

## **CHAPTER FOUR**

### **FINDING AND DISCUSSION**

Chapter four consists of finding and discussion about the result of this research entitled “Students’ Perception on the Use of Group Discussion in Improving Communication Skills at English Education Department”. Through this chapter, the data are presented in discussion after they were transcribed, coded, and analyzed. The purpose of presenting the data in this chapter was to find the essential information from participants in order to answer the research questions. The first research question is “What are students’ perceptions on the use of group discussion in improving communication skills?” and the second research question is “What students’ perceptions on the benefits of group discussion in improving communication skills?”

To answer the research questions, researcher gathered the data by interviewing four students of EED UMY from batch 2015. The researcher chose them randomly as research participants, because all of them attended the class which promotes the using of group discussion and develops the communication skill, namely is Listening and Speaking for Academic Purposes and it is also a compulsory subject at EED UMY.

To give a comprehensive understanding of the whole research context, an overview of student perceptions on the favorite method of teaching learning is presented. There were at least two methods that students practiced in Listening and Speaking for Academic Purposes Class, namely group discussion and presentation.

## **Students' Perceptions on the Use of Group Discussion in Improving Communication Skills**

This research found some findings dealing with the first research question “Students’ perceptions on the use of group discussion in improving communication skills”. These findings are the participant perceptions and the participants are the students of EED UMY batch 2015.

Students’ perception is important to study because their perception reflects to the students’ experience of learning process; the perceptions include opinions, needs, or what they expect from the learning. Mulyana (2001) stated 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. Thus, students’ perception becomes a reflection for students or other parties such as teacher in order that the effective learning can be achieved.

Here are those findings which are resulted from interviewing the participants:

**Finding 1: Group discussion was effective when students participated in the group discussion actively.** This research found there were two out of four participants perceiving that students’ participation influenced the effectiveness of group discussion. The first participant said “the students should not only join the group, but they have also to be active in group discussion. That is the way group discussion called effective” (R2.8). The word “active” here means participating in sharing the opinion. He added “student in a group have to participate, including convey or speak in that group. So that, not only the other students who just speak, but also all of students should participate” (R2.11). Similar with the first

participant, the second participant said that the participation of students influenced the effectiveness of group discussion, as she said “in a group discussion, the members are willing to work together and also they have desire to share their ideas” (R4.23).

Both participants thought that active involvement of students including the willingness to speak, conveying their ideas and working collaboratively with other students can enhance the quality of group discussion to become more effective. It was concluded that if students were more active and have the willingness to participate in group discussion, then group discussion could be effective and increased the quality of learning.

Davis (2009) stated that students’ enthusiasm and willingness to participate affect the quality of discussion. It means that students’ participation influenced the quality of group discussion. Students’ participation emerged because of the enthusiasm and willingness from students to participate.

**Finding 2: Group discussion could be effective with small size of group.**

This research found that at EED UMY there was one of participant thought that group discussion would work effectively if there were just small number of students in a group discussion. This can be seen from his statement, “in my opinion, it consists of two or three students to make group discussion works effectively” (R1.13).

At EED UMY small size of group discussion consisting two or three students was considered to be more effective. Group discussion which had less members or students gave the opportunities to all members to participate actively

and involve in group discussion activities such as, talking, sharing the ideas, working together, and the others. So, it would make group discussion works more effective than in larger group consisting with many members.

There were several experts mentioning that size of group influenced the effectiveness of group discussion. Harmer (1991, p.117) explained, “small groups of around five students provoke greater involvement and participation than larger group”. It means a group discussion consisting of about five students gave more opportunities to students to participate than in larger group or more five students. According to Exley and Dennick (2004, p.3), “in a small group students can be encouraged to talk, think and share much more readily than in a larger group”. Small size of group was more effective than a large group, because in large group only one or two students were active while the other students tend to just being quiet or reluctant to participate actively.

**Finding 3: Group discussion effectiveness was influenced by the responsibility of student.** In this research finding, one out of four participants said that students should have the responsibility while doing group discussion. She mentioned that, “students have to adapt themselves; that means they have to adapt; where they have to engage in discussion with other students to solve the problem and where they have to play around or joking with different topic” (R3.16). The participant said that the students should adapt to the situation and being aware of their responsibilities during group discussion was being held. Because the responsibility coming out from students could make group discussion could be working as expected and effective. At least, the responsibility did not

also make group discussion works effectively, but it also influenced the learning progress of students.

