

Chapter Two

Literature Review

In this part, the researcher highlights some literature reviews of this study. There are three sub-chapters that will be explained in this chapter, including task-based language teaching, task, and group discussion. This chapter also provides the previous studies related to this study and conceptual framework.

Group Discussion

The importance of group discussion Group discussion is a learning method that issued to develop speaking skill. Speaking is an aspect should be included in group discussion because it can help students to transfer, to receive, and to communicate each other for achieving learning goals of through group discussion.

Rahman,D.F., Khalil,J.k., Jumani,P.D., Ajmal,D.M., Malik,D.S., and Sharif,M (2011) argue that group discussion as a process means that there are two people or more who express, clarify, and pool their knowledge, experience, ideas, and feelings. Moreover, group discussion as the facilities means that students to build communication among them. Group discussion has a correlation in developing speaking skill. Indeed, group discussion is important for students to develop speaking skill because group discussion provides students to engage in learning process itself. Also, it gives more opportunities to speak and share the ideas. To conclude the explanation above, a group discussion is important for students to be engaged in learning process;

especially for accommodating them to improve students' speaking skill. Group discussion provides students to improve the students' speaking skill through activities in a group discussion. Before the researcher explains the definition of group discussion, the researcher has a simple explanation about group discussion. 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.

In a group discussion, students can share their idea and their perception to other members. From group discussion, students can get new opinions from other members, so they can compare their opinions or arguments and also elaborate the opinions or the arguments to find the best solution. According to Arends (2004), discussion is one of the best methods for showing the capability in communication and for sharing the certain idea. Arends (2004) stated that group discussion it is the development of idea. It means that it is the appropriate methods to communicate or to share the special topic. It is in line with Slavin (1990). Slavin mentioned that some participants say that group discussion is a group of people who works the task together in one chance and have interaction among the members. They get the task to discuss the certain topic that had been determined in the learning class. Based on their statements in the group discussion, students gain some new sources and views enhancing their knowledge and skill.

Borich (1996) stated that there are two types of group discussion. They are large-group discussion and small-group discussion. The large-group discussion

consists of all of the students in the classroom who are discussing a topic with a teacher's guidance. Meanwhile, the small-group discussion is a discussion which consists of five to ten students as the participants and it does not have the leisure time for communication.

Strategies to make group discussion effective. There are some strategies that should be implemented in the group discussion activities. These strategies will provide students to enhance their speaking and their critical thinking in group discussion, so strategies in the group discussion is required to apply effectively for achieving the advantages.

The first strategy is making group discussion smaller. It means that group discussion consist of only several students approximately less than 3-5 members. Harmer (1991) stated that "small groups of around five students provoke greater involvement and participation than larger group". Ornstein (2000) as cited in Argawati (2014) stated that dividing students into small group seems to provide an opportunity for students to become more actively engaged in learning. For the teacher, doing small group discussion is to monitor students' progress well. The group discussion arises the awareness of students in order they engage in learning process, so they can attend the learning effectively. Small size can enhance the quality of group discussion. It means that it can be effective and better because all members have more opportunities to speak, to think or to share their ideas in the same portion. The members can participate actively without feeling shame since it is in a small

group. Therefore, the group discussion becomes more useful to establish a good learning atmosphere.

The second strategy is encouraging students' participation. The quality of group discussion is influenced by student's participation. The participation means that the student actively involves in group discussion activities, such as speaking to reveal the ideas. Davis (2009) mention that students' enthusiasm and willingness to participate affect the quality of discussion. In order to make group discussion work effectively is by establishing the students' participation.

The goals of group discussion.(Brown&Atkins, 2002) stated that there are two goals of small group discussion which are conveyed below:

First goal of group discussion is to develop speaking skills. The speaking skills including listening, explaining, questioning, and responding are important because these skills influence the development of intellectual skill. Discussion activity also develops the speaking skill because in group discussion, there is a communication that allows the students to communicate each other.

