

CHAPTER TWO

LITERATURE REVIEW

In this chapter, researcher puts some of theory reviews correlating with this research. Also includes the previous study to the correlation or the perception about group discussion.

Perception

Definition of Perception. There are some definitions from the experts about the meaning of perception. Mulyana (2001) defined that perception is an internal process that allows us to choose, organize and interpret the stimulation from our environment then this process affects to our behavior. Fiske (1990), (p.25) defined, "Human perception is not a simple reception of stimuli, but is a process of interaction or negotiation". He added that what happens is that we try to match the external stimuli with internal patterns of thought or concept. Kotler (1988) argued, perception can be defined as the process by which an individual selects, organizes, and interpret information inputs to create a meaningful picture of the world. Angell (1906) stated that perception is as a matter of fact always a larger thing than this definition would immediately imply. In conclusion, perception is a process of interaction includes choosing, organizing, and interpreting the information from external stimulation that is matched with internal pattern of concept to provide our own thought and interpretation.

The Importance of Students' Perception in Learning Process. The researcher uses the students' perception as the source of the research. Mulyana (2001) defined that perception is an internal process that allows people to choose, organize and interpret the stimulation from our environment then this process

affects to our behavior. Further, students' perception can become a reflection for student in order to accommodate students for making effective learning. Then, students' perception as input for both teacher and students where students can openly explain and reveal what they wish to happen in the class, in a case group discussion as a means to improve communication skill. So, students' perception is essential to support this study.

Learning process involves such activities to facilitate learners in order to achieve the learning goals. Bean (2004) mentioned that the success of a student depends partly on how much the student is engaged in the learning process. It is important for student, considering learning process has big influences to the students' success in achieving learning goals.

But, mostly of the students are not aware that they should be engaging into learning process. Their consciousness need to be flicked on through drawing the self-reflection. Bergsgaard and Ellis (2002) as cited in Farrell (2007) defined that self-reflection as the condition of consciousness characterized by awareness, objectivity, clarity, acceptance and being in the present as well as by opinion, preference, prejudice, and attachment. From their self-reflection, they are able to produce their own perception through opinion or experience during they are involving in learning process.

Students' perception becomes important input for both teacher and student as the elements of learning process. Because it reflects on the students' experiences of their learning process, it may include their opinions, needs, or what they want from the learning. Severin and Tankard (2001) mentioned that perception is a complex process that involves structural factors or influences from

physical stimuli, and psychological influences from the perceiving organism, among these psychological influences are the perceiver's needs, wants, moods, attitudes, and assumptions.

For teacher, knowing what students' needs, attitudes and assumptions revealed through students' perception supposes them to evaluate their teaching method. Hereby, teacher can accommodate students' aspiration through effective teaching.

Meanwhile, student gets the benefit from their perception and self-reflection. They are more aware to be engaged in learning process after they reveal the experiences and what they hope to occur in learning process.

At least, students' perception is essential matter especially for both teacher and students. Students' perception results self-reflection for both of them, either it is viewed from perspective of teacher or student. Nevertheless, it has the same purpose to create effective learning.

Group Discussion

The importance of group discussion. Communication is an aspect must be included in group discussion activities because it helps the students to transfer, receive and communicate each other in order to achieve 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) said that discussion as a process whereby two or more people express, clarify, and pool their knowledge, experience, ideas and feelings. Therefore, group discussion facilitates the students to build communication between them.

Group discussion has a correlation in developing communication skill. Brown and Atkins (2002) mentioned that one of the goals of group discussion is expressed in the form development of communication skill. Group discussion also encourages the learners to be engaged in learning and giving more opportunities to speak which influences to develop communication skill. Azis (2013) mentioned that group discussion forced the students to have opportunities to speak, to share the ideas. Whereas, based on her research entitled “Improving Students’ Speaking Skill Using Group Discussion”, Argawati (2014) stated that group discussion made students’ willingness to speak is increased, because they had more opportunities to speak in their each group. Indeed, the opportunity to speak supports the students to communicate and enables the communication activity of them. Richard (2008) as cited in Manurung (2015) defined, (p.45), “Speaking is an important skill in language learning that enable language learners to communicate not only in expressing view point but also in giving response”.