Exley and Dennick (2004) stated that when taking part in small group discussion activities, the students accept their responsibility for the progress and direction of their own learning. The meaning of responsibility here was students were aware of what they should and should not do during they involved in group discussion. However, they have to adapt themselves and be responsible with what they were doing in the discussion of a group. Responsibility was important if they were doing group discussion. They could understand what they learn through group discussion and generally it made group discussion worked effectively.

### **Students' Perception on the Benefits of Group Discussion in Improving Communication Skills**

Group discussion is a learning technique which facilitates the student to master and understand the lesson delivered to them. This research found some benefits of group discussion from participants' perception, namely group discussion improves students' speaking skill, developing critical thinking among students, facilitating students to share and exchange ideas or opinions, promoting student to work together, and improving communication skill.

#### **Finding 1: Group discussion improves students' speaking skill.**

This research found that there were two participants perceiving that group discussion can improve the speaking skill. Here below were their opinions:

The use of group discussion is good, because we can develop our speaking skills (R3.7).

In group discussion we are trained to work as team work. Within a team work we are drilled to speak, not only thinking. When, in advance we just being quiet, then because of we listen the other friends' argument, we can follow it (giving response or feedback) (R4.25).

So, in group discussion our speaking skill is also developed (R4.26)  
The responses from two participants indicated that group discussion helped student to develop their speaking skills. The students had the opportunity to improve speaking skill, through the activities in group discussion such as: talking, listening, responding, questioning and the others. With more opportunities to speak, automatically students can also develop or increase their speaking ability.

Harmer (1991) stated that group discussion increases the amount of talking for individual of students. The amount of talking among students definitely increases when students involve themselves in group discussion activities. Group discussion makes them to be able to train their speaking skill through talking activity in group discussion. Then, they can improve their speaking skill as well.

**Finding 2: Group discussion developed critical thinking among students.** This research found that there were two participants out of four participants said that group discussion can also develop their critical thinking. It can be seen by their opinions below:

In group discussion we also see the viewpoint from the other persons' opinion and it makes us to think creatively and critically (R1.11).

We can think critically, when teacher gives us some topics, then we were asked to discuss that topics more specifically in order we can give the response to the topics which has been given to us (R4.6)

Usually, the task or topic given to student is done as individual or in group. Then, we are asked to think critically to finish that task (R4.7)

Davis (2009) stated that critical thinking is ability to analyze ideas and information from multiple perspectives. It was a kind of thinking that a person need to analyze certain issues in order to get the solution of the problem. There were many learning ways that can develop critical thinking among students; one of those ways was discussion. Rahman et al. (2011) explained that teaching by discussion can be an effective mean of helping students to think critically about what they are learning. It means that when students started the discussion, each student has more opportunities to think as critical about the topic which was being discussed. Usually, the discussion was applied by any form such as whole-class discussion or in a small group discussion.

We can conclude from those opinions above that students would think more critical when they faced various problems which may emerge either from the topic itself or from the other friends' opinions. Each student or students in a group discussion must be faced to the problems or matters from the topic that they were discussing. So, in order to solve those problems, they should think critically in order that they can find the solutions. In the end, group discussion helped student to develop their critical thinking.

**Finding 3: Group discussion facilitated students in sharing and exchanging the ideas or opinions.** This finding has two points on the benefits of group discussion by students, namely group discussion facilitated students to share or reveal their ideas and group discussion helped them in ideas exchanging. There were three out of four participants who perceived that group discussion

facilitated them in sharing and exchanging ideas. The first participant said that she can share the ideas with other friends, she said, “discussion is more effective because if previously we just have our own ideas, after that we can share our idea to other friends” (R4.18). Meanwhile, the second participant stated, “while we do group discussion, students are able to develop or reveal their thought to solve the problems” (R3.9). From the opinions of two participants above, the main point is that group discussion urges students to reveal ideas and share ideas while they did group discussion activities. Whereas, the third participants pointed out that group discussion also assisted the students to exchange the ideas. “we can gain the answer from other friends whom they more understand on the learning material which is being explained” (R.2.3). Besides facilitating students to share ideas, group discussion also gives chance in exchanging the ideas between students. Because in group discussion there are some activities like identifying the problem, brainstorming, giving opinion, making agreement of the decision, and the others. So that students has opportunities to utter their ideas and to exchange ideas among them through those group discussion activities.

