Effective Discussion as a Medium for Effective Teaching and Learning

Safriyani Novitri[1), Hermawati Syarif[2), Yetty Zainil[3)
[1), 2), 3)]Universitas Negeri Padang
email: safriyaninovitri@edu.uir.ac.id [1], hermawati_sy@yahoo.com[2], yettizainil@fbs.unp.ac.id[3]

Abstract
An effective discussion with students can be used as one of the effective teaching and learning in order to prove the necessity of teacher – students relationship. To reach good rough tuning, the simplification of language for both teachers and students highly needed to show the natural connection between both parties. To achieve such great results, the authors look at aspects of talking to students as one of the classroom strategies. Teachers should be aware of her three components. First, you need to use the digestible language preferred by the students. Second, you need to think the best way to convey the message you want to deliver to the students. And thirdly, we need to consider intonation and how to speak in terms of intonation.

Keywords: Effectiveness, Discussing, Teaching, Learning

Introduction

As far as communication is concerned, more and more people believe that language no longer exists. As just a tool to express an idea or express a feeling. Whatever happens as long as we can understand the message, the words are used, and how they are used. While others see how the language is arranged in shape words, phrases, phrases, sentences and even paragraphs. You pay attention to them language system, how language works. This second view sees languages as one especially the science called linguistics of language development when studied, these two aspects emerge in language teaching (Syarif, 2016).

The willingness of students of doing active interaction with the teachers can be considered as basic components of effective learning. As the an active interaction between students and teachers known as a word "discussion", in which both students and teachers have the equal chance to make their stands and opinions, by expecting students doing some active discussion, we can see the direct learning outcome given by teacher. The fastest outcome can be seen, the more effective teaching methods it would be (Ngah et al., 2022).

Previously (Kong, 2009) in his journal therefore, learning a foreign language, especially English, is now seen as a key to future success. People are rushing into the tide of learning English. In addition, English learners are getting younger English classes are taught in her 3rd or 1st grade of elementary school and even kindergarten. Aside from that, most parents want to encourage this by sending their children to after-school English classes on weekends. However, some teachers and parents are frustrated by the poor English learning of their children. English learning attitude and grades. Therefore, as a teacher, teachers should be aware of the theories and processes of psychology. But in his research did not explain how an effective communication with students in the classroom, based on this problem the researcher interested to know the effectiveness discussing with students as one of the medium for effective teaching and learning.

Based on Kong research discuss about language learning is a highly complex process influenced by many factors. Other than IQ Non-intellectual factors motives, attitudes, interests, age, methods, will, and character are the most direct and powerful an important factor in learning English. In contrast, English learner behavior is governed by cognition in other words, learners have a desire to live while learning English. Two students were sitting side by side each other in class. They are similar and have the same

abilities but behave very differently. Jump to task Participate in class and get good grades. Others are indecisive about tasks and rarely participate in discussions. Just pass. Why? This situation is typical. How many times have you heard a teacher say, theory about Motivation helps explain this difference? In the Jakobovits study, the most influential factor was Learning English is: 33% motivation, 33% talent, 20% intelligence, others he reaches 14% (cited in Jia Guanjie, 1996). That is why teachers and parents are interested in motivation, this allows students to actively learn English.

Thus, you can see why discussion is part of an effective learning element. A fundamental component of effective learning is that teachers need to talk and interact with their students. This is one of the key skills of teachers. Teachers should foster good rapport and empathy with those they talk to (Jeremy, 2008).

To manage students effectively, you must be able to manage many activities such as: 1. Student motivation before or during a series of lessons 2. Background information or reinforcement of the student's knowledge and experience before or during a series of lessons. 3. An introduction to skills/knowledge that will be thoroughly taught at a later stage. 4. Review of previously taught knowledge/skills. 5. Continued practice for long-term goals (e.g., playing math games to improve fact-adding skills, practicing fine motor skills or engaging in art activities that allow you to follow instructions). 6. Opportunities for students to apply or generalize previously learned skills. 7. Opportunities for students to integrate different skills learned in classes in different fields (students practice their writing skills by writing letters to local newspaper editors about relevant social issues discussed in social studies) (Han & Ellis, 2019).

