

**FOCUS GROUP DISCUSSION STRATEGIES TO ENHANCE PUBLIC  
SPEAKING USED BY MUHAMMADIYAH ENGLISH DEBATING SOCIETY  
(MEDS)**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Education in English Department School of Teacher Training and  
Education**

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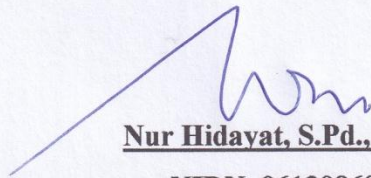
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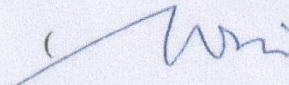
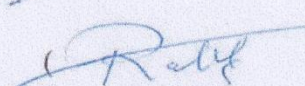
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### TESTIMONY

Herewith, I testify in this publication article, there is no plagiarism from previous study which has been raised to obtain bachelor degree, nor there are opinions or masterpiece which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

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# **FOCUS GROUP DISCUSSION STRATEGIES TO ENHANCE PUBLIC SPEAKING USED BY MUHAMMADIYAH ENGLISH DEBATING SOCIETY (MEDS)**

## **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan implementasi Focus Group Discussion (FGD) yang digunakan Muhammadiyah English Debating Society (MEDS) yang ada di Universitas Muhammadiyah Surakarta. Peneliti menggunakan metode deskriptif kualitatif dengan pendekatan fenomenologi. Subjek dalam penelitian ini adalah 10 mahasiswa dari anggota MEDS. Teknik pengumpulan data menggunakan observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa ada 8 langkah pelaksanaan FGD yang digunakan MEDS diantaranya 1) Menyiapkan pertemuan, 2) Membuat tema, 3) Memulai pertemuan, 4) Pembicara memberikan materi, 5) Pembicara memberikan mosi, 6) Diskusi atau menyiapkan argumentasi, 7) Praktek, 8) Evaluasi.

**Kata kunci:** Focus group discussion (FGD), langkah-langkah, fenomenologi.

## **Abstract**

This study aims to describe the implementation of Focus Group Discussion (FGD) used by Muhammadiyah English Debating Society at Muhammadiyah University, Surakarta, identify difficulties experienced by the students and find solutions to overcome the difficulties. Researcher used qualitative descriptive methods with a phenomenological approach. The subjects in this study are 10 students from MEDS members. Technique for collecting data uses observation and interviews. The results of this study indicate that there are 8 FGD implementation steps used by MEDS including 1) Prepare for the meeting, 2) Making themes, 3) Begin the meeting, 4) Speaker Giving materials, 5) Speaker Giving motion, 6) Discussion/ Prepare argue, 7) Practice, 8) Evaluate.

**Keywords:** Focus group discussion (FGD), steps, phenomenology

## **1. INTRODUCTION**

At this time, English has become a very global communication media. The importance of English for future makes people race to mastered 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, Niishanti 2018).

Parupalli, (2019) said speaking is the most important skill that must be obtained by students because speaking skills are needed to get a better job or higher position / position (Siregar, 2010, p. 70). Another reason is that English speaking skills are needed to communicate at the international level (Widiati & Cahyono, 2006). Cheng (2007) (in Hammad & Ghali 2015:53) 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.

A phenomenon in the world of education, from elementary school students to university student level, students still have difficulty in speaking English. At college level, many students are seen as reluctant to speak English. 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). 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 problem in speaking English as foreign language, Muhammed (2017) about speaking problems in university level. And Rahayu (2015) conducted analysis problem of students in speaking daily in the 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 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 is 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.

## **2. METHOD**

The type of this research is descriptive qualitative research using phenomenological approach. Phenomenological research is kind of method that focuses to the lived experience (Creswell, 2013). In a descriptive-based on phenomenological method, the focus of the research is to describe, understand and clarify human experiences; the subject should be chosen because they can provide answers according to the theme under study (Sausa Daniel, 2014). So the researcher decided to conduct observation and interview about Focus Group Discussion method that apply in Muhammadiyah English Debating Society, and conducting interview with the members of MEDS by conducting a semi-structured interview.

