

Chapter Four

Findings and Discussion

This chapter discusses the finding of this study after collecting the data by using interview. The data develops from the opinion of three teachers who were selected and interviewed. The data is used to reveal two cases which consist of how to do English Language Education Department teachers form group discussion and what are the consideration of English Language Education Department teachers in forming group discussion.

The Kinds of Group Formation Methods Applied by Teachers

In this point, the researcher showed the teachers' experiences in forming group discussion which explained by three participants; they are Mawar, Melati, and Anggrek. It was found that there were some kinds of group formation method used by the teachers when they made group discussion activities in the classroom, including randomly-formed groups, teacher-formed groups, and student-formed groups. The explanations are presented as follows:

Randomly formed groups. One of the group formation methods applied by the participants is randomly-formed groups. Based on the answer from all participants, there were findings related to the randomly formed groups. When the teacher asks students to make group discussion using randomly formed groups method, all participants have mentioned that they tend to find the group member by counting the number (Mawar, Melati, Anggrek), using attendance list (Mawar), Using games (Melati), and based on seating position (Mawar, Anggrek). According to Chapman (2006), randomly-formed groups are the method used by teachers to apply and give a fair impression to all students in the group discussion. Weimer (2013) stated that students join

with others in the way the teachers first make some random methods such as birthday house number, telephone number, etc. The explanation of the ways in randomly formed groups is presented below:

Counting the number. Counting the number becomes the first finding in randomly formed groups' method. All participants mentioned that they applied counting the number in forming groups. Mawar said, "Sometimes I just ask students to count the number 1,2,3,4 like that, it depends on the need of the group discussion". Melati stated "Sometimes I also use counting, 1,2,3, 1,2,3, like that". Same as Mawar and Melati, Anggrek mentioned, "We should be firm, using a method, for example counting the number from 1 to 7, there are seven groups".

The process of counting the number was the teacher gave instruction to the students to count from 1 until 5 or related to the total of the students in the class, and then the students who get number 1 must join with number 1, the students who get number 2 join with number 2, and etc. So, the students who get the same number must gather become one group. This finding collaborates with Weimer (2018) stated that randomly formed groups method is often implemented by counting the number in selecting group discussion. This method makes the students mingle with others.

Using attendance list. The second finding in randomly formed groups is using attendance list. Sometimes the teachers use attendance list to form groups in order to make vary group formation method. One of three participants mentioned that in finding the group member, attendance list can be used. Mawar said, "I form a group by a simple way, sometimes using attendance list". The process of using attendance list was determining groups by using the number of the attendance list. Mawar explained, "So, for example I need 7 groups, then I count it

from the attendance list, 1,2,3,4,5,6,7, again 1,2,3,4,5,6,7 , so the student who get number 1 would be one group with student number 8 and so on, in forming it as usual, I do not want to complicated, so just like that”. From this method, the students can gather with others randomly that has decided by the teacher. The finding was in line with Bacon, Steward, and Anderson (2016) stated that sometimes randomly formed groups is applied in forming groups activity based on attendance list, because it will give chance to the students to be a member of a group with different ability and skill.

Using games. The third finding in randomly formed groups is by using games. One of three participants stated that games can be used to form groups. Melati mentioned, “I also ever used games”. The game used by the teacher is a figure. This game begins with the teacher call one of the figures, and then the students have to do the games with some people in accordance with the figures mentioned by the teacher before. Melati explained, “For example I mentioned 5, then the students must do that game with 5 people, find 5 students so in one of the group was already amounts 5 people. Melati added, ‘ Actually it is my intention to grouping, but in the beginning I do not tell that, I just told the students to let refreshing, we play games first, but after met 5 people, okay now you have to work with those students as a group like that, that I do”.

Based on seating position. The last finding in randomly formed groups’ method is based on seating position. This method usually used in the classroom activities. Actually this method done because the reason those more shorten the time of the group formation. Two of three participants in this study mentioned that seating position is the other way to form groups. Usually the ways used by the teachers is line by line. So, the teacher just need to give instruction that the group members are based on the line that students sit. Mawar said, “When in the class, usually for classroom activities, I ask students to work with people beside them, one seat or one line”.

Anggrek added, “sometimes if the situation in the classroom does not support, then students adjacent just become one group, like that”.

The process of making group by using seating position was the teacher gave the instruction for the group members like by row, and then the students must follow the row for the group discussion. This formation can make the students easier to do the discussion without having moved place. This finding was in line with Agustin (2018) who stated that one of the methods in group discussion is the teacher sets the students related to their seats line in the classroom. According to Correa, Lara, Pino, and Vera (2017) in Agustin (2018), one of the strategies in group discussion is the teacher arranges the students related to their seats line in the classroom.

In conclusion, there were three kinds of group formation method used by the teacher and the students in the teaching and learning activities. There were randomly formed groups, teacher formed groups, and student formed groups. In randomly formed groups, the ways to find group member were counting the number, using attendance list, using games, and based on seating position. In teacher formed groups, the ways to form a group were based on students' ability and based on a selected group leader. In student formed groups, the ways to form a group were finding the partner and using pair work. Student formed groups method was the most used by teacher in the teaching and learning process.

