

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies that related to the present study. Theoretical studies discuss related theorist to this present study, while previous study discuss the implementation of that related theorist to prior studies.

2.1 Theoretical Framework

2.1.1 The Notion of Group Discussion

Group discussion is meeting of group of people talk informally and based on topic. In discussion the members or participants will activate their listening and speaking skills. Group discussions, as usually practiced, are a middle-of-the-road teaching technique for instructors wanting moderate levels of student participation Prayoga, (2018).

There are 2 types of group discussion that is Topic Based-Group Discussion and Case Study Based Group discussion O.Nyumba et al., (2018). There are few candidates in a group, where each group is given any topic. The group members discuss the topic, which is called a *Topic Based-Group Discussion*. *Case study based Group Discussion* is such a discussion, a problem is given, and the participants are asked to resolve them. The preparation time is also higher as compared to other discussions. The panelists test the teamwork and decision-making skills of the participants. The participants need to active and

updated with the things around them. It also tests the observation capability of the participants.

2.1.2 Group Discussion Methodology in Indonesian EFL Context

The educational approach of group discussion in teaching defines the class as a group of groups (or an aggregate of groups). The class is organized in groups of two to seven students in order to fulfill a learning task cooperatively. The learning task is based on interaction and reciprocal interdependence among the members of the group and requires mutual help.

In this educational approach, students and teacher are in a state of dynamic cooperation and together buildup an intimate learning and social atmosphere in the classroom. The textbook and the teacher are no longer the only sources of information but are replaced by a variety of other sources such as books, journals, and consultation with other people. The roles of teacher and students are different from those in the whole-class setup. The teacher is no longer a lecturer or transmitter of material, but rather a facilitator of learning who focuses on the learning process by encouraging cooperation among the students; the students are no longer trying to impress their teacher but are busy learning actively.

Group discussion in teaching is a flexible tool that can be adapted to both the affective and the learning needs of students. It is not one particular teaching technique but rather an overall method which can serve different needs in the language classroom depending on the technique used: Student Teams and Achievement Divisions (STAD), Sharan et al., (1979) Discussion Group (DG), and Cooper et al., (1980). The fundamental principles and operational features of

the STAD and DG techniques, which were implemented in the study, are described below. In the Jigsaw, which is beyond the scope of this article, each student acquires expertise in only one portion of the material given to the whole group. The students who have the same portion form an “expert team” in which they help each other master their common section. They then return to their own groups, and all teach their expertise to their group mates. When all the students have studied all the portions of the material, they take an individual quiz.

2.1.3 Group Discussion Method in Classroom Teaching

The discussion method is remarkably versatile. Teachers can vary its use to achieve several different instructional purposes. After students have read or viewed some curriculum material, the teacher conducts a discussion that includes these points: terms and concepts in the curriculum selection, the author's message, major themes and subtopics, relationship of the material to other knowledge, applications of the material, and evaluation of the author's presentation. Subject matter mastery discussions are characterized by teacher questions at the comprehension, analysis, application, synthesis, and evaluation levels of the Taxonomy of Cognitive Objectives (Rao, 2020).

Studies by Lee & Akcaoglu, (2020), Gall and his associates Gall & Gillett, (1980), and a review of the research literature by Damien et al., (2013) demonstrate that this use of the discussion method is effective. Issue-oriented discussions. The focus of issue oriented discussion is on students' opinions toward public issues. The most basic purpose of this type of discussion is to increase students' awareness of their own opinions and the opinions of others. Other

purposes are to help students analyze and evaluate opinions, and to modify their own opinions in a way consistent with their analysis and evaluation. Some teachers use the issue-oriented discussion to help their students reach a consensus opinion on an issue. Research studies demonstrate consistently that this type of discussion can lead to attitude change. For example, Fisher, (1968) conducted an experiment in which one group of fifth grade students read a series of stories designed to promote positive attitudes toward American Indians; another group of students read the same stories, and in addition, participated in a discussion after each reading period. Students in the discussion group developed significantly more positive attitudes toward American Indians than did the students who only read the stories.