## **3. FINDING AND DISCUSSION**

### **3.1 Finding**

Based on the data analysis the finding as the answer in the problem statements below:

#### **3.1.1 The Implementation of Focus Group Discussion**

From interviews and observation, there are steps that can be classified as follows:

##### **3.1.1.1 Prepare for the meeting**

This step can be seen from the activity of MEDS members who already know the place and time of the exercise such as days and hours. The committee also prepared speaker to provide material, which is not a member of MEDS. This indicates that there is an element of preparation from the committee before implementing regular practice. Supported by the results of interviews that mention:

**Data 1:**

*“Awalnya kita membuat janji dulu ke divisi training, biasanya divisi training akan melakukan semacam info titik kumpul atau semacam tempat untuk nanti teman-teman melakukan kegiatan.”*

{ "Initially we made an appointment first to the training division usually the training division would provide a gathering point or a place for friends to do activities later." }

**Data 2:**

*“Jadi sebelum latihan tu biasanya diinfokan dulu jauh-jauh hari kayak misalnya hari Selasa ada regular practice gitu kan kemudian ada tempatnya juga.”*

{ “So, before practice, it is usually informed long ago, for example, on Tuesday there is regular practice, then there is a place too.” }

**Data 3:**

*“Pembicaranya ambil dari luar biasanya dari angkatan atas atau dari luar.”*

{ "The speakers take it from outside usually from the upper class or from outside." }

**3.1.1.2 Making themes**

This step can be seen from the activity of the speaker who is ready to deliver the material without any prior briefing on the day of implementation. In observation, the speaker was present and immediately sat down with other MEDS participants. This activity shows that the theme of the discussion has been predetermined so that the speaker already has material to be delivered. This is supported by the results of the interviews which stated:

**Data 1:**

*“Mungkin cukup standar ya, itu seperti biasa sebelum ke Focus Group Discussion kita menentukan suatu tema atau pembahasan yang ingin dibahas disitu biasanya temanya itu dibawa dari divisi training karena itu kan juga programnya divisi training dan pembicara biasanya diminta untuk membahas ini.”*

{ "Maybe standard, it's as usual before going to the Focus Group Discussion we determine a theme or discussion that we want to discuss, usually the theme is brought from the training division because that's also the program the training division and the speaker is usually asked to discuss it}.

**3.1.1.3 Begin the meeting**

This step can be seen from the activities of students who gathered then the opening in the forum was opened by a moderator in the form of (greeting, praying) which showed that the training began and filled out the attendance list. Supported by the results of interviews that mention:

**Data 1:**

*“waktu udah ketemu, pertama kita salam dulu kayak basa-basi dulu tentang kegiatan kita, habis itu pembukaan yang membuka moderator.”*

{ “When we met, we greet first, like the small talk about our activities, after that opening who opened by the moderator.” }

**Data 2:**

*“Pertama kumpul dulu, lalu salam dari moderatornya, terus absen, pementornya menyampaikan topic yang akan dibahas.”*

{ "First gather, then greeting from the moderator, then absent, the mentor conveying the topic to be discussed." }

**Data 3:**

*“Pertama itu kita kumpul dulu, habis itu kita berdo’a, habis itu kita dikasih kayak materi diteranginlah sedikit.”*

{ "First we gather, after that we pray, after that we are given a little material." }

**3.1.1.4 The speaker giving materials**

This step can be seen from the activities of the moderator after opening the meeting, inviting the speaker to give the material. The speaker presents the material using English and occasionally gives questions to students as brainstorming. This step is supported by interviews that mention:

**Data 1:**

*“Em, yang pertama nanti kan dijelaskan oleh pemateri, nah pemateri memaparkan tentang apa yang dibahas tentang hari ini misalnya tentang ekonomi ataupun yang lain sebagainya, nah nanti dijelaskan emm bla-bla-bla terus nantinya dari tiap anak itu diwajibkan untuk apa sih menurut kalian tentang tema tersebut dan kita juga diharuskan untuk berpikir kritis tentang tema yang dibahas.”*

{ “Em, the first one will be explained by the speaker, well the speaker explained about what was discussed today, for example about the economy or others. Well, later, we will explain, blah-blah-blah. Later on, each child will be required to do what you think about the theme and we are also required to think critically about the theme discussed.” }.

#### 3.1.1.5 The speaker giving motion

This step can be seen from the activity of the speaker after completing delivering the material, immediately gives a motion to be discussed. This step is supported by interviews that mention:

**Data 1:**

*“kedua seperti biasa ada salam pembukaan dari ketua divisi training, kemudian nanti akan diberikan sebuah motion setelah pemateri menyampaikan materi.”*

{“Secondly as usual there is an opening greeting from the head of the training division, later there will be a motion after the speaker presents the material.”}

**Data 2:**

*“habis itu kita dikasih kayak materi diteranginlah sedikit, habis itu kita dikasih case atau motion.”*

{"After that we were given a little material explanation, after that we were given a case or motion."}

#### 3.1.1.6 Discussion/ Prepare argue

This step can be seen from the activities of the moderator who announced to MEDS members that the discussion time or preparing an argument is 15 minutes. Students are allowed to ask each other questions about material that is not yet understood, so they can prepare arguments well. But in the interview results participants did not mention the details of time to prepare an argument. This is supported by the results of the interviews which stated:

**Data 1:**

*“habis diberikan motion nanti ada guest building selang waktu beberapa menit nanti semua kawan-kawan akan menulis dan menyampaikan argumennya.”*

{"After all the motion will be given, there will be a guest building after a few minutes, all my friends will write and explain their arguments."}

#### **3.1.1.7 Practice**

From the practical activities of this step, it can be seen that there are student activities that express opinions about the motion by speaking in sequence one by one. In practical activities there are 2 models carried out namely speech and debate. Speech here is that students are not formed groups but deliver arguments individually. But in one time practice only uses one model depending on needs. Supported by the results of interviews that mention:

##### **Data 1:**

*"Persiapan dulu terus kayak pembagian semacam kasus gitu yang mau dibicaraan atau biasanya kita nyebutnya motion, habis itu kita diskusi habis itu kita lanjut ke debate atau ke speech."*

{"Preparation first continues to divide a kind of cases that we want to talk about or we usually call it motion, after that we finish the discussion then we proceed to debate or to speech."}

##### **Data 2:**

*"habis itu pembicara kayak ngasih motionnya, habis itu setelah ngasih motionnya terus dipilih pro dan kontra lalu berhitung, dipisah jadi pro atau kontra, lalu dua group pro dan kontra itu langsung dipisahkan untuk menentukan apa yang nanti bakal disampaikan pas debatenya. Setiap team itu harus dapat bicara semua."*

{"After that, the speaker gave us the motion, after giving the motion, the pros and cons were chosen and then counted one by one, then separated into pros or cons, the two groups of pros and cons

were immediately separated to determine what would be conveyed during the debate. Each team must be able to talk all. "}

**Data 3:**

*“Habis itu dikasih waktu tu berapa menit. Terus kita buat argument masing-masing kalau kemarin sih kayak apa namanya suruh buat dua argument ada yang pro sama yang kontra. Jadinya nanti kalau umpama ditunjuk kita suruh jadi yang pro tiba-tiba atau yang kontra kita sudah punya argument kita masing-masing. Terus habis itu umpamanya nanti aku ditunjuk jadi pro, akhirnya yang satunya ditunjuk jadi kontra kayak gitu. Terus ya kalau sudah semuanya ngomong habis itu dievaluasi.”*

