

**STUDENTS' AND TEACHER'S PERSPECTIVE ON THE  
EFFECTIVENESS OF DISCUSSION TECHNIQUE  
(Study of Second Grade SMA Negeri 9 Pinrang)**



*Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Partial Fulfilment of the Requirement for the  
Degree of Education in English Department*

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2017**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Title : **Students' and Teacher's Perspective on the Effectiveness of Discussion Technique (Second Grade of SMA Negeri 9 Pinrang)**

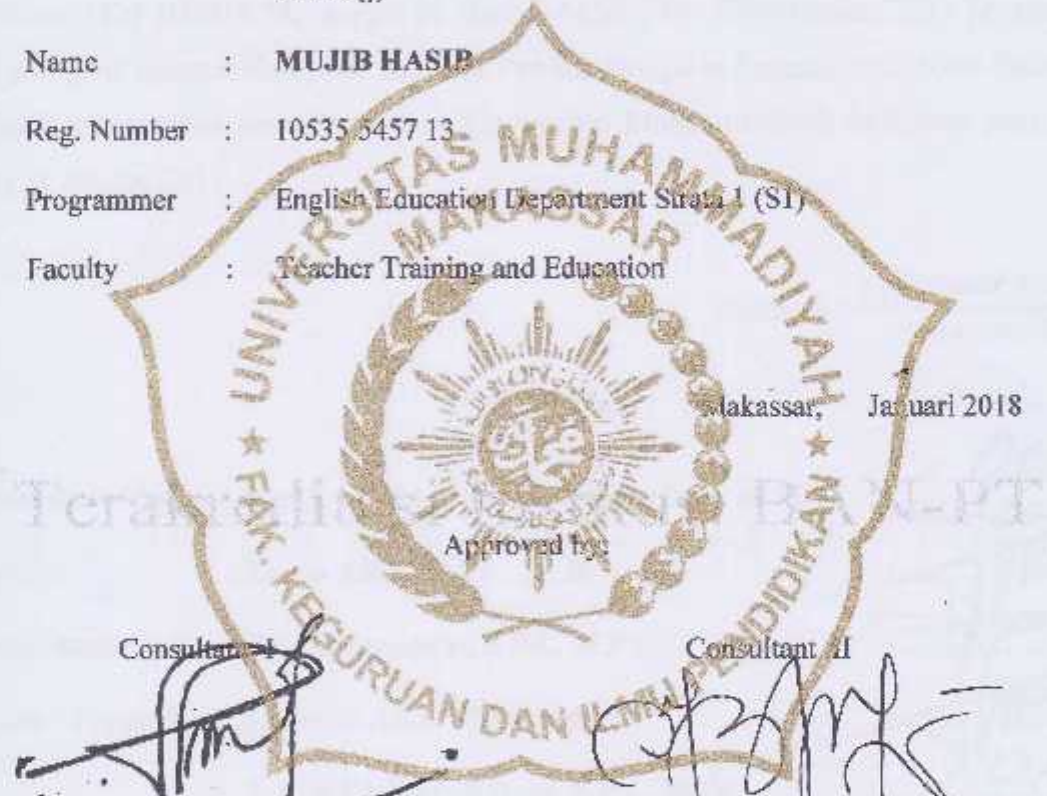
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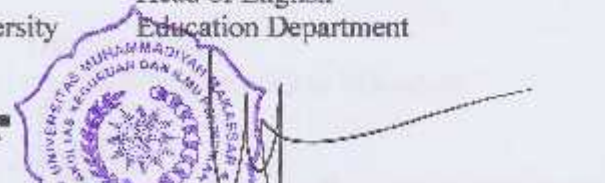
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## ABSTRACT

**Mujib Hasib, 2017. Students' and Teacher's Perspective on The Effectiveness of Discussion Technique (Study of SMA N 9 Pinrang).** Supervised by Erwin Akib and Nurdeve Bte Abdul.

This study aims to investigate students' and teacher's perception on the effectiveness of discussion technique in SMA N 9 Pinrang.

This study applied a descriptive qualitative study. The data gained through open ended interview and processed with transcription, data reduction, and coding technique. The data was gained from 10 second year students and two English teachers from SMA N 9 Pinrang.

The result shows that discussion technique is effective to be implemented under certain purpose like increasing students' speaking ability, developing students critical thinking and improving students' comprehension skill as well as helping students to fulfill the demand of curriculum to make the students able to socialize. In certain condition, discussion is not effective. If the number of students too many, the teacher will be overwhelmed to organize and control the students. Students also are unable to run the discussion if they find the material hard to discuss. In conclusion, Discussion is effective to implement on purpose to increase students speaking skill, develop students critical thinking and adjust the students with teamwork. Discussion is considered not effective when it hampers both students' creativity and teacher's role in class.

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Makassar, Oktober 2017

The writer

**MUJIB HASIB**



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## **CHAPTER I INTRODUCTION**

### **A. Background**

Teaching methodology endlessly developed to ease students learning activity, specially in learning English, students participation necessarily escalated. As the result, teacher nowadays give more focus on what method they need to implement in class. In the process of learning, the role of teacher is critically important. If teachers do not carefully give more focus on how student follow teachers' intructions, the learning process would not occur within students. Therefore, the methods applied by teachers expected to get all students participation.