2.1.4 Group Discussion as Interactive Dialogue or as Serial Monologue

Everyday communication commonly takes place in groups. Whether in the workplace or in the home, many, if not most, complex decisions are made through such group discussions Dunbar, (1996). This article addresses the question of how the size of the group influences the communication and decision process. Current models of communication differ on this issue. One views communication as dialogue, the other views communication as monologue Krauss & Fussell, (1996). The two kinds of models make interestingly different predictions as to how group members might influence each other's beliefs about what happened in such a meeting. The dialogue model assumes that communication takes place between pairs engaged in a tightly coupled collaborative process aimed at establishing a mutual understanding of what is being discussed Clark, (1985).

Thus, Schober and Clark (1989) have demonstrated that people who overhear a two-party dialogue understand much less of what is communicated than the people actively engaged in the dialogue. If group discussion operates in this way, then group members should be influenced most by those with whom they interact. Therefore, members' views about what happened at the meeting should tend to agree with the views of those with whom they interacted, and not be especially influenced by those, including a dominant speaker, whom they overheard.

Consider now the monologue model. This model assumes that communication takes place between a sender and a receiver who process the language signal autonomously Cherry, (1956). As a meeting proceeds, one speaker after another will hold the floor. Each speaker (i.e., the sender) broadcasts his or her message to all the other members of the group (i.e., the receivers). Those who speak the most at the meeting broadcast the most information to the rest of the group. Therefore, according to the monologue model, group members' views about what was important in their discussion should be influenced more by dominant speakers, who said the most, than by nondominant speakers, who said little in the discussion.

2.1.5 Collaborative Work in Group Discussion

Collaborative work is often incorporated into tests to help link assessment more closely to instruction Linn, (1993). Collaborative small-group work is used in classroom instruction because it can increase student learning, self-esteem, and prosocial attitudes Bossert, (1988). Students can learn new ideas, skills, and knowledge by solving problems with others, by resolving disagreements due to

different points of view, by giving help to other students, and by receiving help Webb, (1995). Peer collaboration is often used in language arts instruction to improve reading comprehension and text recall, including, for example, Book Club, a literaturebased reading program with student-led discussions McMahon, (1992), reciprocal teaching that incorporates the reading comprehension strategies of predicting, question generating, summarizing, and clarifying Brown & Palincsar, (1989), and scripted cooperative work in which students alternatively engage in summarizing and active listening roles Hythecker, Dansereau, & Rocklin, (1988).

Research on collaborative group work in language arts has shown several benefits of peer-group discussions of works of literature for classroom learning. 3 Engaging in group discussions helps students gain understanding of the meaning of a story Noll, (1994), helps students understand alternate points of view (Brown & Palincsar, 1989), helps students to make connections between a piece of literature and their own personal experience or prior knowledge Reid et al., (1994), improves students' motivation to understand a piece of literature Almasi, (1994), and helps to teach students that social interaction is a normal part of understanding literature (Samway et al., 1991).

Despite the fact that the group 33 discussion was relatively brief, group members were often unfamiliar with one another, and the purpose of the group discussion was ambiguous, a substantial portion of the student responses presented clear evidence of improvement after discussion. These findings have several implications for test design, administration, and use of test scores. One way to lessen the variation in group processes that may arise as a result of

different group compositions is to prepare students and teachers for collaborative group work. Students can practice working on tasks collaboratively; they can receive training in effective communications skills; they can be encouraged to actively participate in group work and to encourage the contributions of others; and they can be taught how to help others, seek help, and engage in high-level discussion of ideas, all of which have been shown in previous research in classroom instructional settings to promote group processes that are beneficial for learning (see Webb, 1995).

Students who had more previous experience working in groups were more at ease in the testing situation, were able to begin the discussion more quickly, and spent less time negotiating about the purpose of the discussion or which issues to discuss than students who had less previous experience with collaborative group work. Giving students and teachers instruction and training in how to work in groups productively may help all groups function in the most effective ways possible. Although training in productive group work would not eliminate the inequities caused by some groups having particularly skilled members, it may help reduce inequities caused by some groups functioning more effectively than others. Within the context of the test administration itself, the test administrator can foster beneficial group processes. Our informal observations of small-group work in this study suggested that students were more engaged and group discussion was more fruitful when teachers were actively circulating among groups and encouraging students to share their ideas than when they simply arranged students into groups and told them to follow the instructions in the test booklet. Future research should systematically investigate how different ways of

preparing students and teachers for collaborative assessments influence student performance on such assessments.

