Chapter Two

Literature Review

This sub-chapter reviews some theories to be the basics of the study. There are six points to be discussed in literature review. Those are contribution, learning, group learning, autonomous learning, review of related study and conceptual framework.

Contribution

According to Cambridge Advanced Learner's Dictionary, contribution is formed by a verb base namely 'to contribute' which means to give something in order to provide or achieve something together. Therefore, in the same dictionary, contribution (noun) has a meaning as something that you do or give to help produce or achieve something together with other people, or to help make something successful.

Hence, based on the information of definition above, contribution which refers to this study is something that group learning gives to order to achieve the purpose in emerging student autonomous learning at English Education Department of UMY.

Learning

Learning is commonly one of the important aspects in life and very familiar with this word. Literally, learning is the process of receiving and processing the sensory data, encoding the data, and retrieving the data for

subsequent use (Forrester and Jantzie, 1999). The numerous information and knowledge that the learner has received will be processed in brain, especially in memory storage and be encoded for upcoming usage if the knowledge will be used by the learner. In addition, Brown (2007) stated that by study, experience and instruction, learner is able to obtain and get the knowledge about a particular subject or a skill. For example, a learner who experienced English debate preparation and he or she gets to know how to be a good debater, to argue his or her statement about the related topic and to re-debate the opposite in the debate . From this activity if that learner applies the whole things that he or she got from the debate preparation means that he or she is doing the learning itself.

As well, Brown (2007) also pointed out that there are several subfields in the discipline of psychology which have got from breaking down the component of learning definition like acquisition process, perception, memory system (system of storage), recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, and the contribution of practice.

Learning Styles. Learning is a personal performance which the learners place their selves on the way how to learn, what they learn and when they learn. So, they have their own style in learning (Forrester and Jantzie, 1999). Moreover, Brown (2007) found that styles are the general characteristics of intellectual functioning that relate to the learner as an individual and which is different with other learners. Every learner has their own way to learn something because of individual differences between the learners.

In the case of styles, Brown (2007) argued that cognitive style which means the learner's way in learning thing generally and the way to solve the problem seem depending on the rather '*amorphous relation*' between personality and cognition, and then this relation is called as cognitive style. In addition, learner's styles in learning process are determined by the way they absorb any things from their environment. Commonly, there are three dimensions of learning styles that the learners have in the way they learn something in a particular situation such as visual, auditory and kinesthetic. First, the learners who are interested in visual, they tend to have attention in learning if it is on chart, drawings and other graphical information. Then, the auditory learners will be more interesting if they are studying by listening to an audiotape or to the lecturers in front of the class. Also, the kinesthetic learners will have attention to the demonstration or physical activities that are supported by physical movement. In line with, Ehrman (1996, as cited in Oxford, 2003, p.3) that there are two main categories that will classify the differences of learning styles that everyone has. Firstly, sensory preferences that is including four main areas like visual, auditory, kinesthetic and tactile which is oriented in touch. He also added that another main category of the learning style is types of personality which is surely different from one to others.

Learning Strategies. Besides the difference way in learning style, the learners also have their own strategies to approach and solve certain problems in certain context for achieving a certain purpose, especially in the case of learning then it is called learning strategies (Brown, 2007).Moreover, when the students

have known their own strategy to the problem solving in order to earn the goal, they can be also motivated to learn more about things that they are learning. According to the study of Chamot, Keatley, Foster, Gonglewski and Bartoseshky (1996), they found the following:

> Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at learning task generally are successful, and each successful learning experience increases motivation (p.1)

The strategies in learning are habitually divided into four main categories which are metacognitive strategy, cognitive strategy, socioaffective strategy and communication strategy (Brown, 2007). Metacognitive strategy is a strategy which involves in learning plan, managing learning process, learning monitoring and learning evaluation. Then, cognitive strategy tends to be related to specific learning assignments and the use of learning materials. It is also able to allow the student to manipulate the material of language directly by analysis, reasoning, resuming, outlining or reorganizing the knowledge or information in order to strengthen knowledge structure (Oxford, 2003).Thirdly, Brown (2007) found that socio-affective strategy is about the social mediation activities and social interaction. On the contrary, Oxford (2003) separated socio-affective strategy into two different strategies which are social strategy and affective strategy. Social

strategy is to assist the students work together with other students and understand the target language as well as the target culture. While affective strategy talks about feelings, appreciating, recognizing mood of someone and level of anxiety Also, the use of verbal or nonverbal mechanism in communication and productive information is communication strategy.

