

Chapter One

Introduction

This chapter discusses about background of the study, identification of the problem, the delimitation of problem, research questions, purpose of the study, and the last is the significance of the study.

Background of the Study

Group discussion is one strategy applied by the teacher to support the teaching and learning process in the classroom. Group discussion is considered one of the important factors to improve learners' communication. According to Pham (2011), group discussion is a teaching approach that used small group discussion to complete the goals. Small group discussion engaged the students to share aims and responsibilities to complete a task given by the teacher in group or pair. It means that in a group discussion, students learn to listen to different ideas, learn to discuss and to negotiate. In discussing a topic, all member of the group take part equally in having the right to give their opinion about the task. Here students taught to be brave to express their idea. They can learn how to solve the problem together with their group. By group discussion activity, teacher can see how the activeness of the students in the group discussion.

To facilitate the group discussion activity, the students will be grouped into a small group consists of 3-5 students. In making group discussions, teacher takes the role in it. Teachers apply method to group students. To determine the member of the group discussion, teacher usually uses a way (method) to group students. Usually teacher asks students to make some group discussions by counting or choosing their partners by themselves. It depends on the requirements. According to Waluyo (2017), there are three common group formation methods

that often used by the teacher in the classroom, they are counting, list of attendances, and self-decision. Formed the group discussion activity is one of the way used by the teacher to manage the class. According to Surya, Chandra and Ripto (2017), teacher is a learning manager in charge to carry out the classroom administration and choose a strategy and effective learning methods. The role of the teacher has to be more so that the learning goals through the small group discussion can really manifest. According to Sulistyarningsih (2013), group discussion can be formed based on interest, talent, learning style, background of experience, and learning achievement. It means that the basic used in making group discussion is the warmth of the group's climate will be created because of a sense of equality between group members. In that group, all members feel they have similar interest, abilities, etc.

In making of group discussions, the teacher is the role in it. Usually every teacher has their own method to group students. Usually teacher asks students to make some group discussions by counting or choosing their partners by themselves. It depends on the requirements. According to Weimer (2013), there are three common methods in forming group discussion such as randomly-formed groups, teacher-formed groups, and student-formed groups. The method that often used in the classroom is randomly formed groups and student formed groups. In randomly-formed groups, usually teacher divide students into some group discussions randomly by counting, list attendance, etc. So, the students will get their partners randomly.

While in student-formed groups, the students will determine the group members by themselves. They usually will choose the students who close with them. The students may prefer to have the members of the group discussion who closer with them like their close friends in the classroom or in the school. If they are placed in same group can give good performance on their group work. Sometimes some students feel less of confidence when the teachers ask them to

make some group discussions by randomly-formed groups, for example the students asked to count until certain number so they get their partners. In this method, students who get the same number should join being one group.

The researcher ever asks some students about group formation method they like. There are students who prefer to choose their group member by themselves and there are students who prefer to be selected by the teacher itself. As we know that using randomly-formed groups give students justice because there is no unilaterally treatment for each student. There is student who argues that group discussion is a boring learning. Many students who feel fed up if their teacher asks them to make group discussion, moreover if the formation method used is randomly-formed group, that is generally teacher ask students to count until certain number to get partners who has the same number with them. Sometimes students feel lazy to move from their chair to their friends' chair to join with their group member. Sometimes students feel more enjoy and confident when they are placed with their group member that they choose by themselves because they have known their friends' abilities each other.

By interview the researcher ever asks some students about group formation method they like. They said when they allow choosing their own group members, they feel more confident doing discussion with their friends. They become more confident to express their opinion about the group work because they already know their friends' abilities. While if the group formation method determined by the teacher, automatically the students would get random friends, they might have more ability so it can make the level of their self-confidence be reduced. Spoke of the teachers, every teacher has different method to form group discussion. Between teachers with other teacher must have different method to group student. Also in other meeting, teacher use different method to form the group discussion. So, the reason of the teachers form group

discussion with different method that is because must fit with the discussion activities, or perhaps they want students mixed with another group member, therefore to take turn other group member.

From the problem, the researcher interested to know teachers' perception on group formation method in group discussion activities. The researcher wants to know how is teacher's perception on group formation method (especially using randomly-formed groups and student-formed groups), which method they consider more effective on student performances in the group discussion and the researcher wants to find out what consideration they take before forming group discussion.

