Chapter Two

Literature Review

In this research, the researcher focuses on the exploring students' view on the teachers' grouping method. The aim of this literature review in this research is to discuss something important that are related to this research. The researcher puts some theories related to this research. The researcher explains four points discussed in this literature review which are grouping method, self-selection grouping methods, random-selection grouping methods and streaming grouping method. Review of related studies and conceptual framework are also included in this chapter.

Grouping Methods

Grouping methods is one of the parts of learning process which aims to make the students share their opinion in the discussion. In the following discussion, the researcher explains the definition of grouping methods, the importance of grouping methods, and the types of grouping methods. The explanations are presented below:

Definition of grouping methods. There are some definitions of grouping methods. According to Dukmak (2009), grouping is hiring the students into groups or lessons based on the students' ability, talents, and experience achievement in the practice in education. Koçaka*, Bozana, and Iúıka (2009) stated that grouping methods is one of the approaches for the students to be able to discuss, give advice, and more respect in the various opinions that appear in the learning process.

It could be concluded that grouping methods is one of the approaches based on the students' ability, experience, and talent to give chance for them to share opinion, suggestion, or advice to their classmates in teaching and learning process.

The importance of grouping methods. Each method gives an important role in the teaching and learning process. According to Dreeben and Hallinan (1998), grouping is considered important in learning process because it will indirectly affect the students' social participation, and how it is formed. Group work is an important part for the students in learning process, because the students can ask question to their friends, and they can discuss their opinion. Koçaka*, Bozana, and Iúıka (2009) stated that group work is one of the important ways in learning process that students can learn for common goals in the group by helping each other. In the group work, the students already have problems, and the students are going to find the solution by giving opinion, suggestion, and responses. Then, in a group work the students should be able to create good communication, because it is one of the effective factors in the grouping method. Based on Coers (2010), the importance of the group work is to train the student's skill in working together. What the students need in group work is support and response, because it is one of the successful in collaborating effort.

Types of grouping methods. In learning process, there are some kinds of grouping method based on the experts. Based on Dukmak (2009)**,** types of grouping can make the students respect the individual differences, and they can do the collaboration with other friends to develop their greater understanding and educational outcome. Wilkinsona (2002) found that several types of groupings that have been developed in the form of interaction properties that effect on the student learning are, grouping based on the students' ability, grouping based on students' gender, grouping in pairs, and grouping based on the students' ethnicity. In the type of grouping, the students will know the effectiveness of making the grouping and the characteristic of grouping that is usually used in the teaching and learning process. The students show different interaction based on the type of grouping applied. Based on the researcher's experiences, the students will be active when they feel comfortable to discuss in that group, and the students try to give their opinion in the discussion and

otherwise. According to Ward (2001), teachers apply several types of grouping with multiple objectives and learning tasks. Some types of groupings often used by teachers such as, a group consists of four to six students; students choose the partner; and a group which the members are chosen by the teacher based on the game. These types of grouping are often used by teachers to evaluate students' performance in different ways and different group members.

The other types of grouping are like webbing, streaming and at glance. Webbing grouping is like the teacher makes the group members based on their relationship. According to Jack C.Richard (2009), in webbing activity, the students gathered with the groups that have same idea to make the connection in the discussion. Then, streaming grouping is like the random grouping that consists of the students from different level. Jack C.Richard (2009) stated that, in streaming the students gathered with the members that have different level to make the discussion more effective. And the last is at glance grouping, at glance grouping is like the teacher create the grouping based on the ability of the students, from the smart student until the less student. Jack C.Richard (2009) said that make the group based on the ability of the students can make the student get the information balance. So, all the types of grouping were covered by self-selection grouping method and random-selection grouping method.

Self-selection Grouping Methods

On self-selection grouping methods, the students have their own style. Every style used by the students will give the different effect for the individual. In self-selection grouping methods, the researcher explains the definition of self-selection grouping methods, the implementation of self-selection grouping methods, the positive impacts of grouping

methods, and the negative impacts of grouping methods. The explanations are presented below:

Definition of self-selection grouping method. There are some definitions of self-selection grouping method. According to Bachmann (2010), in the self-selection grouping, majority of the students choose their friends that are in one company or have the same habit. In self-selection grouping method, the students choose the group members who have similar features such as course interest or inhabited proximity. Csernica, Bonny, and Wellman (2002) found that self-selection grouping is choosing a member of the group from a close friend or a chair mate with the purpose of working on a project. Many students will choose their close friends or chair mate when the teacher asks them to make a group by self-selection. Duck (2007) argued that self-selection grouping is forming groups based on friendship and social preferences, based on classroom-based relationships, comfort-based in terms of classroom proximity. In self-selection grouping method, 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 a day-to-day playmate.