Documenting group processes may also help assuage equity concerns, especially when scores are reported at the individual student level but also when scores are reported at aggregate levels such as school or district. Performance scores could be interpreted in light of information about the group processes. For example, students may not be judged so harshly for low performance scores when they are members of poorly functioning groups. An assessment that includes group discussion cannot be understood in the same way as a traditional assessment, as a measure of how students can perform without assistance from others. At the same time, an assessment that includes collaboration can answer questions about students' social interactions and classroom functioning that cannot be answered by traditional assessments. The challenge to test developers, administrators, and users is to articulate clear objectives that will lay a foundation for the form and purpose of group work in assessments.

2.1.6 Group Discussion Method in Students' Performance

In discussion method group members have reciprocal influence over each other. The learning of one student is affected by the behavior of other students in the group. While lecture method is much less dependent on reciprocal influence among students to facilitate learning a question posed during lecture may stimulate students to think for a few second but a provocative question in a group discussion can stimulate thinking for several minutes (Penn state Teacher II, 2003). This study was undertaken to examine the impact of lecture and discussion method in the subject of social studies at secondary level. The design of the study

was experimental in nature. Identical pretests and posttests were used in the study. Both experimental and control groups were taught for one month under the same conditions using different teaching methods.

The duration of study was justified keeping in view a variety of studies previously conducted in various universities such as Bibi (2002) ,Ali (2000), Stacks and Boozer (1988), Christian (1997), and similarly Galileo Dissertation Abstracts (2005) have presented abstracts from various studies using more or less same time duration. After treatment a test was administered to both groups. After obtaining data, hypothesis was tested. The results of the study revealed that the group taught with discussion method performed better than the control group which indicated the usefulness of discussion method in teaching of social studies at secondary level. However, there is a need to conduct more studies to further compare the lecture method and the discussion method. Further studies may also be conducted to examine gender differences and geographical differences among students of different age groups.

Every teaching method has its own characteristics, strengths, and limitations. The concern is not about deciding which instructional methodology is best, or with substituting one for another. The concern is about the merits of diversity, which seeks to enrich education rather than constrain it, through a search for an optimum way of doing diverse teaching. Some of the researchers were of the view that discussion is important to learning in all disciplines because it helps students' process information rather than simply receive it. Teaching methods are patterns of teacher behavior that occur either simultaneously or in sequence in a verified way.

Choosing specific teaching methods that best achieves course objectives is one of the most important decisions a teacher faces. Knowing what methods are available and what objectives each method is best suited for, help teachers make this decision more easily. Most people, when asked about teaching methods, start by identifying two main types of instruction-lecture and discussion-which are on the opposite ends with many exciting possibilities in between. The coming paragraphs described both lecture and discussion methods in details: Joseph (1998) says that lecture method is basically narration that will signify what we usually call explanation or description. A lecture is a narrative technique of delivering verbally a body of knowledge according to pre prepared scheme of action as cited by International Dictionary of Education (1991). According to it, in lecture method fact or principle is presented orally to groups of students who take notes, have little or no participation in learning, and experience passive rather than active learning.”

2.1.7 Benefits of Group Discussion

Group discussion is a decision-making technique used to indicate verbal generation of ideas by a group. The major idea behind the group discussing method is that everyone should experience total freedom to express ideas without fear of personal embarrassment or criticism from others. Generating as many creative and innovative ideas as possible is the goal. The emphasis on the group discussion process has been derived from Alex Osborn’s text *Applied Imagination*, published in (1962). Osborn and his associates conducted extensive research using group discussion techniques. In most situations group discussion

tended to be up to 44 per cent more effective than traditional problem-solving methods.

One major advantage of group discussion is that it avoids two problems caused by group Brahm, (2006). First, some members are reluctant to suggest ideas because they are concerned about being criticized. Second, some members are reluctant to create conflict in groups. (Many people want to maintain a pleasant climate). Group discussion overcomes these problems. Group discussion has the clear advantage of minimizing differences and ensuring relatively equal participation.