In summary, the definition of learning can be concluded as the process of receiving the knowledge and information that the learners obtained from their experience and the interaction they did with the environment. Also in the light of learning, they have their own styles getting the knowledge and information and their strategies in achieving the purpose in learning which are different to each other.

Group Learning

In the process of teaching and learning in the classroom, there will be a lot of activity that is conducted by the lecturers and the students. Furthermore, in the light of teaching and learning, the lecturers have some particular methods to transfer the knowledge to the students in order to achieve the purpose of learning itself. One of the methods that the lecturers usually used in the classroom is group learning which is dividing the students into some groups and learning or discussing together. Group learning is defined as alternative learning model in the class room that students can gain the information and knowledge by assisting and encouraging enthusiastically the student itself who has the equal status to help each other students in learning (Topping, 2005). Moreover, the students have to

take apart in the activities in classroom that are based on a cooperative learning with others rather than learning individually. It means that there will be multiple ways of communication in the class room which are between lecturer to students and student to student. Group learning is also one of learning strategy that can be used by the student to achieve their goal of learning. It is in line with Brown's study (2007) which found that group learning could be called as socioaffective strategy which means is about the social mediation activities and social interaction.

Besides, choosing group learning as a learning method in the classroom will actually assist the students in understanding or mastering the related materials of the topic that are served in the classroom and they can share or teach them to their friends. The assistance from their friends in group helps them to move away from dependence on lecturers and gain more chances to develop their learning process. For the students, giving the assistance to each other and working in a group give them an opportunity to increase their own performance.

Basis Features of Group Learning. According to Wilson, Goodman and Cronin (2007), there are three basis features in group learning; they are sharing, storage and retrieval.

Sharing. Sharing is defined as the process when the new knowledge or information that has been obtained by a member and he or she hands out it to other members of group learning. In group learning there are three stages that are able to develop the knowledge or information sharing to each member. The first

stage is incorporating knowledge which means when the students obtain new information or knowledge from the lecturer's explanation in the classroom; they have to collect some acquired information or knowledge. For instance, if a member runs off from group learning, the acquired knowledge will not be lost. The second stage is the acquisition of shared knowledge which means, for example, when each member of the group has the same perception and understanding of a particular shared knowledge or information, and believes that he or she is the only one member in group learning who knows and understands about it.

The process of sharing in group learning will not occur though each member takes the learning from the acquired knowledge because each person in the group learning has individual view that only he or she has good understanding about it. Furthermore, the last stage is transferring the knowledge, Wilson, Goodman, and Cronin (2007) has found that when the members are able to obtain the acquired knowledge or information and they have a good understanding about it, the group learning process will happen. This means that when some of members have learned new knowledge, they have to transfer it to other members who are lack of understanding.

Storage. The second basis feature of group learning is the storage which means after the members who know and have good understanding acquired and shared the knowledge or information to other members; they should save it into their memory. The storage has a function to avoid the lost of knowledge or

information when the learning process in group occurs and they can use it subsequently.

Retrieval. After the acquired knowledge is shared by the member to other members in group learning and they saved in their memory storage in order to avoid lost of information. In this third basic feature of group learning is retrieval which is according to Wilson, Goodman, and Cronin (2007), means that the members of the group are able to discover the shared knowledge in their storage memory, apply the knowledge for its function or mention them (knowledge).