Second goal is intellectual and professional competencies. Group discussion develops the students to think critically and in specific modes of subject. It also can provide feedback to students and tutor thereby it helps students to develop competencies effectively. Rahman et al. (2011) explained that teaching through discussion can be effective method to enhance students to think critically about what

they are learning. The discussion can facilitate the students to think more because it has activities including asking the question, responding other members' opinions and clarifying other incorrect statements.

The Factors Affecting Performance in Group Discussion

Hattie (as cited in Marzano, Pickering, & Pollock ,2011) concluded from some related studies that creating a good performance in the classroom approach consists of functional, motivating, and challenging reading task in which it needs a strategy of teaching and communicating design that shows the skills and give response to each other in group discussion. The participants will have good performance if they interact to each otherhand bring up the discussed topic in communication.

There are several factors that affect the performance of group discussion. Brindley (1987) claimed, learners' factors will include confidence, motivation, and ability. Brindly proposes a list of questions that needs to be considered in relation to each of these factors.

Table 1. (2.1)(P.15) Brindley's list of questions related to factors affecting performance

Factor	Questions
Confidence	<ul style="list-style-type: none">• How confident does the learner have to be to carry out the task?• Does the learner have the necessary level of confidence?

Motivation	<ul style="list-style-type: none"> • How motivating is the task?
Ability	<ul style="list-style-type: none"> • What is the learner's assessed ability in language skills the skills concerned? • Does this assessment conform to his/her observed behavior in class? • In the light of the teacher's assessment, what overall level of performance can reasonably be expected?
Knowledge	<ul style="list-style-type: none"> • If so, can the learner be expected to have it? • Does the task assume knowledge of a particular subject?"

Based on Brindly (1987), there are the factors affecting students' performance in group discussion. First, confidence is one of the factors that affect performance in group discussion. Through feeling confident, students can share their idea or their opinion without thinking about their grammatical error. It can make students active in doing group discussion. In addition, Ur (1994) agreed that students who participate passively in group discussion sometimes know the material well, but they feel shy to share their opinion, and it can affect the students' performance in group discussion. There are some students who really understand about the material, but the students just keep silent during the group discussion because they think too much about grammatical error. Meanwhile, there are the students who do not really understand about the material, but they brave to speak in group discussion. There is

an interaction between the confidence and students' performance. On other hand, Sedhu, Choy, and Lee (2015) stated that there are some internal factors which have correlation with the topic of speaking involving knowledge, motivation, and perception. The challenge arising in group discussion is lack of communication skill. There are the students who speak bravely, and also there are the students who just keep silent during the group discussion.

The second factor is motivation based on Brindly (1987). The first thing that students have in joining group discussion is motivation. Students should have motivation first before joining group discussion since motivation affects their performance in doing group discussion. Argawati (2014) mentioned that motivation is very influential to affect students' performance. If the students have a good of motivation, the students have a sense of interest to follow group discussion. Students will be more active in preparing the material and understanding the material used in group discussion. Students explore their knowledge and get in-depth information.

Based on Brindly (1987), the third factor is ability. Ability is one of factors that affect the students' performance in group discussion. Ability can help the students to share their idea or their opinion in group discussion. It is in line with the statement of Ornstein (2000) who stated that ability provides an opportunity for students to become more actively in doing group discussion. Argawati (2004) stated that group discussion is one of good methods of learning speaking in foreign

language. In group discussion, students have an opportunity to use English among themselves and practice it with their friends.

The last factor affecting students' performance is knowledge based on Brindly (1987). Knowledge is one of determining factors that is influential in students' performance. Knowledge is influential to affect students' performance in group discussion, if students prepare before doing the group discussion. It can add the input for students. It can influence students' confidence since they can share their opinion, although they are less in speaking skill. Knowledge helps students to support the students' ability in doing group discussion. All of them are important to affect students' performance in doing group discussion. It can compensate the lack of speaking skill by drawing on their knowledge. Conversely, if the students have lack of knowledge, it will adversely affect to their ability for sharing their idea or their opinion appropriately. Lack of knowledge also has a more significant adverse effect on the ability of performance in doing group discussion.