In general, classroom participation requires students to interact in the classrooms to indicate that they are learning and paying attention (Ak, 2011). Furthermore, students often display their willingness to participate in oral discussion, but opportunities are not adequately available for all students due to some issues related to classroom context, including time allotted for teaching and teacher-fronted activities. Students participation not only valued by their contribution toward giving opinion during the discussion. According to Warayet (2011) achieving participation in the classroom relies not only on the ability to participate orally, but also non-orally using different signals of embodied action. This finding shows that it is a definite matter that teacher need to be capable of assessing students' participation. Furthermore, in order the teacher to effectively obtain an effective teaching, discussion method has

currently been implemented. One best teaching methodology to espouse students' interaction is by applying discussion technique.

Discussion is an engagement in and a practice of the activities of thought and communication. As a teaching methodology, discussion has two major function as follows, (1) discussion as a method of instruction, where the purpose is to help engage students in a lesson by sparking a reaction, making analogies, bringing alternative ideas to the topic, or making them think a little bit more instead of just regurgitating information, whatever the subject matter of the lesson might be; and (2) discussion competence as the subject matter as the desired outcome of instruction and an end in itself (Larson, 2000). Discussion therefore often becomes the right choice in formulating an effective teaching.

Furthermore, in sending forth an effective teaching and learning process, it is fundamentally important to recognize how students learn. When teachers and students understand how they learn and their preferred ways to learn, the probability for learning increases (Hayen, 2006). Students learn in many ways— by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing and drawing analogies and building mathematical models; steadily and in fits and starts (R. Felder, L. Silverman). It shows how basically learning happened within students themselves. Moreover, it is also notable to cognize vital reasons why learning style is matter, First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just

one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to (Gilakjani and Branch, 2012).

Students' perception inherently reflects what learning styles the students possess and practice. Taking students' perceptions of teacher effectiveness is very important element of measuring teacher effectiveness. Students are the first stakeholders who have direct knowledge about classroom practices on a regular basis (Stronge, 2006). The importance of knowing what makes students conveniently learn is because it determines either the students participate or not and it surely affects students' learning outcomes. Describing relationship between students' perceptions of teaching effectiveness and students' achievement will offer teachers recommendations that will be supportive to revising their teaching strategies (Akram, 2016). Therefore, it is essential to match students' and teacher's perspective in applying teaching technique.

Based on the explanation above, a view is then derived that matching both students' and teacher's perception on the implementation of discussion technique is critically matter and it would be able to figure out when witting both similar and different perception. After finding out the similarity and distinction of students' and teacher's perception, appropriate adjustments would finally be able to be formed to success the learning and teaching process. Further result and information would be helpful for the advancement

of teaching methodology using discussion method and how teacher gets students participation.

## **B. Problem Statement**

Students' perception should not be neglected because it is a result of inconvenient circumstance where most likely hard for them to pay attention and learning process not occur as the result. Therefore, matching students' and teacher's perspective is important to sew up learning process occurs.

Based on the statement above, this study limited the discussion by stating the following research questions:

1. What is the students' perception on the effectiveness of discussion technique?
2. What is the teacher's perception on the effective ness of discussion technique?

## **C. Research Objective**

Based on the problem statements above, the researcher intended to find out some objectives;

1. To find out the students' perception on the effectiveness of discussion technique.
2. To find out teacher's perception on the effectiveness of discussion technique.

## **D. Significant of the Study**

1. Significance for the Students

This research is expected to give opportunity to students in giving their perception on the effectiveness of discussion technique, in terms of how significance the differences and similarities on this teaching model effectiveness and support teacher performance implementing discussion based class model in teaching English toward student comments and suggestion.

## 2. Significance for the Lecturer/Teacher

This research is expected to give information which providing student's perception toward the implementation of discussion based class model as a strategy in the learning and teaching process in English subject or others subject that apply classroom discussion model. The diverse students' response may be beneficial for the improvement of classroom instruction and classroom activities.

## 3. Significance for the next researcher

This research can be a reference for the the next researcher in term of matching the teaching method with learning styles student practice and in conducting a further related research.

## **E. The Scope of the study**

This study will be restricted in the subject learnt, the researcher will only investigate discussion class learning with english subject and further restriction in finding the similarities and differences of students' and teacher's perception on the effectiveness of discussion technique.



The participant of the study are the students and teachers of SMAN 9 Pinrang. The students investigated are from the second grade as the participant which the teachers constantly apply discussion method.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

There are some researchers attempting to study related to teaching and learning styles as well as teacher's and students' perception on teaching effectiveness.

Fedler and Silverment (2002) mismatches exist between common learning styles of engineering students and traditional teaching styles of engineering professors. In consequence, students become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school. Zhou (2011) a teacher must design her lesson plan around her students. After you know the students learning styles, you should set goals for your teaching strategies. This requires you to differentiate instruction through use of the learning styles. Ideally you want to incorporate all of the learning styles so that each student may learn in a way that suits them best for the day. Hayen (2006) stated that an increase in grade point average occurs when teacher and student learning style more closely matches. Previously, Felder and Henriques (1995) several critical points can legitimately be raised regarding the proposed learning style categories. The categories are by no means comprehensive: no finite number of dimensions could ever encompass the totality of individual student differences, and components of other learning style models in the references cited in the introductory section also play

important roles in determining how students receive and process information. Moreover, the dimensions have not been shown to be fully independent, and validated instruments to assess individual preferences on all of them do not exist. Finally, the teaching style with which students feel most comfortable may not correspond to the style that enables them to learn most effectively.

