

## **Chapter One**

### **Introduction**

In this research, the researcher examines some points covered in this chapter. This chapter discusses the research background, identification of the problem, delimitation of research, research questions, objectives of the research, significance of the research, and the last organization of the study.

### **Background of Research**

Communication is a fundamental human activity that cannot be separated from everyday life. Humans may relate to one another via communication to exchange information, communicate their needs, feelings, ideas, views, and share their experiences with others. Khambayat (2017) defined communication as a way that helps everyone to transfer messages, thoughts, feelings, ideas, and imagination to those around them. Therefore, it can be concluded that communication is a process of delivering information, messages, and ideas to others for the necessities of life.

Furthermore, communication is one of the most crucial aspects of education. Communication is used to communicate messages in the learning process, both in science and technology. The efficiency of communication determines whether the information delivered by the instructor to the pupils is successful or not. Rawat (2016) stated that communication facilitates the transmission of information from the transmitter (the instructor) to the recipient (the student), as well as the exchange of other ideas, thoughts, and views. With the significance of communication in the

world of education, the interaction between teachers and students, as well as between students and students, may take place, therefore students must acquire communication skills so that there is an active teaching-learning process in the classroom.

One of the subjects that require students to communicate actively during the teaching and learning process is English. In Indonesia, English is a foreign language that has become an important subject to be studied from elementary school to university. When learning English, students must master four skills: speaking, listening, reading, and writing. Speaking is an important aspect of English learning that has the potential to influence students' communication. The teacher will use teaching methods that encourage students to participate in class discussions to assist students in using English for communication and, more specifically, in everyday life. In the process of teaching English, the teacher will carry out a variety of learning methods, which are presented in an interesting and effective manner and use appropriate teaching aids or media. This attraction is expected to increase students' motivation in developing their initial ability to learn English, especially speaking skills because basically, students will not quickly speak English fluently if they do not have the habit of speaking. One of the popular learning methods in language learning is group discussion.

Group discussions are one type of learning method that can help students develop their ability to solve problems through deliberation. This discussion method

can increase student participation in the teaching and learning process and encourage students to improve their speaking skills by expressing their ideas, opinions, and suggestions, as well as their critical thinking skills in developing their knowledge. According to Corcoran (2016), “Discussions help students develop and strengthen interpersonal communication skills as well as analytical and critical thinking skills” (p. 20). Moreover, research related to group discussion has been done in a study by La'biran (2017), which focused to find out whether small group discussions could improve the students' speaking ability for the eighth-year students of SMPN 2 Saluputti in Tana Toraja. The findings revealed that group discussion is one of the most effective strategies for increasing activity and student learning outcomes in speaking subjects. Another study conducted by Sudiro, Anggraini, Setyorin, Antasari, and Juhansar (2022) found that group discussion as a method of teaching is interactive, friendly, and innovative and that there is an interaction between teacher and student. As well as improving their English-speaking skills.

Many studies have found the effectiveness of using group discussions to learn to speak. However, the researcher believes that, while group discussion is widely used in teaching methods to establish good communication and interaction, students will still face problems or challenges while learning. The challenge itself can come in various forms, ranging from intelligence, talent, motivation, perception, attitude, and even the teaching method itself. Students have varying abilities when it comes to dealing with concepts and solving problems in learning. Considering that each

student has a different learning style, how they receive, process, and remember information will also differ; some students will receive, process, and remember information quickly, while others will do so moderately or even slowly.

Consequently, they often need to approach the same information or lesson in a different manner in order to comprehend it.

Based on the background described above, on the benefits, advantages, disadvantages, and effectiveness of the discussion group teaching method, it makes it interesting for the researcher to focus on the challenges that Islamic private high school students in Yogyakarta face when using group discussions to support their English communication skills.

### **Identification of Problem**

The teaching and learning process is an interaction between the teacher and students in a lesson to achieve the objectives set. The teacher will use a learning method to achieve learning objectives while carrying out the learning process. Group discussions are a common learning method used to improve students' abilities.

Based on observations and interviews with some high school students, the researcher discovered that many students had difficulty learning English using the group method. The researcher discovered that not all students actively participated in group discussions during English class. There were several reasons for this, beginning with students lacking confidence, being embarrassed to speak in front of

their peers, and even being unable to speak English due to a lack of vocabulary. Seeing the conditions prompted the researcher to delve deeper into the challenges students encountered during group discussions.

### **Delimitation of Research**

Firstly, this research delimits the research focus. This research focuses on students' perceptions regarding the challenges in having group discussions to support English communication skills. In addition, the research place is taking place only at an Islamic private high school in Yogyakarta. Thirdly, the researcher also delimits the participants in that only six participants would be recruited for this study. Finally, the only research method used in this study is a qualitative research method.

### **Research Questions**

Based on the background above, the researcher formulates a research question based on the student's perception of the use of group discussion in supporting English communication skills in EFL classrooms:

“What are the students’ perceptions regarding challenges of the use of group discussion in supporting their English communication skills?”

### **The Objectives**

To find out students’ perceptions regarding challenges of the use of group discussion in supporting their English communication skills

### **Significance of Research**

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

***Students.*** This research can provide knowledge to students to help them develop their English communication skills using discussion groups. and students can prepare for challenges when conducting discussions with classmates.

***Teachers.*** This research can be used as a reference for teachers in making more effective learning activities with the use of group discussion in supporting communication skills for students. Furthermore, the teacher can find out the challenges experienced by students with the use of group discussion.

***Future Researchers.*** The results of this study can be used by other researchers interested in exploring the same field of research. The results expect that this research is a valuable reference from a different point of view for those who do research in the same field.

### **Organization of the Chapter**

This research consists of five chapters. The first chapter discusses the research background, identification of the problem, delimitation of research, research questions, objectives of the research, significance of the research, and finally, a chapter organization shows a description of each chapter.

Chapter two is a literature review. This chapter consists of several explanations that define perception, speaking skills, the component of speaking skills, the definition of communication skills, the definition of group discussion, the advantages of group discussion, and the disadvantages of group discussion.

Chapter three is the methodology. This chapter presents how the research will be carried out by the researcher. This chapter discusses methods, instruments,

participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze data.

Chapter four contains findings and discussion. This chapter describes information from data collection and data analysis. as well as the addition of several findings that are supported by several theories.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from the researcher. Recommendations are given to teachers, students, and other researchers.