

Chapter Four

Findings and Discussion

This chapter presents the detail information about the data that has been collected and analyzed by the researcher. The data that is presented here is the findings of the observation, interview and focus group and the findings were categorized based on the research construct and also supported by the related theories. In addition, this chapter is divided into two main topics according to the research questions. Those two main topics are about how the group learning is implemented at English Education Department of UMY and the contribution of group learning for students' autonomy at English Education Department of UMY.

The Implementation of Group Learning at English Education Department of UMY

To begin with, this part is to answer the first research question of this study which is about how the group learning was implemented at English Education Department of UMY. The findings were derived from the observation in the classroom, the interview and focus group with the participants of the class being observed.

The observation was conducted on Monday, May 4th, 2015, in class A from batch 2013 in the subject of Capita Selecta on Grammar 4. In this class there were 23 students. In addition, based on the observation results, the researcher

found out that there were four phases in the implementation of group learning during the class and also supported by the quotations from the interviewees.

Finding 1: Phase one is group forming. Derived from the observation, in this first phase, the lecturer asked the students to make a group discussion and they had to form five groups which were consisted of about four members for each group. They also had a privilege to choose their own member liberally. Moreover, the lecturer then asked the students to read one chapter in the book about 'World Englishes'. They had to answer five questions related to their reading and they had approximately 40 minutes to discuss it together with their friends in group. Afterwards, all the students made a circle along with their friends and they were about to start the group discussion. Before they went deeper in the discussion, the lecturer revealed the all five questions and explained the meaning of the question one by one in order to avoid misunderstanding.

Based on the description above, this phase was intended to form the groups in the classroom or it can be named as phase of *Group Forming*. Moreover, it is also proved by the quotations of the respondents in the interview and these are their statements below.

For instance, there was a lecturer who chose the group learning by using pair work or if we would be split into five groups, we had to count from one to five. By doing so, we got the group randomly based on the number we had in counting. Then, there was also a lecturer who did not want

something complicated. So, the lecturer chose by seat setting, for instance, four persons in the first row. Furthermore, there was also the lecturer who only took by attendance list order thus, for example, list number one to five become one group. Hence, those are different.

(Shynggys/Interview/Appendix 3)

Regularly almost the same, we were asked to choose by ourselves or by counting. For example, the lecturer needs five groups, later we count from one to five and afterwards we are united as one group together according to the number we got. (Yermek/Interview/Appendix 4)

From quotations above, in this phase, there are several ways of forming the groups in the classroom like by working in pair, choosing based on seat setting, choosing based on attendance list order, counting in particular number orders.

Finding 2: Phase two is task distribution. In most of all groups during this phase, derived from the observation, there was a student in each group who began to start the discussion and they divided the task for each member in order to make organized in exploring the materials in the discussed chapter. They were so busy with their own reading after they already had their job division. Then, each member tried to read their own sub-chapter according to the group job agreement before. Every student in the class eagerly paid attention to their own reading.

The description above proves that in the group that has been formed, there is a phase when all the members decide to distribute the tasks or the contribution

in the group or it can be called as phase of *Task Distribution*. Furthermore, besides sharing-out the tasks in finding materials or assignments, the students frequently also divide some the contribution in group who will be the leader, presenter, moderator, writer of the discussion, or so on. Those are also supported by the quotations derived from the interview and focus group below.

For sure, in group, the question is what we are going to do. Then, we distribute it (job). For instance, when we are asked to read a reading and it is quite difficult. So just say (to other friends,) open the dictionary! What are the meanings of these words? Write them down please! If it is me, I just divide the tasks to them. (Sholpan/Focus Group/Appendix 5)

Certainly, we look for the contribution for each member. Later, we change our thoughts each others to solve the problems... (Raymbek/Focus Group/Appendix 5)

Oh, surely, I ever got the group that we directly discussed the materials. However, I also ever had the group that firstly we distributed the materials to all members and then asked them to look for the materials according to their own job. (Shynggys/Interview/Appendix 3)

It is based on the instructions. If it is supposed to be a presentation, we will break up the tasks in presentation. There will be a presenter, a writer or a moderator. (Yermek/Interview/Appendix 4)

