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INVESTIGATING STUDENTS' INTEREST IN GROUP DISCUSSION: THE CASE OF BADE PRIMARY SCHOOL GRADE 7thA, GUMMER WOREDA, GURAGHE ZONE, SNNPR

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A senior essay submitted to the Department of English language and literature partial fulfillment of the requirements of bachelor degree (BA) in English language

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DECLARATION

I, under signed, declare that this work entitled 'investigating students' interest in group discussion: the case of bade primary school grade 7thA, Gummer woreda, Guraghe zone' is my original work and all source of material used for this study have been duly acknowledgment. I have produced it independently except for guidance and suggestion of the research advisor.

This study has not been submitted for degree in this university or any other university. It is offered for practical fulfillment of the degree of BA in English language.

Name ---------- Signature----------

Place of submission----------

Date of submission----------

AKNOWLEDGEMENT

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ABBREVIATIONS

BA…….Bachelor of Arts

GD……Group Discussion

SNNPR…….Southern Nations, Nationalities and Peoples Region

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ABSTRACT

Group discussion enables learners to use the language and encourage their collection and linked learning. The main objective of this study was investigating student's interest in group discussion: the case of Bade primary school grade 7thA, Gummer woreda, Guraghe zone, SNNPR. To conduct this study, the researcher was used descriptive research design and thus it would be both quantitative and qualitative research method. To achieve the objective necessary data were used. Primary data was collected through questionnaires distributed to primary school teachers in the study area and structured interview were prepared for selected students. The researcher used simple random sampling for the students. Secondary data collected from review documents, journals and books. Finally, the collected data were processed, analyzed and interpret by using different table, percentage. The major findings were revealed that most of the students had positive interest toward English lesson group discussion, student's participation in group discussion attributed to different factors. Such as students' low level of knowledge about the benefit of group discussion, large class size which challenges the manageability of the group work in class, due to the large size of the class it was difficult for the teacher to measure students during group discussion. Recommendation and conclusion were forwarded bases on the findings. The researcher concluded that group discussion has positive impacts on student learning performance.

CHAPTER ONE

INTRODCTION

1.1. Background of the Study

English language teaching in Ethiopia dates as far as in 1940s when it had introduced a language of instruction in primary school. Such as harmer (1991), Shaw (2003), and tomlin (1986) suggest different approaches to language teaching. In addition brown (2007) claims that the pedagogical springs and rivers of the last few decades are appropriately captured by the term communicative language teaching, a now a catch phrases for language teacher. Across the nation of the world, the introduction of communicative language teaching has brought significant paradigm shift in foreign language teaching. As Shaw (1991) indicates, there have been significant of paradigm shift in learning theory, linguistic theory, and instructional mode with an important movement from a primary focus on teaching and teacher center class room to an increasing focus on learning and learner center class room. Such amendment is claimed to focus on communicative language teaching which necessitates the changes for ways of teaching and learning language in classroom.

In Ethiopia the beginning of teaching and learning English as a foreign language dates back to the emergence of modern education in the country in 1941. In those days, it was thought that as a subject starting from grade three. According to a111tkins (1993) English language teaching in Ethiopia dates back as far as the 1940's when it was introduced as language of instruction in primary school. Moreover, English has been allocated an important place, both as a medium of instruction as a means of communication since the beginning of modern education in the country. The new education and training policy of 1994 states that English should be thought as subject from elementary level and the policy has also given emphasis to the use of English as a medium of instruction in primary level. The study will also want to see the theoretical and practical gaps on interest of students in to English language learning through group discussion. The study was selected a particular in investigating student's interest in group discussion: the case of Bade primary school grade $7^{th'A.}$English language learning through group discussion.

1.2. Statement of the problem

Communicative language learning emphasizes the active involvements of learners in the classroom language practices by interacting in a meaningful way. Therefore, the need to create communicative situation that engage learners in realistic language in classroom is very essential. As Nunal, (1996) suggest that, the potential of group work for increasing the quality of language practice opportunities for improving quality of students talk for creating a positive effects in the class room and for increasing students motivation. From this, unlike teacher centered language instruction, the group work enhances the amount and equality of language practices and cooperative atmosphere for communicative practices.