{“After that, it was given a few minutes. Then we made each argument. If yesterday we were told to make two arguments, there were pros and cons. So, later on if we are appointed to be pro suddenly or cons, we already have our own arguments. Then after that, for example, I will be appointed as a pro, eventually the other will be appointed as cons like that. And then if everything is finished speaking it will be evaluated.”}

### **3.1.1.8 Evaluate**

This step can be seen from the activity of the speaker giving conclusions and suggestions to MEDS members in the form of advantages or disadvantages at the end after all members have finished submitting their arguments. This was supported by the results of the interviews which stated:

**Data 1:**

*“Terus ya kalau sudah semuanya ngomong habis itu dievaluasi tu kayak gimana tadi hasil dari argument orang-orang tu kelemahannya dimana, satu-satu tu semuanya gimana, mungkin masih*

*bisa dielaborate lagi atau masih bisa dikasih evidence yang lebih banyak lagi gitu. Terus kesimpulannya sebenarnya nyari tau masalah inti dari motionnya itu apa.”*

{“Then, if everything is finished speaking, it will be evaluated like what was the result of the people's arguments, where the weaknesses, one by one given advice, maybe it can be elaborated again or more evidence can still be given. Then the conclusion is actually to find out what the core problem of the motion is.”}

### **3.2. Discussion**

#### **3.2.1. The Implementation of Focus Group Discussion**

The results of this study are supported by the theory from Paul Lachapelle (2008) who have classified the steps of implementing focus group discussions into 9 steps namely Clearly define the purpose, Identify and clarify the role of the facilitator, Develop the discussion guide, Identify and recruit participants, Prepare for the meeting, Begin the meeting, Facilitate the focus group, Analyze the data, and Report the findings while the researcher classifies it into 8 steps namely Prepare for the meeting, Making themes, Begin the meeting, The speaker gives materials by using English without using any media such as power point or paper, Speaker giving motion, Discussion / Prepare arguments, Practice, and Evaluate.

The similarities that researcher get from those steps are 1) Both of them use the topic as discussion material but the researcher classifies in more detail after preparing for the meeting so that readers can know the elements of preparation clearly and more detail. 2) Paull uses the term “Facilitate the Group” which means to facilitate the discussion such as giving the Facilitator to accompany the discussion activities so that participants can convey arguments well and get conclusions wisely. This

is in accordance with the research findings which include: The speaker gives materials by using English without using any media such as power point or paper, the speaker giving motion, discussion / prepare arguments where the speaker as a facilitator is willing to help and provide information if participants do not understand the discussion.

While the difference between the two steps are: 1) FGD implementation that researcher do, not use steps about clearly define the purpose, identify and clarify the role of the facilitator, develop the discussion guide, identify and recruit participants, because difference in subject. That is, between a community or organization that has certain members and the general public who are not bound by an organization. So the purpose and content of the activity are known without having to be explained. 2) The purpose of FGD implementation, Paul Lachapelle's research is focused on problem solving involving citizens in a formal context with the direction of facilitators who are experts in their fields and for a large forum so that analyze the data and report the findings are needed, because the results of the discussion will be done in the real life, while the application of FGDs by the researcher research is as a medium to improve public speaking by expressing arguments and in the context of learning to solve problems based on the discussion material that is not applied in the real life. So practice and evaluate are needed to improve the students ability.

#### **4. CONCLUSION**

The researcher concludes that the implementation of Focus Group Discussion in Muhammadiyah English Debating Society can enhance public speaking skills. This is shown in the activities of students who always express opinions in public, so that speaking skills can be trained. Focus Group Discussion can make students become more confident, broad-minded, curious, responsible, good at managing time and

responsive in finding information. Students become brave to express their opinions because taking part in regular training. All of that certainly becomes a very important element in public speaking.

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