Finding 3: Phase three is group discussion. Later, regarding on the observation, after a couple of minutes reading the discussed chapter, in this fifth phase they began to discuss with their friends in group. They told their result of their reading one by one in front of their friend in group and then also discussed about the answers of 5 questions. During the discussion, there were various situations and activity happened to all of the groups that were different from one to another. For instance, in group 1, the students made a very closer seat circle and they were so talkative discussing about the materials. In group 2, half of the members actively participated in the discussion but the others only kept silence staring at their friend's talking or even looked at the book and scrolled up the pages. Meanwhile, in group 3, the members were active in discussion but only one or two members who spoke louder during discussion and other members whispered in telling their arguments and it did so in group 5. Furthermore, the students in group 4 were actually active in discussion but they talked in low voice. In addition, during the students made discussion in group, the lecturer controlled all groups. The lecturer came to one group to another to check up the discussion and asked to the students if there was something misunderstood or unclear. From the description above, this phase is named as *Group Discussion*. It is also supported by the data derived from the interview and focus group like this following.

For certain, we looked up the references first from books or internet. Then, we shared information together and we summarize...

(Shynggys/Interview/Appendix 3)

Actually, every member has their own reading. Before we presented it (in front of other groups), firstly we shared it to our friends in group about what we had got... (Yermek/Interview/Appendix 4)

So, we shared what we have experienced, for instance, we currently get this problems and then we tell them. Moreover, we adopted their perspectives. So, we get a lot of opinions. (Eldan/Focus Group/Appendix 5)

Based on the statements above, it can be concluded and interpreted that in group learning the students shared their own perspectives, information or experiences to their friends. At the same time, their friends listened to them in order to get and understand their perspectives, information or experiences. Later on, they discussed together to get group agreement. Thus, this situation is in line with Wilson, Goodman and Cronin (2007) who argued there are three basis features in group learning; they are sharing, storage and retrieval.

Finding 4: Phase four is presentation. Subsequently, derived from the observation, after having discussion, in the next phase all groups should choose one representative of the group to present the result of the discussion. At this stage, all groups should present their result of discussion to answer the 5 questions one by one. Additionally, the group that could present the result in the first would get extra score from the lecturer and it did so for the group that could give more complete answers or even had additional information towards the answer of the

questions. In the presentation, the lecturer asked to all group to know which group would present the answer first and got extra score.

Later, one of group representative raised the hand and this first group explained about the result. In the meantime, the other groups paid attention to that group explanation presented by its representative. After the representative presenting the answer, then the lecturer asked to other groups about their perspectives on the answer whether agree or disagree. If there was something to ask to the presenting group, the lecturer pleased to other groups to have some confirmation to the questions.

From the description of classroom observation above, this fourth phase is *Presentation*. Shortly, in this phase, the students will have a presentation in fronts of all groups, questions and answers session, and also there are extra scores included from the lecturer for certain requirements. From the results, it can be concluded that three basic features which are sharing, storage and retrieval also appeared in this phase (Wilson, Goodman and Cronin, 2007).

In conclusion, according to the findings above which are from classroom observation, interview and also focus group, there are four phases in the implementation of the group learning at English Education Department of UMY that can be concluded in this flowchart below.

