

CHAPTER ONE

INTRODUCTION

In this chapter, Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study, and Organization of the Study are presented respectively.

1.1 Background of the Study

Many teachers usually have a hard time teaching English in elementary schools, especially in Indonesia, since English is not our first language. Derakhshan and Shirmohammadli (2015) support this argument by stating that teaching English where the countries' first language is not English, is an important issue , because “they do not use English in real life situations” and they only learn the sentences from textbooks not from a real society (p. 103). With regards to this difficulty, many methods have been used to teach English in Indonesia. Among other teaching methods, group study is an example. Gökçe (2011) states that group work has many advantages for learners, one of them is that a learner will eagerly work to understand the subject based on her/his necessity and curiosity, when he/she joins in group voluntarily (p. 3948). In group study, teachers can use many activities, such as games, competition, drama in the class to make the subject more effective and interesting because group study involves several students to do the task

together. Acikgoz (1992) states that group study technique has one of the most vital features, in which pupils learn and help each other in small groups with common purpose (as cited in Gökçe, 2011, p. 3948). Thus, teacher will be able to manage the class better than usual because it is easier to manage a few groups than a lot of students at once.

However, group study also has weaknesses. Beebe and Masterson (2003) mention that there are three disadvantages of group study. First, one individual may dominate the conversation. The others will not be pleased because they feel excluded in the choice making. Second, if they do the task in group, they will finish it in a longer period of time. Third, many members can depend on other students to do the task. (as cited in Burke, 2011, p. 89). In addition, Gillies and Boyle (2010) also argue that pupils are often located in a situation where they rarely have a chance to gain the advantages from working with other students.

The following scholars have been conducted research on group study. In 2010, Gillies and Boyle focus on the teachers' reflections on cooperative learning in Australia. One year later, in 2011, Gökçe discussed how group study influenced teaching and learning process among third and eighth graders in Turkish elementary education. Furthermore, in 2014, Argawati has conducted research to improve students' speaking skill using group discussion in a senior high school in Surakarta, Indonesia. Gillies & Boyle (2010) used Interview, Gökçe (2011) used Questionnaire, and Argawati (2014) used pre-post test, observation, field notes, recording and interview to get the data. In this study, the researcher used questionnaire, interview, and observation to collect the data and get more insightful findings, especially focusing on the third grade of elementary students in Bandung,

Indonesia. However, the researcher did not conduct pre-post test in data collection process due to time limitation.

This research was conducted to discover teacher's and students' perceptions on group study in teaching and learning English in the third grade of elementary school. This research also aims to find out teacher's practises in using group study in third grade elementary school. The third grade is chosen because according to one of the teachers in X elementary school, the first and second grade students are still very dependent on the teacher. On this account, the third grade will be a good sample for this research project for their maturity and ability to answer the questionnaires.

1.2 Statement of the Problem

The study aims to answer the following research questions:

1. What are the teacher's perceptions on using group study in teaching English in the third grade in X Elementary School?
2. What are the students' perceptions on using group study in learning English in the third grade in X Elementary School?
3. What are the teacher's practices in using group study in the third grade in X Elementary School?

1.3 Purpose of the Study

This study has three purposes as follows:

1. To know the teacher's perception on using group study in teaching English in the third grade in X Elementary School.

2. To discover the students' perceptions on using group study in learning English in the third grade in X Elementary School.
3. To observe the teacher's practices in the third grade in X Elementary School.

1.4 Significance of the Study

The study gives benefit to the readers, teachers and further researchers. For the readers, the study is expected to give information about the teacher's and the students' perception on using group study in the third grade of X Elementary School and to give information whether group study is an effective way to teach and learn English in the third grade of elementary school or not. For the teachers, this study is expected to give them an insight into the use and the effects of group study in teaching English in the third grade of elementary school. For further researchers, this study is expected to give them an inspiration and be one of references in their research.

1.5 Limitation of the Study

In this study, there are two limitations; first, the researcher was only interview one teacher that teaches English to the third grade students. The researcher was not interview other teachers in X Elementary School because of the limited time in collecting the data. Second, the researcher was only focus on the third grade students in X elementary school. Questionnaires were distributed to 10 third grade students in one classroom in X Elementary School because of the limited time in collecting data.

1.6 Organization of the Study

This research paper consists of three chapters. Chapter One is Introduction, which provides Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study and Organization of the Study. Chapter Two explains Theoretical Foundation, which provides supporting theories and Previous Studies related to group study. Chapter Three explains Research Methodology, which provides Research Design, Setting and Participants, Data Collection Techniques, and Data Analysis. Finally, Bibliography, which contains all the references used in the study and Appendices are provided to present the sample of interview questions for the teacher and questionnaire for the students. It also includes information sheets, consent form, interview result, observation sheet and list of tables.

