

Chapter I

Introduction

This chapter consists of some explanations about the introduction of this research. Background contains the problem that will be analyzed and the reason why the researcher choose this topic. Research question contains problem that will be analyzed. The research objectives describes the purpose of this research and became the answer of the research questions. Meanwhile, research significances describes all the benefits of this research to the readers, especially students and lecturers in English Department. The last is the resrach scope and limitation.

Background

Method is one of a very important components in teaching and learning process. There are some theories which state the importance of learning method, one of them is Sudjana's (2009, p. 29), on teaching and learning process.

According to Sudjana, teachers have to pay attention to these problems; (1) Where the direction of the process is, (2) What will be discussed on the process, and (3) How to apply that direction and to find out will the process be success or not. The first problem is related to the goal of learning, the second problem is related to the material of learning, the third is problem related to the method and the tool of learning, and the last is related to the assessment of learning.

The content of the goal in teaching-learning process is the learning expectation. The clear of the goal can determine the material in teaching-learning activity. This material will reach the learning goal. Method and tool are

functioned as the media to transfer the material to reach the goal. The teacher should use method and tool effectively and efficiently. In the other hand, the assessment is used as the indicator to measure the result of the learning goal.

When the students are bored and cannot focus or did not pay attention to the teacher, they did some activities or movements that have no relation with the learning, the teacher has to ask them what caused or factored this situation and then the teacher has to find out the solutions. The researcher found that this is important because if the teacher lets over these problems, it will be impossible for the teacher to have the result of this teaching. Researcher assumes that the cause of this problem is the learning method.

According to Djamarah and Zain (2006, p. 77) the use of inappropriate method in teaching is an obstructive in reaching the learning goal. There are some methods of learning can be used. However, out of all the methods, there is one method that commonly used in English Department, namely discussion method. According to Sudjana (2009, p. 79), discussion method are sharing informations, opinions, and experiences systematically to get an explicit comprehension about something collectively. In English Department, almost all of learning processes are applied discussion method. The procedures of the use of discussion method in learning process are:

- a. Before meeting (preparation); students are divided into some groups and then they choose the topic. After that, they make a paper which is related to their topic and prepare the media presentation (Power Point), then the

member of group presentation divided themselves who will be the presenter, moderator, and minute writer.

- b. During meeting (applying); group presentation presents their topic, after that the moderator gives the chance to the audience to give their questions, ideas, suggestions or arguments. Then the minute writer takes a note during the process of discussion (write the name and the questions, ideas, suggestions or arguments from the audience).
- c. At the end of meeting (closing); the moderator gives the conclusion and the lecturer gives the explanation briefly about the material (sometimes they do that and sometimes they are not).

Furthermore, discussion method in learning process gives more opportunities to the students to be more active in learning process although the teacher still becomes main leader. Some students will give their questions if they did not understand the material yet, some students will answer those questions, and also some students will give their contradiction if they disagree to the statements or the topic that had been discussed. Hence, it builds an interaction among the students in the class, and also they can compare their opinion each other.

In contrast, there are only some students who active in learning process that using discussion method in such lecturing process. There are some students who are not motivated in learning process even it using discussion method. It can be seen the situation which there are some students who only playing their handphone, talking about something which is not related to the material and did

some activities that are not related to lecturing, and they did not pay attention to the presenter (group presentation) when they presenting their material. They did not serious to follow the learning. It becomes a problem, because they will not get the point of the material, and surely they do not understood the material as well. In addition, sometimes the lecturers does not give evaluation about the topic at end of the class. As the result, the students finished the class without getting the point of the material. If this problem happened continuously, the learning process only wasted away and the goal of material can not be reached.

This problem appears in the most of students in the sixth semester at English Department. Based on the situation, the researcher considers that this thing is an important and a serious problem because have effect to the knowledge and the quality of English Department students. This research will give some information about the real condition in English Department in the sixth semester especially about students' perception on discussion method in learning process. Therefore, this research will give some important information to civitas academica of English Department. They will have many informations about students' perception on discussion method in learning process. This research will be one of a references in teaching and learning. In addition this research will help to maximize the use of discussion method in learning process.

Research Question

Based on the previous background, the problem statement that will be analyzed in this research is “What are students’ perceptions on the use of discussion method in learning process?”.

Research Objective

To answer the research question, the objective of this research is to find out students’ perception on the use of discussion method in learning process.

Research Significances

This research has two significances; they are theoretical significance and practical significance. For theoretical significance, hopefully this research will be useful for the next research which is related with this topic. There are two practical significances. First, for the lectures, hopefully this research can help them to evaluate and to maximize the use of discussion method in learning process. Second, for the students, hopefully this research will help them to develop their awareness and to increase their motivation in discussion method in learning process.

Research Scope and Limitation

This research focuses on students’ perception on the preparation, applying and closing of discussion method in learning process in the sixth semester at English Department based on by Taniredja, Faridli, Harmianto’s theory, this

research only focus on 4 subjects which used discussion method namely Psycholinguistics, Semantics and Phragmatics, Profesi Pendidikan and Assessment II.