Identification of the Problems

From the experience during the study, the researcher found that group formation method affects students' performances, especially on students' self confidence in doing group discussion. Many students complain if the teacher ask them to make group discussion especially if the teacher itself who divide class into some group discussions. Usually teachers determine the number of group discussion will be made. Then students asked to count number one until certain number. After that, students asked to join with friends who get the same number. This process caused classroom condition become noisy because they should move to meet with their partners. They will be one group and get random friends to work together.

In doing discussion, there are different students' abilities. There is student who has low and high ability in that group discussion. Sometimes students who have low ability and get group partner who have high ability will feel less confidence in expressing their idea/opinion about their group work. From the both of group formation method can influence students' self

confidence in the process of group discussion. It is supported by Preston (2007) that said self-confidence can affect performance of people in everything they do.

When forming group discussion, there are students who prefer to choose their own groups and there are also students who prefer to be selected by their teacher for the group. There is different opinion about the problem. From the problem, the researcher interested to know teachers' perception on group formation method applied in group discussion activities, what kind of group formation method is more effective for students, and what are the considerations of the teachers in forming group discussion.

The researcher experienced herself. The researcher is an introvert student in the classroom. The researcher feels difficult to socialize with her classmates. So, if the researcher will be placed into a group discussion by randomly formed groups, so the researcher will get group member randomly (moreover the researcher got friends that the researcher thought he/she who has more ability than the researcher), the researcher become less confident in discussing the materials. The researcher does not have the confidence to express the idea/opinion to complete the task given. From the problem, it is important to make students feel comfortable with their group members. Another problem in group formation methods is the implementation itself. Sometimes group formation method used by teachers caused some problems. One of the problem can be seen from students' performance. Sometimes group formation methods used by teachers is not suitable for students, causing a decrease in students' performance in the group discussion process.

Group discussion usually involves groups of students formally working together on project or assignment, though it may sometimes take place in formal classroom settings. According to Trinity College Dublin (2018), when setting group discussion tasks, it can be useful to consider the availability of the students, resources necessary, and expected outcomes. In considering the availability of the students, teacher should consider on their teaching schedules so that students can manage their time to finish the project. Considering the size of the group discussion appropriately is important too because the number of group members in a group discussion also determines that students have a lot of participation or little in it. Besides that the teachers also have to think about access to what facilities are important to encourage group discussion activities in their class, such as internet access, books and others.

Delimitation of the Problems

In one private university in Yogyakarta, especially English Education Department, teachers have adapted group formation method in group discussion activities. However, there are still problems on the implementation of group formation method in it. Looking at problem above, the researcher could not research all of the subjects because of limited time to do the research. The researcher will only research the teachers' perception on the implementation of group formation method in the group discussion activities. The researcher tries to explore the kinds of group formation method applied by the teachers in the group discussion activities. The researcher also explores what are the teachers' considerations in forming group discussion. The researcher tries to explore teachers experience in implementing their group formation methods and what the things to be considered in forming group discussion.

Research Questions

1. How do English Language Education Department teachers form group discussion?
2. What are the considerations of English Language Education Department teachers in forming group discussions?

Purposes of the Study

Based on the research questions, the researcher has two purposes. The first, the researcher wants to know what are the kinds of group formation method applied by the teacher in forming group discussion. The second, the researcher wants to know what are the considerations of the teachers in forming group discussion.

Significance of the Study

This study also brings significances from several aspects, they are :

For researcher. This research is hoped to give the researcher more information about group formation method. Therefore, the researcher can make the implementation of group formation method become more effective making teachers master the material in the future, because here the researcher will be a teacher in the future.

For students. It can give students information about group formation method applied by teachers. After they understand, they can learn using group formation method effectively. This research can give significance for students who take language education department.

For teachers. It can give understanding about how to use group formation method effectively in the future. It can help the teacher to implement group formation method more effective and handles the problems appeared in the implementation. In addition, the teachers can

also adapt group formation method more effective in their class and find solutions for the problems in group formation method to be a better method.

For another researchers. This research can be their reference since their research discusses about group formation method. Besides, this research is hoped to inspire future researcher to conduct research related group formation method.