The students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning. Moreover, they preferred to seek assistance from their teachers or classmates when encountering learning difficulties (Chang, 2010). Students want to know the expectations for success in the classroom and value the teachers that provide them with concrete details (Akram, Naseem, and Ahmad, 2016). Without exception, they were willing to openly explore the role and responsibilities of teachers in the system. They eagerly sought to understand and improve their contributions to overall school success (Marble and Finley, 2000). Teachers would like students to be more active in their own learning, and 'to work in an investigated way', but were 'curbed to some extent by the demands of the curriculum' from adopting approach to teaching and learning (Campbell et al., 2001). Found that teachers' opinions of what should be happening in the classroom approached an 'ideal' communicative classroom, where students communicate about meaningful topics, complete real-world tasks, use computer-based technologies, engage with the language outside of class, gain exposure to the culture in class, and work in groups or pairs (Victor and Brown, 2017).

The previous findings have scientifically proven that students display their learning styles through their demand on what should the teacher do in class, what teaching method they most likely prefer and what learning strategy they need to do in order to achieve a conducive learning environment for them. While teachers, through the previous study, also have their own expectation to the students' performance during the class as well as what should be happening during the class. The previous study, similarly with this study, examined teacher and students' own personal belief on how both should perform in the class. This study, different from previous study, would examine teacher's and students' similar and distinct perspective in order to find out what should and should not be done during the class to achieve better teaching using discussion method.

## **B. Theory of perception**

### **1. Definition of perception**

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn (Hong, K.-S. 2003).

In the science of psychology, there are terms of processing the information received from the observations, one of the term is perception. Perception is a psychological function that starts from the sensation, continued with the process of categorizing, classifying, interpreting and linking multiple stimuli at once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective

meaning. Sensation happens before brain interprets the received information from the sensory organs. All creatures have sensory organs, for instance, human. They have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. If one of the sensory organs has limited function or even worse, cannot work at all, the other sensory organs' ability will increase (Santrock, 2005).

The sensory organs which have the sensory receptor cells use to detect the sensory message which often called as stimulus based on its function. A stimulus refers to any aspects that can detect by the sensory organs. For example, light can be detected by eyes, smell can be detected by nose, sound can be detected by ears, taste can be detected by tongue and heat can be detected by skin (Lahey, 2009).

After the sensory organ detected the stimuli, the transduction process happens from the sensory organ to the brain. Brain will interpret, organize and form the received stimuli to be the complete information actively and creatively. It will find the meaningful patterns of the sensory information. This process is known as perception.

## **2. Visual Perception Theory**

In order to receive information from the environment we are equipped with sense organs e.g. eye, ear, nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain.

A particular problem for psychologists is to explain the process by which the physical energy received by sense organs forms the basis of

perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and buildings, cars and planes; into sights, sounds, smells, taste and touch experiences.

A major theoretical issue on which psychologists are divided is the extent to which perception relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself (Leoad, 2007). Psychologists distinguish between two types of processes in perception: *bottom-up processing and top-down processing*. Bottom-up processing also known as data-driven processing, because perception begins with the stimulus itself. Processing is carried out in one direction from the retina to the visual cortex, with each successive stage in the visual pathway carrying out ever more complex analysis of the input.

Top-down processing refers to the use of contextual information in pattern recognition. For example, understanding difficult handwriting is easier when reading complete sentences than when reading single and isolated words. This is because the meaning of the surrounding words provides a context to aid understanding.

Psychologist Richard Gregory argued that perception is a constructive process which relies on top-down processing. For Gregory (1970) perception is a hypothesis.



Gregory (1970) stated that perception involves making inferences about what we see and trying to make a best guess. Prior knowledge and past experience, he argued, are crucial in perception. When we look at something, we develop a perceptual hypothesis, which is based on prior knowledge. The hypotheses we develop are nearly always correct. However, on rare occasions, perceptual hypotheses can be disconfirmed by the data we perceive.

### **3. Changes of Perception**

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that be less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The second change is a psychological processes. The change in psychology of perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition). In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition is the main push or the will of the individual itself.

Something that is perceived by a person with another person can differ in meaning. This is because what is around captured by the five senses are not directly synonymous with reality. The understanding in people who perceive objects and situations presented around them. Based on the perception or giving meaning to what is captured by the five senses, the person doing the activity or perform certain behaviors.

The purpose of perception has shifted meaning. As cited in Marr (1982) beliefs that the purpose of perception is to define information from outside world. Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival.

A creature has to be able to feel and react spontaneously and accurately. In fact, the way of creatures respond to the stimuli is different and will interpret the stimuli into something meaningful to each creatures based on their experiences. They will detect and give response if the stimulus is “positive” or “negative”.

#### **4. Student Perception**

Below are some finding by Campbell et al. (2001) related to students perception about teaching and learning.

