

Chapter One

Introduction

This research is to investigate students' difficulties in doing group discussion. This chapter consists of five parts. They are background of the research, identification and limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

Background of the Research

Speaking is a language skill that must be mastered by students. This skill is an important indicator for the success of students, especially in learning English. By mastering speaking skill well, students can communicate what they feel and think about something, express their ideas and also maintain good relations with others. Beside that, speaking skills is one of the four language skill that should be taught and mastered by students. This is because the speaking skill is used to improve the ability to have good communication and to develop students' skills in speaking.

Bashir (2011, p.38) states that, "speaking is a productive skill in the oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words". It means that speaking is a productive activity which does not only involve producing words, but also thinking and cultivating ideas. Speaker must have an ability to convey an idea or opinion, so that the idea that their have in their mind can be understood by other people. Therefore, mastering speaking skill is important because by mastering speaking skill, people can carry out conversation with other, give the ideas and exchange the information with others.

Speaking is one of the main purposes of language learning in that it is ability to transfer some ideas to other people clearly and correctly. The purpose of speaking here may be to

communicate, to express opinion and to persuade someone about something or clarify information. In other words, he or she can communicate his or her ideas well to other people. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. In line with this, according to Nunan (1999), speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also understand when, why, and in what ways to produce language (sociolinguistic competence). So, speaking is very important because by mastering speaking skill the students can carry out conversation with others, give the ideas, and exchange the information. Therefore, by speaking in the classroom, the learners should work as much as possible on their own, talk the information to another directly.

Based on the explanations above, students need a technique to increase their speaking to be more effective. There are many activities used by the teacher for teaching speaking to increase students' speaking skill. One of the techniques that can be used to develop students' speaking ability is group discussion activity. Group discussion is seen as an active learning process so that group discussion is one of the best methods of learning speaking in foreign language (Argawati, 2014). This method can help the students to improve their speaking skill. Through group discussion, the students will be able to express, to exchange about opinion and share their ideas on what they learn with their friends in group. This activity makes the student become more confident and be able to participate actively and also give useful feedback to explain more about something.

According to Subroto (2002, p.179), "discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain

issue”. He states that discussion technique provides opportunities for students’ thoughtfulness about the information received in class so that they are able to solve the problem in discussed. The discussion means a group of student discusses some problems based on the topic given to solve the problem together. The students will have more attention and interesting speaking learning process using this technique because they have more opportunity to share their ideas and work collaboratively in a group. Then, they can imagine the real and certain object based on their mind as creative as possible.

English Education Department (EED) of Universitas Muhamadiyah Yogyakarta (UMY) is one of departments which applies group discussion in language teaching and learning processes. Many lecturers in EED of UMY always use group discussion in the process of teaching and learning in the classroom. However, based on the researcher’s experience, in the process of learning in doing group discussion, some students often mentioned some difficulties when they were doing a group discussion. They frequently use their native languages because they found it difficult to use the foreign language. They also mentioned that they were also too shy and afraid to take part in the conversation with their friend when they had discussion in the classroom. As a result, most students still use Indonesian Language when they joined the in class discussion.

From the explanation above, the researcher is interested to investigate the students’ difficulties in doing group discussion at EED of UMY. Therefore, the researcher wants to find more information about their difficulties in doing group discussion when it is implemented in the process of group discussion.

Identification and Limitation of the Problem

In this research, the researcher found some problems in the process of group discussion in the classroom faced by the students of EED of UMY. The problems could be caused by internal factor that the students have difficulties when they are doing group discussion; for example, they are difficult to convey their ideas in group discussion. They are shy and lack of self confidence, scared of making mistakes and also students have no confidence which could make student feel ashamed to speak. So the researcher would like to explore more information about students difficulties faced in doing group discussion.

Research Questions

Based on the explanations above, the problems of the research could be formulated as follow: What are the difficulties faced by the students of EED of UMY in doing group discussion?

Purposes of the Study

The purpose of the study is to investigate the difficulties faced by students of EED of UMY in doing group discussion at EED of UMY.

Significances of the study

The researcher expects that this research will be useful for;

Teachers. The researcher hopes that this research can be used as a reference for teachers to overcome the problems the student deal with when they are doing in group discussion. the result of this research can help to find out new ideas and solve the problems in teaching speaking.

Students. This research gives the students knowledge to develop and increase their speaking skills in doing group discussion. It will help students to overcome the difficulties in doing group discussion and to motivate students to be more active and confident when they are giving ideas in group discussion, especially when they learn speaking skills in the classroom.

Other researchers. The result of this research can be used as the reference for those who want to conduct a research about group discussion or speak skills. By reading this research, the readers are expected to gain much information in order to develop and improve their knowledge and experience in teaching group discussion in the classroom.