

Chapter One

Introduction

The researcher discusses about background of the study, identification and limitation of the problem, formulation of the problem, and purpose of the study. The researcher also explains the significance of this research for EED of UMY.

Background of the Study

In English learning, speaking is one of the important things that people need to learn. Speaking requires not only skills but also confidence of the speaker particularly in learning process. Speaking is challenging especially for the English as second language (ESL) learners. There are numbers of speaking difficulties that may be faced by ESL learners. Paakki (2013) finds that there are reasons why English speaking is difficult such as students' previous education that has been too grammar oriented and theoretical, a late onset of learning, a fear of errors, a lack of practice and experience, and social pressure.

Students' psychological challenges in speaking also contribute in speaking difficulties. According to Molberg (2010), motivation and self-confidence have a big role for the oral interaction particularly in linguistic learning. Confidence will help students to develop their skill (Park & Lee, 2005). Kabir (2014) observes that shyness is one of the main hindrances behind Bangladeshi students' practicing English.

The similar problem related to the speaking problem is also found at EED of UMY. Based on the researcher's experience in studying at EED of UMY, the

students of EED of UMY seem have difficulty regarding on their self-confidence and their ability with the speaking. The students tend to keep silent and passive due to their low ability in speaking and they used to be shy to convey their idea orally. The students of EED of UMY tend to be reluctant to convey their ideas orally.

One of the methods that can be used by teacher in teaching to overcome the speaking problems is by implementing a group discussion. There are some benefits that students can accomplish in the group discussion. Group discussion leads the students to think critically and fosters the students in problem-solving development (Ozer, 2005). By group discussion, students are expected to be more active in delivering their idea and cooperative with their group members. Damien and Gillett (2001) state that having open group discussion leads the students to feel free to convey what they think. Group discussion is also one of the effective ways to develop students' speaking ability. It is supported by Wardaniah (2013) who shows that the implementation of group discussion can improve student's ability in speaking because discussion requires communication with the members of group.

Although there are many advantages that students can get in group discussion, there are still obstacles in group discussion that can hamper students' development. Commonly, lack of participation of the students is the most apparent problem in implementing group discussion (Takayama, 2010). The similar is also found at English Education Department (EED) of Universitas

Muhammadiyah Yogyakarta (UMY). Many of the students do not want to convey their idea and just keep silent during the discussion. Based on the researcher's experience, the students may feel afraid to convey their idea because of lack of confidence and feel insecure and it impacts the students' willingness in participation.

Based on the explanation above, the researcher tries to see the problems that are faced by EED students in group discussion. The researcher wants to find out what might hamper the students' participation.

Identification of the Problem

Speaking actively is the important thing that students must do in the group discussion. Unfortunately, based on the researcher's experience in joining group discussion at EED of UMY, the researcher sees some of the students of EED of UMY commonly feel uncomfortable to convey their idea and they just keep silent or being passive participant during group discussion. The low motivation of the students may contribute to students' performance in the discussion. Additionally, the students' problem in joining the group discussion actively may also be contributed by the ineffective role of the teacher in facilitating the discussion.

In the learning process, those conditions might impede the students from getting the benefit of group discussion such as critical thinking and sharing ideas. Therefore, the researcher wants to study what might hamper the student's performance in the discussion related to the motivation and the students' expectations in the role of

teacher. The focus of the study is to identify the problems in group discussion at EED of UMY in the perspective of the students.

Formulation of the Study

This research will identify:

What are the problems faced by EED of UMY students in the group discussion?

Purpose of the Study

The purpose of this research is:

To discover the problems which are faced by EED of UMY students in the group discussion.

Significance of the Study

The significances of the study of this researcher are:

The researcher. This research is expected to be a reference to the researcher as the future teacher. This research provides information about the students' problem in group discussion so that the researcher can find out the best way to overcome the problems that are faced by the students in joining the group discussion.

Students. This research provides information about the problems related to the group discussion so that they can identify their problems based on the

finding. By identifying their problems, the students are expected to overcome their problems in the group discussion.

Lecturers. The lecturers are hoped that with this research, they can recognize the difficulties faced by their students and find out the best way to encourage the students in discussion. This research also helps the lecturers to find out student's expectations toward discussion so that they can develop their teaching strategies.

Other researchers. This paper can be a reference to the next research toward the problems that are faced by students in larger area. Furthermore this research can be base of future exploration research in classroom or group discussion such as students' anxiety in discussion or the effectiveness in implementing discussion in the classroom.

Outline of the Study

Chapter one is introduction. This chapter explains the reason why the title of the research is taken. This chapter consists of background of the study, identification and limitation of the problem, formulation of the problem, purpose of the study and the significance of the study.

Chapter two is literature review. This chapter reviews some theory related with the overview of group discussion, effectiveness of group discussion, stages in group discussion, fundamental aspects in group discussion, the common

problems in group discussion, the role of teacher, variety of group discussion, and review of related study.

Chapter three is research methodology that explains about how the researcher will be conducted. The researcher uses qualitative method. In this part, the researcher explains the participants, setting, instrument and data gathering technique. In this chapter, the researcher also explains how to analyze the data.

Chapter four is finding and discussion. In this chapter the data and the findings are discussed. There are two main points that are elaborated in this chapter which are the problems in group discussion and the students' expectation regarding on role of teacher in the group discussion.

Chapter five is conclusion and recommendation. Chapter five presents the conclusion from the entire chapters and recommendation from the researcher. The recommendation is given among teachers, researchers, and students.