

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher reviews some literatures related to the topic in this research. There are three subtopics to be reviewed namely teaching and learning process, group work and conceptual framework.

#### **Teaching and Learning process**

Teaching and learning are connected and completed each other. It means that when someone is asking about ‘what is learning?’, he or she should look closer on the definition of teaching. According to Dessus, Mandin and Zampa (2008), teaching is an activity to deliver particular materials which is done by a teacher and it requires some models to be used to make the teaching process become effective. Fenton and Szala-Meneok (2010) also stated that teaching involves all faculty, instructors and graduate students engaged in teaching activities. Besides, Dessus, Mandin and Zampa (2008) defined that learning is an activity done by students to acquire particular material which is explained, showed, delivered, and led by a teacher. It can be concluded that teaching and learning are the process of giving and acquiring the materials or knowledge.

However, either teaching or learning, they need some models to make it become effective, especially in teaching process. According to Harmer (2001), some models of teaching and learning process are like group work, role play, games and debating. It means that one of the teaching models is group work.

## **Group Work in Teaching and Learning Process**

Group work is a model in teaching and learning used by the teachers to gather some students to share their ideas to each other. Vidal (2004) stated that group work is a group of people who are working in the same place for doing a particular project. It means that every group consists of more than one person. Besides, Vidal (2004) also stated that group in group work, everyone is provided to learn on how to communicate, cooperate, coordinate and commonly understand procedures of group work with the people in a group. Besides, Ibtissem (2013) contended that the teachers should group the students in order to make the students become active to speak up in the classroom. It aims to reduce the amount of teachers' talk in the classroom, and it will increase students' talk time with their group members.

**Effective criteria of group work.** According to Smith (1996), group work will run effective if there are some criteria in that group such as promote positive interdependence, promote students to interact each other, students' personal responsibility, teamwork skills and students' participation. These are stated and explained below:

***Group work should promote positive interdependence.*** According to Smith (1996), the main important point of cooperative learning is positive interdependence. Positive interdependence is an aspect of cooperative and collaborative learning where all members of a group determine the success of a group work. It means that the success depends on the participation of all the members. Furthermore, the students should know that they cannot succeed if they do not want to cooperate with their members. By this case, it shows that students must believe that they are linked with others in a way that one cannot succeed unless the other members of the group succeed (and vice versa).

***Group work should promote students' face-to-face interaction.*** According to Smith (1996), promoting students' face to face interaction means the teacher should make sure that students interact to help each other to help another student to complete the assignment. It shows that every student in a group is required to explain orally to each other how to overcome problems, discuss with each other the nature of the concepts and strategies being learned, teach their understanding to classmates, explain to each other the connections between present and past learning, and help, encourage, and support each other's efforts to learn. Besides, Smith (1996) contended that students who are not active should be grouped with the students who are active. The reason why the active students should be grouped with not active students is that the active students can help to explain about particular topic and issue to the students who are not active.

***Group work should have individual accountability or personal responsibility.*** According to Smith (1996), the purpose of group work is to create each member a stronger individual in his or her own right and in his or her own point of view. It means that each student is deserved to speak up to explain and deliver his or her own opinion. Then, they together collaborate to decide how to solve the problems depending on which opinion that they want to take.

***Group work should have teamwork skills between students.*** Contributing to the success of a group work requires teamwork skills. Smith (1996) argued that students are required to have and implement leadership skill, decision-making skill,

trust building skill, good communication skill, and conflict-management skill. These things should be taught just as significantly and explicitly as academic skills.

***Group work should make students participate to ensure group processing.***

Teachers need to ensure that all members of each group work discuss how well they are achieving their goals and maintaining effective working relationships. Group should describe and show what things in group are helpful and unhelpful. After that, the members are required to decide about what things to be continued or revised. It aims to make sure that every member in a group will get a feedback on their participation. Besides, it is also to remind the members to practice collaborative skills consistently.

Besides, there are five effective criteria that support in a group work processing. According to Riggio (2013), good work in a group work at least has five characteristics such as Honest and straightforward, shares the load, complements others' skills, good communication skills and positive attitude. Those are clearly explained below.

