

Chapter Two

Literature Review

This chapter discusses several literatures about teachers' perception on group formation method in the teaching and learning process. The researcher presents the literatures conceptually. Also, several previous related studies also discussed in this chapter. Finally, this chapter presents the conceptual framework of this research.

Group Discussion

In this part, the researcher includes several literature reviews about group discussion. In part of group discussion will be explain the definition of group discussion and the advantages of group discussion.

Definition. Some researchers try to define what group discussion is. Group discussion is considered one of the important factors to improve learners' communication. According to Johnson and Smith (1991), group work, in language class, is a cooperative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or pairs. Johnson and Smith added that group discussion is an activity to express the idea, listen the idea, discuss the idea and negotiate the idea to find solution of the problem. It means that in a group discussion, students learn to listen to different ideas, learn to discuss and to negotiate. In discussing a topic, all member of the group take part equally in having the right to give their opinion about the task. Here students taught to be brave to express their idea. They can learn how to solve the problem together with their group.

Johnson and Smith (1991) mentioned that in group discussion students learn to listen their friends' ideas, the communication skill of the students would developed. Sometimes students feel comfortable to experiment and speak the language. Every member has same decision to solve the problem in group discussion. In addition, another study has quite same definition of group discussion. "Group learning refers to the learning environment where students are encouraged to take intellectual risk and to communicate about the learning task with each other" (Sharma, 2000, p.18). It means that the students as the member of the group learning have same responsibility to discuss the problem and try to find the solution.

There are several activities in the group discussion process. According to Johnson and Smith (1991), group discussion is an activity to express the idea, listened the idea, discuss the idea and negotiate the idea to find solution of the problem. Group discussion is a type of test that often used by the lecturer in English Language Education Department especially in speaking class. In summary, group discussion is one variety of teaching techniques in improving learners' communication. Group discussions consist of some students that made to finish/discuss a topic together. All group members have the same goal to finish a topic given by the teacher.

Advantages of group discussion. Group discussion has many advantages. Based on group discussion definition that mentioned group is a cooperative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or pair. In a group discussion consisted several students. Harmer (2007) mentioned some advantages of group discussion. Group discussion can promotes autonomous learning of students by allowing them in making their own decisions in order to solve problem. Surely, in group discussion, each student has same decision to solve problem together. There are some students in a group discussion. They have different skills.

Hassaskhah and Mozaffaru (2015) mentioned that in doing group discussion, students can work together to pool their expertise, knowledge and. Surely in the group discussion, each student has responsibility to solve the problem together. They have responsibility on their each role in group discussion. Teacher limits the time in group discussion. Hassaskhah and Mozaffaru added, students can manage their time whether they can finish their task on time or not by doing group discussion. Group discussion activity not only gives advantage for students. It gives advantage for teacher also. Hassaskhah and Mozaffaru stated, by group discussion, teacher can learn students' approach during the discussion and they can improve their teaching more effective in the future.

Hassaskhah and Mozaffaru (2015) added, students can develop communication and teamwork skill in group discussion activity. According to Waluyo (2017), there are so many activities in group discussion such as giving opinion, listening, interrupting etc. In giving opinion, students learn how to appreciate others. They can share and teach information to each other. Waluyo added, students will easier to understand material given by work in group rather than work it individually. Work individually will make students difficult to understand material given by teacher because they should overcome complex problem. While work in group, students can learn the material together and share the new information to their friends who have not understood the materials. It supported by Cornell University (2018) mentioned that group discussion can increase student understanding of diverse perspectives.

Group Formation Method in Group Discussion

In this part, the researcher mentions literature review about kind of group formation method that usually used in the group discussion activities. The explanation is completed also with how to use it.

According to Weimer (2013), the success of the teaching and learning activities in the classroom is encouraged by students' participation in it. Weimer mentioned that students are prosecuted to be active in their group discussion activities such as active in sharing their ideas, active in listening their friends' ideas, and active in discussing all opinions. There are so many methods that can be used by teachers to arrange students into several group works. Weimer stated that there is no the best way to put students into groups regarding in teaching and learning activities, the best way is related to what teachers want students to learn from their group experience. According to Weimer, there are three common ways of forming groups, they are randomly-formed groups, teacher-formed groups, and student-formed groups.

