

Chapter One

Introduction

This introduction highlights the research's description. This section discusses the significance of subsections. The research background explains why and how researchers are interested in focusing on this research: the study's identification and limitations regarding student perception on ideal group discussions that will be studied. Meanwhile, the researcher provides the background of the study, a statement of the problem, research questions, the purpose of the study, the significance of the research, and the organization of the chapter.

Background of the Research

Discussion is a learning method in which there are conversations between individuals and other individuals who are formed into groups that are faced with a problem so that they can exchange ideas to get the right problem-solving through mutual agreement. Group discussion is one of the methods used in teaching and learning. Group discussion has been widespread in the education field. According to Viviana (2003), Group discussion is a unique method used in teaching and learning based on an academic system. The participants might share their ideas and communicate their opinion through the group discussion. Moreover, Perkins and Murphy (2006) stated that group discussion is a kind of group learning where

students can share their idea in answering questions based on their knowledge or experience.

Group discussion is simply a discussion conducted systematically and focused on a specific issue or problem (Yulianti & Sulistyowati, 2021). According to Irwanto (2007), group discussion is a systematic process of gathering data and information on a specific problem through group discussion. On average, two to eight people participate in a group discussion. With more than eight participants, the group discussion becomes a crowd and is better suited for an advisory board (Prasad, 2017).

Group discussion is an activity to discuss a particular problem or discuss lessons that have not been understood. According to Lokanath Mishra (2016), a group discussion (GD) is an excellent way to bring together people from similar backgrounds or experiences to discuss a specific topic of interest. A moderator (or group facilitator) guides the group of participants by introducing topics for discussion and assisting the group in participating in a lively and natural discussion among themselves. Participants in a group discussion may share their ideas and express their opinions. Furthermore, as Krueger and Casey (2000), as cited by Gaiauskait (2012), "discussion groups in class should be small enough so that everyone has the opportunity to share insights and at the same time be large enough to provide a diversity of perceptions about the discussion". Based on Lightfoot's (2007) explanation, group discussion can train students skill to share ideas, improve problem-solving, and expand their experience.

The group discussion method is possible to improve student learning outcomes. Therefore, researchers consider it important to conduct research in the classroom using discussion methods that can improve student learning outcomes and can also lead to students' self-confidence and creativity in discussing problems together. According to Bohnsack (2004), some obstacles in group work are teachers' unclear explanations and students need to participate better in a group. If teachers can manage those problems, they can arrange group work effectively. Hence, group work will run effectively in the learning process. The role of the discussion leader is to act as a regulator and director of the discussion, regulate the flow of conversation and mediate and gather various points of view.

The benefits of group discussion for improving student abilities are numerous, including improving thinking patterns, improving public speaking skills, and improving student learning outcomes. According to Turner and Patrick (2004), group discussions allow students to learn and practice new skills, express their opinions, examine their thinking processes, and recognize the need to rethink their ideas. The benefits group discussions this is one of the methods for forming a research group. The problem-solving process will undoubtedly be accelerated, with many people contributing diverse perspectives. Furthermore, since they have different thoughts and skills, students can support and share ideas, which is impossible to do while learning alone. Additionally, Fischer, Jacobs, & Herbert (2004) said the theoretical benefits of

small group discussions include independent thinking, problem-solving, interaction with peers and instructors, and vocabulary expansion through group speaking.

In addition, to be able to exchange ideas, students can also increase cooperation and coexistence in solving the problems they face during task work. According to Harrington (2000), there are several critical factors in foreign language learning which mainly affect the ability of students or learners to master the language. The four English skills are speaking, listening, reading, and writing. This is important in learning English, especially for reading skills, because it helps develop the mind. The mind works like a muscle. It must be exercised. Understanding the written word is one way to develop the mind, but speaking skills are also important when we speak in front of a group to express opinions, which may be difficult for some students.

Identification of the Problem

In an English Language Education Department of a university in Yogyakarta, the teachers always use group discussion activities in every lesson, even though almost all subjects use the group discussion method so that the students can participate actively in class learning. This is because the group discussion method is very beneficial, but students still face many problems when learning to use the group discussion method.