***Group work members should be honest and straightforward.*** According to Riggio (2013), a good team member is up front. He or she does not play games, or leads other on. It means that every group member should lead and encourage each other to achieve particular objective as the reason why the teacher makes the group work. You can count on a good team member to tell you what's what, regardless of whether it is good news or bad news.

***Group work members should be shares the load.*** A good team member does his or her fair share of the work (Riggio, 2013). There is a sense of equity and fairness in the good team member. It aims to avoid free rider in group work. When

the group is given a task or case, every member should share their thought, idea, and ability to finish the task.

*Group work members should be complements others' skills.* Riggio (2013) stated that an important characteristic of effective work teams is the shared capacity. Every member has areas of strength and some weak spots. The reason why group work should be implemented is because, in a group work, students complete each other. It means that every group member sometimes is given their own task based on their skills. The unique skills and knowledge of the member will move the team forward.

*Group work member should have good communication skills.* Teamwork is social, so good team members need to be skilled, and tactful, communicators.

*Group work member should have positive attitude.* No one would ever follow a pessimistic leader, and the same goes for team members. A positive, “can-do” attitude is critical for the good team member.

**Benefits of group work.** According to Li and Lam (2013), there are some benefits of adopting group work learning model in teaching and learning process, such as learning for all, academic achievement, skilled communication and psychological health.

*Inclusive classroom.* According to Li and Lam (2013), group work makes sense in inclusive classrooms because it builds upon heterogeneity and formalizes and encourages peer support and connection. It means that group work makes students learn on how to cherish others' opinions.

*Academic achievement.* According to Li and Lam (2013), in experimental-control comparison studies of the achievement effects of cooperative learning, most

found significantly greater achievement in cooperative than in control classes. It means that group work is more impactful than individual's learning model in gaining knowledge or material.

***Skilled communication.*** Researchers found that students who joined in group work activities were readier in having interpersonal communications than students who are in the classroom setting. According to Li and Lam (2013) Students more concern on others' feelings when they are often involved in group work because they often work in cross-cultural. Last, it means that the students who often join particular group work will be able to cherish others' opinions.

***Psychological health.*** According to Li and Lam (2013), students who are often involved in a group work were psychologically healthier than students who are rarely involved in particular group work. Besides, students who are often involved in particular group work will have higher self-esteem than who are not. Self-esteem is a term on how someone believes and thinks about his or herself. In addition, self-esteem refers to someone's confidence. By this point, students who love being involved in group work will have more positive feelings about themselves than students who love working individually.

***Problems in group work.*** There are seven problems which commonly happen in group work. Those are student antipathy towards group work, the selection of the groups, a lack of essential group-work skills, the free-rider, possible inequalities of student abilities, the withdrawal of group members, and the assessment of individuals within the groups. These problems are clearly stated and these problems are clearly quoted from Roberts and McInnerney (2007) by the researcher.

***Student antipathy towards group work.*** Some students sometimes do not concern with the idea from the member in their group work and can be apathetic, or sometimes even actively hostile to the whole idea. Roberts and McInnerney (2007) argued that some EFL students dislike to do group work when they learn English. Thus, it is relatively unusual for students to join in a group and share their ideas to others.

***The selection of the groups.*** According to Roberts and McInnerney (2007), the selection of the groups is one of the biggest problems which commonly happen in group work. Sometimes some students feel embarrassed when they are grouped with a student who is smarter than them. However, when the students are grouped with same level, for example smart students with smart students or vice versa, the group cannot work well. Furthermore, Roberts and McInnerney (2007) also contended that one of the biggest problems in group work is about the inequalities of students' abilities. Inequality of student's ability here means that students are not grouped with the same level. This case can be a problem in a group work because there is a diversity in students' abilities or knowledges which means that sometimes some students are not actively participating in a group because they are grouped with students who have more knowledge than them.

***A lack of essential group-work skills.*** Grouping and telling the students that they have to work together do not mean that they obey to work cooperatively. According to Roberts and McInnerney (2007), sometimes group work become unuseful for some students, especially for students who do not understand about the instruction in a group work. This case leads the students to have lack of group work

skill and it may impact students become traumatic and uncooperative in a group work.