The Process of Group Learning. In the process of group learning, three basic features which are sharing, storage and retrieval, have the close relationship and can affect each others. Therefore, to conduct group learning for students, those three basic feature should be the part of the learning process in group in order to make it occur. Furthermore, if one of the basic features does not exist in group learning, it will affect the process that takes place in group learning itself. For instance, without the process of sharing in group, the learning that probably happens is that the students who are the members of the group will learn individually. Likewise, without the process of storage and retrieval, group learning will also not be able to run well. Wilson, Goodman, and Cronin (2007) pointed out that generally the principle of group learning is that the toughness of the process of learning in group is affected by sharing through the process of storing and retrieving. They also suggested "in group, increasing the breadth of sharing provides a buffer against the decay of learning because the learning is

stored in multiple team members' memories and sharing creates a wider net of
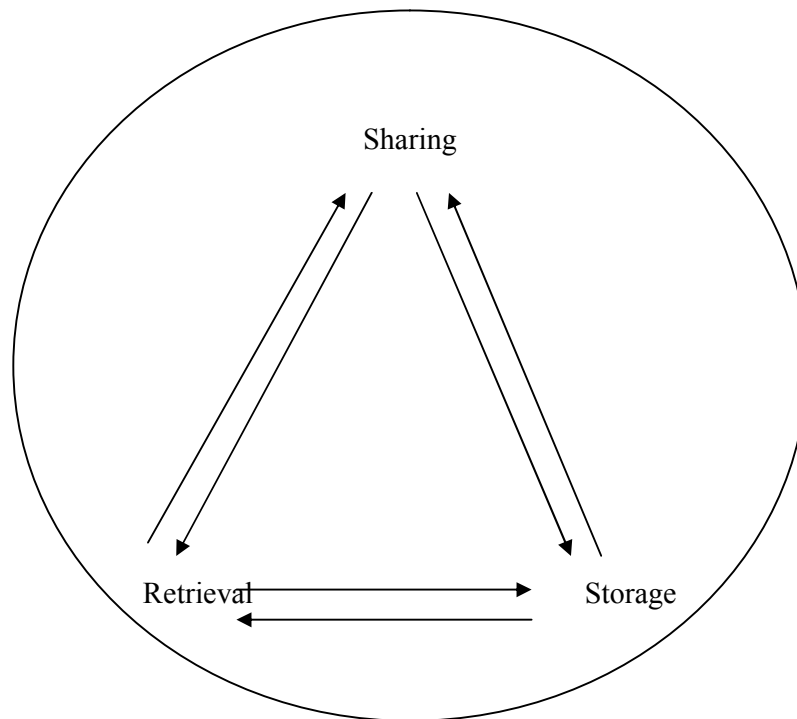people able to respond to retrieval cues".

Figure 1.*Interaction of sharing, storage and retrieval in group learning*

In conclusion, recognizing the process of learning in group is not only
making clear the required and adequate group learning conditions but also having
attention to the relationships along with the processes. Moreover, the relationships
may offer something to identify the failures of group learning. If group learning
does not succeed to retrieve knowledge, it will appear the problems in sharing,
storage or even the interaction process of those three basic features in group
learning.

Benefits of Group Learning. In the previous parts, there are some things related to the group learning like the definition of group learning, the basic features of group learning, and the process of group learning. Subsequently, group learning also has some benefits for the students especially in the learning process. According to James, McInnis and Devlin (2002), learning with peers in group is able to enhance the student learning generally. Group learning allows the students to learn from other students, to take the chance in ensuring or improving their recognizing of the knowledge through group discussion take advantages from the activities that need them to eloquent and check their knowledge. James, McInnis and Devlin's (2002) study of assessing group work also explained that learning together in group work can give facilitation in specific generic skill development that contains teamwork skills (which is skill in working with leadership skills or group dynamics), analytical and cognitive skills (for instance, in analyzing, giving questions, thinking critically, and work evaluation), collaborative skills (for example, in managing the conflict, accepting opinions or argument, negotiation or compromising) and also organizational skills.

In subsequent, learning in group can make the students are feeling free because they are learning with the friends. They are able to share the things related to the materials in the class or even their friends in group can give some suggestion or feedbacks that it is likely to improve personal skills or knowledge. Rollinson (2005) claimed that group feedback in group learning method has high level of interaction and respond between students to student which moreover can encourage a collaborative communication of them. That is because there is closer

communications between students to another student which understand with each other than they only listen to the lecturer's explanation. Group response runs on a more informal level of communication than lecturer response which may encourage and motivate the students to present a change from the more one-way interaction between the lecturer and the student, where the student may end up making correction without agreeing with and understanding the lecturer's trustworthy notes (Rollinson, 2005).