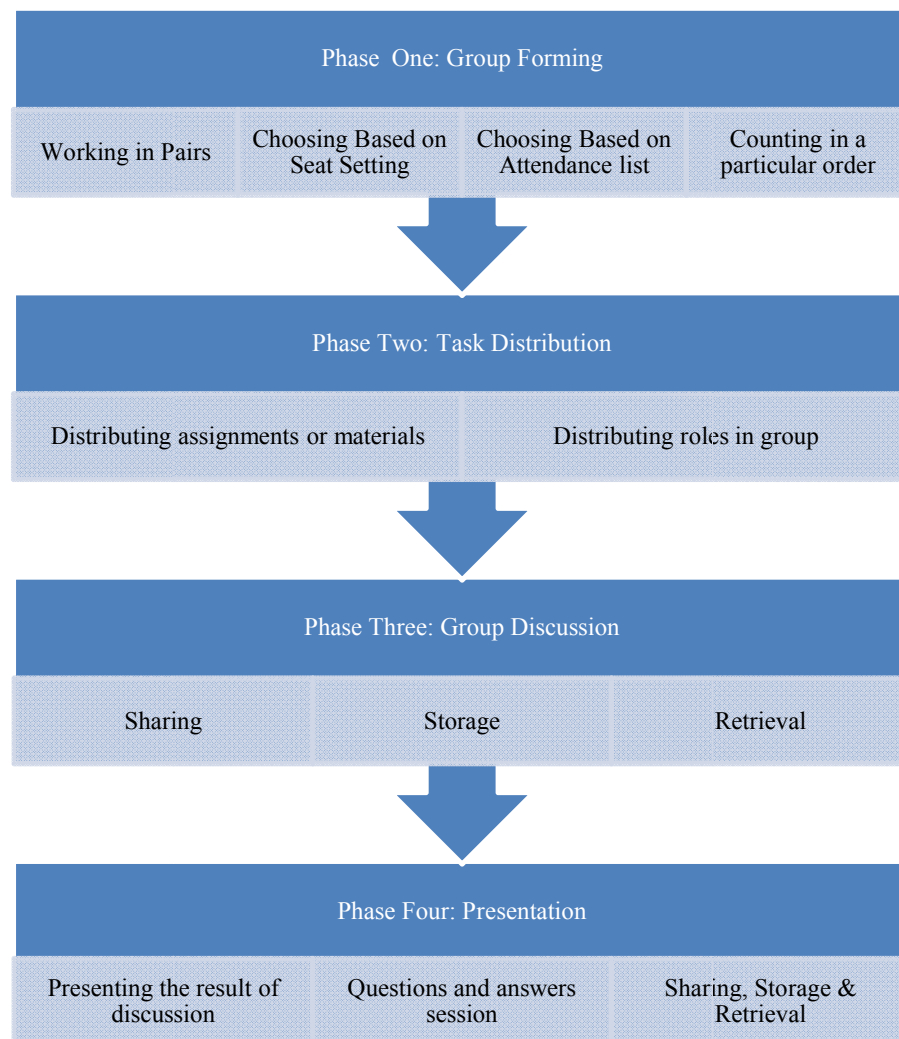


Figure 4. *Flowchart of the Phases in Implementation of Group Learning*

The Contribution of Group Learning for Students' Autonomy

This part is to answer the second research question of this study which is about what is the contribution of group learning for students' autonomy at English Education Department of UMY. The findings here are derived from the interview and focus group with the participants of the related class in order to explore about the contribution of group learning that can stimulate and arouse their autonomy in

learning. Moreover, the contribution of group learning here means that something that group learning can give in arousing the dominant characteristics of autonomous learner in the phases of group learning.

Additionally, Sellers et al. (2010, p.23-24) found the seven characteristics of autonomous learners. Those characteristics are they know about their (1) strengths and weaknesses, (2) academic objectives, (3) learning styles and strategies, (4) have self-management, (5) learning awareness, (6) motivation, and (7) learning resources. In general, the characteristics of autonomous learners emerge in each phases in the process of group learning in the classroom. Nevertheless, a certain characteristic appears dominantly only in some particular phases. Hence, the followings only present the findings of the dominant characteristics that appear in the particular phases are presented below.

In phase one namely Group Forming, the characteristics did not emerge dominantly and it was difficult to be observed by the researcher because this phase ran so briefly.

Finding 1: Group learning contributes to stimulate students' learning awareness as the dominant characteristics of autonomous learner in phase two (Task Distribution)

This part is to recognize the dominant characteristic of autonomous learner that appears in phase 2 in the implementation of group learning. Based on the observation, there was a student in each group who began to start the discussion and they divided the tasks for each member in order to ease in exploring the

materials in the discussed chapter. Then, each member tried to read their own sub-chapter according to the group job agreement before. Every student in the class eagerly paid attention to their own reading.

Dealing with the description above, the students have awareness in learning together in group. It is proved by one of the members in group who is trying to start and lead the discussion by dividing group tasks for each member. It is also supported by the statements of the interviewees below.

Most of members are aware. For instance, like spontaneously say ‘let me as the writer!’ So, something like that is good, initiative...

(Yeraidyn/Focus Group/Appendix 5)

...for instance, if there were five sub-chapters, so we divided to all members according to our willingness which sub-chapter chosen...

(Shynggys/Interview/Appendix 4)

Besides having learning awareness, this phase also showed that there was self-management from the students because they tried to manage themselves to know what should be done when working in group like dividing the group tasks. It is also supported by statement in the interview. “Well, when dividing the tasks in group, without being asked to do something, we have to know what to do first...” (Sholpan/Interview/Appendix 4)

In conclusion, the results above show that there are two dominant characteristics of autonomous learner which emerge in the phase of group job

division. Those two characteristics are the students not only have awareness in working in group but also have good self management in learning.