Research has shown that this is linked to classroom apprehension which is defined by Neer (1987) as the "avoidance of participation prompted by evaluation apprehension or expectations of negative outcomes associated with participation". Wade (1994) noted that students will only engage in class if they feel that what they have to say is important and interesting. Neer and Kircher (1989) added that students dealing with classroom apprehension felt more comfortable participating only when they became familiar with their peers and therefore felt more comfortable in expressing themselves.

As researcher I had found that gap through difference b/n theory and practice of active language learning (Group discussion).I had observed problem on a particular study area, Bad primary school grade $7^{th'A}$on Some students; such as the students were not actively participated, they was not effective on group discussion, and they did not complete their task a given time. Therefore, the researcher wanted to conduct this research in order to reduce the problems. From research findings student's participation in group discussion attributed to different factors. Such as students' low level of knowledge about the benefit of group discussion, large class size which challenge the manageability of the group work in class, due to the large size of the class, And also the students were not aware of group discussion were major ones. To this end attempts were made to answer the following research questions.

1.3. Research Question

1 What seems students' interest in group discussion?

2 What are factors affecting the successful implementation of group discussion in English classes?

3 How far students' group discussion adopted by teachers in the class among Bade primary school?

1.4. Objectives of the study

1.4.1. General objective

The general objective of this study was to investigating student's interest in group discussion: the case of Bade primary school grade $7^{th'A}$, Gummer woreda, Gurage zone.

1.4.2. Specific objective

The specific objectives of this study were;

- To identify students interest and their motivation in group discussion
- To asses factors that are affecting the successful implementation of group discussion
- To assess students' group discussion adopted by teachers in the class among Bade primary school

1.5. Significance of the study

The finding of this study will help grade 7^{th}A students of Bade primary school to change their negative interest in to group discussion in English subject by identifying the gap. It may also help for other grade levels of that school to motivate more for English subject. This will give good insights for the learners and to focus on the subject area. It may also believe to be significant by for other researchers to further investigation as a reference in the study area. Moreover, it will used as a direction to formulate appropriate organizational mechanisms and strategies for stakeholders and other policy makers.

1.6. Scope of the Study

This study was conducted on the investigating student's interest in to group discussion and that are to find out the factors affecting students interest. The researcher focused on the particular areas of Bad primary school grade $7^{th'A}$ Gummer woreda, Gurage Zone.

1.7. Limitation of the study

To conduct this study, there were constraints like that of availability of sufficient and clear data. Especially the Key Informant Interviewees had fear of confidentiality of the researcher. But the researcher alleviated by having ethical consideration. The other limitations of the study were shortage of finance, distance and lack of data collector. The researcher also had budget constraints.

1.8. Organization of the study

This research paper is organized in to five chapters: Chapter one contain introduction part that include background of study, statement of problem, objective of the study, significance of the study, scope of the study, limitation of the study and organization of the paper. Chapter two contains review of related literatures. Chapter three is a part which describes the methodology used while preparing this paper. Chapter four is about presentation, analysis, and interpretation of data collected. Finally, Chapter five deals with the conclusions and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with thought of scholar discovery to the concept of the research topic or general objectives. Under this chapter some of related topics were discussed related to active learning on group discussion and interest.

2.1. **Active Learning group discussion**

Active learning is anything that involves students doing thing and thinking about the thing they are doing (Bowel and Eison, 1991). Felder and Brent (2009) define students in class session are called up to do other simply watching, listening, and talking hate.

2.1.1. **Nature of active Learning group discussion**

There are different types of alternatives for the idea of "Active learning" such as learning through plays, technology base learning, activity base learning, cooperative activity project approach etc. active learning is more than as listening active participation of every one and each learner in an important things and on the same time understand about the job bone and the aim fore away it so that they can increase higher order understanding capacities. Active learning will change learners from passive learners to active participants help he leaner the subject through asking, collecting and analyzing information through which make higher understanding affair(bone well and Eison 1991).

2.1.2. Elements of active Learning in group discussion

Practical learning can take different ways but almost activated by four fundamental elements can take place personally, peer to peer, small or large group. The sum of all four elements done practical learning specifically, writing, reading, reflecting and group discussion (Paulson and Faust, 1998).

2.2. **Group Discussion**

Group discussion seems to have ability motivating learners because of their interest with friend beyond anybody else. Learners emotion suitable for communication with group friends and arrange themselves. Brown, H (1994).

