Chapter One

Introduction

This chapter presents the background of the study that explain the ideas and the problems. Then, the statement of the problem that contains the problems would be appeared in this study. The limitation of the problem that contains about what the topic focused, also two research questions, purpose of the study, significance of study, and the organization of the chapter.

Background of the Study

The cooperative learning is one of the learning methods that teachers can implement in the class. Herrmann (2013) stated that cooperative learning is concerned with framing student interaction in ways that are likely to raise positive interdependence and promotive interaction. According to Majid (2008), cooperative learning is a method that can increase learning comprehension and making students active in the learning process. Cooperative learning has some models such as group discussion, jigsaw, mind mapping, and role play. Slavin (2011) argued that cooperative learning is the students' learning method that has to acknowledge as an effective study for student's achievement in their learning language, communication, and understanding of the knowledge.

One of the cooperative learning models is group discussion. Group discussion is the blueprint to create student's face-to-face interaction with each other where each

group members have the same right and chance to contribute their thoughts and experiences in order to solve the problem and take some decisions. Nuttal (1985:162) stated that by dividing the students into groups, the students have the same responsibility in discussion. It is for sure, using a group discussion technique help passive students to be more active in the teaching and learning process. According to Siswanti, Ngadiso and Setyaningsih (2012), stated that the students feel comfort in a group and also makes students became an active participant in learning. It will motivate students to participate more inside the teaching and learning process by seeing the other students' performance. Hopefully, after participating in group discussion, students can participate in a wider range of the group.

One types of group discussion is small group discussion. Small group discussion method is implemented as an instructional activity that encourages the students to be cooperative with every part in the group discussion, and furthermore students have a similar responsibility to take care of the issue together. Moreover, small group discussion is necessary to develop the way students think and act in order to receive more authenticity in students' learning. Ur (2000) stated that in group discussion, students doing a learning task towards interaction. It needs the social skill and functions to be involved in the group such as attentive listening, effective implementation of peers' ideas, cooperation and sharing of information, mutual help, talking in turn, serving as group leader, and so on.

Small group discussion has been implemented at English language Education Department in one private university in Yogyakarta. The courses are Language Research and Issues in Language Teaching and Learning courses. Both of courses require the students to read the material or topic before the discussion. The size of member in one group discussion consist of four until five students that determined by students and the teacher. Small group discussion use English as the language instruction while the discussion. When the implementation this method, there were some students found difficulties in explaining their idea. Expressing the idea to another member is one of the problems faced by the students who have not enough vocabulary. The students also feel anxiety while trying to deliver their idea. It encourages the students to use the native language as a way of sharing their idea. Siswanti et.al (2012) stated that using small group discussions, the students use their native language, not in English. When the students ask to explain the idea, they are using native language not English and sometimes mix language. According to Jones (2007), student switches their native language to English and repeat it again. Jones also said that some students did not active in the discussion. The uninteresting topic discussion gives an impact on some students' performance in the group discussion. Rivani and Novianni (2018) stated that one of the challenges using small group discussion is easy to digress from the topic. Focus on the topic is important to all the members to achieve the subject of learning. Based on the background above, the researcher interested to find out students' perception on the implementation of small

group discussion at English language Education Department in one private university in Yogyakarta.

Discussing only from the good side of the small group discussion is also not enough to find out whether it can be applied or not, it is because every teaching method or strategy has its own strengths and weaknesses. The group discussion has been intensively implemented in one private university in Yogyakarta. Unfortunately, it has not been working perfectly as it aimed to be. Here, the researcher consider that it is important to find out both advantages and challenges in the implementation of small group discussion method within a student's teaching and learning process. The result of this research could be considered for the implementation of small group discussion at the classroom.

Statement of the Problem

Small group discussion is one of methods in teaching and learning process. This method has been implemented at English Language Education Department in one private university in Yogyakarta. Based on the researcher's experience when joining small group discussion at English Language Education Department in one private university in Yogyakarta. The students do small group discussion in two courses. That are Language Research and Issues in Language Teaching and Learning courses. As a student, the researcher has experienced doing small group discussion. The students have different challenges in doing small group discussion in the classroom. For instance, some students are lack of confidence, lack of motivation,

and skill of communication. In the implementation of small group discussion in this department it has not been working perfectly to improve students learning Here, the researcher considers to find out both advantages and challenges in the implementation of small group discussion method.

Limitation of the Problem

The researcher focused on the student's perception on the implementation of small group discussion method. This research focused on the advantages and the challenges that students faced in the implementation of small group discussion. This study was conducted at ELED of a private university in Yogyakarta.

Research Question

There are two research questions that the researcher formulated. The research questions of the study are:

1. What are the advantages of the implementation of small group discussion in English learning as perceived by ELED students?

2. What are the challenges of the implementation of small group discussion in English learning as perceived by ELED students?

Objectif of the Study

The researcher aims to find out the objective of the study. There are two objectives to address. Therefore, this research is aimed at:

1. Exploring the student's perception on the advantages of the implementation of small group discussion method in English learning.

2. Exploring the student's perception on the challenges of the implementation of small group discussion method in English learning.

Significance of the Study

In the significant of the study, the researcher hopes that this study can give the benefits and this research to be useful for the teacher, students, and the result of this study are expected to be useful for the researcher.

Students. Students are aware of the benefits from the small group discussion. Hence, they are motivated to do the small group discussion activity inside the classroom. Also, they will recognize the challenges on doing the small group discussion, which hopefully could help them vanish or minimize those challenges and take the full benefits from doing the small group discussion.

Teachers. The researcher hopes that the result of this study can gain a prior knowledge of the teacher and can be consideration for the English teacher whether to imply or not the small group discussion method in the teaching and learning language. The finding of this research also gives information for teacher to guiding the activity in small group discussion effectively. By knowing the challenges, hopefully teachers are able to ease the process for students in order to get the full benefits of the small group discussion.

The Other researchers. The researcher hopes the result of this study can be one of considerable reference to another researcher to conduct the similar research or research with the same topic.

Organization of the Chapter

This research contains five chapters. Chapter one describes the background of a study, statement of the problem, limitation of the problem, research question, the object of study, significance of study, and organization of the chapter. In chapter one the researcher presents why the researcher interest to conduct this research. Chapter two, the researcher presents the literature review. This chapter highlight the framework of this research base on the other researchers, moreover by identifying every keyword in this research, there are definition of group discussion, the benefit in doing small group discussion and also challenges of small group discussion. The next is chapter three that explains about methodology. This research consists of research design, research participant, data gathering, and data analysis. In this chapter, it showed how to collect the data which gave details about participants which are used in this research. Additionally, this chapter also explained how the data can be gathered and the reason why researcher chooses the participants. The research design used qualitative approach. The researcher used an interview to collect the data. Chapter four of this research presents the finding and discussion. This chapter also puts and cites the statements of the participants to make the result stronger. The last is

chapter five, this chapter shows all the findings to answer the research questions and

give recommendations to the reader which is useful as references.