Finding 2: Group learning contributes to arouse the students' learning awareness, self-management, learning motivation and to stimulate their thinking to look for other proper learning resources as the dominant characteristics of autonomous learner in phase three (Group Discussion)

This part is to recognize the dominant characteristics of autonomous learner that appears in phase 3 in the implementation of group learning. Based on the observation, in this phase the students are discussing the topic together in group. They told their result of their reading one by one in front of their friend in group and then also discussed about the answers of five questions. From that description, there is a characteristic of autonomous learner that obviously appears namely the students' awareness. They do the job of reading based on their own sub-chapter grouping at the beginning of group discussion. It shows that the students in group are aware with their own responsibility in group work.

Besides, in one part of group discussion which is sharing session, they shared their opinions each other to have group agreement on the 5 questions that they should answer. From this sharing session, definitely it is found that there were different perspectives and different points of view from each member in group which may cause group conflict. Hence, they had to listen to each opinion from their friends and had some ways to discuss and conclude all those different opinions to be a group deal.

By doing those things, the students indirectly train their collaborative and organizational skills which are the benefits of group learning (James, McInnis and Devlin, 2002) because they are trying to manage the conflict in the differences of opinion or argument from their friends and also learn to accept them by negotiation or compromising together in group. From those benefits, the students definitely show their self-management in facing that kind of things which is one of the characteristics as the autonomous learner. Those things are proven by the statements derived from the interview and focus group below.

...from those kinds of different opinion, we can be more open minded (to accept the opinions) and try to find the solution in order to look for the supported answers. (Eldan/Focus Group/Appendix 5)

Because of learning in group, we learn to listen to each other... then we can add some information from them.... (Yeraidyn/Focus Group/Appendix 5)

...from that (group learning), we can learn to negotiate with others... (Yermek/Interview/Appendix 3)

Additionally, in discussion, they already had the reading materials from the lecturer to support the resource of the topic 'World Englishes'. Nonetheless, the students also looked for another resource by browsing on the internet.

So, we already got the resource from the lecturer, for instance, book.

However, if it is only a book that is not enough, so I often to browse (on the internet)... (Shynggys/Interview/Appendix 3)

The result shows that there is also another characteristic as autonomous learner appears at this moment that is knowing the proper learning resources because they were stimulated to know what they are needed in learning process especially in group.

Further, in this phase, the students not only discuss with their friends in group but also they encourage one another because they may know that they know one aspect in learning. Even, a student can be also encouraged by the other friends in group because they may reflect their weakness. Consequently, it can arouse their motivation in learning where this motivation is one of the characteristic of autonomous learner. It is proved by the statements derived from focus group and interview below.

For me, I am extremely motivated from learning in group because I know my weaknesses. So, from that I'm encouraged... (Yeraidyn/Focus Group/Appendix 5)

For instance, one of my friends in group is good in grammar... from that, it is something like positive encouragement for me to increase my ability in grammar... (Sholpan/Focus Group/Appendix 5)

...in group, we are family so we encourage each other...we also help each other that it can motivate us. (Raymbek/Focus Group/Appendix 5)

....if I had a friend in group who was better than me. He or she can do this, why not for me... so I made it as a motivation...

(Shynggys/Interview/Appendix 3)

In conclusion, looking at the entire results above, in the phase of group discussion shows there are four dominant characteristics of autonomous learner which come out from the students. Those characteristics are the students have learning awareness, self management, learning motivation and they also know their proper learning resources.

Finding 3: Group learning contributes to arouse the students' learning awareness and learning motivation as the dominant characteristics of autonomous learner in phase four (Presentation)

This part is to know the dominant characteristics of autonomous learner that come out in phase 4 in the implementation of group learning. Based on the observation, in this phase, the entire groups should present their results of discussion in answering the 5 questions. The group that could present the results in the first time would get extra scores from the lecturer and also for the group that could give more complete answers or even had additional information towards the answer of the questions. Consequently, one representative of every group raised the hand in the same time to be chosen as the first presenter. This situation proves that there is a motivation emerges from the students because they

want to get that extra score from the lecturer by being the first group that presents the answers to the questions. The motivation not only comes out when the students compete to get the extra scores but also when the other groups that did not present paid attention to the chosen group presentation. It is proved by the statement of the interview below.