Randomly-formed groups. Weimer (2013) mentioned, in randomly-formed groups, the students join with others in the way the teacher first makes some random methods such as birthday, house number, and last digit in a telephone number. Using this method is faster from the other methods. Weimer added, this method is also good if teacher wants students to meet more of their classmates. Weimer explained also beside this method is good, it is not good method if the teacher wants students working in groups where there is a diversity of backgrounds, experiences, and knowledge. This method is not recommended when students are assigned with completing a project because there is no guarantee that the group will have the necessary range of skills to do so.

Teacher-formed groups. Weimer (2013) stated that before the teachers form the groups, they make some criteria needed for the students' projects. The criteria mentioned are usually students' abilities. When the teacher forms group discussions in which there are students who have more abilities (intelligent), it will have an impact on the discussion process and all group members will compete to become leaders. While when teacher put students with low abilities in

one group, they will not be able to work together, so they will only absorb a little from the lesson and the discussion process. According to Weimer, besides abilities, the other criteria used by teacher to form group discussion such as what skills, previous experiences, and background knowledge are needed to successfully complete the project assignment. Those are some questions that can be used by teacher to form group discussions.

The purpose of the questions is to produce what list will help the group discussions in doing their projects. For example, if the project is making storyboard, that group will need one or more group member who have knowledge and experience how to make it. Besides, a group discussion is also need a leader, needs group member who can encourage others to participate and contribute in the discussion activities. When the teachers use the criteria of knowledge and skills in forming group discussion for the students, the students have a greater chance to work maximally in the group discussion process. This method is also good method if the goal is for students to learn how to work with others, others they don't know well, and possibly some they don't even like. Here, the students will work professionally.

Student-formed groups. Weimer (2013) mentioned, in student-formed groups, the students choose their own groups, they select members from among their classmates. Usually the students prefer this method. In the classroom there must be some friends who they consider close friends (friendship), and then they tend to choose their friends to be one group discussion. Weimer added, many students report that they got higher levels of satisfaction with group experiences when they have selected their members. If teacher expects high-quality group discussion results then this method is considered inappropriate. Group discussion activity purposes to increase students' social relationship with other people, so to be more effective, students hoped work with people they do not know.

Considerations in Forming Group Discussion

The main reason of forming group discussion is to create physical interaction between students based on common need or problem. Forming group discussion affects many aspects of a group project, such as how efficiently group members work together and how much relevant knowledge they can share. According to McCurdy (2018), there are some consideration in forming group discussion such as learning objectives, how to form groups, group size and duration, the structure of group work, and fostering group interaction.

Learning objective. McCurdy (2018) defined that learning objective or often called as learning goal is brief statement that describe what students will be expected to learn in a lesson/course. There are many learning objectives that can be achieved by asking students to work together with other students either in pairs or small group discussions. McCurdy added, in the group discussion, the students can learn how to summarize main points of the lesson, they can compare and contrast their knowledge, ideas each other, they can learn how to solve problem together, and also hone their communication skills. McCurdy explained, determining the goals of the group discussion activities in the beginning is important to know the teachers' expectation on the students' participation in the group discussion activities.

How to form group discussions. McCurdy (2018) mentioned that generally group discussion can be formed in four ways such as randomly, teacher-selected, by seat proximity, or student-selected. Random and teacher-selected group assignments are the ways used to form group discussions for avoid cliques and ensure the students interact with different classmates. Using the teacher-selected assignment better when the teacher have known all students well. In a group discussion consists of students who have different abilities and skills. Previous research

(Mirani and Chunawala (2016) has shown that a group discussion whose members have varied skills will be superior in solving a problem compared with a group discussion consisting of students who have the same skills. Before form group discussion for students, the teachers must think carefully about whether group discussions should be selected by the teacher or by the students themselves and allow students to participate in the process. Students often prefer if they allow choosing the group members by themselves, but sometimes this way can make some students not get a group member.