Sidhu (2003) stated that students’ perceptions are students’ point of view toward something that happened in learning process class and produced it with suggestion or argument for teacher or classmate to improve their learning process. The observation process can be so challenging and interesting experience for students’ perception that can

increase their awareness of a whole process of teaching as well as their own learning. From the definition above, students' perception is how students' thought to response about what they have done or about what they learned.

In terms of teaching, students with deep approaches to learning tended to describe a greater a variety of teaching strategies than did students with surface approaches, and to show more understanding of the active learning and higher order thinking that their teachers trying to encourage. Students with surface approaches to learning tended to focus on the transmission and reproduction of information. Similar differences in understanding emerged when students were asked about what they thought their teachers wanted them to learn, with those with deep approaches to learning looking at broader objectives related to process as well as content.

In terms of learning, students with deep approaches to learning generally reported taking a more active role in their own learning, using a greater variety of methods, while students with surface approaches tended to focus more narrowly on repetition and reproduction.

Moreover, students basically expect teacher to implement an efficient teaching methods with a conducive environment and to have affordable assistance during the class. (Chang 2010) the students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning. Moreover, they preferred to

seek assistance from their teachers or classmates when encountering learning difficulties.

Students essentially need to know the objective of the class and assess the teacher teaching effectivity. students want to know the expectations for success in the classroom and value the teachers that provide them with concrete details (Akram et al, 2016).

### **5. Teacher perception**

Things should be considered about teacher perception is they eagerly adapt to the system applied such as curriculum as well as their responsibilities and actively develop their capacity as teacher. Without exception, they were willing to openly explore the role and responsibilities of teachers in the system. They eagerly sought to understand and improve their contributions to overall school success (Marble and Finley, 2000).

In consequence of teacher hard works, it in sequence forms an expectation to the students' performance in the class. Teachers would like students to be more active in their own learning, and 'to work in an investigated way', but were 'curbed to some extent by the demands of the curriculum' from adopting approach to teaching and learning (Campbell et al, 2001).

Found that teachers' opinions of what should be happening in the classroom approached an 'ideal' communicative classroom, where students communicate about meaningful topics, complete real-world tasks, use computer-based technologies, engage with the language outside

of class, gain exposure to the culture in class, and work in groups or pairs (Victor and Brown, 2017).

## **6. Indicators of Perception**

According to Robbins (2003) there are two indicators of perception:

### **a. Acceptance/ Reabsorption**

The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

### **b. Understanding/ Evaluation**

The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

## **C. Discussion as teaching method**

Discussion method currently consider as a best teaching method for numerous materials. Dillman (2009) stated that discussion-based instruction is hard, it's a little too "old school", and it's not exciting. But it is the method that experienced instructors rely upon and it's the best method to teach a variety of subject material.

Hurn (1986) explained how good discussion class would happen, as follows:

### **1. Planning the discussion:**

#### **a. Define the objectives of the discussion group.**

You can relieve anxiety by letting students know that you do not expect everyone to speak every time. Emphasize that they are not

expected to "perform," but rather, share their opinions and observations. It is important that you acknowledge student fears and nervousness. Reassure students that you will not grade everything they say, and stress that the goal of a discussion group is to enhance student understanding of a chosen topic or "text."

b. Explain the discussion format to the class.

Let students know if you require them to bring prepared material to class or whether you will focus on a number of previously handed-out questions or a particular theme. Change discussion formats frequently to ensure that students don't lose interest.

c. Define terms and state assumptions.

Discussion participants must agree on definitions of terms and assumptions so that everyone is starting from the same point. The instructor should watch for terms that may need definition and assumptions that may be implicit, but not stated. For example, in discussing adequate social services for individuals living in poverty, the following questions arise: How is "adequate" defined? Are students making assumptions about what social services exist or are readily available?

2. Generating Discussion:

a. Asking questions

- 1) Ask students ahead of time (in a previous class) to prepare one or two questions about their reading.



2) As students walk into the classroom ask them to write down discussion questions. Hand all the questions to one student (a shy one perhaps) who, at random, selects questions for class attention.

3) Divide the class into pairs or small groups (the size of the class will influence the size and number of small groups) and ask each group to decide upon one salient question to put to the rest of the class.

b. Some reasons for asking questions:

1) To diagnose student difficulties

2) To introduce a topic

3) To stimulate analytical thinking

4) To give direction to problem solving

5) To encourage imaginative thinking

6) To help students discover connections between concepts and ideas (e.g., to link cause and effect)

7) To promote interest and encourage the application of what has been learned by the students

c. Finding illustrative quotations

Ask each student, either ahead of time or at the start of class, to find one or two particularly significant quotations from the assigned readings.

d. Ask students to:

1) Point out quotations they especially liked or disliked.

2) Find a quotation from the text that best illustrates the major thesis of the piece.

3) Select a quotation from the assigned reading that is difficult to understand.

With this exercise, instructors and students alike often discover new insight into a particular text.

e. Break the class into smaller groups

Some students find small groups less threatening and, therefore, are more likely to enter into the discussion. In order to make this method effective, however, students must be given a clear task and a definite amount of time in which to complete it. Finally, they must be asked to use their responses in a follow-up discussion with the class as a whole.

