

CHAPTER II

THEORETICAL BACKGROUND

2. 1 Small-Group Discussion Technique

The small group is one of the teaching techniques consisting of 3 to 6 students to create students' ability in sharing the ideas in the classroom by discussion technique. It is one of the classroom organizations that teachers can do in the classroom. Meanwhile, Brown (2011) defines a small group as a group that consists of six or fewer students. In defining small group, Brown (2001) also gave comments that small group as a group to provide opportunities for student's initiation, for face-to-face give and take, for practice in the negotiation of meaning, for extended conversational exchanges and for student's adoption of roles that would otherwise be impossible.

According to Cornwall (2014) as cited in Chan and Pawlina (2015, p.156), "small group discussions can promote and enhance student learning through the implementation and development of discussion skills such as listening, questioning, explaining, and responding, skills which form the platform for facilitating discussion and thinking." It can be concluded that a small group can help students to reach their goals by using a discussion technique and make them more responsible for their learning, and it is not only between the students and the teacher

but the students and the students.

The small group itself is very recommended since a large-group discussion is over-used. It is supported by Burdick (2019) statement, “Only a few students can speak in a large group discussion; the rest are often bored or distracted, not learning.” From the explanations above, the researcher agreed because in the classroom it saw that the large- group only made a few students focus, but the rest chose not to pay attention.

2. 2 The Advantages and Disadvantages of Small Group

Every classroom organization must have advantages and disadvantages. The advantages can become the students’ goals and the teachers’ goals, while the disadvantages themselves will help a teacher to improve the classroom organization. To further support this research, the researcher found the advantages and disadvantages of Small Group according to Brewer (1997) as cited in Efendi (2016). There are:

1. All participants in the group can participate
2. It is a good way to get participants interested in the topic
3. Participants way more easily understand another participants’ explanation than a presenter’s explanation.
4. The presenter can identify individual opinions about the topic.

5. It helps the participants see the relationship among ideas or concepts related to the topic at hand. (p.28)

Meanwhile, the Disadvantages of the Small Group discussion are:

1. Some participants in the group may do all the talking.
2. It is time-consuming.
3. It involves less presenter involvement than other methods.
4. The discussion can easily get off track.

2.3 How to Conduct a Small Group

Brewer (1997) (as cited in Malia, 2017, p. 10) stated the main procedural steps in using small group discussion;

A. Introduction (Preparation)

1. Making a group; each group consists of five or six students.
2. Giving the text to students, they will be given the same topic to discuss. The topic is a descriptive case.
3. Determining a problem that will be discussed.
4. Preparing everything related to the topic.

B. Directing the Discussion (Process of Discussion)

1. Instructing the students to read a text.
2. Doing discussion.
3. Determining the main idea and finding the meaning of unknown words.
4. Controlling discussion.
5. Discussing and working together with their friends, it will make the students interactive and communicative

in their group.

C. Summarizing the Discussion (Ending of Discussion)

1. Concluding the text.
2. Reviewing the discussion process by asking opinions from all groups.

2. 4 English Language Learning

A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input that language is restricted (Oxford R. 2001). The English language itself is used as a tool by the students to learn in the classroom and not to be used daily. The students have a twice a week in English language learning. Fundamentally, Oxford R. (2001) stated in affecting language learning, there is two key variables; styles and strategies. Cohen and Oxford (2003) as cited in Nunan and Wong (2011) defined that “learning styles are general approaches language learning, while learning strategies are specific ways to deal with language tasks in a particular context”.

The independence of the students is depending on these two variables that play a crucial role in facilitating English language learning. It is also supported by Safran J. (2013) who says that “language learning strategies appear to be among the most important variables influencing performance in a second

language”.

Moreover, both language styles and strategies should have an impact on the students following the students’ needs in English language learning.

2. 5 Students’ Perceptions

In education, the researcher believes that teachers and students have their perceptions. Both of their perspectives are important to achieve their goals in learning. Perception itself defined as the process of human thinking about a certain phenomenon (Walgito, 2013). It can include the feelings, experiences, and needs of the human.

Danim (2010) stated that “students can learn from teachers, but the teacher cannot teach without students.” It means that students are the main and most important resource in the teaching-learning process. Moreover, the perceptions of the students can influence teachers’ teaching technique and their decisions in the classroom.

In brief, students’ perceptions play a significant role in the teaching and learning process. The perceptions from the students could help the teacher to improve their teaching. Knowing students’ perceptions also crucial for the teacher, it will help teachers to achieve the goal of a qualified teaching-learning process.