***The free-rider.*** Free-rider commonly occurs in group work. The student only joins the group work without participating or contributing anything in a group. Roberts and McInnerney (2007) argued that this case leads bad impact for the student who is free-rider and for the group where this student joins. First, the free rider student will not get anything from the group which means that group work will not become useful for this kind of student. Second, this case can damage the morale of the other members of the group. Third, it lowers the reputation of the educator and the institution for fair dealing and justice in assessment.

***The withdrawal of group members.*** In individual work, student's score will not impact others' scores. One of the rules in a group work that becomes a problem is that every member in a group work is connected each other. It means that a member's score in a group work will impact others' scores. Roberts and McInnerney (2007) contended that sometimes in a group work, the teachers or assessors do not grade the students by seeing on what every student gives for the group, yet the teachers grade the students by seeing on the quality of the group. It means that if one member in a group work is missing, it will decrease students' scores because it will impact the quality of group work.

***The assessment of individuals within the groups.*** The teachers or assessors get difficulties in assessing and grading the students in group work. It also sometimes has bad impacts for the student who is active but they get student who is not active or free rider student. It means that this kind of student is getting unfair because the



teacher sometimes grades the student on how the group work works not on how each student is struggling.

### **Related Studies**

There are previous studies about group work and the criteria of effective group work. Wahyuni (2013) investigated the effectiveness of group work in reading of narrative text. This research was quantitative research as the research design. This research was conducted to two different classes with two different techniques in Madrasah Aliyah Al-Mukhlisin Bogor. Besides, this research used group work as experimental class and Grammar Translation Method (GTM) as controlled class. In analyzing the data, the researcher applied t-test to analyze the students' achievement test. By applying a pre-test, it aimed to know whether or not the two different classes were relatively at the same level, and post-test to know whether or not there was any significant different achievement of using group work and GTM in teaching narrative texts. In this study, the researcher took the sample only two classes taken from class XI-A (25 students) and XI-B (25 students). The sample based on purposive random sampling technique. This research took 25 students as sample in each class. The result of this research showed that students who joined in group work had better achievement in reading narrative text than GTM's students. This previous study had similarity with the current study in part of group work. However, there are differences between the previous and the current study such as the research design and the purpose of the study. The previous study used quantitative research design, while this study uses qualitative. Furthermore, the purpose of the previous study was to find out the

Effectiveness of group work in reading narrative text, whereas the purpose of the current study is to carry out the criteria of effective group work. Thus, these researches are correlated and support each other in part of group work.

Another previous study conducted by Umiyati (2011) about the effectiveness of using small group interaction in teaching reading comprehension at the seventh grade of SMP Sunan Bonang Tangerang. This research aimed to find out the empirical evidence of the differences between students' achievement in the learning and of reading comprehension using small group interaction than whole-class teaching technique. The researcher taught two different classes to implement two different teaching techniques. Then, the researcher used a pre-test to know that the classes have relatively the same background knowledge in the research variable and a post-test to find out the growth of score. The researcher implemented  $t_{test}$  to calculate the data and for testing the hypotheses. Besides, there were 92 students who became the participants of this research. Last, this research found that using small group interaction is more effective in teaching reading comprehension than whole-class teaching.

The research by Umiyati (2011) is related to this research because this study is also about group work. However, the study by Umiyati was about the effectiveness of using small group in teaching reading comprehension. It means that, the difference is Umiyati used experimental while this study will use qualitative. In additional, the study Umiyati focused on the effectiveness of using small group interaction, while this study will be focused on the criteria of effective group work.

In conclusion, from all the research shown above, all of them are not fully same as the current research. However, all of them are all about group work even though those are not about the effective criteria of group work. The researcher reviewed those research because those research recommend the next researcher to conduct a research about group work in wider area. By this case, those research are definitely to be used as related studies for this current research.

### **Conceptual Framework**

Group work is an activity of people who gather together to convey their ideas in solving an issue. Group work will run effectively when it has some criteria such as positive interdependence, face to face promotive interaction, individual accountability or personal responsibility, team work skill and group processing (Smith, 1996). Thus, if the group work has already had those criteria, the group work will give benefits for students. The benefits such as develop communication and teamwork skills.

*Figure 1.0* Conceptual framework.



