

CHAPTER I

INTRODUCTION

Through this chapter, the researcher presented research background, research question, research objective, scope and limitation, research significance, also the definition of key terms.

1.1 Research Background

Human interaction is carried out through the intermediary of a system call language. Language is a vital element of the human being. Through language, people can easily interact with each other. According to Parupalli (2019), one of the many existing languages, English, is the most popular and used worldwide. It shows the development of informatization and globalization.

Most people worldwide communicate with people from other regions in only one internationally recognized language, namely, English. Among nations, it serves as a lingua franca. It plays a significant role in many sectors, including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc. To emphasize the importance of using English, we should use it as a language that everyone, especially students, must master. Moreover, to achieve their ambitions and life goals, English learners must be able to master the four English skills, namely listening, speaking, reading, and writing. Since communication skills are needed in international interactions, teachers must teach communication skills in

English classes. Moreover, speaking is an essential tool for communicating. In the classroom, improving students' speaking ability is always a concern, and it aims to enhance individual communication based on what students need.

Speaking is a language skill with a communication orientation that students must master. Rao (2019) stated that speaking skills are the most important for acquiring foreign or second language learning. Speaking is considering the most crucial skill in learning a foreign or second language among the four primary English skills. High communication skills can affect individual quality and performance (McNatt, 2019). Thus, speaking allows students to explore and convey their ideas quickly. At the same time, their communication skills make it easier for them to interact with other people and can support their future careers (Syakur et al., 2020).

After knowing that oral communication skills are crucial, what is more, emphasized for students how to develop their speaking skills. So that with their excellent speaking skills, they can continue their studies successfully and excel in their field after finish their education. According to Tuan and Mai (2015), several aspects affect students in their speaking performance along with the performance conditions (planning, time pressure, standard of performance, and amount of support), affective factors (for example, confidence, motivation, and anxiety), listening ability, and also feedback. Therefore, to help students overcome problems in learning to speak, the teacher must pay attention to the factors that can influence it.

The English language department is one of the study departments at the University of Muhammadiyah Malang. In this department, students learn four

important English skills, namely reading, speaking, and listening. These skills are divided into the basic, intermediate, and advanced. Therefore, the speaking class for students in batch 2020 is divided into three: Speaking for Informal Interaction, Speaking for Formal Interaction, and Speaking for Academic Purposes.

In reality, getting students to speak English inside or outside the classroom is a challenging thing. According to Werdiningsih (2023), the fact that EFL students around the world, including in Indonesia, experience problems in learning speaking because of some reasons, for example, lack of vocabulary, low idea development and organization, low self-esteem, bad grammar and spelling, lack of practice, and lack of participation in class.

Students' difficulties when they have to speak English are caused by students' limitations in mastering the speaking components. Many students need help in order to convey their opinions in spoken language. They know precisely what to say, but it tends to make them feel afraid of making grammatical mistakes because their vocabulary still needs to improve. This phenomenon often occurs in English classes where students' willingness to speak is still low. They still feel afraid and nervous when they have to speak or give opinions in English when the teacher asks questions or even when students have to make presentations in front of the class. They fear being wrong, embarrassed and lack confidence in their speaking abilities. The panel discussion can be an alternative way to overcome the above problems. Through this, students can easily to express opinions, challenge each other, exchange opinions, and explore discussion topics that provide value and insight.

A panel discussion is a type of discussion in which certain group members talk about a topic from different perspectives in front of an audience. The recent research by Werdiningsih in 2022 found that due to knowledge construction in panel discussion, students are stimulated to have extended and multimodal communication skills. It means that the panel discussion significantly affects students' speaking proficiency. So, through this activity, students can analyze an existing phenomenon and then convey it through skill training rhetoric, discuss, debate, ask, and state arguments (Safarnejad & Montashery 2020).

Research about teacher's and students' perceptions regarding the role of panel discussion is still rare, with few studies investigating just the implementation of panel discussion in the class. Therefore, according to the explanation above encourages researcher to investigate more about the teacher's and students' perceptions regarding the role of panel discussion at English Language Education Department of UMM.

1.2 Research Question

In line with the research background, the researcher wanted to find out the teacher's and students' perception regarding the role of panel discussion. The question was formulated as follow: "What are the teacher's and students' perception on the role of panel discussion as student-centered learning method to enhance students' speaking skills?"

1.3 Research Objective

Based on the research question, this research aimed to find out about teacher's and students' perception on the role of panel discussion as student-centered learning method to enhance students' speaking skills.

1.4 Scope and Limitation

The scope of this research focused on teacher's and students' perception on the role of panel discussion as student-centered learning method to enhance students' speaking skills. Due to the researcher's limit, the participants in this study were taken using a purposive sampling technique. This research limited to one teacher that has taught Speaking for Academic Purposes B as well as six students of year 2020 ELED students who have taken Speaking for Academic Purposes B in their 5th semester.

1.5 Research Significance

The researcher expected that the findings of this study could provide further insights to:

1.5.1 For EFL Teacher

Teachers can utilize students' perceptions regarding the use of panel discussions in the speaking class as a reflection of their teaching method. Then, the results of this research are expected to contribute to the teachers in order to create or

implement more creative and interactive methods for teaching. Therefore, it can help students improve their speaking abilities.

1.5.2 For Prospective EFL Teacher

Prospective teachers can use the results of this research to prepare their teaching techniques in speaking classes. Moreover, it allows them to create more fun, effective, and creative teaching methods in speaking classes. These results can also provide prospective teachers with some understanding of the teaching techniques students need. This study also provides information that the panel discussion learning model can be used as an alternative way to improve students' communication and speaking skills.

1.6 Definition of Key Terms

1. Students' Perception

According to Billik (2014) student perception is the way students interpret toward something, whether he/she agrees or disagrees about that method or something he/she learns. As a result of a variety of stimuli both inside and outside the classroom, students acquire knowledge through perception, which involves the interpretation of individuals, situations, objects, events, and phenomena.

2. Teacher's Perception

Teachers' perception is informed by their understanding, interpretation, and awareness of their teaching environment, students, and teaching practices. When

teaching, teachers must be aware of what they perceive and believe. According to Rosyida (2016) teachers must be mindful of their perceptions and beliefs while carrying out their daily teaching duties. This highlights that teachers' perceptions are the foundation for their judgments and decision-making.

3. Speaking Skills

Speaking is the ability of how someone conveys something verbally. Furthermore, according to Harmer (2007), speaking is an ability that refers to how students convey the information they have received to others. By definition, speaking allows speakers to produce words and sounds to express information, ideas, or feelings.

4. Panel Discussion

According to Werdiningsih (2022), A panel discussion is a discussion in which the panelists (including speakers and experts in a particular field) discuss topics that are happening or the latest news. To act as a panelist, students must understand the topic and the material well. Panel discussion gives students an opportunity to gather information, construct, and express their ideas in interdisciplinary fields.

5. Student-Centered Learning

According to Westwood (2016) student-centered learning is a learning method that empowers students to be the center of attention during the learning process. Through SCL, students have the main role of being the center of the learning process. Therefore, teachers can also be called facilitators, whose role is to accompany and facilitate students.