According to Akins, Jetal (1996) Suggest that group discussion enables learners to use the language and encourage their collection and linked learning. Similarly, Long and Plater(1985) , to note that group discussion improve language activity opportunities, enables greater and richer variety of language may it is characterized more effective climate. Grouping doesn't only improving effectiveness in subject of learning but will increase the chance for learning common relation social emotional character, Brown (1992) define that group discussion. Develop a context in which embers of group discussion help each other technique of helping common unites as well as helping individual and it can enables personally and socially to influence and change individuals , socials, cooperation, and common unity affairs.

2.3. **Interests**

Interest would be learnt from society which is directly mattered to experience or doing certain practices (Benjamin, 2004). in addition of this , g.w(1998)suggested , that interest has directive (dynamic)interference upon every ones feedback to all objects with which it is match. This, scholars are to express the role interest in the communication among societies. Gardner (1985) defines interest as an evaluative reaction to some referent or objects in terms of the basis of the individual's beliefs or opinions about the referent. hemi(2005)"suggested interest in to the subject as the extent to which students accept the subject as well as their opinions toward it''. Long man dictionary of contemporary English (2000) define interest "opinions and feelings that you usually have about some things.

2.3.1. Source of interest

All interest is good increasing from human basic wants and principles of society area on things that society those perceive wants. This part discusses source that make us aware of wants their necessity to our and how our perception as for things satisfy needs.

2.4. Factors of interest in group discussion

There are seven interest factors which note by Puja Monad (2009).

2.4.1. Learning Factors

Factors owing to lost mastery of what has been that, in correct techniques of job or study and reduce practical story many affect the learning process of any learner.

2.4.2. Surrounding Factors

Environmental situations need for learning is depend on the area factors. Problems that affect that confidence of learning is the situation which learning area**.**

2.4.3. Understanding Factors

The word express to personal mind level success in school is generally closely related to level of understanding. Learners less understanding encounters serious difficulty I developing school work.

2.4.4. Body Factors

Factors categorized under this group; health factors, Nutrition, visual and physical defects, and glandular abnormality.

2.4.5. Psychological Factors

Interest depends on psychological factor Interest is product of tissues and pin esthetic parts. They are not confined feeling that are characterized by inner body disturbance.

2.4.6. Feeling and Social Factors

Personal factors like nature of behavior, feeling and social factors like cooperation and completion are directly related to complex mental motivation.

2.4.7. Teachers Performance

Teacher as a man body is an important part in the learning situation or in the failures achieve of the students. The techniques which his personality shows with the performance, learner being thought help to determine the type of behavior which appears from the learning condition.

2.5. **Positive versus negative Interest**

“In contrast to a person with a Sumy, positive outlook in life is a person who has a negative Interest. A person with a negative Interest may be disagreeable with drawn, hostile pessimistic.” According definition of negative provide by Merriam dictionary website.

2.6. **Benefits of positive Interest**

According to dictionary of JanMawoch (2010), that the positive interest has some benefits; first positive thinkers do not worry in their life and have more measure over how contact to the events, if something happen to the wrong way optimists will review the condition. They would assess what the fact of challenge and try to solve it. It is much better than to measure and sort out the challenges. Second positive thinker person will more confidents they think feature to facing and accepting challenges.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter mainly deals with the methodological framework of the study that the researcher would employed to gather relevant data, analyze the collected data and present the findings and to forward recommendations as per the research objectives. Choosing the right research methodology depends on several criteria, such as the aim of the study, the type of information needed, the character of respondents, manipulation of independent variables, the degree of control that the researcher has over the case under study, and constraints of time and money (Sekaran, 2003).

3.1. Research design

According to (Sekaran, 2003) research design is defined as the plan and structure of the investigation and the way in which studies are put together. The researcher used mixed approach of the research design because the researcher used tables and words to data analyzing because descriptive research is a research that describes group characteristics or behaviors in numerical terms. Descriptive statistics was used to summarize basic features.

3.2. Subjects of the study

The subject of the study was focused on grades seven A students and their teachers in Bad primary schools.

3.3. Sample and Sampling techniques

The total number of grade seven students in Bade primary School is 60 students and the total number of grade seven English teachers is 1. Out of 60 numbers of students, 10 groups of students for grade seven have been taken for this study using simple random sampling techniques. English teacher for the representative class has been taken using random sampling techniques. The researcher used random sampling techniques, because the number of population is medium. Researcher decided to take sample based on the researcher's time, finance material and other thing which was needed for this research study. Because of their

manageable size, one of representative Bad primary school English teacher and 10 groups of students in grade seven from bad primary school was participated in the interview

3.4. Instrument of Data Collection

As the instrument of the study, the researcher used three techniques of data collecting methods, namely, questionnaire, interview and observation. The researcher used the entire above data tools based on the stated objectives for the study.