Teacher-formed groups. The other group formation method implemented by the participants is the teacher formed group method. Based on the answer from the participants, there were findings related to the teacher formed groups. Teachers using this method, they usually

choose the group members for the students based on students' ability or based on a selected group leader. The explanations are presented below:

Based on students' ability. In forming groups based on students' ability, surely there will be students who have high and low abilities. When the teacher puts the students with low abilities in one group, it can make the discussion activities become less effective. Anggrek said, "Sometime we choose, okay you join with this group". Melati added, " If I select the groups, then it is as much as possible in one group it should be mixed, if there are clever students, then there must be more clever, there are silent, then there must be more active, so it can complete each other". The process to form a group based on students' ability is by determining the number of the group member will be made in that class, but before that, the teacher should already know their each student's ability. Then the teacher can put students with mixed abilities as expected by the teacher itself.

Weimer (2013) explained that usually before forming groups, the teacher makes some criteria needed for students' projects. In forming groups using teacher formed groups method, the teacher should already know the abilities of each student before forming groups. According to Weimer the criteria used to form groups include abilities, skills, previous experiences, and background knowledge. Those are some questions that can help the teacher to form groups. Weimer added that this is needed to complete the project assignment successfully.

Based on a selected group leader. The other ways in forming groups using teacher formed groups is based on selected group leader. In forming groups based on a selected group leader, the teacher already knows the ability of each student well. The process to form groups using this way is by selecting who students are suitable to be group leaders for each groups later,

for example the students who have more abilities in the class. Anggrek said, “Then the teacher lists the name of the students who have been selected on the white board”. After that the teacher offers those group leaders to other students that will be group members. Here, the students are free to choose the group leader they want. As mentioned by Anggrek, “A student is able to choose a group leader they want, or we offer the students who are the leaders that roughly are smart and can lead their members, then we wrote their names, after that the other students are able to choose the group leader they like”. Mirani and Chunawala (2015) stated, the students allowed to choose their own group leaders help them learn team work and embrace their academic and social differences in a better manner.

Student-formed groups. The last group formation method implemented by the teachers is student- formed groups. In student formed groups, the students can choose the group members by finding the partner and using pair work. In finding the partner, the students usually choose their close friends. In using pair work, the students usually choose their chair mate. In implementation student formed groups, this research showed that the teacher using some ways in forming groups which is include in student- formed group methods.

Based on the answer from the participants, all participants mentioned that they prefer to let the students to find their partner to do the group discussion by themselves. In the interview session, Mawar stated, “Usually for the assessment of scored and worked at home, I more often ask students to choose their own group members”. Melati said, “Sometimes I ask the students to find their partner by themselves, one group consists of two or three students”. The process of finding the partner was the teacher asked the students to make group discussion. Then the students asked to find their partner consisted of two people by their own like their chair mates to make an effective group discussion.

The participants also asked the students to create a group by finding the partner. Melati explained, “I often give the students option, I prefer to let the students to choose their own group members both for the assessment of tasks in class”. Usually if the students allowed choosing their own group members, they will choose their close friends. Mawar stated, “I saw that the students would be happier if has been one seat with friends next to them, because automatically they are sitting next to they are their best friends, and they prefer it”. In choosing a close friend, many students choose their friends who are often together with them.

Melati added, “When the students are allowed to choose their own group members, they will choose people who work reliable, they who can one rhythm with them, so it will be better to manage the time. The process of choosing close friends was the teacher asked the students to make group discussion. Then the teacher just mentioned that for example the group consists of 5 students, and then the students chose the group members by choosing their close friends. Based on the data above, the participants created a group based on students’ choice. All participants showed that the finding the partner and using pair work in student formed groups method was one of the kinds of group formation method used in the teaching and learning process.

Generally the process of finding the partner and using pair work had the same way to do, but the different was in the total of the group member. Weimer (2013) argued that in student formed group method, usually students prefer this method, in the classroom there must be some friends whom they consider close friends (friendship), then they tend to choose their friends to be one group discussion. Weimer (2013) added, when students allowed to choose their own group members will have higher levels of satisfaction with their group experiences.

In the interview session, Melati added, “I apply pair work, I ask them to work in pairs, if more than two students, usually a maximum of five students in one group, because if more than that, I think it would be more difficult to monitor and ensure that all group members participate, that’s what I do”. The process of using pair work was the teacher asked the students to make pair discussion. There will be two students in one group. Usually in choosing chair mate, the students will choose a person who sits next to them.

In student- formed groups, the students have criteria in choosing their partner and usually they tend to choose those who close to them or those who sit next to them. Bacon, Stewart, & Anderson (2001) found that in the student formed groups method, the students allow to choose with whom they want to collaborate for teamwork and this is one of the most common ways of assigning students to groups.

Teacher Considerations in Forming Group Discussion

The collected data showed that there were some considerations of the teacher in forming group discussion. The consideration in forming groups found in this study were the purpose of group formation, students’ ability, group size and duration, the level of difficulty of the task, fairness of the task distribution, classroom condition, and students’ participation in group discussion.