Indeed, group discussion is important for developing communication skill because group discussion provides students to engage in learning process itself and also provide more opportunities to speak and share the ideas, especially if the group discussion is designed in small size. Ornstein (2000) as cited in Argawati (2014) stated that divide students into small group seems to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students’ progress better. At least, group discussion arises the awareness of the students in order they engage in learning process so they can attend the learning effectively. Besides, the development of their speaking

opportunity is increased by group discussion, which it is important to support the communication.

To conclude, group discussion is important for student to be engaged in learning process; especially to accommodate them to improve communication skill. Group discussion provides the students to improve their communication skill through such activities in group discussion.

Strategies to make group discussion effective. Group discussion is one of group work forms to make an effective group discussion, there are some strategies should be implemented in group discussion. These strategies will provide the students' chances in talking and thinking as working in group discussion, so that group discussion works more effectively.

The first strategy is making the group discussion smaller. It means that group discussion consist of only several of students approximately more less 3-5 members. Harmer (1991, p.117) mentioned, "small groups of around five students provoke greater involvement and participation than larger group". Small size can enhance the quality of group discussion, so group discussion works more effective. Exley and Dennick (2004) stated that in a small group, students can be encouraged to talk, think, and share much more readily than in a larger group. By consisting small size of members, group discussion can be effective and better because all members have more opportunities to speak, think, or share the ideas each other. The members can participate actively, so that group discussion becomes more effective to establish a good learning atmosphere.

The second strategy is encouraging the student participation. The quality of group discussion is also influenced by student participation. The participation

means the student actively involve in the discussion activities, such as talking, revealing the ideas and many others. Davis (2009) stated that students' enthusiasm and willingness to participate affect the quality of discussion. So, in order to make group discussion work effectively as well, one of the strategies is by establishing the students' participation.

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

The development of communication skills. The communication skills that include listening, explaining, questioning, and responding are important because these skills influence the development of intellectual skill. Discussion activity also develops the communication skill, because in discussion there is communication that allows student to communicate each other. Brown and Atkins (2002) explained that discussion also develops skills that are central to most professions: the ability to communicate with others (both professional and 'lay'), and the sensitive and precise handling of the language of the subject.

Intellectual and professional competencies. Group work develops students to think generally and in the specific modes of subject. It also can provide feedback to student and tutor thereby helping student to develop competencies effectively. Rahman et al. (2011) explained that teaching by discussion can be an effective tool helping students to think critically about what they are learning. The discussion can facilitate the student to think more, because group discussion has the activities including asking the question, responding another member or clarify what the other members has been said.

Personal Growth. The purpose of personal growth is appointed with the development of communication skills and thinking. Personal growth includes the notions of developing students' self-confidence, managing students' own learning, and working with others.

The variations of group discussion. There are variations of group discussion. These variations are generally used to achieve the goal of the group discussion. To achieve the goal from the topic, group discussion has the variations that are suitable with topic of discussion in order to achieve the goals.

Brewer (1997) suggested several variations of group discussion, that are cooperative learning groups, problem-solving groups, investigation group.

Cooperative learning groups. Participants in this group works together to achieve the same goal. The goals of cooperative learning group are positive interdependence, face-to-face interaction among participants, individual accountability within the group, and interpersonal and small-group skill. The cooperative learning group emphasizes the participants to work together.

Problem-solving groups. The purpose of the problem-solving groups is to approach real-life problem with an appropriate strategy. In this problem-solving group, the participants look the approaches to find the correct solutions in order to solve the problems.

Group investigation. Brewer (1997) stated that in group investigation the presenter divides participants up into small group based on particular interest. Each of group has a certain category, and then the participants within groups have to gather the information and analyze the category. After gathering and analyzing the information, the participants prepare and then convey a presentation to the

class about what they find out. The process in group investigation gives the values for participants namely, teaching them to work together, listen one to another, and appreciate the others' work and opinions.

