

Chapter One

Introduction

This introduction highlights the description of the study. There are some sub chapters that are covered in this part. The background of the research points out reasons and problems why the researcher is interested to focus on this study. The identification and limitation of the study concern on students' performance in group discussion that are going to be investigated on the study. Meanwhile, the purpose of the study describes the specific objects that are going to be researched. The significance of the study presents the benefits of this research toward particular people. The last, outline of the study shows the writing organization of each chapter.

Background of the study

Group discussion is one of the methods used in teaching and learning. Group discussion has been popular in education field. According to Viviana (2003), Group discussion is a special method used in teaching and learning based on an academic system. Through the group discussion, the participants might share their ideas and communicate their opinion. Moreover, Perkins and Murphy (2006) stated that group discussion is a kind of group learning where students have opportunity to share their idea in answering the questions based on the knowledge or experience. Based on Lightfoot (2007), group discussion is a group where there are some students who learn a topic together, take the purpose of knowledge sharing, practice their

experiences, share a certain case as well as look for the solution for the problems based on the topic. Based on Lightfoot's (2007) explanation, group discussion can train students' skill to share the ideas, improve the problem solving, and expand their experience.

Borich (1996) said that there are two types of group discussion. There is a large and a small group discussion. A large group discussion is a group to discuss a certain topic that is followed by big number of students, and there is a tutor who guides them. Meanwhile, a small group discussion is a discussion followed by five to ten students with unlimited time and there is no special tutor who guides them.

There are some benefits from a group discussion. As explained by Argawati (2014) who stated that group discussion is a method of learning speaking foreign language that has a certain purpose to share the idea of students. It can help the students to improve their speaking skill. In the group, the students have opportunity to use English among themselves and practice with their friends. Practicing speaking with their friends can increase their confidence in saying some words without worrying whether they say wrong or not. Besides that, learning in group can improve their vocabulary mastery. Additionally, Ornstein (2000) said that the tutor should divide the students into small group discussion because it has the purpose to provide an opportunity for students to be active in learning process, and teachers can monitor the students for their progress.

Group discussion does not only have some benefits, but there are also some challenges. Walton (1997) mentioned that in a group discussion, there are some

students who tend to speak actively while the others are quite. Thus, those who participate actively can learn more compared to quiet students. Sedhu, Choy, and Lee (2015) stated that there are some internal factors which have correlation with the topics such as knowledge, confidence, motivation, and perception. The challenge arising in group discussion is lack of communication skill. There are students who are confident speak fluently, but there are students who just keep silent during the group discussion. Some students who speak bravely are not afraid of making grammatical mistake, even though they do not really understand the material.

Brown (2007) explained that teachers cannot monitor all groups at once because sometimes there is a misguided belief that a teacher should be in control of everything that student says or does during the class hour. Because the teacher has divided the students into several groups, it is hard for him/her to keep eye on all the groups. Thus, the teacher cannot discover which students are active and which students keep quiet during the group discussion.

There are university in Yogyakarta that has some subjects that focus on the principle of good communication for all students. Students are hoped to be able to explore themselves in communication activity about some cases in a discussion. Based on that, the university provides a group discussion as the facility of communication for all students. It is implemented in each lesson. In a group discussion, students can share their idea and their perception to other members. From the group discussion, students can get the other opinions from others members.

Hence, they can compare their opinions or arguments and also collaborate to gain the best solutions.

It is expected that group discussion can increase the communication skill among the students by exploring their ideas in one systemic forum. However, in the group discussions implemented at university in Yogyakarta, the students know that they still learn the basic of group discussion. The Factor like the lack of motivation makes the group discussion cannot be conducted optimally. It is based on the informal interview the participants said that the meaning of lack of motivation the students felt reluctant to read the material of discussion because some of the topic not interested and the language of the material difficult to understand. Also, based on the researcher observation there are students who have good speaking skill, but they are lack of ideas because they are reluctant to read books relating to the topic and to understand the topic. Therefore, it makes students' performance different.

Based on that statement, the researcher has an interest to investigate the perception of the students on their performance on activity of group discussions at English Language Education Department of university in Yogyakarta..

Identification and Limitation of the Problem

Based on the researcher's experience when joining all of the class activities, ELED of university in Yogyakarta students do group discussion in most courses. As a student of ELED university in Yogyakarta, the researcher has experienced doing

group discussion. Students have different challenges in doing group discussion in the classroom. For instance, some students are lack of motivation, knowledge, and skill of communication.

Some students are lack of motivation because they feel that they cannot receive the material well since it is too much for them. Students feel bored with the amount of material that they have to read since for there is not only one subject that requires them to be read. Sometimes, the number of reading material that they have to read is difficult for the students, and they face a problem when understanding the language used in the reading materials. Thus, it turns out to make them become more reluctant. From lack of motivation, it can also make the students being lack of knowledge because they participate in group discussion, but they do not know about the material that they just conclude and hear. Another challenge arises in group discussion is lack of communication skill. There are students who speak bravely, but there are students who just keep silent during group discussion. Sometimes, some students who speak English bravely are not afraid of making grammatical mistake, even though they do not really understand the material. Because of those reasons, the researcher wants to investigate the students' perception on their performance in group discussion. The reason why knowing students' perception on their performance in group discussion is important to be investigated as a feedback lecture in teaching, so teachers have to make their students interested with the materials.

This study is limited to ELED of university in Yogyakarta students batch 2015 that have ever experienced doing group discussion most courses. The researcher is interested in investigating students' perception toward their performance in group discussion at English Education Department of UMY.

Research Question

To meet the purpose of the study above, the researcher proposes the research question in this research, which is: "What are the students' perceptions on the factor affecting their performance in group discussions at English Language Education Department of UMY?"

Purpose of the study

The study has an objective to know the students' perception on their performance in group discussion at English Language Education Department at university in Yogyakarta.

Significance of the study

This research is expected to give benefits specifically to the researcher, English Lecturer, and students.

The researcher. As the researcher is a teacher to be, so the result of the study can be a reference on the use of group discussion in learning English. The study gives benefits to the researcher in understanding students' perception on the factors

affecting their performance in the group discussion activity at ELED of university in Yogyakarta.

English teacher. The teacher can use this study as an evaluation. This study helps the teacher to know what students' challenges in group discussion are. Therefore, the teacher can find another way to facilitate, help, and make the students active in doing group discussion.

Students. The students who participate as participants can share their experiences. This study will help the participants to improve their preparation in doing group discussion later. The students will know others students' perception on group discussion. The study further can inspire the other students to improve their performance while doing group discussion.

Outline of the study

The structure of this study proposal is organized as follows. Chapter one consists of the background of the study, the identification and limitation of the problem, the purpose of the study, the significance of the study, and the outline of the study. Then, chapter two consists of literature of the study, it also discussed the review of related study and the conceptual framework. Chapter three highlights the research methods which concerns on the design of the study, the research setting, the research participants, and the instrument of the study, the data collection procedure, and the data analysis. Chapter four includes finding and discussion which discusses the

findings of study and discussion. The last chapter is conclusion and recommendation discussing the conclusion of study and recommendation.