycle, the average score of students' speaking ability was increased became 75,83. Besides improving the students' speaking ability, the FGD also could improved the students performance in the classroom, the students were more active and encouraged to participate in the classroom speaking activity confidently.

From the result of the interview, most of the students, 17 from 20, answered that FGD technique helps them in developing their speaking ability and increasing their self confidence in speaking.

By seeing those improvements of students' speaking ability and performance, it can be concluded that FGD is one of speaking activities that is effective in promoting students' speaking ability.

B. Suggestion

For teachers who would like to apply FGD technique as speaking activity in the classroom, there are several factors that needed to be considered. First, to get expected result in developing students' speaking ability, teacher should prepare the appropriate and interesting topics for the appropriate level of students. Second, teacher should provide enough time to do this technique. Third, teacher should be actively involved in the FGD to stimulate students' motivation. Therefore, teacher should be more creative in choosing and preparing the topics to make the learning process enjoyable, stimulating, and avoid students' boredom. Fourth, teacher should provide maximum opportunity for students to participate, the students should be engaged in the learning process all of the time. Fifth, teacher's encouragement of the FGD can increase students' self confidence to be able to speak in the classroom confidently.

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