Whereas, Brown and Atkins (2002) stated that there are three variations on the theme of small group discussion:

First, buzz group is a group in which students are asked to discuss and solve the problem and then asked to give their opinions. Second, brainstorming means each student is invited to share the ideas, thoughts or questions then compare them with other group teammates. It gives the time for student to think when he/she is asked to check out their views. And third, snowballing is where each student spends a little time with noting and thinking, then comparing their views each other. This method works well in problem-solving tasks as well as open discussion topic.

To conclude, these variations make group discussion to work effectively. With an effective group discussion, it results the goals of learning through group discussion can be achieved.

The advantages of group discussion. Using group discussion in classroom particularly to enhance students' communication skill. Group discussion yields opportunities in interaction, sharing the ideas and develop thinking generally or specifically among students. Harmer (1991) mentioned several advantages of group discussion. These are the points:

First, increasing the amount of talking for individual of students. Second, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions. Third, it encourages wider skills of

cooperation and negotiation. Fourth, it promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. Fifth, despite we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pair work situation.

Brown (2007) also divided the advantages of group discussion/group work into four elements; group work generates interactive language, group work offers an embracing affective climate, group work promotes learner responsibility and autonomy, group work is step toward individualizing instruction. This below are those advantages mentioned by him:

Group work generates interactive language. Small groups provide opportunities for student initiation, face to face interaction, practice in negotiation of meaning, conversational exchanges, and student adoption of roles that would otherwise be impossible. Different from traditional language classes that positioning teacher as centered learner, teacher's talk is dominant. Brown (2007) stated that with traditional method, language tends to be restricted to initiation only by teacher where the whole class becomes a "group interlocutor". The meaning of group interlocutor here is all students in the whole class just listen to teacher's talk. The center of learning activities are dominated by teacher itself.

Group work offers an embracing affective climate. The group work becomes a learning community which is cooperating with each other in chasing of common goals. Then, the affective climate working in the group benefits the students to increase their motivation. Safety level within group also affects to students' willingness to do more participation. Therefore the affective climate

urges the satisfied level of safety in small group discussion. Thus students freed to achieve higher objectives in their quest to success.

Group work promotes learner responsibility and autonomy. Even in relatively small class of 15 to 20 students, whole class activity often gives students a screen to hide behind because there the teacher is single teaching. In this case most students do not pay attention to what teacher does to them. That situation causes some students can “relax” too much in whole-class work. Group work creates responsibility for action and progress upon each members of the group somewhat equally, so it is difficult to hide in a small group work. It was supported by Exley and Dennick (2004) who stated that when taking part in small group discussion activities, the students accept their responsibility for the progress and direction of their own learning. In the end, responsibility created by group discussion affects to the development of students’ learning progress.

Group work is a step toward individualizing instruction. Each student in a classroom has the needs and abilities that are unique. One to another individual has most salient skill difference such in speaking, listening, reading and writing abilities. Small group can help students with miscellaneous abilities to accomplish separate goals. The teachers can recognize and capitalize other individual differences (age, cultural heritage, field of study, cognitive style, to name a few) by careful choice of small groups and by administering different task to different groups.

Communication Skill

Definition of communication skill. Communication is a vital part in our daily social life. Through communication, people allow to send and receive the message or information within interaction among people in entire of our life.

In further, there are some definitions of communication from some experts. McPheat (2010) defined that communication is the art and process of creating and sharing ideas, and it involves getting information from one person to the other person. Fiske (1990) defined that communication as social interaction through messages. According to Lunenberg (2010, p.10), “communication is the process of transmitting information and common understanding from one person to another”. From these definitions, we can conclude that communication is a process in social interaction to create, share and get the ideas, information and messages which involve two or more people.