The purpose of group formation. It is a goal of the lesson that describes what students will be expected by the group discussion activities. Melati said, “The purpose of group formation is the main consideration before making group discussion activities because later it will effect on how the group discussions will be, how many group discussions, and also how students are needed in that group discussions”. According to McCurdy

(2018), the teachers must think about the goals of the group discussion activities before forming group discussion for the students. The teachers need to determine what students can get by their participation from group discussion activities. McCurdy mentioned that the purpose of group formation are the number of questions about why are the students doing discussion, what will they gain from the discussion, and how does it tie into rest of the course.

Students' ability. Melati and Anggrek stated that the students' ability is also become consideration in forming group discussion. Melati said "The consideration could be seen from the students itself, when the teacher forms group discussions much as possible in the group must be mixed, some are smart, there are very smart, some are silent, some are active, so that they can complete each other". Same as Melati, Anggrek stated, "For the assessment, we need to see the individual abilities of each student before making group discussion". According to Weimer (2013), students' ability becomes one of criteria needed and considered in forming groups.

Group size and duration. Actually there are two kinds of discussion activities; they are pair discussion and small group discussion. Group size and the duration of the discussion process can vary. Commonly, in pair discussions, it is need two people to work together to solve a problem. The better duration for pair discussion is 30 seconds or 1 minute while small group discussions, it consists of 3 - 5 people and needs 10 - 45 minute to discuss. The teacher should determine group size appropriately for the discussion activities before forming group discussions. If too many group members can impact on the group work and also make them less participate in the discussion process, and if too small can also cause a large workload for the group. An ideal group size in most instances is three-five".

Mawar added, “The second consideration in forming group discussion is the time, whether the time is enough for individual works, if not, then the teacher ask students to make group discussions. Same as Mawar, Anggrek mentioned, “The availability of time become the important consideration in forming group discussion”. Anggrek added, “The other consideration in forming groups is the number of the group discussion, not too little and do not too much”. As said by Mellor (2015), choosing appropriate group size for the task in hand is important; too large and individuals can fall off the radar; too small and the work burden may be too great.

The level of difficulty of the tasks. There are some reasons why the teacher asked students to make group discussion activities. It can be seen from the task/assessment itself. Sometimes the assessment is too difficult if worked individually, so that the teacher decided to make group discussion. Mawar explained, “My reason why I use group discussion is by seeing the difficulty level of the task that they had to do, if the task is easy might be done alone, but if it rather difficult then it needs to be done by group”.

The discussion materials become consideration also in forming group discussions. Same as Mawar, Melati added, “If the discussion material is easy, it can be done by two people, but if it turns out a lot, it is necessary to divide the tasks for each group member, they can share each other, patch each other, patchwork so that it can be a mutual decision”. This finding was in line with Hassaskhah and Mozaffaru (2015) stated the difficulty level of the tasks allow students to tackle larger and more complex problems and tasks than they would be able to do individually.

Fairness of the task distribution. The division of the task for each member also be considered in the group discussion activities. Anggrek stated, “Another consideration in forming group discussion is thinking the distribution of the task for each member can be fair and all

students can be involved during the discussion took place”. It is important to involve all of the group members by distributing the task. Anggrek added, “Make sure the distribution of the task in the group discussion process is able to be fair and all students can be involved”. The finding was in line with Gustafson (2009) said distributing tasks among group members fairly and equally may be challenge when projects are multifaceted, a member lacks essential skills or knowledge, or a member slacks off on the work that they agreed to complete.

Classroom condition. Sometimes the teachers decide to make group discussion because of the classroom condition. The teacher makes group discussion so that the students feel not bored. Mawar explained, “Sometimes there are students feel bored if asked to work the task individually, most of them are sleeping in the classroom, so I ask them to make group discussion, sometimes it can give different vife for them because they have to move from their chairs and it makes their physical moved. Mawar added, “Sometimes I annoyance seeing the sleepy students in the classroom, usually I immediately get them to do group work, it purposes to make them move. This finding collaborates with McIntyre (2010) mentioned that creating positive classroom environment makes the learning more interesting for the students.

Students’ participation in group discussion. The teachers need to think the possibilities will happen during discussion process. This possibility was expressed by Aggrek. Sometimes in some group discussions, there will be students who do not participate on the group task. There will be free rider in the group discussion. Therefore, teachers are asked to anticipate this problem so that it will not happen again. Anggrek stated, “ free rider, they do not contribute anything, it should be anticipated and thought out so that the students who are low achiever can also learn, not just ride, they have to work, so the teacher must control all students so all can be active in the discussion.”.

Anggrek explained, “So, there must be a tasks distribution that involves all members, it was prepared. For example, there are five questions, well, how the five questions discussed but each member is responsible, so this student has responsibility for the same task, but all members in the group should be working one to five of the questions. To see the participation between students, the role of the teacher is very important here during the discussion process took place. Anggrek added, “The teacher as the monitor should observe all students in each group discussion”. McCurdy (2018) added, the teacher needs to ensure whether the students doing the group task or not, do they participate or not in the discussion.