Teaching methodology also affects students' learning outcomes. It is whether successfully implemented or not, it depends on how students react on the teaching method teacher implement. What makes students constantly perform a negative result to the learning outcomes is students do not find the teaching effective. The effectiveness of the teaching method is personally valued by students concerning it sometimes does not meet with the learning style the students practice. Hayen (2006) stated that an increase in grade point average occurs when teacher and student learning style more closely matches. Therefore, it is fundamentally necessary to find out students learning styles.

Since its invention, learning styles have now been considered to perform better teaching by understanding students own learning styles. The Learning Style Inventory (LSI) was created to fulfill two purposes: first, to serve as an educational tool to increase individuals' understanding of the process of learning from experience and their unique individual approach to learning. By

increasing awareness of how they learn, the aim is to increase learners' capacity for meta-cognitive control of their learning process, enabling them to monitor and select learning approaches that work best for them in different learning situations. Second, to provide a research tool for investigating experiential learning theory (ELT) and the characteristics of individual learning styles.(Flores and Ed n.d.) divide types of learning styles as follows (Kolb and Kolb, 2005).

#### 1. Visual learner

For the visual learner, seeing is hearing. The visual memory records that which comes to us through the eye, or, in other, words, it is the avenue which helps you to remember all that you see.

#### 2. Verbal-auditory

Remember things best when explained in words or written and learn best from book or lecture.

#### 3. Kinesthetic learner

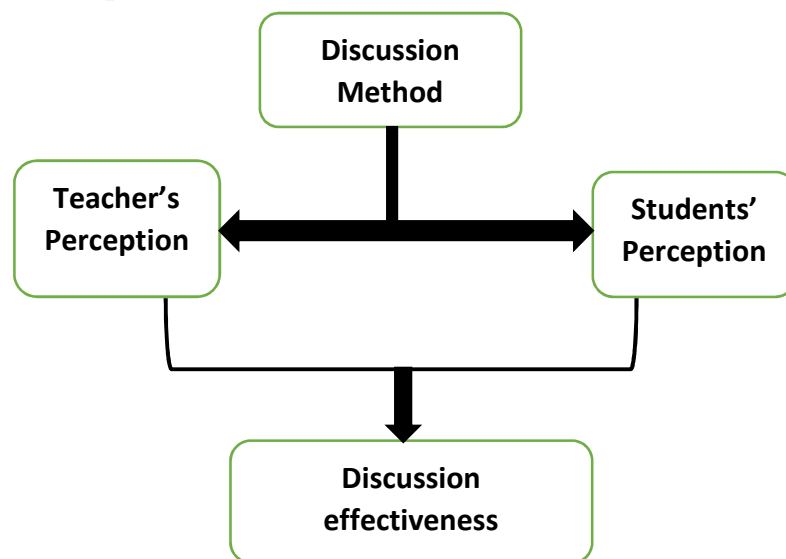
Things learnt are through feel and manipulation with concrete instructions and techniques.

### **D. Conceptual framework**

The process of generating better discussion method can be seen from the figure 2.1. It is first coming up with the conventional discussion method currently used by many teachers. The study would find different and similar point of view regarding the effectiveness of discussion method. Student would spontaneously describe their own personal opinion as their reflection of their learning style. The next process would be compare and contrast the students

and teacher perspective to bring forth an effective discussion method. Similar and distinct perspective from teacher and students would be generated. As the final result, discussion method would be, by matching students' and teacher's perspective, in its best practice after acquiring new indicators of effective discussion method due its best application by being aware of what should and should not be done during the discussion as well as fulfilling both needs.

**figure 2.1 : Conceptual Framework**



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The method used in this research was descriptive qualitative method. It was intended to investigate students' and teacher's response about the effectivity of discussion based class model. *Qualitative research* refers to process-oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

Descriptive qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. Researcher will adapt a person-centred and holistic perspective to understand the student's experience and to explore the ideas, data will be gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experiential understanding.

#### B. Research Participants

At SMA N 9 Pinrang, the participants in this research were teacher and students which running in the 2<sup>nd</sup> grade program of SMA Negeri 9 Pinrang. This school employees four English teachers which come from different university. The school was the place where the researcher took the first internship and actively involved with the teachers in discussion on how effective teaching should be and discussion is the interesting one for them. The participants, the students, were displaying an interesting

behavior during the class. They constantly conveyed critics to their fellow as well as the teacher. It indicates that both participants have necessarily fulfilled researcher requirement.

### **C. Research Instrument**

Interview is a kind of dialogue which is done by an interviewer to get some information from an interviewee. The interview used was Structured Interview which is done in a face-to-face format using a standard set of questions to obtain data that can be aggregated because identical questions have been asked of each participant. The question will be open- ended which enable the respondent to convey their own personal point of view.

### **D. Technique Data Collection**

Interview is used when the researcher conducted the interview with both the teacher and the students. The answers of the questions were stated in the interview transcripts. The information in the intersview transcripts used to build some conclusions regarding teacher's and students' perception on the effectiveness of discussion technique. The conversation will be conducted by two parties, namely the interviewer (interviewer) who asked questions and interviewees (interviewee) who provide answers to the question. The purpose of conducting interviews, as confirmed by Lincoln and Guba, includes: constructing people, events, organizations, feelings, motivations, guidance, caring, reconstructing such rounds as experienced by the past; Projecting the



rounds as expected to be experienced in the future; verify, alter and expand the constructs developed by researchers as member checks.