Communication skill assists a person to communicate as well. The message which is communicated in effective way to others results in the miscommunication appearance between interactions could be reduced. Barker (2006) pointed out that communication skills are the tools that we use to remove the barriers to effective communication.

Last, communication skill is the skill that gives benefit to provide effective communication. Because effective communication means that your message can get across to others as well. If the messages get lost in translation, it means you are unable to communicate well.

Definition of speaking skill. Communication skill is closely related with speaking skill. Bygate (1997) in Argawati (2014) stated that speaking is one of the skills should be mastered by the students in learning English. By mastering speaking skill, students can communicate well using English to convey their ideas or message to other people.

One learning method that used to develop speaking skill is group discussion. Hoover (1997) in Argawati (2014) explained that discussion is the process of talking things over among two or more persons, preferably face to face. The main activity in group discussion is discussion itself. The activity like discussion urges the students to talk and speak. Through discussion, the speaking skill among students can be developed. So, they can also improve their communication skill.

Elements of communication. Communication is a process which contains some elements in order a communication permits to happen. According to Brantley and Miller (2008, p.04), “communication is the exchange of information through speaking, signaling, or writing and this exchange involves the following elements: sender, message, transmission, receiver and feedback”.

First, the sender is one of communication elements who is creating then sending the message to receiver. Lunenberg (2010) pointed out that the sender encodes the idea by selecting words, symbols, or gestures to compose a message.

Second, the receiver is the person receiving the message. According to McPheat (2010, p.16), “receiver receives the message from the sender through their own individual expectation, opinions, and perspective”. Fiske (1990) stated that receiver helps to create the meaning of the message by bringing it to his/her

experience, attitudes, and emotions. Definitely, their individual experiences will influence how the senders' message is received.

Third, message is the information that wants to communicate. It encourages a desired response from the receiver. The message is the outcome of the encoding, which takes the form of verbal, non-verbal, or written language.

Fourth, the transmission or channel is used to convey the message from sender to receiver. Lunenberg (2010) added that the message is sent through a medium or channel, which is the carrier of the communication, and then its medium can be a face-to-face conversation, telephone call, e-mail, or written report.

The last is feedback. It describes the receiver's response or reaction to the sender message. Receiver can transmit the feedback through asking questions, making comments or just supporting the message that is delivered. Feedback also can be as measurement on how effective the communication is carried by looking the response or feedback from receiver towards sender.

Supporting skills to develop communication skill. As Brown and Atkins (2002) stated that one of the goals of small group is to develop communication skill. Because, small group consists with discussion which can develop some skills which urges the ability to communicate with others. Brown and Atkins (2002, p.56), mentioned, "the skills of listening, explaining, questioning, and responding are important in themselves as well as being crucial for the development of communication or intellectual skills".

Here, more explanation about these skills which are essential for the development of communication skill through group discussion as a means.

Listening. The ability of listening holds important role as a skill which can make a person communicate effectively. Listening skill helps the receiver to process the message or information when they are receiving those messages.

In addition Crosskey and Vance (2011,p.166), stated,“listening skills refers to skills in: focus and attention on the speaker or resources the speaker is referring to; processing of the language used the speaker to inform understanding; and retention information and instructions given by teacher”.

From the explanations above, listening is extremely a vital skill that helps the students to receive the information while they are involved in a communication. They listen what speaker/sender speaks, then they have to process the input such as information. And also listening allows the receiver to respond, ask questions to clarify the message. That are some reasons listening skill is important to support improving communication skill.

Explaining. In communication, we are definitely sharing our messages to the receivers. In order those messages can be received as well, the senders have to ensure that the receivers understand with the message which is delivered.

Through explaining, the sender helps the receiver to understand about the message has been delivered. Brown and Atkins (2002) mentioned that explaining is giving understanding to another and understanding is defined as the creation of new connections between facts, between ideas, and between facts and ideas. Furthermore, students who have ability to explain clearly results the other students understand to what the meaning of message is conveyed by the sender.

