Chapter One

Introduction

This chapter explains what the study talks about. This chapter includes the background of the study, limitations of the problem, questions of the research, purpose of the study, significances of the study, and practical significance.

Background

Group discussion is a technique used in teaching and learning. Group discussion has been very popular in educational field. Group discussion is the interaction between one member to the other members to complete the learning tasks together. Group discussion often only involves students who are able to speak and direct them. Using group discussion can help students speak in the group in class. According to Viviana (2013) group discussion is a method for generating free communication between all participants in the group. This technique sometimes requires different seating arrangements in the learning process. The success of the group work techniques depends on the ability of students who lead the group and it also depends on whether the group is able to work together or not.

Group discussion is the guidance technique that involves a group of people in face-to-face interaction, where each member of the group will get a chance to contribute his own thoughts and will share experiences or information for problem-solving or decision-making. The learning by using group discussion technique can help students speak and can be a motivation for the passive

students. In real situation in English Education Department UMY some students are still passive and less confident to speak in the group discussion. Therefore, the researcher experience the active students are becoming the model for passive student in speaking.

Group discussion is one of the techniques in the learning process. The goals of group discussion in the classroom are to increase the understanding of the students and to help students to speak. Group discussion can be used effectively within learning process to pressure the students to talk and to find the solutions of the problems that arise in the understanding of subjects by their own knowledge, therefore it depends on the students' understanding in these subjects. Students in the group discussion are provided feedback and advice on issues that are being discussed.

Group discussion has been implemented in English Education Department UMY. However some students feel shy and are passive to speak English language in class. The language used is also unwell, and it may be due to the lack of vocabulary mastery. In the class which implement group discussion, it helps the process of learning to be active. In this case, the participation of students in a group is needed to solve the problems. Therefore, each group is given the same task. It is possible that the division of the tasks, will increase the participation of students to find, discuss and to solve the problems together. Each student must be able to adapt in the group. The students must be able to balance their mind or opinion in order to achieve the same goals. Group discussion can make students

active to look for the materials. Group discussion can develop students' leadership and teaching skill.

It is interesting to know the impact of group discussion in the process of speaking skills. From the background above, the researcher is interested in conducting research on "Student' Perception on the Use of Group Discussion in Speaking Class at English Education Department of UMY".

Limitations of the problem

Group discussion is one of the techniques that is mostly used applied in the teaching and learning process include of speaking class. However, there were many problem felt by students when they engaged in group discussion such as some students felt shy when they need to speak English within the group, the student have lack of vocabulary mastery, the students lost their idea when they need to deliver it in a group.

Beside those problems above, this study did not examine the correlation, benefit, function or the implementation of group discussion in EED UMY. This research only focused to know the advantages and disadvantages of group discussion in speaking class based on students' perception. There was no other source as the data expect students' perception.

Research Question

The research questions are formulated as follows:

1. What are the students' perception on the advantages of using group discussion in speaking class at English Education Department UMY?

2. What are the students' perception on the disadvantages of using group discussion in speaking class at English Education Department UMY?

Purpose of the Study

Based on the research questions, the purposes of this study can be formulated as follows:

1. To explore the advantages of using group discussion in speaking class perceived by students at English Education Department.

2. To identify the disadvantages of using group discussion in speaking class

    perceived by students at English Education Department UMY.

Significance of the Study

This research is expected to provide many benefits in various aspects. The existence of the significance of research is expected to help students perception on the advantages and disadvantages of using group discussion in speaking class at English Education Department in UMY.

There are the expected strengths of this study, such as:

Theoretical Significance

This research can determine the learning theories speaking class related to the group. This study is expected to be a reference for further research.

Practical Significance

This is the result of the study for the researcher, the lecturers, and the students. There are three parts of practical significance as follows:

For the researcher. As the researcher is a prospective teacher, the results of the study serve as a reference for future study that includes the use of group discussion in speaking class. After knowing the advantages of group discussion, the researcher can use group discussion optimally in a good way. In addition, after knowing the disadvantages of group discussion, the researcher can avoid any possible bad impact of group discussion toward the future students.

For the lecturers. As the one who apply group discussion in the learning process, the lecturer must be the one who can use this study as their self-evaluation. This research helps the lecturer to know what students actually felt about group discussion have been implemented. Therefore, the lecturer can find another way to facilitate the students in achieving their learning goal through group discussion and minimize the negative impact of group discussion revealed by students at EED UMY.

For the students. This research helps the students to deliver what they feel toward group discussion. They can share what the advantages of group discussion as well as the disadvantages of group discussion they felt. This automatically gives them opportunity to give feedback toward their teacher's way of teaching especially in applying group discussion in teaching and learning process. Therefore, the students can get a better group discussion format made by the teacher after the teacher improve the quality of group discussion will be applied.

Outline of the Research

This research contains five chapters. Every chapter provides different information. The first chapter is introduction. It defines some problem that underpins the researchers' decision to conduct the study. The second chapter explains about literature review. This chapter explains more about the theory to be basis of this study. The third chapter consists of methodology. This chapter discusses the method, instrument; the procedure in data collection as well as the steps of data analysis will be used. The fourth chapter contains finding and discussion. The result of data analysis is discussed in this chapter. The last chapter is conclusion. It will draw conclusion as the general answer of the research questions.