### **E. Technique Data Analysis**

One way to proceed with the analysis is to follow three iterative or repeating steps: reading/memoing, describing what is going on in the setting, and classifying research data. The steps can be seen as follows:

1. Make the transcription of the interview
2. Reading/memoing. As the first analytical step, all the observations, transcripts, and observer comments, either from interview or field notes will be read.
3. Describing. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied in order to convey the rich complexity of the research. The descriptions are based on the collected observations and interview data.
4. Classifying. The data analysis was basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. The typical way the data were broken down will be through the process of *coding*.
5. Interpreting the result of both field notes data from observation and interview data to be presented in the report.

**CHAPTER IV**  
**FINDING AND DISCUSSION**

**A. FINDINGS**

1. Students' perception on the effectiveness of discussion technique

a. Discussion Predominance

The students have various perception whether using discussion is effective or not. The research participants also expressed various reasons on their claim.

The students mainly claimed that discussion is effective to begin with due to its capacity to allow students to interact each other, sharing knowledge and work in a team.

*Extract 01*

*“It is effective because everyone can express their ideas”*

Another reason for the students on why this technique effective is because they are sure that every member of the group by the end of the discussion will understand the material holistically because they will be faced with problem which takes their attention to develop their critical thinking.

*Extract 02*

*“I personally like discussion because it helps to make friends understand through knowledge sharing and solve problem together.”*

It is also believed that different point of view will lead the student to better understanding about the material because they will go through processing information which helps them to have a better and mature conclusion.

*Extract 03*

*“I think it is effective enough because by discussion we can get a lot of answers from different point of view so we can decide with collective agreement.”*

The teaching technique that teacher implement brings affection to students' willingness to study considering students emotional condition which

has discernible effect to their curiosity. Students claim the effectiveness on how it makes them willing to discuss is because they find it convenient to learn with discussion.

*Extract 04*

*“I feel more convenient with discussion because with discussion everyone can understand my point of view.”*

A personal claim coming from a student. The students not only need to be treated appropriately by the teacher but the students also need to be forced to learn by giving a role to them to study on their own. Students sometimes need their fellows’ explanation in understanding the material.

*Extract 05*

*“I like discussion because I can easily understand the material by my friends’ explanation and it can force me to learn myself about the material.”*

b. Students Participation

Some statement also addressed to the students’ point of view about the role of group members and students who remain in silent in the discussion. It shows that the leader of the discussion has an important role to ensure every member of the group have understood the material being discussed. It is also important to encourage the rest to speak.

*Extract 06*

*“In discussion there is a leader, the leader’s role is important, cannot force the rest to give ideas because they will be under pressure and it is bad. The leader should only encourage the member to speak”.*

Although some students tend to be passive in discussion they believe that discussion will help them to bravely express an idea because those type of students will be influenced by their friend to speak for some reasons like feeling shied if not giving any comment. Moreover, the discussion topic should be interesting for them to have the students willingly involve in the discussion.

*Extract 07*

*“That is true that some students not giving any contribution at all, in my opinion, if having been habituated with discussion, they will be pushed to speak and active”.*

*“The most important thing is the discussion must be interesting without any pressure.”*

c. Discussion Inefficiency

Minor perception also claimed that discussion is not effective to be implemented. The students sometimes cannot run the discussion when they find the material too hard for their level and quite bothering when asked to write a journal by the teacher and not all students are active because only some will work on it and affect their understanding.

*Extract 08*

*“Very not effective, because I cannot explain the material if it is too hard for me. Sometimes discussion using topic and we need to make a journal*

*and sometimes only one person understands because he is the only one who work on it.”*

Students mentality was also mentioned. What makes student don't want to speak is because they find themselves have less capacity to convey a brilliant idea. There is always a gap within to be active, always feeling their ideas is nothing compared to other students considered smarter.

*Extract 09*

*“I don't think it is effective because not everyone can talk only those who used to talk active because they are shied other students smarter than them.”*

The rest believed that discussion effective or not it depends on the teacher. Teacher plays an important role. Their influence determines the students' performance in class. The teacher need to approach the students and give some explanation, once they understand, they will be interested to give opinion.

*Extract 10*

*“It depends on the teacher, if the teacher good in controlling and explaining the topic for discussion.”*

*“The teacher needs to approach them and give some explanation regarding the topic, they will be willing for that when have an understanding about the topic.”*

## 2. Teacher's perception on the effectiveness of discussion technique

### a. Teacher Purpose

Teachers claimed discussion is very effective to be implemented considering their main purpose in implementing discussion. Students need to be faced with a problem which they find interesting. Students' capacity in speaking, critical thinking and their teamwork should be maintained in today's curriculum challenges.

*Extract 11*

*"I believe discussion is effective because to make students active in speaking they need to be faced with problem to solve. It surely will help their critical thinking, their understanding, their teamwork, as well as their speaking ability through new habit in speaking and new vocabularies."*

### b. Students Participation

The number of participant in class determines how effective the discussion will be. If too many students in class, the teacher will be overwhelmed to handle the class. The students tend to be inactive if the teacher is not incapacity to keep an eye to every student.

