

CHAPTER I

INTRODUCTION

In this research the researcher discusses five topics related with the research. The topics include background of the study, scope and limitation, research questions, assumption, significance of the study, and definition of key terms .

A. Background of The Study

At this time, English has an important role in the world. For example, Indonesian uses English as Foreign Language after the mother tongue. English is also used as one of the official languages of the United Nations. Actually, we can imagine how much influence of English language on the current situation. Indonesian government is really aware of this situation, so they decided English to be a compulsory subject in formal schools (The Regulation of The minister of Education and Culture of the Republic of Indonesia number 70, 2013) . Language is a system to express meaning and the main function of language is for interaction and communication. English as one of the international languages in the world should be mastered by the people of various countries in the world to communicate with each other. Researcher believe the success of applying theory in practice depends largely on how students define social work theory, identify theoretical roles in practice, and categorize benefits and challenges in applying theory to practice (Carolyn, Haiping, Isaac, & Crystal, 2014). Teachers, teacher educators, and researchers often discuss what happens in classrooms around the world without inviting students to take part in these discussions. Therefore, the researcher has examined students' perspectives on group discussion learning methods. The method used by the teacher is often assumed to be the cause of success or failure in teaching and learning English. One method that is usually used by teachers is group discussion method. Students are encouraged to be more active and exchange ideas with friends to

complete tasks. In addition, the teacher seems to be the center of the learning process and students are just what the teacher does. Brown et al. (1989) stated that knowledge is situated in real-life contexts. Students construct their personal representations of knowledge, and link new information to prior knowledge and the context. Furthermore, learning takes place through a dialogue with teachers, peers and one's self, through, such as, the articulation of problems and the encountering of different solutions (Vygotsky, 1978).

According to Suyono and Hariyanto (2012, p.22), method is a step or procedure of learning, including assessment, in the lesson plan to achieve learning objectives . The method is the initial foundation and greatly influential in teaching because the success of teachers in delivering the material depends on the ability of teachers in using the appropriate learning methods for learners. Therefore, in this research the researcher used one method that is group discussion. The group discussion method is considered more attractive to help achieve success in Learning English Language because by groups discussion students can interact (Gillies, 2003) he also stresses that students working together are more motivated to achieve than they would be when working individually. Thus, group work might serve as an incentive for learning, in terms of both academic knowledge and interpersonal skills. There are many language teaching methods that can be chosen to teach language skills. One of them is group discussion .According to Murcia and Olshtain, (2000, p.177), group discussions are speaking activity in large classrooms. Sometimes, the students are divided by the teacher to become group work. In this activity, the students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. There are many dissension possibilities. After the discussions are over, there will be feedback. Student's view of learning English also has an important role in the success of teaching and learning process.

Therefore, in this case the researcher stated that group discussion techniques are assumed to be an effective method of determining

student perspectives in learning English language. In the view of group discussion, the success of learning depends not only on the environment or learning conditions, but also on the students' initial knowledge. Psychologists find that emotion and personality influence the quality of one's thinking and how much a child learns in school (Duckworth, Quinn, & Tsukayama, 2012). Learning involves creating meaning by students about what they do, see, and hear. This means that an active process continues, so students have the final responsibility for their own learning process, not the responsibility of the teacher. When teachers are talking; students are directed to listen (Cuban ,2014). The assumption has been that if teachers speak clearly and students are motivated, learning will occur. If students do not learn, the logic goes. It is because they are not paying attention or they do not care. Discussion calls for active participation in problem solving and critical thinking about authentic learning activities that students find relevant intellectual construction and attractiveness.

When working interactively with others, students learn to inquire, share ideas, clarify differences, solve problem, and construct new understandings (Chiriac, 2014) . Group discussion is an appropriate technique in helping students to be more active, and this technique has advantages that are used to achieve communicative skills so as to know the response of students in using group discussion methods. Therefore, the researcher is interesting doing this research to find out the students' perspectives on group discussion method.

B. Limitation of the study

Based on the background of the study, study focuses on cooperative learning method on group discussions. And the

limitation of the study focuses on the students perspectives on group discussion method.

C. Statements of the Problem

To answer the purpose of this study, the research question is formulated:

What are the student's perspectives on group discussion method in learning language?

D. Purpose of the Study

The purpose of the study is to investigate the students' perspectives on group discussion method in learning English language.

E. Significance of the Study

This study is to find out students' perspective on group discussion method, and the findings are expected to give benefits to English teachers, students and researchers

1. Students: From the results of the study, it is hoped that it can give information about the students' perspective on the group discussion method.
2. Teachers: From the results of the study, it is expected that teachers can improve the quality of their teaching and learning process by using group discussion method appropriately.
3. Researchers: This research is expected to be a reference for other researchers who conduct research on the same topic.

F. Definition of Key Terms

1. Perspectives :

Perspective is a point of view that emphasizes that human beings are active in determining their own behavior. This theory was developed by Mead (1913, p.374)

2. Cooperative Learning :

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen & Kagan, 1992).

3. Group Discussion :

Group discussion, also called group work, is a way of cooperative learning. It is a method of organizing the class and doing communicative activities in classroom. In group discussion, two to six students are working together for a single task or different parts of a larger task. If there are only two students in a group discussion, it is called pair work. Larger groups cannot provide students with more opportunities to speak (Wang, 2012).