Moreover, group learning is a good way of encouraging in term of social interaction that will influence in learning itself (Newman, Webb, Cochrane, 2004). So, by using group learning method, the students can develop their social behaviours, interpersonal and communication skills in English. Thus, those above mean that using group teaching method in English learning process could be called as like as symbiosis mutualism which gives benefits to each other.

Autonomous Learning

In the case of learning, people are very common about autonomous learning but here what actually the definition of autonomous learning is. Firstly, from 'autonomous learning', there is a word 'autonomous' which is formed by a noun 'autonomy' that is according to Benson (2006), means the people who obtain their live control individually and collectively. He also added that autonomy could also be defined as a capacity to get the charge of, to have a responsibility for or even to have a control of someone's learning.

Subsequently, if it is in the scope of learning language, 'autonomy' is defined about the learners who is obtaining their control in learning in the classroom or outside of classroom and also have a control over their purposes in learning language and the way they learn the language (Benson, 2006). In addition, as cited in Limuro and Berger (2010), autonomous learning allows the learners not only to motivate learning but also to provide the content of learning and speed to their own desires and therefore direct to bigger language learning (Dickinson, 1995; Dörnyei & Csizér, 1998). Later on, learner autonomy could be implied as the capability of autonomous learner to set the aims and objectives, to select the material, methods and assignments, to carry out and evaluate the learner's learning or working and even more to be able to decide about what to be learned, how to learn and when to learn (Wang, 2010, p.2). Next, Barillaro (2011) found that the learners' relationship to the lecturer is able to know about the degree to whether the learner can become autonomous and be responsible for their learning or not. He also added that the conversation, interaction of social life and working cooperatively with others is able to develop the self-awareness which is closely related to the learner autonomy. This can imply that there are some aspects that probably can build up the learner autonomy in the case of learning.

In summary, autonomous learning or learner autonomy could be defined as the learners' awareness of self to control their own learning and to have decision about what they learn, how they learn and when they learn which could be developed through social interaction and cooperative collaboration with other learners.

Characteristics of Autonomous Learners. In addition to know the definition of autonomous learning, the learners should also know the characteristics of autonomous learner in order to know whether they are autonomous learner or not. By knowing the autonomous learner characteristics, might also asses and evaluate their learning process in classroom. According to Ommagio (1978) and Wenden (1998) (as cited in Wang, 2010, p.2), there are generally nine main things in identifying the characteristics of autonomous learner: (1) Autonomous learners have insight into their learning styles and strategies, (2) they take an active approach to the learning task at hand, (3) they have willingness to take the risks, (4) they are able to select material, methods and tasks, (5) being good guessers, (6) they are very motivated to learn, (7) they exercise choice and aim in organizing or carrying out the chosen task and have a willingness to revise, (8) they reject hypotheses and rules that do not apply and (9) they have a tolerant and outgoing approach to the target language.

Additionally, Sellers et al. (2010, p.23-24) also found the seven characteristics of autonomous learner in order to evaluate weather the learners have obtained the level of autonomous learning or not like. They know(1) strengths and weaknesses, (2) academic objectives, (3) learning styles and strategies and they (4) have self-management, (5) learning awareness, (6) motivation, and (7) learning resources. In addition, this study only used those seven characteristics of autonomous learners from Sellers et al to.

Review of Related Study

In addition to this study, this part provides some reviews from the related literature in the previous researches about group learning and student or learner autonomy that probably could break down the similarities or differences between this research and other researches.

In the study of Mierlo et al. (2006) about individual autonomy in work teams (the role of team autonomy, self-efficacy and social support), they are trying to find out weather team work has a relation for students' autonomy or not. Langfred (2000, as cited in Mierlo et al., 2006, p.283) has found that individual autonomy and team have simultaneous existence and can be assessed both constructs. Mierlo and partners (2006) declared the hypothesis regarding on team which is probably related to individual autonomy. They found positive relation that indicates the team autonomy indirectly relates to the outcomes for the individual in positive way through the individual task linked with the autonomy. Furthermore, based on their results of previous research in 2001, they recommended that individual autonomy has relation to team autonomy in that this relation gave positively the members of team the chance to have more responsibilities. Mierlo and partners (2006) chose five organizations of health care which had implemented self-managing teamwork in several years ago to get the data for this study. Then the surveys were distributed during the meeting of team and it individually filled out. Finally, the result proved that there is positive relationship between team and individual autonomy from self-efficacy and social

support and direct supervisor as mechanisms that determined the members' autonomy.