It may also, in many cases be a time-saving technique. Research has suggested that group discussion also decreases the tension and hostility a group might normally experience relative to its decision making. Other research on group discussion has also suggested that this technique is excellent when used in meetings that are concerned with judgmental decision making. These are involve creative decision making, not routine meetings. Other advantages include producing a large number of ideas and providing a sense of closure that is often not found in less-structured group methods.

2.1.7.1 Group Discussion for Student Learning Improvement

There is considerable consensus that discussion increases student learning. According to research on learning strategies (and based on research in cognitive psychology), when students have the opportunity to engage with the class material-question it, explain it, and think about it in relation to their own lives or the "real world is more likely to be understood and retained Hollander, (2002).

Discussion and other interactive teaching strategies encourage "deep" rather than "surface" learning and result in greater student enthusiasm Smith, (1996). According to Frederick, (1981), "the fundamental value of discussions is that through them student's develop a sense of ownership and responsibility for their own learning. Discussions force students to search for their own answers, give students practice in expressing their own ideas, increase their appreciation for complexity and diversity, and develop their listening, cognitive, and critical skills. In addition, discussions increase students' self-confidence and thus their motivation, giving them feedback on how well they understand course material.

2.1.7.2 Group Discussion for Improving Students' Speaking Ability

There have been a lot of techniques in teaching speaking skills. One of them is group discussion. The literature informs that group discussion could be an effective organizational medium for encouraging, clarifying, and guiding students' participation in planning classroom activities, both academic and social. In conducting a discussion group, a teacher presents the students with a problem to solve. In group discussion, they discuss possible solutions, which they then present to the class for comparison or further discussion. During the group discussion interaction, the teacher acts as a facilitator and at the end may summarize group comments or give other possible solutions. (Sharan, 1980) states that group discussion teaching is an approach to classroom organization, encompassing a wide variety of teaching techniques, for structuring the relationships of students and teachers. They wish to emphasize that the aim of group discussion is to foster cooperation and communication among students for

learning purposes and create a social context for individual investigation and involvement.

Regarding group discussion as an effective teaching strategy in language activity, Faucette, (2001) points out that there are some classroom tasks for which pair work is not sufficient and could be ineffective. Thus, it will be better to organize them in groups through which students can write a group story or role-play. Group discussion activities help students create more interactional environment. In group discussion, learners have the opportunity to interact, question, and elaborate with peers more frequently than they have in a teacher-centered environment, thus enhancing learning and understanding.

The importance of student interaction should not be underestimated as it is considered to be an interaction that mostly influences students' performance in instructional situations. The use of group discussion for learning creates a non-threatening environment that allows all students to participate in discussions that they may not have the opportunity to do so in a large group environment. The use of group work could improve learning outcomes because it fosters learners' responsibility and independence, apart from creating an interactional classroom atmosphere. Through participating in group, learners will have more language practice since they do not just listen to their teachers.

2.1.8 Drawbacks of Group Discussion

A major disadvantage of group discussion is that the method lacks flexibility by only being able to deal with one problem at a time. Also, there must be a certain amount of conformity on the part of the members involved in group

discussion. Everyone must feel comfortable with the amount of structure involved. Another disadvantage is the amount of time needed to prepare for the activity Cater & Low, (2012). There is no spontaneity involved with this method. Facilities must be arranged and carefully.

In another hand, according to Cabrerizo et al., (2010), there are some disadvantages of group discussion. That is: 1. The group decision-making process can take a significant amount of time to complete. When you have a lot of time available before a decision must be made, then engaging with the entire group can create many advantages. If you need to reach a conclusion rapidly, then an individual choice instead of a group one is a better solution to pursue. That's because it takes more time for team members to reach a consensus when compared to a supervisor who can make a unilateral decision for everyone. 2. Receive irrelevant opinions and ideas with the group decision-making process. Everyone will bring their unique ideas to the table when you encourage a group discussion. This process can provide a number of benefits, but it can also turn into a choice where each person works harder at protecting their best interests instead of promoting the general welfare of the team. It is a disadvantage that can highlight the disparities found in the group, which can eventually lead to a reduction in efficiencies or quality in the final choice. People can also bring ideas to the table that they think are based on expertise, but are really evidence of a lack of knowledge. You can have people fighting for irrelevant opinions that have nothing to do with the subject at hand because everyone thinks that their stance is the correct one. 3. Some people refuse to share their perspectives during group