3.4.1. Questionnaire

The researcher prepared both open and close ended questions to distribute to grade seven students in order to get relevant data to the study.

3.4.2. Interview

Under this research technique the researcher used unstructured interview to conduct with selective interview, to the teachers those who have direct contact to the subject matters of the study.

3.4.3. Classroom Observation

In this technique, the researcher attended the class during group discussion. The researcher wrote about the learning and teaching activity on the group discussion related with teacher and students. They had been observed 3 times section A students

3.5. Data collection Procedure

Before data collection, the researcher first conducted the selected head, students leaders and observed school environment particularly, class room situation and after observing students fill questionnaire. Other data has been collected to get information from the student. Then the study distributed to students all questionnaires and conducted interview with teachers. In order to get reliable data, the researcher first used data collecting tools, observation, next, interview and finally questionnaires.

3.6. Data Analysis Methods

Under this method, the research planned how to analysis the data collected using tables and words. The collected data through the three data gathering tools were analyzed using both qualitative and quantitatively method. The qualitative data was analyzed using (narration) sentence or paragraph way and the quantitative data was analyzed using frequency and percentage (number).the collected data from Class observation, open ended interview, and open ended questionnaires were described using qualitative approach. The close ended interview question and close ended questionnaires collected data was also be described by quantitative approach.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

The data was analyzed based on their nature. This research was conducted to investigate students' interest in group discussion: the case of bade primary school grade 7thA, Gummer woreda, Guraghe zone, SNNPR. The result of primary and secondary data presented below in a precise form by using table and description. Analysis was made by collecting information from grade 7th A students and representative English subject teacher. The method of data collection was carried out through questionnaires, interview and observation. Due to time constraints, the researcher was taken respondents as sampling from total population. In order to achieve the objective of the study, 20 questionnaires were distributed to the respondents. Out of those 20(100%) questionnaires were returned from the respondents. Quantitative data analysis tools are used to analyze the collected data. Descriptive statistics are used to describe and interpret the results of the study. The qualitative data analysis comprised analysis of open-ended questions based on relationship interests towards group discussion. **A** questionnaire with four parts was used for different variables of the study. Questionnaire focusing on students' interest in Group discussion consists of 4 items, and each item was measured on a seven point Liker scale, ranging from (strongly Disagree) to (strongly agree).This chapter has been encompassed different tables which included different quantitative responses of sample respondents.

Table 1. Questionnaires prepared for teachers focusing on students' interest in Group discussion

No	Descriptive	Measurement	Strongly Agree	Agree	Undecided	disagree	Strongly disagree	total
1	Group discussion on English lesson is important	Repetitions	9	8	0	1	2	20
		%	10%	5%	0%	40%	45%	100%
2	I have individual responsibility on common classroom task	Repetitions	10	4	1	1	4	20
		%	5 %	20%	5%	50%	20%	100%
3	I have the motivation at English class room discussion	Repetition	8	10	0	2	0	20
		%	0%	10%	0 %	50%	40%	100%
4.	Group discussion on English is one of student's knowledge sharing method	Repetition	8	10	1	0	1	20
		%	5%	0%	40%	50 %	5%	100%

Source: own questionnaire, 2021

4.1. Analysis of students' response on questionnaires for teachers

According to above table 1, based on importance of Group discussion in English lesson, 9(45%) of the respondents strongly disagree which implies that group discussion on English class room is important. 8(40%) of students respondents 'disagree'. Thus, it indicated group

discussion on English class room is not important. The rest 2(10%) and 1(5%) of student respondents strongly agree and agree respectively. From respondent, group discussion has low importance in English class room.

Regarding to the item 2 in table 1 above, 10(50%) of respondents replied 'strongly disagree' which implies that an individual have responsibility on common classroom task. 4(20%) of respondents replied disagree. This indicates students in the class room have low individual responsibility on common classroom task. 4(20%) of respondents rated strongly agree and 1(5%) agree .this implies that students were not individually responsible for common class room tasks. Thus, it can be concluded that most of the students were not taking individually responsible at common class room task that should be improved for their English language learning achievements.