Group size and duration. Group size and the duration of the discussion activity can vary. McCurdy (2018) mentioned that the better duration for pair assignments is 30 seconds or 1 minute while for small group discussions consist of 4-5 students is 10 to 45 minutes. Choosing suitable the group size and the duration is considered also before forming group discussion. McCurdy added, if too many members will have an impact on the group work, too many group members will usually stop participate, if too small can also cause a large workload for a group. The ideal size of group discussion is generally 3-5 people.

The structure of group discussion. McCurdy (2018) stated that a successful group discussion activity is also requiring highly structured assignments. Making a structured assignment can create good group discussion result. In making a structured assignment is by creating a beneficial activity for the students. The ways can be made by making the assignment clearly for the students e.g. by writing or explaining clear instructions to the students. The instructions included learning objectives, specific tasks, the expected product, the time allotment, and the method of reporting out.

Fostering group interaction. McCurdy (2018) explained that the teachers' role is very important here. The role of the teacher here is as a monitor whose job is to observe students. When students are doing discussion, the teacher must observe all students. Do they do their work or not, do students understand what they have to do, or are they still confused about the assignment, do they have a question. Ensuring the students' participation in the group discussion process is the main role of the teachers here.

Review of Related Studies

In conducting this research, the researcher reviewed two prior studies. The first study was done by Agustin (2018). Agustin did a research under the title Exploring Students' View on The Teachers' Grouping Methods. The participants of this research are the students of English education department. The participants of this research had experienced about various group formation method applied by the teachers in that department. This research included two male two female students. In gathering the data, this research used an interview to explore the kinds of group formation method experienced by the students and its impacts on students' academic achievements. The result of this research showed that the group formation method included self-selection grouping method and random-selection grouping method. This research investigated group formation method based on the students' experience in doing group discussion. This research also investigated the impacts of group formation methods perceived by the students. The difference between Agustin's study and this research are Agustin's study purposes to find out the impact of group formation method perceived by the students while this research purposes to find out the teachers' consideration in forming group discussion. Beside that, this research chose the teachers as the participants.

Another research was also carry out by Waluyo (2017) researched Students' perception on the use of cooperative learning method in teaching and learning process. The purpose of this research is to investigate students' perception on the implementation of cooperative learning method. This research investigated also the advantages and the disadvantages of cooperative learning in the teaching and learning process. This research uses descriptive qualitative method and the instrument of data collection is interview. The participants of this research are four students of English education department batch 2014. The equation between Waluyo's study and this research is to explore the kinds of group formation methods used by teachers. The result shows that there are three methods that frequently used to make group discussions, those are counting the number, list of attendance, and self-selection. All method that has mentioned is included in the group formation method generally in the group discussion.

Conceptual Framework

This research aims to find out teachers' perception on group formation method in teaching and learning process. Group work method is a method of teaching by conditioning students in a given group of tasks that must be discussed and resolved together with other group members. The implementation of group formation method is using some methods. Weimer (2013) argued that there are some methods in forming group discussion, they are randomly-formed groups, teacher-formed groups, and student-formed groups. In the implementation of group formation method, appeared some problems that generally comes from the students. In the formation of group discussions, usually each teacher has different ways. The process of group formation method is an important part of the project based learning, and sometimes these processes influence the students' learning in the group work. Usually the group formation

methods are carried out without problems, but for some students the group formation process can be experienced as problematic, chaotic and sometimes unpleasant and unsatisfying for students.