In other study, Wang (2010) has a concentration of the research in promoting language learners' autonomy in cooperative learning. He argued that cooperative learning could assist to promote the learner autonomy and also individual learner is able to obtain many knowledge and information from the cooperative learning that is useful in learning autonomously. He assumed that cooperation provides a strong meaning in promoting and performing autonomy among foreign language learner, so autonomy perfectly combine with cooperation. As the result, cooperative learning promotes learner autonomy in some ways: cooperative learning improves self-esteem and self-confidence, cooperative learning boosts high motivation, cooperative learning encourages learners learning responsibility, cooperative learning enhances self-management skills, and cooperative learning increase support for language learners to move from interdependence to independence.

In subsequent, from those two reviews of previous related study about learning in group and learner autonomy, the researcher can define the similarities and differences between those studies and the researcher's study that is going to conduct. Firstly, in the study of Mierlo et al. (2006) and Wang (2010) talks about the same thing with the researcher's study in the field of the learner or individual autonomy in group work or learning. However, there is a difference of the researcher's study and those studies in the formulation of the problem. If the first study (Mierlo's et al., 2006) is eager to find out the relation between team work

and individual autonomy and the second study (Wang, 2010) is to describe that cooperative learning can help learner autonomy. Nevertheless, the researcher's study is to search out generally the contribution that group learning has for students' autonomy. Additionally, in the results of those two studies has indicated a positive relationship between learning in group cooperatively and learner autonomy because there are some certain aspects or the contribution that group learning has in influencing autonomous learning of the learners.

Conceptual Framework

According to the study of the related theories about group learning and students' autonomy in the case of language learning, theoretically it proves that group learning has the contribution in students as the autonomous learners.

To begin with, contribution has a meaning as something that you do or give to achieve something or to help make something successful (Cambridge Advanced Learner's Dictionary). Therefore, contribution which refers to this study is something that group learning gives to achieve the aims in arousing student autonomous learning at English Education Department of UMY.

Learning is generally a necessary for people in order to get the knowledge and information that are probably for life. People is able to obtain knowledge and information almost certainly from many learning sources such as in school, university or experience that those people ever had in their life or heard from other's experience. It is like what Brown (2007) has stated that learner can obtain and get the knowledge about a particular subject or a skill by study, experience

and instruction. In the process of learning, especially in classroom, students have their own style that would be different from one to other students. For instance, there is a student who is interesting in visual learning and also there is a student who prefers to have some physical activities in learning. Moreover, students not only have their own style in learning but also they have some learning strategies for the sake of achieving their objectives in learning and improving their learning.

Group learning is one of learning strategy that can be used by the students in order to succeed their aim of learning itself. In the case of learning strategy, group learning could be called as socioaffective strategy which means is about the social mediation activities and social interaction (Brown, 2007). In addition to group learning as strategy of socioaffective, student should work with other students cooperatively to take and give feedback, to collect information and to construct communicative activities. Through group learning, students can acquire benefits in learning like they probably have some feedback from their friends in group (Rollinson, 2005). From that feedback and correction by friends that the learners have gotten in group, the learners could probably aware about their mistakes or errors in learning. Furthermore, their awareness in learning process could make their autonomy in learning. Based on Barillaro (2011), self-awareness in the case of learning is closely related to learner autonomy. Wang (2010, p.4) also argued "in cooperative learning environment, learners help each other and in doing so build a supportive community which raises the performance level of each member". In other words, as the researcher's assumption that group learning has particular the contribution in making students' autonomy in learning. The

contribution can be seen from something that group learning gives to arouse some characteristics of autonomous learner. Therefore, the researcher will find out how the group learning is implemented at English Education Department of UMY and also the contribution that group learning has for students' autonomy in the case of learning.