

Chapter One

Introduction

This chapter is divided into six sections. It consists of the background of the study, identification of the problems, delimitation of the problem, research questions, and research objective. Last, the significance of the research is also presented.

Background of the Study

Group discussion is a communicative scenario where students can share their perspectives and opinions with others. Bahar (2014) stated that a critical dialogue about a specific topic, or possibly a series of topics, conducted in groups of sufficient size to allow participation by all students, is known as a group discussion (as cited in Kaharuddin & Rahmadana, 2020). It offers an opportunity for the student to be more active in a smaller-scale group inside the class (Kaharuddin & Rahmadana, 2020). Not only in the teaching and learning process in the class, but group discussion also occurred in regular life outside the class. It can be occur in a community around us to gather the voices of people into a conclusion that may benefit them to go through community life ahead. For instance, this kind of group discussion also exists in some English language learning places.

Furthermore, the fact that speaking English is not easy, especially for EFL learners who need to be confident to speak English. EFL learners speak English for daily conversation in English a bit difficult, the learners are nervous about speaking since they do not have enough time to practice speaking English in their daily lives and weren't used to doing such in front of others (Anandari, 2015; Liu 2007). In addition, speaking English in front of many people makes some people feel anxious Self-esteem, fear, and concern are all linked to anxiety (Yahya, 2013).

In general, utilizing group discussion to discuss a subject in school helps the student to understand their topic with perfection. Sharing the idea of each student on a certain topic is

believed to be beneficial for all students including in group discussions. In addition, each student will get the benefits if they regularly take part in group discussions. It can help students get ideas and information from each member and make students work more collaboratively in stimulating ideas, can take advantage of differences of opinion, and completely different goals by combining these goals, and can help other students who are lacking in speaking (Hussin et al., 2020). Those are the several benefits that students can get when joining a group discussion. Through participating in group discussions regularly, students will take a massive amount of knowledge and understanding through several ideas that came from other participants. Through group discussion, students will be more aware of their weaknesses and lack in creating an argument, also it generates more confidence in students while reflecting on themselves. Speaking and listening skills are major in participating in group discussions, thus by frequently participating in group discussions, students will enhance their speaking and listening skills autonomously.

Anxiety is a state of uneasiness that can range from minor to severe. Feeling anxious is normal in today's nature, not only does it make people uneasy it also affects their daily lives. The symptom of general anxiety is usually notable feeling restless or worried, troubled at concentrating and sleeping, and dizziness or heart tremors (NHS, 2018). When coping with daily challenges and issues, anxiety is a frequent feeling. Anxiety becomes a condition when these emotions are persistent, excessive, and unreasonable, and interfere with a person's capacity to perform. Anxiety disorders are classified into several kinds such as phobias, panic and stress disorders, and obsessive-compulsive disorders (Chan, 2019). In daily life, these unreasonable feelings will irritate how individuals conduct their daily progress. As an example, students with anxiety will be worried about focusing on their exams, while students with no anxiety will focus easily without any meaningful obstacle.

In a group discussion, anxiety can cause similar obstacles just as it affects daily life. According to Fauzi et al. (2021), mental pressure accompanied by nervous behavior, brooding, and restless behavior characterized by unpleasant emotions is called anxiety. Students feel afraid when talking to their pairs due to anxiety factors when students cannot speak well, make mistakes, and fail to convey their opinions (Galti, 2016). This fact supports how anxiety interferes with students when speaking and conveying arguments. One thing that often makes students feel anxious when speaking is when they speak in group discussions. Anxiety in students due to lack of ability to speak has resulted in several problems in a group discussion because only some students are active and other students only listen (Alvan, 2021).

In the language learning context, learning to speak becomes the most problem for group discussion because of students' lack of language skills. The fear of making mistakes in speaking is one of the factors students are afraid of being laughed at or criticized by other students which causes students to be afraid to try and speak the language that they are learning and feel worried when speaking (Januariza & Hendriani, 2016). Students who have speaking anxiety tend not to be able to make progress in learning, and students focus more on their weaknesses which results in their performance being poor and giving up easily in the learning process (Santoso & Perrodin, 2021). Also, students tend not to have confidence when speaking, this is one of the obstacles to understanding each other's communication. One of the problems of speaking anxiety is found in one of the English courses in Yogyakarta.