Questioning. Questioning is the key to gain the information so that the communication can be more success and effective. The information supplied by

the source (sender) may enable the receiver (questioner) to respond and appraise. Brown and Atkins (2002) stated, “The responses of the questioner may be to supply missing facts, corrects misconceptions, explore thoughts and opinions, and, where appropriate, feelings. However, questioning skill is an essential skill to build effective communication.

Responding. The feedback as the element of communication process occurs when the receiver responds to the sender’s message. When receiver responds the information, the sender is allowed to determine whether the message has been received and understood. The ability to respond the message or information certainly makes the communication especially in group discussion works as well. So, it facilitates them to get the learning goals through group discussion activity.

Review of Related Study

Two previous studies that have the similarity to this research will be observed by researcher. These related studies concern about the both group discussion and speaking skill. The related studies are reviewed and then pinpoint the prior ideas of content in a summary by researcher.

The first research that is reviewed entitled *Improving Students’ Speaking Skill Using Group Discussion* which was held by Argawati (2014) in ELTIN Journal Volume 2/II. This research was held at Wijaya Kusuma Senior High School. The participants were first grade students class IA. It consists of 35 students; they are 2 boys and 33 girls.

This research has two aims, first is to test the hypothesis that group discussion can improve the students’ speaking skill of the first grade students of

Wijaya Kusuma Senior High School and describe how group discussion improves students' speaking skill. The researcher use classroom action method to gain the data. Whereas there two kinds of data were collected; first was quantitative data and the second was the qualitative data. Quantitative data refers to students' speaking scores taken both in pre-test and in post-test. While, qualitative data records any occurrences and changes happen during the classroom activity.

The research shows that group discussion improves students' speaking score. Their vocabulary and active involvement in speaking class are also improved. It concludes that group discussion can improve students' speaking skill.

The similarity of this study with the researcher's study is that the implementation group discussion can improve the speaking skill among students. Where speaking skill in the researcher's study influences communication skill development.

The second research by Aziz, F. (2013). *Improving Speaking Skill By Using Group Discussion*. Jurnal Penelitian, Pendidikan dan Pembelajaran , 97-103. This research is conducted to improve the students' speaking ability of second grade Madrasah Aliyah (Islamic High School) of Fajrul Hidayah. It consists 11 students and researcher used Classroom Action Research Method.

Because the research uses classroom action research method, there are four stages of research: planning, implementing, observing and reflecting. After through three meetings of group discussion implementation process and one meeting for evaluation. Apparently, the average score of speaking increases if before the research was 60 after then elevating the avarage score up to 75.85 point.

The research reveals that group discussion has a significant role to enhance students' speaking ability. However, group discussion insists students being more active and as sure engaged to cooperative learning involving the interaction within.

This study concerns about the use of group discussion to improve speaking skill of students. It is same with researcher's study entitled "*Students' Perception on the Use of Group Discussion in Improving Communication Skill at EED, UMY*" which focuses on the use of group discussion in improving speaking skill and also communication skill. So that, the study which was held by Fathul Azis (2013) has a relation with the researcher's study.

The study shows that group discussion enhance the students' speaking ability. In the researcher's study, this result becomes a reference to strengthen the fact that group discussion influences students' speaking ability by students' perception.