decision making. There are times when people decide to remain silent during a group discussion because they have nothing that they want to add to the conversation. They have decided before this process that they're going to "roll with the punches" and follow whatever outcome occurs.

This disadvantage can create a room full of silence where the leader is still expected to come up with the final decision. Some team members might decide to stay silent because of social pressures as well. It can be a negative component of this process that can lead teams toward the wrong decision because there are too many loud voices that drown out the softer, quieter tidbits of expertise that get shared. 4. Groups can have a different priority than what the decision requires. The group decision-making process creates a number of ideas that come up for discussion. It is not unusual for everyone to focus on a specific number of them, sometimes just 1-2 alternatives, instead of trying to look at the bigger overall picture. Their focus can be based on what their best interests are in that situation, the popularity of the people proposing the idea, or other factors that may not be consequential to the final result.

The results of the research prove that the students have also observed several drawbacks of group discussion emphasizing that the influence of group mates in learning process is not always positive – conflicts cause problems with concentration and diminish the capacity of work. Another negative aspect of group discussion is a decrease in responsibility of group members because not always the contribution, activity and performance of every group mate are equal. One more negative aspect of group work is a different speed of the project.

Students' have a point of view that they cannot work independently and follow their own speed of project because other group mates too fast or too slow. The level of knowledge could be also mentioned as a negative aspect of group discussion. Students emphasize that they can be influenced by their group mates' views, losing their ideas, originality and making mistakes.

This disadvantage can lead to a limitation of choices instead of an expansion of them. Groups can find themselves stuck to only a few ideas because of their stubbornness. It is a process which results in less efficiency instead of more when it occurs.

2.1.9 Syntax Project

The service learning has become main presence within higher education Butin, (2006). The study states that every year, more than 950 higher institutions engage millions of students in conducting service learning practice. According to Bringle & Hatcher (2000) study, they state that service learning is a course based service experience for students to produce the best outcomes when meaningful service activities are related to course material. Specifically, higher education creates experienced learning opportunities that involve them in the community (for example, field experiences).

Syntax deals with grammar in between words in utterances. Syntax is a branch of linguistics that studies the relationship between words with words, or with larger units, or between larger units in language. Morphology, together with syntax, is a level of linguistics called linguistics or grammar. Morphology is also called grammar or grammar is a study Grammatical internal structure of words,

while syntax which is also called governance Sentences are grammatical studies of sentences. The boundary between morphology and syntax above is only a basic guideline, because it is actually the limit the two study areas are not explicit. Syntax is a study of patterns that are used as a means to combine words into sentences, Stryker in Tarigan, (2009). According to Blonch and Trager (in Tarigan, (2009), the analysis of constructions which only include free forms are called syntax. Meanwhile, according to Ramlan in Keraf, syntax is part of grammar that discusses the structure of phrases and sentences.

Based on the statements and limitations above, it can be concluded that syntax is the science of sentence structure that discusses the arrangement of sentences an its part; grammatical environment of a decisive linguistic element functions, categories, and roles of these elements. According to Chaer (1994, p. 206), that which is usually discussed is (1) structure syntax, including problems of functions, categories and roles of syntax; and tools used in building the structure; (2) syntactic units which are in the form of phrases, clauses, sentences, and discourse; and (3) matters relating to syntax, such as mode, aspect, and so on. In sum, syntax has been linked with the grammar term.

There are many who see project-based learning not as a mere classroom instructional strategy, but as the means to redirect the instructional approach to teach the skills needed to prepare students for the modern global economy. As this resurgence progresses and teachers in K-12 schools experiment with Syntax project and begin to implement the practice, the challenges of doing so become a topic of some interest. As this resurgence progresses and teachers in learning

process experiment with Syntax project and begin to implement the practice, the challenges of doing so become a topic of some interest.

