

## **Chapter One**

### **Introduction**

This chapter presents about the introduction of this study. This chapter is divided into five sections. They are background of the study, identification and limitation of the study, formulation of the problem, purpose of the study and the last is advantage of the study.

#### **Background of the Study**

Teaching and learning might be generally defined as transferring the knowledge and information of the subject matter to the students in the classroom. The basic point that could be emphasized here is how the lecturer delivers knowledge and information in a proper way in order to make students understand and clear towards related subject matter especially in English. Wubbles and Brekelmans (2005) argue that teaching is a form of communication. Sometimes improper communication way of delivering the material makes the students not understand about the information that they have to gather and conclude as knowledge. Shukla (2011) stated that inappropriate communication is able to totally damage the purpose of communicating and may give consequences especially in delivering the information to the students. Hence, in the light of teaching and learning, communication is the key and tool to transfer the information to the student and the lecturer should be creative and initiative to choose the best way.

In light of communication in learning process, for instance in teacher-centred learning method, the communication that might happen is the students put

all of their focus and concentration on the teacher talks in front of the class. In addition, during activities in the classroom, students work lonely and play with their mind. Moreover, the collaboration and interaction between students to student is discouraged (<http://education.cu-portland.edu/>). Here it means that teacher-centred learning can be stated as a conventional model of communication in teaching in the classroom where the teacher explains the subject matter in front of the class and the students just listen to him or her and write some notes on their book.

Based on the researcher's experience, some students including the researcher usually asked their friends who knew the subject better rather than they put their hands up and ask the lecturer directly when they did not understand or felt unclear about the explanation. This frequently happened because they even felt more comfortable asking a help, further explanation and learn autonomously from their friends because they felt free and comfortable in more informal language. In addition, Richard (2006) also stated that students have to be more comfortable with listening to their friends in group work or work tasks in a group pair, rather than focus on the lecturer as the main model in the class. On the other hand, if those students ask the lecturer, they used to feel frightened or embarrassed because of these common reasons like not being confident to talk to the older person (lecturer) or speak up in front of the many friends in the class or sometimes confusing to ask and say in English, for example afraid of grammatical errors.

Learning in group is suggested to be an alternative method to solve the problems that the researcher experienced and explained above and it also may be a place for the students to work and learn collaboratively. As the result, the students including the researcher learned much from their friends by working and discussing in group learning. Also, they can possibly exercise their autonomy in learning from friend's feedback.

Regarding the background and problems above, the researcher was interested in conducting the research in order to describe the implementation of group learning in the classroom at English Education Department of UMY and also to investigate about the contribution that group learning has for student autonomy in English learning at English Education Department of UMY.

#### **Identification and Limitation of the study**

In this study, there are some problems that appear in the classroom at English Education Department of UMY. In fact of researcher's experience found that students including the researcher would usually ask other friends to make sure the misunderstanding or unclear explanation rather than asked directly to lecturer in front of class. The students preferred to do that because they were more comfortable and freer in using informal language with their friends. On the contrary, they were used to be frightened or embarrassed if they asked to the lecturer because of not being confident to talk to the older person (lecturer) and to other friends in the class and also they even confused asking in English or perhaps afraid of grammatical errors. Because of those reasons, learning in group could be suggested as an alternative method and also place for the students to explore more

the explanation in discussion, to share the knowledge to each other and probably to get the feedback from their friends. Consequently, the students and also the researcher learned much from their friends by working and discussing in group learning.

Therefore, this study is conducted to investigate the contribution of group learning for students' autonomy at English Education Department of UMY. In addition, the focus of this research is to explore and to describe how the group learning is implemented in the class room and also the contribution that group learning has for students' autonomy at English Education Department of UMY. The researcher conducted a research on Capita Selecta on Grammar class and the participants are the students from batch 2013 of English Education Department of UMY.

### **Formulation of the problem**

The problem formulation of this study formulated based on the background of the study that can be presented as follows.

1. How is group learning implemented at English Education Department of UMY?
2. What is the contribution of group learning for students' autonomy at English Education Department of UMY?

### **Purpose of the study**

The purpose of the study is formulated based on the problem formulation in this study.

1. To find out how group learning is implemented at English Education Department of UMY
2. To find out the contribution of group learning for students' autonomy at English Education Department of UMY

### **Significance of the study**

**For lecturers.** This research provides information about the implementation of group learning and its advantages for students. In addition, there are also included the contribution that group learning has to drive students autonomy, especially in English learning. Hence, the results of this research are expected to be the consideration for lecturers in applying group learning method in the classroom in order to develop the students' autonomy in learning.

**For students.** This research provides information of the implementation of group learning including the advantages and the contribution to develop learning autonomy. This information is expected to give knowledge for students who are studying at English Education Department of UMY. The result of this research can make them more understand about implementation group learning in order to build their autonomy in learning by working together with other students.

**For English education program.** This research provides information about the implementation of group learning including its advantages for students and the contribution that group learning has to emerge students' autonomy in learning. The results of this research is expected to be the consideration to English

education program in designing the classroom learning activity through group learning in order to build students' autonomy, especially in English learning.

**For future researchers.** This research provides information about the implementation of group learning including its advantages for students and contribution that group learning has to emerge students' autonomy in learning. This information is hoped to provide inspiration for future researchers who will conduct researchers related to the contribution of group learning for students' autonomy.