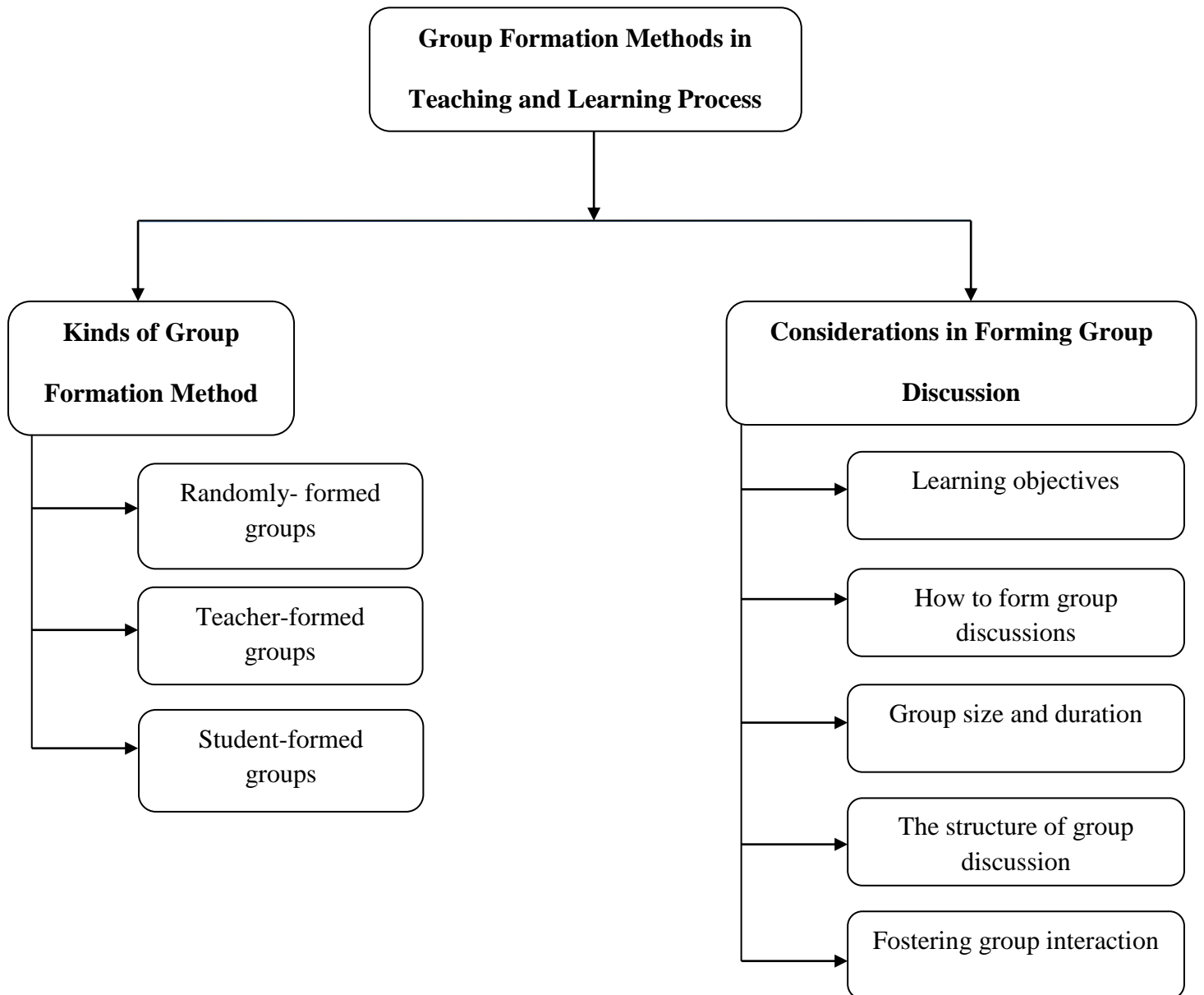


Figure I : The conceptual framework of the study.

Based on the figure above, there are three kinds of group formation method mentioned by Weimer (2013) such as randomly- formed groups, teacher- formed groups and student- formed groups. While figure of consideration in forming group discussion mentioned by McCurdy (2018). He mentioned five consideration in forming group discussion such as learning objectives, how to form group discussion, group size and duration, the structure of group discussion, and fostering group interaction.