The performance of the participants in doing a group discussion can be observed. Sekhan (2001) said that performance of the participant in group discussion can be observed based on some factors. The factors are caused by different performance especially in doing tasks. It means that some participants do not solve the task totally and the others can solve the case comprehensively. There are learner factors. Pearson and Jhonson (1972) as cited in Nunan (2004) said that there is a difference between inside and outside factors. The inside factors mean that all

participants of group discussion try to solve the task with processing and producing language such as background knowledge, interest and motivation. Meanwhile, the outside factors mean that some participants of group discussion have comprehensive system to solve the case besides background knowledge, motivation, and interest.

Brindly (1987) mention that using group discussion can effectively enhance the learning experience of students in the classroom. Group discussion is looked upon favorably by educators as it can enhance creativity and critical thinking, build stronger interpersonal skills, and enhance relationships with many students. However, students may not share the same views as educators. It has been found that students are not able to manage the amount of time and work needed to effectively carry out group work. Hence, for making group discussion to be an effective and positive experience for students, it is necessary for teachers to brief their students to prepare them when using this method. Barcelona and Rockey (2002) noted that it is important to take into consideration of the type of task, the group organization, and the type of evaluation involved. Some teachers do not use group discussion or they are not in favor of this form of learning because they find difficulty when controlling the class. Furthermore, the course content may also limit its use and there is concern from teachers' of about the timely completion of the course syllabi in order to meet key performance indexes.

Task-based Language Teaching

Group discussion is task that the part of Task-based Language Teaching, before focusing on task based language learning, the researcher explains the definition of language teaching. Long (1985) argued that language teaching is an approach to communicate an item in certain style and it is hoped to be understood by the participants in teaching activity. So they can learn the item easily. Therefore, they try to use linguistic item that has meaningful message in communication of teaching.

According to some experts, there are many definitions of task-based language teaching. Nunan (2002) stated that task-based language teaching grow out of dissatisfaction with the foreign language learning in twentieth century. In addition, Branden (2006) stated that task-based language teaching is an exciting, motivating, communicative, and interactive approach to language learning. Moreover, Nunan (2002) said that task-based language teaching is powerful in teaching and learning for following principles and practices such as the needs-based on approach to content selection: an emphasis on learning to communicate with interaction in the target language, the introduction of authentic texts into the studying situation, the provision of opportunities for learners to focus not only on language but also on the learning process itself. In addition, Tyler (1949) as cited in Nunan (2004) mentioned that an enhancement of the learner's own personal experiences is important to contribute some elements for learning like the roles of language learning used in the classroom.

Task-based language teaching is different from a traditional approach. The difference is determined by the use of source. Traditional approach has no certain

source to imitate, to design, to execute, or to produce the topic of discussion. On the other hand, to for making perfection of task-based language teaching, it needs the certainty of task which its concept will influence the quality of language teaching (Branden, 2006). Giving the task by the counselor to the group is also needed. The task in task-based language refers to teaching as an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to the tasks. The tasks may or may not involve in the production of language. Tyler (1949) in Nunan (2004) mentioned that a task usually requires a teacher to specify what will be regarded as a successful completion of the task. The use of various and different kinds of tasks in language teaching is said to make language teaching more communicative.

Task

Long (1985) as cited in Nunan (2004) framing his approach to task-based language teaching in terms of target tasks, argued that a target task is a piece of work undertaken for one self, for others, or for some reward. According to Prabhu (1987) as cited in Nunan (2004), task is an activity which requires learners to arrive at an outcome from given information through some processes of thought which allowed teachers to control and regulate the process regarded as a task. Moreover, Ellis (2003) mentioned that task is a work plan that requires learners to process a language

pragmatically in order to achieve an outcome that can be evaluated whether appropriate proportional content has been conveyed or not.

