

Chapter One

Introduction

In this chapter, the researcher discusses the background of the research, identification of the problem, delimitation of the research, research questions, objectives of the research, and significance of the research as well as the organization of the chapter. The background of the research includes the reasons why the researcher is interested in discussing the topic. Moreover, identification and delimitation of the problem sections are about clearly identifying and limiting the problems. Besides, the research questions and objectives of the research describe the specific aims of the research being conducted. Finally, the significance of the research and organization of the chapter are also explained in this chapter.

Background of the Research

Success in learning is not only done on knowledge but also based on the assessment of skills and attitudes. Attitude is very possible to be achieved through any formal or non-formal education as it includes one of the important points in the students' competencies. Attitudes are all actions based on the convictions and beliefs they have. According to Damiati (2017), attitude is an expression of one's feelings that defines likes or dislikes towards an object. Attitude is an internal symptom that has an affective dimension in the form of a tendency to react or respond relatively permanently to objects, people, or even goods, both positively and negatively (Syako, 2009).

One of the problems that often occur in the world of education is the weakness of the learning process in the classroom. Many students often neglect to learn in the classroom and some of them are not motivated to include in the classroom activities such as reading, writing, listening, and speaking (Hossain, 2015). In this case, Yoikumu (2012) mentioned that many learning systems are being dominated by the teachers instead of the students. Sometimes, it makes the students demand their brain to only memorize materials without developing or relating them to their lives. Therefore, it can cause them to be unable to become independent students and always depend on teachers' instructions, which makes learning process unsuccessful.

Thus, to achieve success in the learning process, many teachers choose group discussions. Group discussion is often used as a strategy in the teaching and learning process especially in language learning, for example, small group discussions are widely used in classrooms (Heal, 2016). The discussion itself is a form of regular and directed exchange of thoughts, both in the form of small groups and large groups that aim to get understanding, agreement, and joint decisions on a problem (Rizkina, 2013). Hukom (2020) also mentioned that group discussion or group work is included in cooperative learning.

The group discussion method is able to encourage active participation from students, increase student creativity, improve their critical thinking skills and democratic participation, train emotional stability, and train students to make better decisions. Moreover, group discussion contributes to help both the teachers and students in gaining more information and understanding about students'

attitudes in their learning process, especially in English language class.

Sometimes, getting feedback from group discussion, through collaboration with other students, can be better input for them than materials delivered by the teachers itself (Saville, 2005). Also, group discussions can be a strategy for students to get the answer or even solve the problems (Smith, 2009).

Furthermore, one thing that must be considered in group discussion is the attitude of students towards group discussions. Students' attitudes toward group discussions have two types, positive and negative. The positive attitude of students towards group discussions is seen from the enthusiasm of students, students' enthusiasm and active participation of students in group discussions. If students have a positive attitude then the group discussion will go well and students can solve the topic of the problem being discussed. Meanwhile, if students have a negative attitude towards group discussions, students will tend to feel bored, students will be quiet and students only rely on each other. As a result of this negative attitude, group discussions will not be successful, students cannot solve the topic of the problem being discussed.

Some of students' attitudes that can be trained from group discussion are included gaining confidence, developing their academic and social skills, identifying strengths and weaknesses, preparing for future careers, making more friends, becoming good problem solvers, and having a sense of belonging in the classroom. These results show a positive points for the students' attitude toward the group discussion activity (Shao, 2014).

Furthermore, the differences in attitudes of male and female students in group discussion also being consideration. Those attitudes, in various aspects, tend to be different, especially toward the discussion. According to Hannah (2013), male students were more associated to the wider group discussions, both in positive or negative experiences rather than female students. In fact, the differences between the various group discussions can also affect students' attitudes and the value of their group work. Kerin (2019) mentioned that positive experiences gained from group discussions influence students' attitudes to become more positive and vice versa.

