

Exploring Students' View on the Teachers' Grouping Methods

A Skripsi

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Abstract

Grouping is one of the methods used by teachers in the teaching and learning process. It is an interaction which can make students complete tasks and learn together. This research aims to find the kinds of grouping method in the teaching and learning process, and also the impacts of the grouping method perceived by students. This research used qualitative research design and adopted descriptive qualitative research. The research was conducted at English Language Education Department (ELED) of a private university in Yogyakarta, Indonesia. This study involved four third-year students as the participants. In collecting the data, in-depth interview was used in this study. The findings showed kinds of grouping method such as self-selection and random-selection grouping method as the grouping method employed in group discussion. The findings also showed that there are the positive impacts and negative impacts of each grouping method from each grouping method.

Those impacts include finishing the task quickly and feeling comfortable in doing discussion for the positive impact of self-selection grouping method, creating negative feeling for the negative impact of self-selection grouping method, creating negative feeling, learning to respect others, knowing other for the positive impact of random-selection grouping method, the emerged negative feeling, and hampered communication among students for the negative impact of random-selection grouping method.

Keywords: Grouping method, self-selection grouping method, random-selection grouping method, and the impacts of grouping method.

Background of the Study

Grouping is one of the methods used by teachers in the teaching and learning process. It is an interaction which can make students complete tasks and learn together. Raja (2012) said that, in grouping, students' participation is a key ingredient to motivate students, encourage active learning, develop critical thinking skills, improve communication and decision making in student learning. Johnson and Johnson (1989) stated that learning in a group is one of the interpersonal skills which are important to develop the person's success, productivity, and career. The success of the group work depends on the ability of students who lead the group, and it also depends on whether the group is able to work together or not. Thus, by applying grouping method in the learning process, the students can interact with other students, and they can develop or share their critical thinking in a group.

There are various methods of grouping in teaching and learning process such as counting the number, self-selection, rotational system, random-selection, and using puzzle pieces. Fiechtner and Davis (1992) found that using various methods in a group will help students gaining skill to do the discussion. Therefore, the types of grouping method used by teachers are to make the students interact with their classmates and discuss the topic given by the teacher.

English Language Education Department (ELED) at one private university in Yogyakarta, Indonesia, is one of the institutions explore the students' view on the teachers' grouping method in the learning process. Teachers usually explore the students' view on the teachers' grouping method in order to improve the students' interaction in the classroom. For

example, the teacher asks the students to create a group discussion, and the students can choose their own group members or the group members are chosen by the teacher. However, based on the researcher's experience, there is the different opinion regarding with the exploring students' view on the teachers' grouping method. It is like when the teacher or the students create a group discussion, the formation of the grouping can also influence the outcome of their discussion and even become the burden of their discussion. One of the reasons is because some students who do not have a close friend, they will not be comfortable with the group members if they should choose their group members by their own and otherwise. On the other hand, the students agree with the teacher's decisions of self-selection and random-selection.

It is interesting to explore students' view on the teachers grouping method in the learning process. Based on the phenomenon happening at one private university in Yogyakarta, Indonesia which was explained above by the researcher, the researcher was interested in investigating students' view on the teachers' grouping method.

Data Collection Method

Method. The method used by the researcher in gathering the data was interview. According to Cohen, Manion, and Morrison (2011), interview is a tool for collecting the information about the object of study which the question asked by the interviewer and responded by the interviewee to answer the question deeper. In interview, the researcher can ask the question directly verbal or non-verbal to complete the answer for deep issues of exploring students' view on the teachers' grouping method such as about self-selection and random-selection grouping method, so the researcher will be able to get clear data regarding with the grouping method in the teaching and learning process from the participants. Cohen et al. (2011) stated that there are three purposes in interview, for instance, it is used in collecting the data; it is used in identifying the variable or testing the hypotheses; it can be

used in connecting the other methods. In other words, in interviewing, the researcher can get the information from the participant's experience and can pursue in-depth information related to the research.

The researcher used standardized open-ended interview for this research. In the standardized open-ended interview, the participants of this research were asked same basic questions in the same order, because the researcher wanted to know the detail information from the participants about exploring students' view on the teachers' grouping method. In addition, the researcher applied standardized open-ended interview, because there was no limitation for the participant to answer the questions which meant that the participants could tell their entire experience about grouping methods, and also the researcher was able to get many information regarding with the grouping methods. In short, interview was appropriate because it helped the researcher to get deeper information from the participants since there was no limitation in the interview session. The researcher takes seven until ten minutes for the interview session in every participant.