*Extract 12*

*"It is effective, but depends on the number of students in class because it is hard to handle the students."*

Common problem the teacher faces during discussion is students' mentality to speak. Some students are inherently passive. They would rather to listen than speak. Such problem can be solved by regulating the class.

*Extract 13*

*“I usually find my students unwillingly speak in discussion but I did my best. I regulate the class such as the one or the group who can solved the problem first will get reward.”*

**B. DISCUSSION**

Based on the finding, discussion technique is effective to be implemented. Teacher main purposes are mainly achieved. It is proven by the students' claim on how it affects them to be able to increase students' speaking skill, critical thinking and teamwork. It is in accordance with Zhou (2011) a teacher must design her lesson plan around her students. After you know the students learning styles, you should set goals for your teaching strategies. Teacher goal using discussion is matched with the students claimed.

Discussion is found in capacity to enable the students to process information they get from discussion. It brings a positive effect to sharpen their comprehension skill. Not only that, even if some students will at first remain in silent, well organized discussion stimulates every student to participate. Discussion also enable the teacher to fulfill the curriculum demand on how to make the students able to socialize with others. It is in accordance with (Campbell et al., 2001) stated that teachers would like students to be more active in their own learning, and 'to work in an investigated way', but were 'curbed to some extent by the demands of the curriculum' from adopting approach to teaching and learning.

Furthermore, although some students believed that discussion is not effective but their main reason on how it is not effective can be overcome by the teacher



strategy in implementing discussion. It is in accordance to (Victor and Brown, 2017) stated that applying an interesting topic will stimulate the students to speak. Found that teachers' opinions of what should be happening in the classroom approached an 'ideal' communicative classroom, where students communicate about meaningful topics, complete real-world tasks, use computer-based technologies, engage with the language outside of class, gain exposure to the culture in class, and work in groups or pairs.

Discussion is not effective when finding several issues. First, too many students in class, it will have a huge affection toward teacher's performance in class. It is important for the teacher to keep an eye to the students because it helps to judge and control the discussion. Second, the material is too hard or considered boring for the students. Students emotional determines whether they would participate or not.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Discussion is effective to implement on purpose to increase students speaking skill, develop students' critical thinking and adjust the students with teamwork. Students comprehension ability is exercised which can lead the students to process information. It is also in accordance to curriculum purpose on how to make the students able to socialize and derive a collective conclusion and decision. Teacher creativity is examined by discussion. Teacher must be well prepared before discussion in class starting from physical setting to teacher's role in class.

Discussion is considered not effective when it hampers both students' creativity and teacher's role in class. The material should be interesting or easy to be learnt by the students because it will influence the students' willingness as well as their emotion. Teacher should not be overwhelmed by the number of students in class. Teacher also out of capacity in handling a big number of students.

#### **B. SUGGESTION**

Based on the finding and discussion above. There are several things to be noticed in implementing discussion in class.

1. The teacher need to have an effective approach to the students by finding out students need and learning style. By having known the

students learning style, weakness and characteristic, the teacher will be able to give the right treatment to each student in the discussion class such as pointing the students which considered passive in class.

2. Teacher necessarily have to encourage the students which have a less willingness to involve in the discussion. Instead of remaining in silent, student would be best obliged in discussion by giving a punishment to the students who have no effort to discuss.
3. Before the discussion, to support the students' willingness in discussion, teacher need to pick up an interesting topic for the student. It will more stimulate the students to express their ideas if the topic represents themselves.

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**Motto**

**The world is beautiful is not because the places we go but it is  
because the people we meet**

*I dedicate this thesis to my parents, my brother, my friends, UKM  
Bahasa Unismuh Makassar. Thank you for all the moral and financial  
support and motivation*



St 1

**Have you ever learnt using discussion in class?**

Yes, I have

**do you think discussion is effective?**

No, very not effective

**Why?**

Because I cannot explain the material if it is too hard for me to explain, not my level, the teacher should explain it. And sometimes discussion using topic given by teacher and we need to make a journal for the topic, and sometimes only one person understands because he is the only one who is working on it.

St 2

**Have you ever learnt using discussion in class?**

Yes, the teacher usually use discussion in our class

**do you think discussion is effective?**

I think it is effective enough

**Why?**

because by discussion we can understand many point of views from different people in the group and develop our own idea as well as respect other people point of view.

St 3

**Have you ever learnt using discussion in class?**

Yes

**do you think discussion is effective?**

For me, it is effective because everyone can express their ideas

**But sometimes, there is no enough time to give everyone opportunity as well as some students don't want to speak, what do you think about that?**

in discussion there is a leader, the leader's role is important, cannot force the rest to give ideas because they will be under pressure and it's bad. The leader should only encourage the member to speak by making sure all the members already understand the material. And personally, I like discussion because the problem can be solved by everyone's consensus.



St4

**Have you ever learnt using discussion in class?**

Yes, we often have discussion in class

**do you think discussion is effective?**

I think so, because by discussion everyone can openly express their ideas and then united.