According to Nunan (2004), participants have should done their own opinion for elaborating topics selected in a group discussion and do some activities or tasks given by teachers such as selecting the topics, elaborating the topic, giving statements, bringing up the ideas, and solving the problems. Task can have a value if students are able to be expressed in a good performance. It means that they are required to demonstrate what they think and to learn into group discussion based on some knowledge and experiences. Then, the group discussion will work smoothly since the participants have been corporative to face some issues for showing good performance such as communicating actively, sharing the ideas, and stating their opinions. There are the types of task that are often used in learning, such as presentation, role play, and group discussion. First, presentation is a communication and an action to explain information or to present a certain topic to the audience. According to Hornby (2000), the word of presentation itself is showing something or giving something to somebody. The way of a speaker to trying to transfer the information is called as presentation. In addition, role play is a way of working through a situation, a scenario or a problem by assuming roles. It is practicing what to say and to do in a safe setting. According to Anderson (2005), role play is a pedagogical method that belongs to active learning. Then, group discussion is a spoken communication in a group which consists of two or more people to share about cognition, idea, or opinion. According

to Slavin (1990), group discussion is an activity in which a group of people are together to finish a task and they do an interaction with the members of the group who are taking part to involve in the learning process.

Previous Related Study

In this part, the researcher presents the previous study that has the similarity to this research. This related studies focus on the factors affecting performance in group discussion.

The previous study reviewed entitled Factors affecting performance difficulty which has been held by Brindly Guidelines for the Development of Curriculum Resources. (p.15) Adelaide: National Curriculum Resource Centre. This study conducted at Cambridge University involving 60 students. The aim of the research is to discuss several factors affecting the performance in group discussion such as background of knowledge and learners' factors including confidence, motivation, ability, and knowledge. The research showed that confidence, motivation, ability, and knowledge influencing performance in doing group discussion. The research revealed that group discussion has a significant role to enhance students' performance ability. It is same with researcher's study entitled "Students' Perception on the Factors Affecting Their Performance in Group Discussion" which focuses on the factors affecting the performance of the students in group discussion. Therefore, the study held by Brindly (1987) has a relation with the researcher's study.

Argawati (2004) mentioned that doing group discussion enhance students' speaking skill. There are two aims of the Argawati's research. They are to test the hypothesis that group discussion can improve the students' speaking skill and to describe how group discussion improves students' speaking skill. The research used mix method namely qualitative research and also quantitative research as their research design. The writer used classroom action research as the method in conducting the research. Observation was used as the instrument of the research. There are two cycles on the research done by the writer. Each cycle consisted of three meeting covered greeting, main activity, and closing. The result shows that there are some improvements on the students' speaking skill quantitatively and qualitatively.

These studies were useful for the researcher who is looking for the issue to be revealed. Those studies discussed issues of factors affecting performance, and also discussed the speaking skills improvement in group discussion. However, it is different from this research because the setting of this research took place in university in Yogyakarta. And also from the methodology this research use qualitative research design, the researcher use interview as the instrument to get the data in this study. For the participant it is also different in this study the participant of this study are the students of University in Yogyakarta.

Conceptual Framework

This research highlights one point based on the research question "What are the students' perceptions on their performance in group discussions at English

Education Department of UMY?” The researcher took this topic of the study about the students’ performance in group discussion because it can enhance the students’ critical thinking and their ability in speaking skills. However, sometimes the students have some problems in joining group discussion. For example, some students are being passive in joining group discussion because they feel afraid to speak in front of people. Also, they are afraid of making grammatical mistakes during speaking. Another problem that students face during joining a group discussion is that they have lack of motivation. They feel reluctant when they have to read the topic given by the lecturer. Speaking is considered as an important act that should be done by the students in a group discussion. Therefore, the researcher wants to know the students’ perceptions toward their performance in group discussions at English Education Department of UMY.

Based on Brindley (1987), there are several factors that affect the performance of group discussion involving background knowledge, learners’ factors such as confidence, motivation, ability, and awareness.