Conceptual Framework

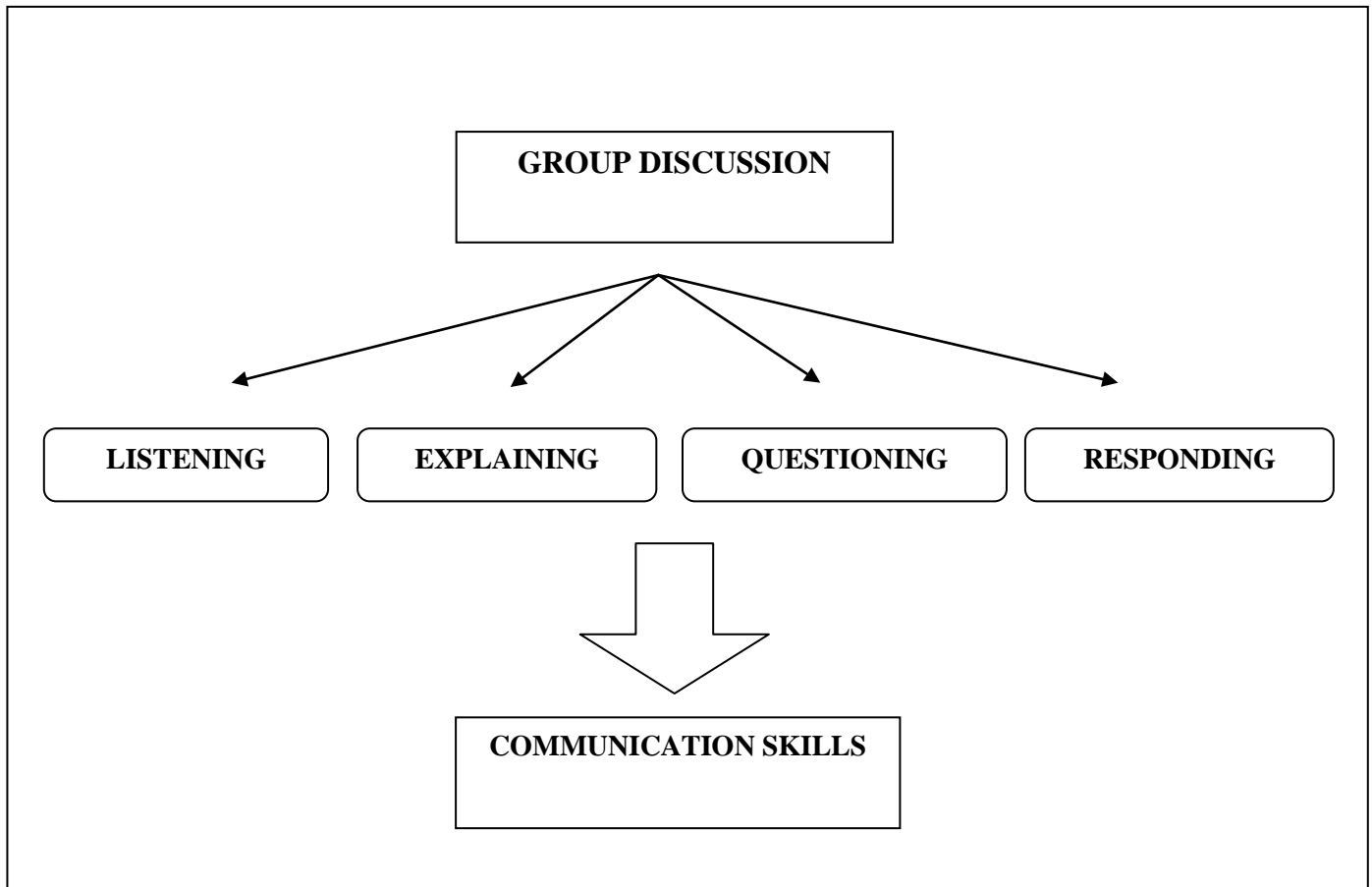


Figure 1.1

One of the goals of group discussion is the development of communication skills especially for students. Group discussion itself has some skills to accommodate the group discussion works effectively. According to Brown and Atkins (2002,p.89), “the key skills of effective small group work are explaining, listening, questioning, and responding”

These four skills consisting listening, explaining, questioning, and responding are important for students to train and develop their communication skills and intellectual skills. When students do the group discussion activity, they

practice those four skills above and immediately it helps students to improve their communication skills and also makes group discussion works as effective.

By seeing the figure 1.1 above, the arrows begin from group discussion, and group discussion consists of listening, explaining, questioning, and responding. Then, at the end the last arrow appoints to communication skill table. To conclude, that group discussion can be a means to improve students' speaking skills because it consists the skills which gives the opportunity for student to improve and develop their communication skills.