

Chapter One

Introduction

The researcher explains background of the study, the identification of the problems, the limitation of the problem, the research questions, and the research objectives. The researcher also explains the significance of this research.

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.

The Identification of the Problems

Grouping is one of the methods which are commonly applied in the teaching and learning process including at English department. a lot of the teachers at one university in Yogyakarta, Indonesia often use grouping methods in the learning process. The teachers always use various grouping methods such as counting numbers by students, partner, self-selection, and random-selection. Sometimes, students feel uncomfortable when grouping

methods are set by the teacher because the teacher's option is not what they wish, but there are also students who feel fine with their group

The same phenomena also happen at English Language Education Department at one private university in Yogyakarta. Some students feel not comfortable with some kinds of grouping that teacher use in the learning process. However, based on the researcher's experience, there are many problems related to the exploring students' view on the grouping method.

Hence, the teacher assumes that grouping method is the best strategy to trigger the students to become self-sufficient students in summarizing decisions in a group discussion. From that, every student also gives the different respond of making the groups. For example, in making the group, there are some students who feel happy, and some students are unhappy. Every student shows different response toward the grouping methods. Besides, the students have different expectation in making the group in the learning process whether they prefer self-selection to random-selection grouping methods. Sometimes, the students show different preference in making the group such as what type the group they like to have in the learning process. From that, the students often make the choices in making the groups.

In summary, The grouping methods used at one private university in Yogyakarta, Indonesia are the teacher asks the students to count and form the groups, partners, or students choose their own group. From several types of grouping method which are often implemented, grouping methods are possible to give effect to student's achievement. Hence, the implementation of group methods at one private university in Yogyakarta, Indonesia still causes problems in the teaching and learning process.

Delimitation of the Problem

From the phenomena above might have some implication including students performance, confidence and motivation, the researcher has some limitations to make this research feasible. Firstly, this research only focuses on knowing the kinds and the impacts of the grouping by exploring students' view on the teachers' grouping methods. Secondly, the researcher only focuses to ELED at one private university in Yogyakarta students' batch 2015. So, there are the different opinion regarding with the grouping method between this department and other places.

Research Questions

The research questions are formulated as follows:

1. What are the kinds of the teachers' grouping method experienced by the students?
2. What are the impacts of the teachers' grouping method as perceived by the students?

Research Objectives

Based on the research questions, the purposes of this study can be formulated as follows:

1. To explore the kinds of the teachers' grouping method experienced by the students that implemented in the teaching and learning process.
2. To identify the impacts of the teachers' grouping method as perceived by students.

The Significance of the study

This research is expected to provide many benefits in various aspects for the pre-service teacher, teacher, and other researchers. The explanations are presented below:

Pre-service teacher. After knowing students' view on the teachers/ grouping method, pre-service teachers will know the kind of grouping and how the students perceive every method of grouping. Therefore, the information about the kinds of grouping method from students' view can be useful if the grouping method is important for the students or pre-service teachers if one day they become teacher. They will also know the impacts of each types of grouping methods from students' view that are implemented at one university in Yogyakarta, Indonesia.

Teacher. The teachers are able to enrich their grouping methods from exploring students' view in their classes. Therefore, the teachers are able to find other ways to facilitate the students to achieve their learning goals, and the teachers can also know the students' expectations of grouping method on exploring students' view at one private university in Yogyakarta, Indonesia, so they can develop their grouping methods in the teaching and learning process. Also can apply the most suitable method in the grouping students.

Other researchers. This research can be a reference to the next research related to the exploring students' view on the teachers' grouping method in teaching and learning process. Furthermore, this research can be useful for other researchers to support their study especially about students' view on the grouping method in the teaching and learning process.