In Syntax class, there are some project that lecture usually use in learning process that is making story in Whatsapp, making diary and Sign board project as the topic in this research. Sign board project are one of mini project for students in the fifth semester in English Education Department majors in Kendari. Syntax project are final test for finished the syntax class. This project involves to finding of sign boards in public area and then trying to analyze the errors of grammar, spelling, and translation error of the sign boards after that students make it in the form of report and present it in front of the class.

A review of literature shows that Syntax project has increasingly been trialled and adopted across a diversity of educational institutions worldwide Wilkinson, (2014). The main purpose behind developing this method is to create effective learning opportunities where learners can work collaboratively in groups to answer a driving question, solve a problem, or tackle a challenge with an aim of creating an end product S. Bell, (2010). Syntax project based learning is not limited to providing students with content knowledge, but further develops their psychomotor and social skills, such as searching for information from different resources, critical thinking, problem solving, self evaluation, summarizing and giving presentations which are highly recommended for long life learning. In other words, "It educates the whole child rather than focusing on one aspect of learning" Phillips, et al. (1999).

Consequently, more emphasis is currently placed upon the implementation of Syntax project based learning in classroom as stated by Thomas & Ph, (2000)

who described Syntax project based learning as an effective method of teaching that can be used in various “contexts, including racially groups and low achievers”. Unlike traditional methods of teaching where teachers are considered the main source of information and dominate most of talk time in class Aldabbus, (2008), Syntax project provides valuable opportunities for students to be engaged individually and in groups in formulating the enquiry questions, setting goals and planning for the process of conducting and designing the project Marwan, (2015). This shows the role of the teachers who are seen as facilitators and advisers, provide students with adequate guidance and feedback. They give students more room to choose the way they approach the task which motivates students to be more independent. Besides that, students have to work together in groups, distributing roles, helping and supporting each other, searching for information, sharing experience, designing activities, and reflect on the knowledge and social skills which are essential for lifelong learning.

S. Bell, (2010) summarized the remarkable advantages of Syntax project as it motivates students to be fully engaged in the process of learning and gives them a feeling of satisfaction. They also observed that Syntax project based learning encourages students to collaborate with each other in solving problems; it promotes selflearning as students become more responsible in their learning; and as project involves a range of activities, it meets various learning needs and interests of learners. Syntax project base learning is sparkling method of teaching through which students can discover the challenges and problems in the world around them. The responsibility of learning is transferred from teacher to students” Grant & Grant, (2011). According to Gubacs, (2004) learners have the

chance to self assess their own end products, they can also evaluate their classmate's projects and give constructive feedback to each other. This would help them to become aware of their own strengths to be enhanced and weaknesses to be eradicated.

2.2 Previous Studies

This study elaborated about the benefit of Group discussion and challenges faced by EFL learners in Syntax Project. Some related previous studies show the significance of students' response in group discussion. Group discussion has the useful benefits to promote communication skills and also improve learning O.Nyumba et al., (2018), including cooperative learning and critical thinking Binning et al., (2020). Discussions are a useful method to facilitate student learning. At the same time, classroom discussions can be structured and organized in many different ways to accommodate varying classroom environments. Similarly, Nguyen & Khoa, (2019) show that students participating in group discussion groups scored higher on exams and attained higher course grades than those not attending discussion sessions. In short, a growing body of evidence suggests that, by and large, discussions are beneficial for learning, and especially for improve students' confidence and communication skills.

In another hand, Kamarubahrin et al., (2019) observes that group discussion promoted high levels of cognitive engagement and critical thinking. Students confirm these findings when they note that group discussions allowed them "the time to develop their own responses" and gave them "time to think

about points made by their peers and time to decide how they felt about certain issues” Schulz & FitzPatrick, (2016).

The similarities this present research with the other research is the students’ perceptions to the benefits of group discussion. The difference of this research with the other researches is some researchers focused on the implementation of group discussion in other context such as in Political Science class. For the difference of this research, the research focuses on another context at one of universities in Kendari which is in Syntax project namely searching sign board project.