Procedure. There were several steps in conducting the interview process. First, the researcher made interview guidelines. Second, the researcher made consent with the students of English Language Education Department who would be the participants of this research. Third, researcher made an appointment with the participants on the time and place of the interview process. Finally, the researcher met the participants and did the face to face interview.

The language used in the interview is Indonesian language. The researcher used Indonesian because that is the first language for the interviewer and the participants. The researcher wanted the participants to have clear understandings about what the researcher meant when they were interviewed. Therefore, it could make the participants avoid

misunderstanding and comfortable in answering the question from the interviewer. Therefore, the information was detail and clear.

Findings and Discussion

The Kinds of Grouping Methods Experienced by the Students

Self-selection grouping method. Based on the data above, the participants created a group based on their own choices. All participants showed that finding the partner and choosing close friends in self-selection grouping method was one of the kinds of grouping method used in the teaching and learning process. In the process of finding the partner and choosing close friend, generally they had the same way to do, but the different was in the total of the member in the group. In self-selection grouping, the students will determine the choice of their group members with the criteria that they want and usually tend to choose those who close to them or find the partner. Csernica, Bonny, and Wellman (2002) found that in self-selection grouping method, the students can choosing a member of the group from a close friend or a chair mate in the group discussion. Duck (2007) also argued that self-selection grouping is like forming groups based on friendship and social preferences, based on classroom-based relationships, comfort-based in terms of classroom proximity.

Random-selection grouping method. Based on the answer from all participants, there were findings related to the random grouping methods. When the teacher asked the students to create a group using random-selection grouping method, every participant has mentioned that they tend to find the group member by counting the number (Rio, Aldi,

Kamboja), using attendance list (Aldi, Aster), being based on gender (Rio, Aster) and based on seating position (Kamboja). The explanations are presented below:

Counting the number. The process of counting the number was the teacher gave the 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 got number 1 should be gather with number 1, the students who get number 2 should gather with number 2, and etc. Therefore, the students automatically could find the group members who got the same number. This finding was supported by Duck (2007) who stated that random-selection is often implemented by “count down” or counting the number in selecting the group discussion. Besides, the students can get their group based on the method that the teacher use in the learning process and the students only gather with their group members.

Based on attendance list. The process of using the attendance was choosing in a first name, middle name, then the last name. From that decision, the students can gather with the group members randomly that has decided by the teacher. It was supported by Bacon, Stewar, and Anderson (2016) who stated that sometimes random method is implemented in the grouping activity based on attendance list, because it will give chance to the students to be a member of any group with different character. Besides, the students will get the group that has the social character and also different skill. They must implement their character in the group discussion.

Based on gender. The process of creating a group based on gender (female and male) was the teacher asked the students to create the group, and the group must have different gender or the group is consisting of female students and male students. Sometimes, in one class the female and male students were not balance in giving the opinion. By forming group discussion based on the gender, the group discussion could be balance. According to Lim

(2016), in the grouping method, the interaction between male and female students are needed, not only female or male who tends to dominate. Using gender in creating the group will make the students more actively participate in the discussion.

Based on seating position. The process of creating group by using seating position was the teacher gave the instruction for the group members like by row, and then the students followed their row for the group discussion. That formation could make the students easy to do the discussion in the grouping, because the students did no need to move from their seats. That finding is supported by Correa, Lara, Pino, and Vera (2017) who mentioned that 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 two kinds of grouping method used by the teacher and the students in the group discussion in the teaching and learning process. There were self-selection grouping method and random-selection grouping method. In self-selection grouping method, the ways to find group member were finding partner and choosing close friend. In random-selection grouping method, the ways to form a group were counting the number, use attendance, using different gender, and using seats position. Random-selection grouping method was the most used grouping method in the teaching and learning process.

The Impacts of the Grouping Method as Perceived by the Students

The collected data showed that there were many impacts of self-selection grouping and random-selection grouping perceived by the participants. To make it easier, the researcher categorized the impacts to become the positive impact and negative impacts for each kind of grouping method. The positive impacts of self-selection grouping method were consisting of finishing the task quickly and feeling comfortable in doing discussion, while the negative impact of self-selection grouping method was creating negative feeling. The

positive impacts of random-selection grouping method were creating fair feeling, learning to respect others, knowing others, while the negative impacts of random-selection grouping method were creating negative feeling and creating lack of communication. The perceived impacts of each grouping method were presented in table below.