Group discussion facilitated students to share and exchange their ideas each other. From sharing the ideas, each student received the different ideas or opinions from other friends, so it caused exchanging the ideas between them.

Rahman (2011) said that discussion as a process whereby two or more people express, clarify, and pool their knowledge, experience, ideas and feelings. There were several activities in a discussion such as identifying the problem, brainstorming, giving opinion, and many more. These activities usually involve some people or in a small group discussion consists of at least 5 people. In



discussion or small group discussion activities, the members did some processes like expressing the ideas, exchanging the opinion each other or uniting/pooling some ideas, in order that they can solve the problem as together.

**Finding 4: Group discussion promoted student to make teamwork.**

First participant argued that, “group discussion teaches us to work in group, because we cannot think that just rely on personal thought” (R1.10). He added, “a discussion will be working effectively, if there is a group assignment then at first we are asked to do this. After that, (the leader) ask each member to do their own job, so it become more effective” (R1.17). The goal of task distribution among students is to finish the group assignment as soon and it indicates that they work together while do group discussion. In addition, the second participant has similar opinion with first participant. Here is his opinion, “the use of group discussion is essential, because it trains students to work cooperatively, we share our opinion each other and it can emerge the abilities from each students in group” (R2.7). It means that group discussion gives opportunity for student to drill their skill namely working together.

However, two participants had the same point where group discussion played important role to train and develop the students’ soft skills, namely working together or teamwork. In group discussion, they were urged to eliminate their egoism in order they could discuss together and working each other. Working with other persons was one of notions in developing personal growth. Personal growth itself is a goal of group discussion and it can develop the communication skills.

Brown and Atkins (2002) stated that one of group discussion goals is developing personal growth which includes the notions of developing students' self-confidence, managing students' own learning, and working with others. Making students accustomed to work together with others is one of ways in developing students' personal growth. Group discussion encouraged students to work together; this usually involves two or more people to work together in order they can share knowledge and information each other.

**Finding 5: Group discussion improved some skills of communication.** This research found the perception of students on the benefits of group discussion especially concerning with the influence of group discussion to their skills of communication. The skills which support in developing communication skill were listening, explaining, questioning, and responding. All participants agreed that group discussion had significant influence toward the development of communication skills of students.

At EED, the participant thought that in fact group discussion still gives opportunity for students to develop communication skill, although it may gives a little opportunity but students get the benefit from group discussion. As stated by the following participants:

Although in discussion consists of 2 or 3 students, but it still improve our communication skill little by little (R1.20).

It helps me to deliver my own opinion and also train my communication skills (R2.13).

This research found that for some students one of the barriers in improving communication skill is confidence matter. The participant thought that group

discussion improved her confidence because she began to be familiar with speaking in front of other persons. In addition, through group discussion the participant can manage the timing and manner of speaking in order that she can communicate the message as well and clearly to others. At last, group discussion improved students' communication skill by enhancing confidence among students and training them to manage how to make a good communication. It can be seen from the statements below:

Group discussion extremely has the influence, because I am a person who has no confidence while speaking in the front of people, so group discussion also enhances my communication skill (R3.18).

Besides enhancing confidence, while talking in group discussion I can manage the timing and way of speaking of mine (R3.20).

Another student assumed that group discussion helped them to speak clearly because in group discussion the students used to organize and share ideas with other students. Then, the conversation which is often done by students in group discussion can make their speaking become more clearly, so that their communication skill is also improved. It can be seen from the statements below:

It can help me to speak clearly (R.4.32).

In group discussion, we are supposed to communicate with one to another person in group discussion (R4.33).

Based on the some opinions of participants, group discussion gives the opportunities to students to improve their communication skills. Because, in the group discussion there were many activities like responding to the conversation, explaining the ideas, questioning, listening to opinion which is delivered from

others, creating the ideas and transferring the information among students. So that, through doing those activities, students can develop their communication skills and create a good communication.

McPheat (2010) stated that communication is the art and process of creating and sharing the ideas, and it involves getting information from one person to other persons. Group discussion enables its participants to practice taking and giving information and also sharing the ideas.