The implementation of self-selection grouping method. In this method, the system to make a group is the teacher asks the student to find the group consists of the total of student that has divided by their own. According to Connerley and Mael (2001), from two kinds of grouping method (random selection and self-selection), some researchers said that self-selection is good method in the group work. When the students make the group with their own, they will choose the group members who have the same criteria. From the same criteria they can use their ability in the group activity. Besides that, the students also more relax in doing the activity in the group work.

The positive impacts of self-selection grouping method. The positive impacts of self-selection grouping method are the students can feel comfortable and the group discussion will be effective. 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. 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 they can share their opinion in the group. Finally, they will get better understanding about the topic being discussed. 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. The students will more enjoy with their group when they choose the group by their own.

The negative impacts of self-selection grouping method. There are also some negative impacts of self-selection grouping method. Bacon, Steward, and Anderson (2016) argued that self-selection has the greatest weakness such as reminding and adapting. The negative impacts of self-selection grouping are the students will not get the new information from the new people because they are difficult to adapt and remind when their group gets a problem. Csernica (2002) found that self-selection grouping can cause the students to break away and spend time playing rather than working on group projects. Besides that, the students' level of knowledge is same because they are in the same level; they are always together; and they do not want to socialize with others. 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.

Random-selection Grouping Method

Another kind of grouping method is random-selection grouping method. In this part, the researcher explains the definition of random-selection grouping method, the positive impacts and the negative impacts of applying random-selection grouping method. The explanations are presented below:

Definition of random-selection grouping method. There are some definitions dealing with random-selection grouping method. 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 be placed in a particular group. Chapman (2006) found that random-selection grouping is a method used by teachers to apply and give a fair impression. It means that each student will definitely get group members to discuss. When the teachers applied a random-selection group for the students, the teachers will see the number and ability of students to equal numbers and abilities within each group. In other words, random-selection grouping prevents students from saying unfairly in the division of groups and also indirectly students in one group will struggle with their respective academics in the discussion. Phillips (2010) stated that random-selection is one of the clustering methods that challenge students to contribute their ideas and try to socialize to other students in the group discussion.

The implementation of random-selection grouping method. In this method, the system is the teacher asks the students to count the number until the total of the students that have divided and then the students can find the other member that has the same number. According to Bacon, Stewar, and Anderson (2016), 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. In the random-selection grouping, the students will get the different criteria. 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.

According to Duck (2007), random-selection is often implemented by "count down" or by selecting using class attendance. Moreover, the learning process will be more effective, because the groups consist of student with various achievements. The teacher applies this system to make the students open their mind in the group discussion.

The positive impacts of random-selection grouping method. One of the positive impacts of random-selection grouping method is the students can get more information in a group because the members have different abilities. According to Dukmak (1992), random-selection is one of the learning strategies based on the cooperative to show the positive success related with the students' achievement and respect. It means that the students work collaboratively to achieve desire educational, and the students also develop their understanding and respect the individual differences. According to Kulik and Kulik (1992), in a random-selection the teacher can respond all the individual need. The opinion in the grouping gives the creation in academic. Besides that, the positive impact of random-selection grouping is the students will get the members with different ability, culture, and attitude. It can make the collaboration from that. Bacon, Stewar, and Anderson (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. Random selection eases the students to get group members fairly with variants of ability.

The negative impacts of random-selection grouping method. Bacon (2016) found that the negative impacts of random-selection are sometimes students feel confused to conclude the various opinions given from each student, and the students cannot force the students who do not give opinions. Random-selection grouping methods will show which students are active and passive. If the group shows good performance, it means that the group members are active. However, if the group shows bad performance, it means that the group members are passive, or there are some students who are active, but they fail to encourage the

other members to get involved. Dukmak (2009) stated that in mix grouping it is too difficult to provide the good environment for the students. When the teacher make group randomly, the students will feel that they have different knowledge, skill, and learning rate, so they do not freely express their opinions regarding discussions in the learning process.