The response given to the item 3 in the table 1 above indicated that 8(40%) followed by 10(50%) of respondents answered strongly disagree and strongly disagree respectively. Thus it indicated that students have less motivation during English class room discussion. This implies students in English learning class should motivate in group discussion.

According to the item 4 in the same table above, 8(40%) rated strongly disagree and 10(50%) of students respondents disagree. Thus, this implies that that group discussion not used for student's knowledge sharing method in the learning classroom. The other 1 respondent remained neutral or un decided to respond and the other one respondent answered strongly agree which implies that group discussion is considered as student's knowledge sharing method.

Generally, the summary of the responses given to the item 1 to 4 in tables 1 above indicated that the majority of student respondents found that the group discussion in English class room have low important. The researcher has also summarized that the majority of students individually lack responsibility and care for common class room tasks, have less motivation toward English class room discussion and concluded that group discussion in class room was found to be problems for students in their English language learning performance.

Table:2 Questionnaires' on Teacher's encouragements on Group Discussion in class room

No.	Item	Options	Frequency	Percentage (%)
1.	Do you think that teacher's encouragements have its own role in your GD in class room?	Yes	11	55%
		No	6	30%
		I don't know	3	15%
		Total	20	100%

Source: own questionnaire, 2021

Based on table 2 above indicated that based on teacher's encouragements have role in GD in class, 11(55%) of respondents replied 'yes' which implies that teacher's encouragements has its own role students GD in class room. The other 6(30%) respondents replied 'no' which indicated that teacher's encouragements has nothing role to play group discussion in class. 3(15%) of students respondents replied that they have no knowledge on the role of teacher's encouragements in GD in class room.

The researcher tried to conclude that the majority of respondents gave responses that teacher's encouragements has its own role in student's group discussion in class. Based on the other significant number of respondents 6(30%), the researcher has also concluded that teacher's encouragements in group discussion has no its own role in class. This indicates there should be improved students awareness and practical encouragement for the effectiveness of group discussion in class.

Table:1 Questions based on student's Interest in group work

No	Descriptive	Measurement	Strongly agree	Agree	UD	disagree	Strongly disagree	total
1	I am satisfied with my group members	Repetitions	8	6	0	5	1	20
		%	5%	25%	0%	30%	40%	100%
2	All members participate in group discussion in English class	Repetitions	1	10	2	5	2	20
		%	5%	25 %	15%	50%	10%	100%
3	Lack of supportive resource in the school to encourage GD	Repetition	1	8	7	3	1	20
		%	40%	35 %	5%	15%	5%	100%

Source: own questionnaire, 2021

As indicated in table 3 above, 8(40%) of respondents have rated strongly 'disagree' followed by 6(30%) who answered disagree. This result was interpreted as the greater numbers of respondents were not satisfied with their group members. But, 5(25%) and 1(5%) of respondents have rated agree and strongly agree which implies that they were satisfied with their group members. From this result, the researcher conclude that majority of students have no satisfaction with their group members.it should make suitable group members in the class among students.

In the same table 3 above, the response obtained from respondents on item 2 indicated the majority 10(50%) respondents answered stonily disagree 'and 2(10%) of the respondents answered 'disagree' reported that all members of their group take not part in group discussion in English learning class. other 1(5%) who answered 'strongly agree'. The other 5(25%) and 2(10%) respondents who answered agree which implies that all members of their group participate in GD in English class. The remaining 3(15%) remained answered

undecided and chose to remain neutral. Regarding the participation level of group members in group discussion, teachers should encouraged students to participate in their learning class.

Table:2 Questionnaires' for students' on classroom arrangement

No.	Item	Options	Frequency	Percentage (%)
1.	Is the sitting arrangement in class room discussion suitable for GD?	Yes	7	35%
		No	10	50%
		I don't know	3	15%
		Total	20	100%

Source; primary data, 2021

As depicted in the above table, 10(50%) of the respondents answered 'No' which implies that the sitting arrangements in class room were not suitable for group discussion. The rest 7(35%) of students answered 'Yes' which means there was suitable sitting arrangements in class. Hence it can be concluded that the sitting arrangements in class room was somehow not suitable. This indicates there were problems in sitting arrangements in the class.

