

Chapter One

Introduction

This chapter presents the background of the study. It follows with an explanation of the identification of the problem, delimitation of the problem, the research questions, and the research objectives. The last part of this chapter is about the significance of the research and the organization of the chapter.

Background of the Research

Speaking is the preferred method of interactional communication (Koran, 2015). To use a language, one must talk and engage in speaker-listener interaction. Irianti (2015) stated that speaking English benefits scholarly and everyday communication. She said speaking English will enable students to have unlimited daily conversations with their friends, lecturers, and those nearby. It can also serve as practice for speaking fluently.

Group discussion is one of the popular learning methods, especially in language learning. Group discussion involves interaction activities with speaking and listening to build communication among members (Fitri, 2016). Indeed, group discussion gives students more opportunities to build communication skills as there is either interaction or conversation between students. In other words, group discussion, which involves conversations, is a way to develop language mastery, especially in speaking skills (Yanse, 2016).

Group discussion becomes a crucial teaching strategy to improve students' speaking skills. According to Argawati (2014), placing students in small groups makes them more engaged in their education and enables teachers to track their progress better. Daely et al. (2019) said that group discussion provides students to speak and share their ideas. Group discussion gives students various opportunities that encourage them to participate more actively and willingly in English-language communication (Situmorang, 2021). Daely et al.

also said that expression, clarification, and connection of knowledge, ideas, opinions, and feelings among group members are all components of group discussion. In general, this study looks at the advantages and ideal forms of group discussion to improve speaking skills.

Furthermore, while group discussion has many benefits, there are also difficulties in applying it. Based on Widianti (2015), group discussion takes longer for students to carry out learning activities, especially if the room is not right arranged. Then, if the number of students is large enough, it will make it difficult for teachers to organize groups to form discussion groups. Hereafter, the discussion can be controlled by students who are more active than other members, and the others are just silent or passive. Based on some of these problems, this study was conducted to find the solutions. This study focused on analyzing the benefits of using group discussion to improve English Language Education Department (ELED) students' speaking skills and how to implement it properly so that the objective of its use was successfully met.

Statement of the Problem

In English Language Education Department (ELED), speaking is learned by the students. Speaking is the primary skill compared to other skills, such as writing, reading, and listening, as it measures people's language (Shteiwi & Hamuda, 2016). Besides, speaking is essential for students to master since it can make them communicate easily. Speaking skills can be learned with many strategies, including group discussion.

Group discussion is one of the strategies the teacher uses to teach speaking. Students tend to speak more English when participating in group discussion activities. Each student has more chances to improve their speaking skills through activities like listening, explaining, posing questions, and responding. Group discussion is employed at the English Language Education Department (ELED) of a private university in Yogyakarta as a learning approach

to complement learning activities. According to the researcher's observation results, students often speak more in English when participating in group discussions. Group discussion activities involving listening, explaining, posing questions, and answering give students more chances to improve their communication skills.

Based on the researcher's observation, it is found that group discussion is not effectively applied due to some factors. First, some students dominated the discussion activity, while others tended to be silent. It causes communication to be poorly formed due to the absence of two-way communication. Second, if the number of students is large, it is rather challenging to control them. The difficulty of making all students able to participate in group discussion activities makes some students not speak, so in this case, the group discussion cannot improve their speaking skills. Third, there are misunderstood perceptions or answers from members. Misunderstanding makes communication built can stop halfway or the fear of students trying to talk again.

Based on the phenomenon above, the researcher is interested in conducting research entitled "Students' Perception on The Use of Group Work Discussion in Learning Speaking Skills." The purpose of this research is to know the student's perceptions about the advantages of group discussion to improve the students' speaking skills and the ideal of group discussion activity.

Delimitation of the Problem

The research focuses on the advantages of group discussion to improve students speaking skills and the ideal of group discussion to improve speaking skills based on students' perception. The research was also limited in identifying the students' speaking skills. The research participant is six students from English Language Education in a private

Islamic university batch 2022 who have attended Listening and Speaking for Daily Conversation and Listening and Speaking Classes for a Formal Setting.

Research Questions

There are two research questions underlying this research:

1. What are the advantages of group discussion to improve the students speaking skills?
2. What are students' perception on the ideal group discussion in speaking activity?

Objectives of the Research

The objectives of the research are:

1. To find out the advantages of group discussion to improve the students' speaking skills
2. To find out the students' perception on the ideal group discussion in speaking activity

Significance of the Research

The findings in this research are expected to be helpful and valuable for lecturers, students, and other researchers.

Lecturers. The teacher can use the research findings as information to make learning activities more efficient. They provide for their students' classroom needs while supporting effective learning. After learning about students' perceptions, particularly during group discussions, the teacher can then assist students in achieving their learning objectives.

Students. Students can gain benefits from this study. Students become more conscious of the advantages of group discussion for enhancing speaking skills. So that the students actively participate in group discussions.

Other researchers. This research hopes to give reference to other researchers. It can be a beneficial source to other researchers conducting research related to the topic. In addition, this study can give some information that can be valuable for the next researcher in supporting their research.

Organization of the Research

This research contains five chapters. The first chapter explains the introduction of the research. The introduction consists of the background of the study, a statement of the problem, delimitation of the problem, the research question, the research objective, the research's significance, and the research's organization.

The second chapter is a literature review. This chapter explains speaking, the importance of speaking, speaking skills, speaking activities, group discussion, effective ways to do group discussion, benefits of group discussion, and using group discussion in learning speaking skills. This chapter also provides the theory related to the overview of using group discussion in learning speaking skills and the conceptual framework of the research.

The third chapter is about the methodology of the research. This chapter provides an explanation of how this research is conducted and the steps of data collection. The methodology consists of seven parts, namely, research design, research setting, research participants, data collecting method, research instrument, data collection procedure, and data analysis.

The fourth chapter are about the findings and discussion of the research. This chapter present the results of the data which are about the advantages of group discussion to improve the students speaking skills and also the students' perception on criteria of an affective group discussion. Additionally, the researcher also provides the theories related to the findings.

Chapter five consists of the conclusion and recommendations. This chapter explains the general answers to the research questions and the recommendations from the researcher. In the conclusion, the researcher presents the summary of this study. The second part is the recommendations which are given to teachers, students, and future researchers.