Review of Related Studies

In conducting this study, the researcher reviewed two prior studies. The first study was done by Mozaffari (2009). Mozaffari did a research under the title How Group Formation Method Student-selected vs. Teacher-assign Influence Group Dynamics As Well As Group Outcome. The participants of this research contained thirty two junior English Literature students from two intact classes (class A=16, class B=16) doing their B.A at Guilan University, and they took part in this study over one academic semester. The participants included male (N=3), and female (N=29) students, and their age ranged from 20 to 28. To gather the data, this research used an interview and questionnaire to know the group formation method (student-selected vs. teacher-assigned) influenced group dynamics as well as outcomes (academics achievement). The result of this research showed that revealed that group process and group outcomes influence by group outcomes, as well as the experience of participants in individual, group, and environment categories had significance and different forming conditions. The result of this research also showed that group dynamics vary greatly between self-selection and teacher-assigned, self-selection reports that existing friendships are the criteria they rely on. In particular, groups are formed based on the basis of the teacher's decision to perform the group chosen by the students. Mozaffari's study is related to this research, because this research also investigates the grouping methods based on the students' perceptions. The difference between Mozaffari's study and this research are Mozaffari adopted mixed method, and one the purposes of this study is to find out the influence of the students achievement.
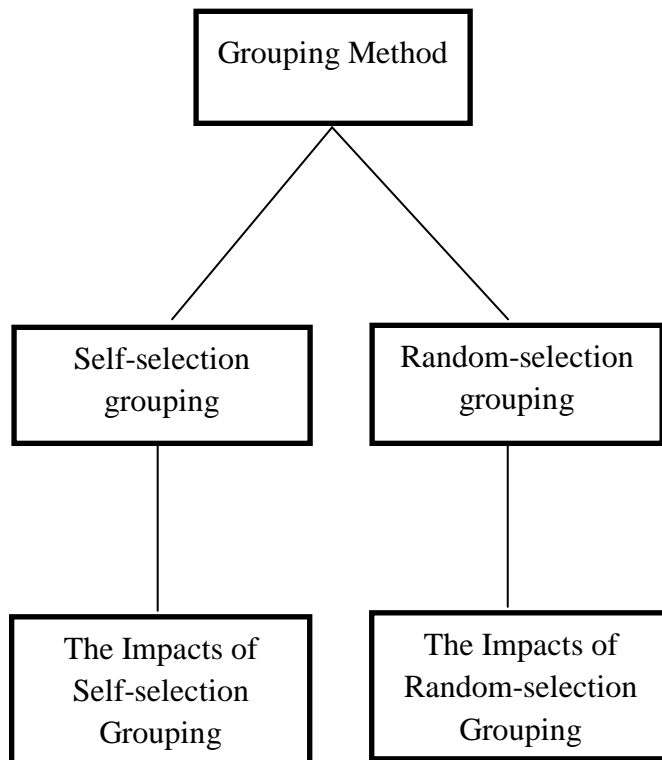
The second study reviewed by the researcher was done by Raja (2012). Raja (2012) did a study focusing on one of the strategies of CLT- group work and pair work in English Language Classes. The participants of this research consisted 300 students studying at undergraduate level in colleges of Karachi and 75 teachers from the same colleges. To gather the data, this research used a questionnaire and interview protocol to know the causes of teachers' reluctance to use group work strategies in language classes and to find out students' perceptions and their attitudes towards group and pair work at undergraduate level. The result of this research showed that group work and pair work was good to be applied when they were combined with other strategies. The large multilevel class works well when the researcher provided a great deal of variety in teaching. Raja's (2012) study related to this research as this research also wants to know the strategies of grouping for the teacher and the students in the teaching and learning process. The differences of this study are this research showed that pairs is the good grouping method that used in the teaching and learning process, then this study also tries to investigate group and pair work at the undergraduate level.

Conceptual Framework

Grouping is one of the methods used by the teachers to make the students have more interaction in the teaching and learning process. In the grouping method, the teacher can make the students to be more active in giving their opinion or suggestion on the discussion. Then, 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. However, from the explanation, there are problems in the grouping methods applied at one private university in Yogyakarta, Indonesia. The problems are many different opinions when making the grouping. Some students feel comfortable when the grouping is made by the students, and there are also the students who feel comfortable when grouping is made by the teacher. This research investigates how the exploring students' view on the teachers'

grouping method and the impacts of self-selection grouping and random-selection grouping.

Finally, the conceptual framework can be figured out below:

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        │   Self-selection    │   │   Random-selection  │
        │      grouping       │   │      grouping       │
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        ┌─────────────────────┐   ┌─────────────────────┐
        │   The Impacts of    │   │   The Impacts of    │
        │   Self-selection    │   │   Random-selection  │
        │     Grouping        │   │      Grouping       │
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Figure 1. Conceptual Framework