...that group is quite excellent (in presentation), our group should be better than that group. Don't think that their score in presentation is good but we (out score) have to be more than them. (Yermek/Interview/Appendix 4)

Later, when a group was presenting the results, other friends paid attention. After the presentation ended up, the lecturer asked to other groups about their perspectives on the answer whether they agree or disagree. If there was something to ask or to add information to the presenting group, the lecturer gave opportunity to other groups to have some confirmation questions. This description demonstrates that the students have awareness not only to listen to the presentation but also to give opinion or add information to that group's results.

Regarding on the results above, in the phase of presentation proves that there are two dominant characteristics of autonomous learner which come out from the students. Those characteristics are the students have learning motivation and awareness.

In summary of this part which is to answer the second research question about the contribution of group learning for students' autonomy, there are dominant characteristics of autonomous learner in some phases in the

implementation of the group learning at English Education Department of UMY that can be concluded in this flowchart below.

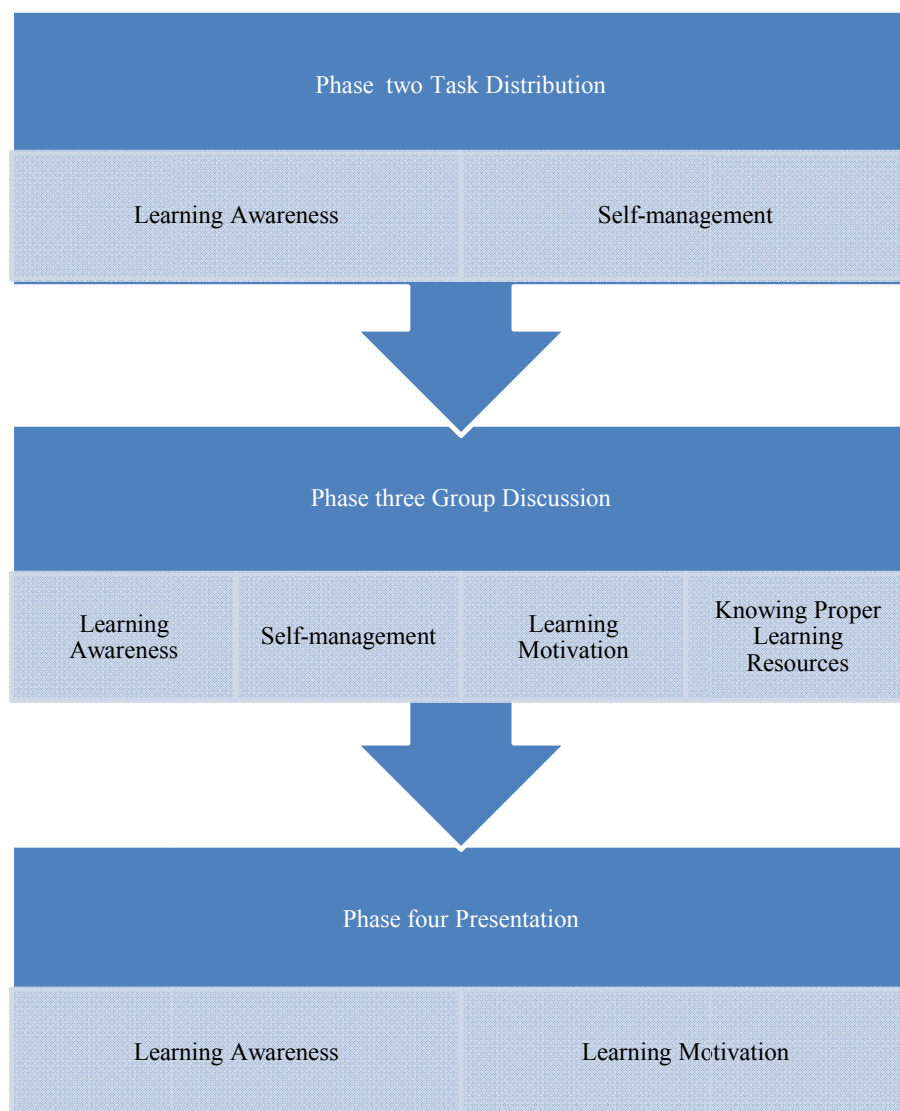


Figure 5. Flowchart of the contribution of group learning for students' autonomy based on the dominant characteristics appeared in the phases