Table 5.the suitability of class size

No.	Item	Options	Frequency	Percentage (%)
1.	Is the class size suitable to practice GD frequently?	Yes	7	35%
		No	11	55%
		I don't know	2	10%
		Total	20	100%

Source; primary data, 2017

As depicted in table 5 above, 11(55%) of the respondents answered 'No' which implies the class room size was not suitable for group work in class followed by 7(35%) who replied 'Yes' which on the other hand, imply that the existing class size was suitable to practice group discussion frequently. Putting the result indicated in table 5 above in to consideration, it was concluded that the existing class size was not suitable to practising group discussion

in class room. Hence, the class size should be arranged to the recommended size so as to minimize the challenges faced by students and teachers from existing large class size.

4.2. Interview Analysis for English language teachers

The researcher prepared interviews for the KII. The first interview that the researcher prepared was “do you think that all of your students have the motivation towards group discussion?”The result obtained from interview was indicated that both teachers answered ‘no’ which implies that their students are not motivated to group work. From that the teacher’s feedback the researcher concluded that the students are not initiated for group work practice.

The researcher also had an interview for these selected individuals like “do you organize your students in group while you teach English?”According to the KII, the two teachers said ‘no’ which implies that the students carrying out of the individual responsibility for GD is very weak. According to the teacher’s respond, students are not carrying out their responsibility of group work.

The researcher asked as “Do you give proper support for students during group discussion?” the interviewers replied that the two teachers respond ‘Yes’ which implies that all teachers have an interest in grouping their students while teaching English in class. Hence, it can be said that all teachers were having full interest for group discussion in class room they have positive interest toward group discussion in English lesson. According to table eight item 4, indicated that all teachers respond ‘Yes’ which implies that all teachers support their students in group work practice

Hence, according to the result obtained through interview from teachers, teachers provide support for their students using supportive materials.

4.2.1. The analysis of response to Open ended items

According to teachers' response to the interview that Teachers were asked "what are the factors affecting students participation in group discussion? He has responded that factors affecting students' participation in group discussion attributed to different factors. These factors are student's low level of knowledge about the benefit of group discussion, large class size which challenge the manageability of the group work in class, this is because due to the large size of the class, sitting arrangement is side by side which is not suitable. And also, the researcher generalized that the students were not aware of group discussion. This can be taken as another factor. The excess number of student in class is difficult for the teacher to measure students' during group discussion.

Interview item 2 'How do you measure the student's participation on GD?

The teacher were replied that they moved from one group to another and check each of them whether they discuss or not by asking question to identify who has is high and low status of participation movement. Therefore, the teacher feedback shows that they check their students' group participation by moving group to group by asking some questions from each of the group members. So asking question and to make movement around all group is as method of measuring students participation during group discussion.

Interview Item 3 "What do you think about the importance of group task?"

The teachers said that "GD is important for students to be effective in their common task in the class room". During GD, the students share their experience if the students know a new thing he/she inform for his/her group members.

The researcher observed the class section A and B The researcher has tried to make an observation by going to the study area (bad primary school) and made class room observation of English class. After making repeated class room Observation, the researcher has tried to compare and contrast the result obtained during the first observation with the observation made during the second and third observation. After doing so, the teacher has tried to make a record of the observation as indicated in table above.

As can be observed from the above class room observation check list, the researcher has tried to observe teachers' control of their students on group task, and teacher's encouragements of his/her students during group work and the rest points on check list such as student's attention to GW, their interaction between group member and equal participation of students remained un observed. Based on the result obtained from the class room observation check list, the researcher concluded that teachers control their students during Group work. She has also tried to conclude teachers encourage his/her students during group work in class room. Hence the researcher responded that most of student respondents have motivation at group discussion in English class room.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

5.1. Summary of Finding

The study was designed to investigate student's interest in group discussion: the case of Bade primary school grade 7$^{th'A.}$ It is also intended to suggest possible solutions to the problem identified on the basis of the data collected from information that obtained from a written documents and from respondents, the study has come up with the following finding presented under this chapter.

Majority of student found that the group discussion in English learning class have low important. Majority of students lack responsibility and care for common class room tasks in English learning class.

Students in the study area have less motivation toward discussion during English learning class. Group discussion in class room was found to be one of factor for student's knowledge sharing. Teachers lack providing support for their students using supportive materials.

Based upon respondents, students' participation in group discussion affected to different factors. These factors are student's low level of knowledge about the benefit of group discussion, large class size which challenge the manageability of the group work in class, this is because due to the large size of the class, sitting arrangement is side by side which is not suitable for group discussion. And also, the researcher generalized that the students were not aware of group discussion. The excess number of student in class is difficult for the teacher to measure students' during group discussion.