English Language Education Department (ELED) of a private university in Yogyakarta has a course that implemented focus group discussion. Based on a prior interview with the students, the implementation of group discussion in this class is by

giving a topic for discussion. The students discuss, and the moderator leads the discussion session. In the next activity, the students share their opinion about the topic of the discussion. During the activity, some students play as a passive audience. The objectives of the class activities have not been achieved, class activities do not run smoothly, and learning outcomes are not satisfactory due to the implementation of group discussions. Therefore, this research aims to investigate the implementation of group discussion in language teaching and learning.

Based on the results of interviews with the participants of group students of LED who experience group discussion (GD), it is found that discussion groups have not been maximally carried out. Students are reluctant to read the discussion material because some of the material is less interesting, and the language of the material is difficult to understand. Some of the problems that make class group discussions ineffective are. First, the Lack of cooperation between students can lead to less effective discussion in the group. The second problem is the difficulty faced by the group in discussing because of the Lack of explanation from the teacher. As a result, he has difficulty communicating with each other in his group. This is because students are not comfortable with other students in their groups such as always rely on friends of the group does, not give a contribution, and are selfish, so students stay silent in their groups. Therefore, this research is necessary to be conducted to find out the student's perception of the implementation of ideal group discussion and the difficulties that the students face during group discussion in language teaching and

learning. So, the researcher is interested in finding the difficulties faced by students themselves when being creative with friends in class. In addition, it can also train LED students' understanding of what they are learning in class to be more effective in improving their speaking skills.

Delimitation of the Problem

To make this group discussion more detailed, the researcher limit the problem. This research focuses on the ideal group discussion in the class and the difficulties students face in a group discussion at the English Language Education Department (ELED) at a Private University Yogyakarta. The subject of the research was six students at the English Language Education Department (ELED) at a Private University Yogyakarta.

Research Question

The researcher has raised research questions for this study. There will be two research questions as research guidelines. The questions are:

1. What is the student's perception on ideal group discussion?
2. What is the student's perception on the difficulties faced by students in conducting group discussions?

Objective of the Research

The study has an objective to know the student perceptions on ideal group discussion in class at the English Language Education Department at the University of Yogyakarta. These are the objectives of the research:

1. To find out the student's perception on ideal group discussion in English foreign language classroom
2. To figure out student's perception on the difficulties faced by students in conducting group discussions

Significance of the Research

This research is aimed to give positive advantages for some parties such as researchers, teachers, and other researchers. This research on the student's perception of group discussion is expected to be a further reference for those who want to research from other perspectives and purposes. The participants in this research are the English Language Education Department students in batch 2019. The significance of the research is the theoretical significance and practical significance.

Students. This research presents information about students' perceptions of group discussion. They can get strengths, weaknesses and challenges based on this reading or based on their own experiences in conducting group discussions. This research can help students to find solutions and minimize their losses. By knowing

this information, hopefully, students can be more active and participative in conducting group discussions.

Teacher. The teacher is the leader and instructor in group discussions. The teacher can guide all participants on the discussion board from this study. Teachers can do effective English teaching and learning using group discussions. By knowing this information, the teacher can find ways to minimize losses and maximize their benefits in conducting group discussions. Teachers who apply this method in their teaching and learning process can evaluate and improve the information.

Researchers. Based on this research, The researcher hopes that this research will encourage other researchers to do further research on this topic and additional discussion about work while studying. Furthermore, this research can be a reference for the following researchers who will do similar research. The following researchers can explore the difficulties of group discussion.

Organization of the Chapter

The organization of the research provides the information for every chapter in this research. This research consists of five chapters. The explanation is presented below:

Chapter one introduces the research background, research statement, research questions, research objectives and the importance of the study.

Chapter two is a literature review. It provides a definition of group discussion, types, strengths, and weaknesses based on expert statements. It also provides a conceptual framework as a simple map of the advantages and disadvantages of group discussion. This chapter explains theories related to group discussion summaries in the teaching and learning process.

Chapter three is methodology. This chapter explains the researcher will the research. This chapter discusses methods, instruments, participants, settings and data collection techniques. In this chapter, researchers also explain how to analyze data.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis. There are two main points outlined in this chapter, which are ideal group discussions in the classroom and the difficulties of group discussion in English classroom at LED at a private university in Yogyakarta.

Chapter five consists of conclusions and recommendations. This chapter explains general answers to research questions and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.