People are always motivated. In fact, they are by no means unmotivated. They may not be motivated to do what we would do, but They can never say that They don't want them (Tang et al., 2021). In psychology, motivation is power in the same way that forces move objects, they activate actions and align them with goals. Motivation drives people. When individuals are machines, they are more visualized and motivated by motivation and guide individual actions. The motif has three important functions: 1) Energize us (i.e. turn the key start the motivation engine), 2) guide us (i.e. point us in a certain direction), 3) help us make choices most appropriate actions to achieve our goals (Pospelova, 2021). In a nutshell, motivation is the internal state that arouses a person's desire for goals and sustains effort in a particular direction and at a particular time.

Students need a discussion for effective learning in order to get motivation. This is important for teacher to handle some categories: 1. Control how teachers speak to students 2. Control how teachers interact with students 3. One of the key criteria of teacher competence 4. Require teachers to show empathy for the person they are talking to by building a good relationship with them (Cho & Tobias, 2016).

Successful rough tuning requires speaking at a more or less appropriate level. In order to achieve rough agreement, it is very necessary for both the teacher and the student to simplify the language in order to show the natural connection between them. Teachers need to recognize that her three elements (Dele-Ajayi et al., 2021). 1. First, teachers must use plain language that students like. 2. Second, you should consider how best to convey the message you want to convey to your students. 3. And thirdly, we must consider intonation and intonation-related speech.

Effective dialogue with college students that demonstrates the want teacher and students relationships used as one of the best coaching and studying methods. Gestures and facial expressions have to be an herbal supplement to the language we use, specifically amongst lower-degree college students (Kamerilova et al., 2018). Experienced instructors clearly fine-track how they communicate to their college students. New instructors have to take note of scholar comprehension and use it as a benchmark to assess their very own talking with inside the classroom (Cartner & Hallas, 2017).

This problem of ways to speak to college students turns into important while we supply them instructions. The great hobby with inside the international is a waste of time if the scholars do not recognize what it's far they're speculated to do (Toraby & Modarresi, 2018).

Methods

According to (Frankel et al., 2012), qualitative researchers a specific activity or its process, not the frequency with which it occurs. Therefore, this case study research applied a qualitative research design, aiming to explore students' perceptions of The Effectiveness Discussing. In addition, in this study, non-participant observation by the researcher was also used. Participated in group activities but did not participate in any group activities. Single observation for about an hour researcher was busy observing who the students were during the discussing those who intonation and how to speak in terms of intonation. Actually, more attentive, especially when providing feedback and responses. Did you start the discussion more actively or broaden the topic? Provide consent and refusal where appropriate. But researcher couldn't tell my students observed.

The sample for this case study is non-random sampling (convenience sampling) as researchers has access to this class because being the lecturer for this class. Random samples are typical of qualitative research also has a purpose. The target sample is the sample that think will understand the best research-related survey objectives (Fraenkel et al., 2012). Most important recruitment criteria is the sample had to be higher education students because the study wanted to find out whether discussing and talking to students helped improve oral group discussion skills in higher education students. So the sample this study was an intact classroom of 20 students in the 3rd semester 2022/2023 of the faculty of English a degree consisting of students for two semesters of three years. In addition, students learn English as a Second Language (ESL), Take English for Communication, this is the second level of compulsory English. Courses offered by Faculty of Teacher Education and Education, Islamic University of Riau Pekanbaru.

A public survey that is distributed to all students, not just those who discuss even those who witnessed the debate. The questionnaire consisted of 5 questions based on this input-process-outcome discussion model (Garris, 202).
1) What do you think of this discussion?
2) What are the pros and cons of discussing while learning?
3) What is your favorite role and why?
4) Is it important to be a leader, secretary or member?
5) How can discussions be improved?

Question 1 asks students for user ratings on whether they found it fun and engaging and interesting. The result of Question 1 indicates whether the discussion activity repeats (i.e. user behavior). Questions 2, 3, and 4 deal with learning outcomes arising from the discussion, while question 2 is more general and related to overall discussion activity and questions. 3 and 4 zoom in on specific features of the discussion, such as discussion activity roles, basically they ask students' evaluation of the discussion in terms of how the discussion feature helps them learn learning outcomes. Finally, question 5 asks for an assessment of the progress of the discussion below their learning experience and expectations.

