

CHAPTER I

INTRODUCTION

1. 1 Background

Teachers are required to have various techniques in teaching English to students in the EFL classroom to find out the students' needs in learning. The teaching techniques given by the teacher will influence the result of teaching and learning process.

Based on the researcher's experiences in doing the teaching practicum, she found out that the small group technique is continuously used as the instruction in English classroom. Giri (2003) also found out that, "the use of group strategy on Small Group Discussion really helped the students". As the researcher's experiences in doing a teaching practicum, it can be proved that students have more a conversation with their group members when they had a small group rather than in a large group. Students nowadays also rarely discuss something with their teachers, they chose to discuss it with their friends. It is supported by Jones (2007) who says that the students' confidence will grow a little by a little as students successfully share ideas and experiences when they do work together. This phenomenon has become an issue for the researcher in doing this researcher.

There are many researchers who have investigated small group discussion technique. For instance, Durriyah (2017) pointed that small group discussion has an effect on students' reading comprehension of recount text. Another study by Darise N. (2018) showed that the small group discussion technique more effective than the conventional method. The conventional method is also known as the traditional teaching method which students more sit quietly in chairs, waiting for the teacher to talk. Other studies show that small group has an impact to the students related in academic skills, attitudes and social skills (Nhu Nguyen L. H., 2012). Most of the previous research focused on the effectiveness of small group discussions using a quantitative method. Therefore, this study more focused on students' perceptions (include such factors as the benefits, difficulties, preferences group types, and students' accountability towards the small groups in Junior High School. To fill this gap, the researcher present study emphasizes *"Students' Perceptions towards a Small Group Discussion Technique in Learning English."*

1. 2 Formulation of the Problem

Based on the previous background, the researcher formulates the problems, as follows, "What are students' perceptions towards a small group discussion technique in

learning English?”

1. 3 Operational Definitions

To avoid different perceptions, the terms related to the topic of this research are explained, as follows:

1. Small-Group Discussion Technique : The teaching technique that a teacher used in the one Junior High School that consists of six or fewer involving students to discuss learning English.
2. Students' Perceptions : The certain phenomenon of a process of human thinking that focuses on knowing the benefits, difficulties, preferences group types, students' accountability in small group discussion technique.
3. English Language Learning : The foreign language learning process in the classroom.

1. 4 Aim of the Research

The aim of this study is to find out the students' perceptions towards small group discussion technique in learning English.

1. 5 The Uses of the Research

The uses of the research are:

1. Theoretically, the results of this study provide the

development of theories in small group discussion to Junior High School students, focusing on students' perceptions towards it.

2. Practically, this research provides some information for the teachers about students' perceptions towards the small group discussion technique. Moreover, this research can make the students know one of the teaching technique.

3. Empirically, this research expands about the research dealing with students' experience in small group discussion technique.