Tabel 1.1 Kind and Perceived impacts Grouping Method.

NO	Kinds of Grouping Method	Perceived Impacts	
		Positive	Negative
1.	Self- Selection	1. Finishing the task quickly 2. Feeling comfortable in doing discussion	1. Creating negative Feeling
2.	Random-selection	1. Creating fair feeling 2. Learning to respect others 3. Knowing others	1. The emerged negative feeling 2. Hampered Communication among students

The positive impacts of self-selection grouping method.

Finishing the task quickly. This finding showed that finishing the task quickly is considered as the positive impact of self-selection grouping method in the teaching and learning process. It was more helpful in the group discussion, and it made the students easy to work with their friends. Bacon, Steward, and Anderson (2016) stated that the advantages of self-selection are the students will be easier to work with their groups. The students can

make appointment more easily and within the group will be formed with balanced needs and skills.

Feeling comfortable in doing discussion. Based on the explanation above, feeling comfortable in doing discussion was considered as the positive impact of self-selection grouping method in the teaching and learning process. According to Csernica (2002), the students will choose their roommate or seatmate if the teacher asks them to make a group using self-selection grouping method to make comfort in the discussion. The students tend to choose their roommate or seatmate because they already know their characteristics. Hence, the students will be comfortable in doing the activity and sharing opinion in the group. Finally, they will get better understanding about the topic being discussed.

The negative impact of self-selection grouping method. Based on the finding above, creating negative feeling was considered as the negative impact of self-selection grouping method in the teaching and learning process. It was caused by the students who felt unfair and felt strange during the group discussion. According to Sakti (2015), when the teachers ask the students to make their own group, there will be students who are ignored. Self-selection grouping method complicates the ignored students to find their group. They will also be afraid and confused when no group accepts them.

The positive impacts of random-selection grouping method.

Creating fair feeling. Based on the finding above, creating fair feeling was considered as one of the positive impacts of random-selection grouping method. The student can interact and know the potential from the other students. On other hand, when the group is in a fair form, they will also be more participative in the group, and also they feel there is no difference in the group discussion. They can share their opinion or they can do the discussion with their respective styles. Bacon (2016) stated that random-selection looks interesting

because the students easily use or no longer have to choose their group members, and that looks fair.

Learning to respect others. In random-selection grouping method, the students will get the members randomly. The students will know the other students beside their close friend. When they get the new members, they will be easier to appreciate each member that they get in the group discussion. Besides, from appreciating each member they receive, they will find it easier to get new knowledge, and also they will be easier if they want to ask questions or share their opinions in the group discussion. Based on Dukmak (1992), random-selection is one of the learning strategies that based on the cooperative to show the positive success related to the students' achievement and respectful. It means that the students work collaboratively to achieve desire educational, and the students also develop their understanding and respect the individual differences.

Knowing others. In random-selection grouping method, the students will know the others students that not familiar with them. On the other hand, the students also will get many criteria of the other students, and it will make the discussion get many knowledge and improvement. According to Kehrwald (2011), random-selection grouping is a student is assigned in a group with various criteria. In random-selection grouping the students have the same opportunity to talk to the others also to share their argument to be placed in a particular group.

Based on the findings above, creating fair feeling, learning to respect others, and knowing others were perceived impacts faced by participants. In the random-selection grouping method, the students will get the different criteria in the group discussion. Besides, the students will get the group that has social character and also different skill that can made the students respect and know others. They must implement their character in the group to

look fair in the discussion. The teacher applies this system to make the students open their mind in the group discussion.

The negative impacts of random-selection grouping method.

The emerged of negative feeling. The students felt that some condition were not good during group discussion, if the teacher applied random-selection grouping method. When the students got the group members randomly, the students felt complicated, awkward and not maximal during the discussion. It is because they feel unsuited or unsuitable to the opponent of the discussion, and it will affect to the information what they gets and the results of the discussion. This finding is supported by DOEL (2005) who stated that when you feel awkwardness in random group discussion, you will not find any challenges in the discussion, and it will affect what is being discussed.

Hampered communication among students. In summary, the emerged negative feeling and hampered communication among students became the negative impacts of random-selection grouping method faced by participants at one private university in Yogyakarta, Indonesia. The students will get the difficulties regarding with the emerged negative feeling and hampered communication among students in the group discussion. Besides, the students will get the different condition like feel complicated, awkward during group discussion, and also to be adapted with the new member in the group discussion. It made the students not maximal in doing the task in the group discussion.

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