Results and Discussion

As the research material used in this study is a discussion activity, lecturer find the effectiveness of discussion with students as one of the media developed for effective teaching and learning. Researchers who improve discussion skills in learning, with particular attention to effective speaking skills. Give them a card with a brief discussion on the topic (in case they get stuck). Ask students to rewrite statements (e.g. feel the problem of violent extremism in college, stop bullying in college) so that they represent the views of the group. When students speak, lecturer can help and encourage them by suggesting things they can do. Lecturer say let the discussion proceed.

The class was a two-hour class, with the topic being introduced to the students in advance by the researcher and two collaborators for the first 30 minutes. The researcher had the students discuss the topic, but they were completely unprepared for the topic. Researchers wanted to know how students responded to discussions, whether or not they took place. After the briefing, divide the students into small topical groups to explore the topic of discussion and then organize the discussion for the whole class. More formally, researcher's divide students into "opposite groups" with a considerable time. (See Table 1).

This section presents results based on the five questions asked and also based on teacher implemented the discussion. Many of the returned survey responses were short in nature answers and often plural adjectives were used. Observation the data is presented with the results of open-ended questions.

Table 1. Teacher Strategy by Using Discussion

No	Items	Done	Not Done
1.	The teacher needs to use the digestible language preferred by the students.	√	
2.	The teacher needs to think the best way to convey the message we want to deliver to the students.	√	
3.	The teacher needs to consider intonation and how to speak in terms of intonation.		√
4.	The teacher gives time to students assemble their thoughts before any discussion	√	
5.	The teacher gives students challenging to have to gives immediate and articulate opinions in their language	√	
6.	The teacher gives students pre-discussion rehearsal time		√
7.	The teacher put students into opposing groups	√	
8.	The teacher gives students a lot of time for one group to prepare arguments against a proposition	√	
9.	The teacher gives students cards containing brief statements of arguments about the topic		√
10.	The teacher can help and encourage them by suggesting things they can say to push the discussion along	√	

Data from the open-ended questionnaire returned were qualitatively analysed. Each paper returned was labelled R1 - R20, representing Respondents 1 to 25. Each answer was read, coded and grouped accordingly and consequently, thematically categorized. Suitable headings were given and finally the qualitative data were descriptively presented. The responses in the findings of this study are presented verbatim to enhance understanding as well as to give participants a voice in the data presented. In terms of observation, the researchers noted down whether students enjoyed follow the discussion activity, as well as whether the student observers were engaged in the activity. More importantly, the researchers recorded if players were more alert, recorded how they were giving feedback and responding to others as well as whether they were more proactive in initiating the discussion, expanding the topic, providing agreement and disagreement where required. The notes were analysed similar to the open-ended questionnaire data. After the coding process, suitable headings were given. The data from the observation are used to support the students' perceptions of the game in improving their discussion skills particularly in speaking skills. (See Table 2).

Table 2. Teacher Components by using Discussion

No	Items	Done	Not Done
1.	The teacher needs to use the digestible language preferred by the students.	√	
2.	The teacher needs to think the best way to convey the message we want to deliver to the students.	√	
3	The teacher needs to consider intonation and how to speak in terms of intonation.	√	

Conclusion

Based on the data collected, students preferred discussion as one of the media for effective learning as they found its fun, engaging and interesting. According to the input-process-result model, this means that they repeat the discussion as a learning strategy (that is, user behavior). And how should the activity be improved based on their feedback? Garris supports this interest and enthusiasm for discussion activities.

Additionally, due to discussion it was pushed to students outside their comfort zone. The students admitted that the discussion made them think outside the box and made their answers more creative. As already mentioned, one of the students was very especially when referring to how the discussion has improved how opinions are given, how opinions are given Spoken and how the discussion was interrupted. This is when opinions were expressed, students listened instead of forming their own Ideas on what to say on your turn since the topic has been requested by the students be vigilant. Getting answers like this from students were able to rate the effectiveness of the discussion in terms of how the student characteristics were helpful get planned learning outcomes and even give suggestions Improve discussion for incompetent students.

Acknowledgments

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