**How effective discussion for you? Because sometimes there are students not giving any comment.**

That is true that there are students not giving any contribution at all, in my opinion, if having been habituated with discussion, they will be pushed to speak and active

**what can make students stimulated to be active in discussion?**

Yahhhh, the habit I told you at the end will be motivated because see other students active. But the most important thing is the discussion should be interesting without any pressure.

St5

**Have you ever learnt using discussion in class?**

Yes, it involves everyone

**Do you think It is effective?**

It is, because there is no any students remaining in silent because the solve the same problem. And I personally like discussion because it helps to make friends understand through knowledge sharing and solve problem together.

**What you don't like in discussion?**

It is the unfair grouping, where one group consisted of all the smart. I also don't like if only me can think and the rest don't want to think about the solution.

St6

**Have you ever learnt using discussion in class?**

Yes, I have

**Do you think it is effective?**

Depends on the teacher, if the teacher good in controlling and explaining the topic for discussion the material then it is good. And I like it because it is challenging to face different point of view.

**How effective discussion for you? Because sometimes there are students not giving any comment.**

If not talking at all, the teacher need to approach them and give some explanation regarding the topic, they will be willing for that when have an understanding about the topic.

St 7

**Have you ever learnt using discussion in class?**

Yes, I have

**Do you think it is effective?**

I think it is effective because I feel more convenient with discussion Because with discussion everyone can understand my point of view. Although sometimes with discussion we have different ideas but discussion purpose is to achieve collective agreement and it makes me comfortable.

St 8

**Have you ever learnt using discussion in class?**

Yes, I have,

**Do you think it is effective?**

I don't think it is effective because not everyone can talk only those who used to talk active because they are shied because other students are smarter than them. I personally don't really like discussion only some understand the material because not all work on it

**Why do you find it hard in discussion?**

Because we are usually asked to make a journal which makes us confused and we ourselves cannot understand a lot of materials.

St 9

**have you ever learnt using discussion?**

yes, I have

**Do you think it is effective?**

I think it is effective because we can learn with relax and we can give our own ideas and unite the ideas to find a solution. I personally like discussion because we share knowledge which

enrich our understanding and exercise our critical thinking for example we have many good arguments but we also have different good ideas at the same time.

St 10

**have you ever learnt using discussion?**

Yes, very often

**Do you think it is effective?**

I think it is effective enough because by discussion we can get a lot of answers from different point view not only from one individual so that we can decide with collective agreement. I personally like discussion because I can easily understand the material by my friends' explanation and it can force me to learn myself about the material

.

T1

**Have u ever implement discussion technique in class?**

Yes, I often implement it.

**What is your main reason to implement discussion?**

It is because I want to increase my students' ability in speaking and develop their critical thinking.

**Do you think it is effective?**

I believe so, because to make the students active in speaking they need to be faced by problem to solve them. They will show their willingness to speak once they find the topic interesting for them. The topic they like usually something that is inherent or exist within themselves such as their relation to their opposite gender, or given a daily problem the usually face to be discussed. It surely will help their critical thinking, their understanding, their teamwork as well as their speaking ability through new habit in speaking and new vocabularies. I think it is effective.

**But sometimes there are some students do not active in discussion, what do you think about it and how do you solve it?**

Yes, that problem is very common to face in implementing the discussion. I usually find my student unwillingly to speak in discussion, but I did my best to make them speak by encourage them to speak like regulating the class such as the one who is active or the group who can solve the problem first will get reward from me or by stating those who are active will get additional value. The students will then always active. I mean the problem only come up at the first time and after some starting to be active the rest will follow.

**What kind of reward you give and is it enough to make students active?**

just a small stuff like ruler, pencil, pen. The students I believe only need appreciation of what they have done. So, I think it is effective enough.

T2

**Have u ever implement discussion technique in class?**

Yes, I have

**why discussion?**

first, students in class have different ability like some students are smarter and some lacking in their ability in comprehending the material by discussion they will share knowledge. Second, in the normal class room with the teacher is the main source of instruction and information. The students tend to be not really active, not able to understand the material, only listening without

learning process occur within them, so I choose discussion to involve all my students in the learning process.

**Do you think it is effective?**

it is effective but also depends on the number of students in class because it is hard to handle the students, like offering question to certain group, then I as a teacher explain the answer to the group but when I ask the other groups, some cannot answer which for me means they do not pay attention to what I am explaining. So that is why the number of the students determines the effectiveness of discussion. Different when the number of students is ideal to have discussion, it is easy for me to give specific treatment to the students who are passive, like I would be able to handle the class to get all students attention and have enough time to offer question and giving explanation.

## CURRICULUM VITAE



Mujib Hasib is a student of University of Muhammadiyah Makasar. He was born in pinrang December 22, 1994. He finished his elementary school in 2006 in SDN 20 Pinrang, junior school in SMPN 4 Pinrang in 2009, Highschool in SMA N 1 Mattirosompe which is today known as SMAN 3 Pinrang in 2012. He enrolled in Muhammadiyah University of Makassar in 2013. He actively joint in several organization both internal and external. He was the Deputy Chief of UKM BAHASA UNISMUH Makassar. He won various debating tournaments in regional, national as well as international. He is member of World Merit, an organization initiated by the United Nations to connect youth in discussing current world issues.

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