In this course, it provides speaking skills through group discussion techniques. One of the rules is that students must communicate with each other using English, and students will be given a penalty if they use Bahasa. Group discussion has an important role in proceeding to the next level. Group discussions were carried out ten times with different students at each meeting which was carried out outside of learning. Students are asked to argue with each other

in a group discussion using English, of course, this can train students' courage in speaking. However, based on the data obtained through tutors in this course there are still some students who have anxiety in group discussions. Therefore, the researcher is interested in researching more about exploring the causes of speaking anxiety during group discussions and how to overcome speaking anxiety during group discussions in this course.

Identification of Problems

Group discussion for some students is quite difficult because students must adapt to their group discussion environment. When participating in group discussions, it is very problematic for students to speak in public because students feel must adapt to a new environment. English is a foreign language in Indonesia, and some students think that English is a difficult language. Therefore, when participating in group discussion for the first time, new students will experience a period of adaptation and pay more attention to other students.

The use of this group discussion is also applied in this English course where each student must interact with each other because it is a mandatory requirement for students to go to the next level. Based on an interview with one of the tutors at this English course, there are still some students who still experience anxiety in speaking, this is like feeling afraid of being laughed at when speaking English, anxious and tending to be more silent during group discussion and feel not proficient and still afraid to speak English. Alvian (2021) stated that anxiety in students due to lack of speaking ability resulted in several problems in group discussion because only some students were active and other students only listened. Anxiety speaking in a group discussion in this English course is also the same as previous research, however, until now there has been no research related to anxiety in speaking in a group discussion held in this English course. Researchers have explored the causes of speaking anxiety during group discussions at an English course in Yogyakarta.

Delimitation of The Problem

In this current research, the researcher only focuses on exploring the cause of speaking anxiety during group discussions and how students overcome their speaking anxiety during group discussions at one of the English courses in Yogyakarta.

Research Questions

Based on the problem's identification and limitations, the researcher analyses its formulation using the research questions listed below:

1. What are the causes of students speaking anxiety during group discussion at one of the English courses in Yogyakarta?
2. How do students overcome speaking anxiety during group discussion at one of the English courses in Yogyakarta?

Research Objectives

1. To explore the causes of students speaking anxiety in group discussions.
2. To identify the strategies to overcome students speaking anxiety in group discussions.

Significance of the Research

From the explanation of the purposes of the research above, the significance of this research study are:

Students

The researcher provides information about group discussions at one of the English courses. Group discussion can improve students' speaking skills, and decrease their anxiety, and students are able to know how to overcome their anxiety toward group discussion.

Teacher

In this research, the researcher wants to provide insight to teachers in applying discussion groups in learning English, to be more effective and efficient. To help the teacher contain students' anxiety to avoid appearance and to make the students more confident in group discussion.

Institution

In this research, the researcher provides information about Group Discussion for one of the English courses from students' perceptions and responses about Group Discussion. Therefore, for the next English course has evaluated an increased Group Discussion Program with the new game and have a new schedule to know students feeling while joining group discussions. This English course makes a program for teachers and tutors to help students overcome their speaking anxiety.

Future researcher

The researcher hopes that this study will contribute to the advancement of future research. This study's contribution lies in its potential to facilitate future research endeavors on the same topic, serve as a valuable reference for scholars, and sustain the focal issue at hand.

Organization of the Chapters

The chapter one consists of an introduction, which explains the topic of the study and its relevance to the present day. The identification of the problem contains and explains the central issue of the study. Delimitation of a problem that specifies the scope of this research and how it corresponds to the available research queries. In addition, the research queries and study objective will explicate the primary objective of this research. This chapter also provides research objectives and significance for students using the group discussion method to improve their speaking abilities, for teachers to use the group discussion method more effectively and

efficiently, for institutions to pay greater attention to whether the group discussion method can improve students' speaking abilities, and for future researchers.

The chapter two is a literature review. This chapter outlines group discussion, speaking anxiety, factors that contribute to speaking anxiety, and techniques for overcoming speaking anxiety in group discussions. This chapter describes the theory behind speaking anxiety and how to surmount it. The second chapter concludes with a review of related investigations. The chapter three is focused on methodology. This chapter describes how researchers execute this current research. Methods, instruments, participants, settings, and data collection techniques were discussed in this chapter. It also described how the researcher analyzed the collected data.

The chapter four contains research results and discussion. The results of the research would generate and present data for further explanation. Due to this investigation, the discussion would include ideas and viewpoints. Then, this discussion is supported by additional research on similar topics. Finally, the last chapter is Conclusions and Suggestions. It provides a summary of the obtained research results. This chapter's conclusion is termed a recommendation; the researcher lists the benefits that certain individuals can gain from reading.