Based on the researcher's experience in group discussion activities, various attitudes were found, for example, differences in attitudes between female and male students. In group discussions there are various attitudes of students, ranging from those who actively participate to those who are bored and tend to be silent. From this case, it can be said that there is a unique problem because students have diverse attitudes in group discussion activities. This can be caused by differences in student learning styles, for example, for those who like group discussions, and some prefer individual work. Moreover, group discussion or group work are highly supported by the school and also applied by the teachers in the teaching and learning process.

Therefore, based on the phenomena above, there are two topics need to be studied further. Those are related to students' attitudes towards group discussions in learning English language and the differences attitudes towards group

discussions between male and female students at the in private universities in Yogyakarta.

Identification of the Problem

Group discussions are often used to achieve success in learning at a private university in Yogyakarta. Based on the researcher's experience participating in all class activities, they conducted group discussions in most of the courses. As a student of ELED, one of the private universities in Yogyakarta, the researcher has experience in conducting group discussions. Students have different attitudes toward completing group discussions in class. For example, some students lack motivation, knowledge, and communication skills in groups. Some students behaved this way because they felt they could not receive the material well. After all, it was too much for them. Students feel bored with the amount of material they must discuss because there is not only one subject that requires them to be in groups. Sometimes, some students who have the nature are not afraid to make mistakes, even though they do not understand the material. As a result, learning in class will not run smoothly, and the topics to be discussed will not be resolved.

Furthermore, some students actively participate in group discussions, such as speaking bravely. Some students who dare to speak English are not afraid to make grammatical mistakes, even though they do not understand the material, the spirit of helping each other is between students. For this reason, the researcher wanted to investigate students' attitudes towards group discussions. Knowing students' attitudes towards group discussions is essential to explore as lecture

feedback in teaching so that teachers can understand students' attitudes and make their students interested in learning materials.

Delimitation of the Study

Based on the identification of the problems mentioned in the previous section, this study only focuses on investigating students' attitudes toward group discussion, especially the male and female students in private universities in Yogyakarta batch 2019. In addition, this research will be conducted through a quantitative approach using a questionnaire as a data collection method.

Research questions

This research is intended to answer the following questions:

1. What are the student attitudes toward group discussions in learning English language?
2. What are the differences in attitudes towards group discussion activities between male and female students?

Objectives of the Research

Based on the research question, the objectives of the research are related as follows:

1. To find out students' attitudes towards group discussion.
2. To find out the differences in attitudes towards group discussion activities between male and female students.

Significances of the Research

This research is expected to give benefit to the students, teachers, and researchers.

for teachers. This research can become the other teachers' resource information related to the group discussion in English Language class. The teachers also expected can understand students' attitudes toward group discussions. Thus, the other teachers can design appropriate activities in learning through group discussions in the future. In order to be carried out properly and effectively in the teaching and learning process.

for students. After knowing the students' attitudes towards group discussions, the students are expected can understand the each other attitude, respect others, and take part in group discussions well.

for other researchers. The results of the study can be used as a reference for the use of group discussions in learning English. This study provides benefits for researchers in understanding students' perceptions of the factors that affect their performance in group discussion activities.

Organization of The Chapters

This study is divided into five chapters. The first chapter is an introduction where the researcher explains the background of the research, identification of the problem, delimitation of the study, research question, objectives of the research, significances of the research, and organization of the chapters.

The second chapter is the literature review that presents several theories and concepts related to student attitudes in group discussions and gender differences towards group discussions. Also, this chapter covers generation

theory, mixed learning concepts, blended learning, benefits of mixed learning, mixed learning factors, and reviews of related studies.

The third chapter is research methodology. This chapter is consist of several subtopics, the first one is research design which will use quantitative approach conduct this research. The second part is the research setting which explains where the research is conducted. The third part covers the study population, sampling, and sampling techniques. Also, in the data collection method explains how the researcher collects data by using the questionnaire. The last one is data analysis which describes how to analyze data.

In chapter four there are findings and discussion. This chapter describes the findings in detail which are supported by various theories from experts and related studies. Then, chapter five covers the conclusions and recommendations, as well as the implications of this research. The conclusions explain some of the important findings of this study. Besides, recommendations and implications that are conveyed to several parts related to this research, which are students, English teachers, and other researcher.