5.2. Conclusion

The researcher was to reach some conclusions related with analyses of questionnaires, interviews and observation response students and teachers. Most of the students but had positive interest for English lesson group discussion, they were motivate for learning of English lesson through group discussion. They were actively participated on the group task in the class lesson and also they gave attention for their group work activities in the classroom. The arrangement of school was suitable for students' group discussion in the classroom and also the class size was comfortable for students group work. The majority of students' was believed that the group discussion is one of knowledge sharing way for student in the classroom. These students also have the responsibility of group work activities during English lesson on group discussion. According to the research it was found that some teacher does not interested in grouping their students during teaching English lesson, the teachers given necessary support for their students when they have English lesson on group work.

5.3. Recommendation

Based on the analyzing and conclusion, the researcher reached the following recommendation which is contributed the possible solution for the problems of students' interest in group discussion during English teaching learning process.

The English teachers should create awareness of group discussion for their students.

The school also should arrange as comfortable sitting for group discussion students just like face to face sitting arrangement group discussion

The school should reduce the number of students in the class for teacher measuring student's group participation,

The school should improve that the class size to be suitable for group discussion.

English language teachers should create positive relationship with their students, The school and the English language teachers should promote students interest in group discussion for bringing positive interest in their English language class group works

School principal and teachers should prepare reward for best participant in group discussion in classroom during learning.

English language teacher should identify the student's interest in group discussion, and should prepare group competition for better involvement and rewards.

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APPENDIX

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear respondents

This Questionnaire is prepared by 4th year English language graduate student. The purpose of this questionnaire is to collect data for requirement of partial fulfillment of Bachelor Degree in English language at Wolkite University. Your genuine response for the following question is extremely important for the successful completion of this paper. The information you provide will be used for academic purpose only and will be kept highly confident. I would like to thank you in advance for your cooperation and scarification of your time.

This questionnaire is designed by the students at Wolkite University to undertake research in titled 'investigating student's interest in group discussion: the case of Bade primary school grade 7thA Gummer woreda, Gurage Zone.

General Instruction:

- You don't need to write your name.
- Tick (√) your best choice for the close ended questions.
- Write in the space provided for open end question

Part 1- **questions focusing on students' interest in Group discussion**

1. Group discussion during English lesson class is important

   A. Strongly B. agree C. disagree D. strongly disagree E. undecided

2. You have motion at English class group discussion

A. Agree B. strongly agree C. strongly disagree D. disagree E. undecided

3. You have individual responsible on class room common desk.

A. Strongly agree B. agree C. strongly disagree D. disagree undecided

4.Group discussion on English class one of the students knowledge sharing method

A. Disagree B. strongly agree C. agree D. strongly disagree E. undecided

5. I am satisfied by my group member

A. disagree B. agree C. strongly agree D. strongly disagree E. undecided

6. All members participate on group task un-English class

A. Undecided B. agrees C. strongly agree D. Strongly disagree E. disagree

7.Lack of supportive resource in the school does not encourage practice group discussion.

A- Agree B. Disagree C. Undecided D. Strongly agree E. Strongly disagree

8. Do you think learning English class through group discussion has great value?

A. Yes B. No C. I didn't know

9.Do you have interest participating group discussion in English class?

A. Yes B. No. C. I don't know

10. Do you think that teacher's encouragement have its own role in your group discussion?

A. Yes B. No C. I don't know

11. Is the sitting arrangement I your class room is suitable for group discussion?

A- Yes B. No C. I don't know

12. Is the class size suitable to practice group discussion frequently?

A- Yes B. No C. I don't know

Interview questions

1. Do you think all your students have motivation of group task?
2. Do you think that all students are carrying out their own individual responsibility on group discussion?
3. Do you have interest of grouping students when you are teaching English?
4. Do you give proper support for students during group discussion?

Open Ended Interview for Teacher

1. What are some factors that affect the students' interest of group discussion?
2. How do you measure the students' participation on group discussion?
3. What do you think about the importance of group task?

Classroom Observation checklist

No.	Item	**Observed**	**Not observed**
1.	Teachers controls their students on group work		
2.	Each student give attention to their group work		
3.	There is good interaction between group members		
4.	The teacher encourage his/her students during group work		
5.	All students participate equally as a group member		