Chapter Four

Findings and Discussion

This chapter discusses the finding of this study after collecting the data by using interview. The data develops from the opinion of four students who were selected and interviewed. The data is used to reveal two cases which consist of what are the kinds of the grouping method experienced by the students and what are the impacts of the grouping method as perceived by the students.

The Kinds of Grouping Methods Experienced by the Students

In this point, the researcher showed the students' experiences in the grouping method which were explained by four students; they are Rio, Aldi, Aster, and Kamboja. It was found that there were some kinds of the grouping method experienced by the students when they made group discussion in the learning process, including self-selection grouping method and random-selection grouping method. The explanations are presented as follows:

Self-selection grouping method. One of the grouping methods experienced by the students is self-selection grouping method.in self selection grouping method, the students' can choose the group members by their own or based on a close friend or the partner. In the interview session, Aldi stated, "Then, I choose the group discussion based on our self or like chosen by itself". In implementation self-selection grouping method, the research showed that the students doing some ways in making the grouping which is include in the self-selection grouping method. Based on the answer from the participants, the teacher asks the students to create a group using self-selection grouping method. All participants mentioned that they tend to find the partner to do the group discussion by themselves. Rio explained, "usually I see in the class is finding the partner. In finding the partner, it only consists of 2 people and I choose my chair mates, and usually I choose by myself for the finding partner to

do the group discussion". The process of finding the partner was the teacher asked the students to create a group discussion with the partner. Thus, the students chose their partner consisted of 2 people by their own like the chair mates to make the discussion more easily and effectively.

The participants also created a group using a chair mate. Aster explained, "Then, I choose close friend in the discussion when the teacher asks to make the group by self-selection. In choosing a close friend, many students choose their friends who are often together". The process of choosing close friends was the teachers asked the students to make group discussion, and then the teacher only mentioned that for example the number of the grouping consisted of 4 people, and then the students chose the group members by choosing close friend.

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. Another grouping method found in this research is categorized into random-selection grouping method. Kamboja said, "In choosing the grouping, the teacher is often creating the group to become random in discussion in the learning process". It was supported by Chapman (2006) who found that random-selection grouping is a method used by teachers to apply and give a fair impression.

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 first finding in random-selection grouping method is counting the number. Counting the number is one of the kinds of grouping method used in the teaching and learning process. Three of four participants mentioned that they counted the number in the group discussion in the teaching and learning process. Rio said, "In some classes, I count the number based on the student available". Aldi-stated, "One of the group discussions that I ever used in learning process is counting the number". Same as Rio and Aldi, Kamboja mentioned, "The other model that is used by the teacher in the learning process is like 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 second finding in random-selection grouping method is using attendance. To make the students experience variety in the grouping method, the teacher used attendance list to create the group discussion in the teaching and learning process. Two of four participants mentioned that in finding the group member, attendance list was used. Aldi said, "Except counting the number, the teacher use attendance list to make the group discussion in the learning process". Aster also stated, "The teacher creates the grouping in the learning process by using attendance".

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 third finding in random-selection grouping method is based on gender in making the grouping. Rio stated, "The teacher creates a group like based on gender (female or male)". Aster also mentioned, "Sometimes the teacher makes the group with the different gender in one group members, to make balance in the group discussion".

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 last finding in random-selection grouping method is based on seating position. Based on seating position was also used in the group discussion in the teaching and learning process. Kamboja said, "The other model the teacher used is line by line. In line by line, the teacher only gives the instruction that the group members are based on the line that they sit".

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. The first impact of grouping method is positive impacts of self-selection grouping method. The result showed that the participants found that they can finish the task quickly and feel comfortable in doing discussion when they did the self-selection grouping. The explanation for each impact is presented in the following pargraphs:

Finishing the task quickly. The first positive impact of self-selection grouping method perceived by the participants found in this research was finishing the task quickly. Aldi said, "Make the group by itself makes the students more helpful, feel faster in finishing the task and feel enjoy to ask if there is the material that I don't understand". Aldi also stated, "When the grouping method chosen by itself it could be more in target to finish the task".

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. The second positive impact of self-selection grouping method perceived by the participants found in this research was feeling comfortable in doing discussion. One of four participants mentioned that feeling comfortable in doing discussion was one of the positive impacts of self-selection grouping method. As mentioned by Kamboja, "I feel comfortable with my group members during the discussion when the grouping is chosen by the students".

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 confortable in doing the activity and sharing opinion in the group. Finally, they will get better understanding about the topic being discussed.

To conclude, finishing the task quickly and feeling comfortable in doing discussion was considered as the positive impacts of self-selection grouping method in the teaching and learning process. Finishing quickly and feel comfortable made the students easy to work together in the group discussion and made the students comfortable in the group discussion. It made the condition in the group discussion more effective, and the learning process became more conducive.

The negative impact of self-selection grouping method. Besides the positive impacts, this research also showed the negative impact of self-selection grouping method. The negative impact of self-selection grouping method was having negative feeling in self-selection grouping method in the teaching and learning process. Rio said, "If the grouping chosen by the students, sometimes it is not fair, and it makes the students feel strange in the group discussion".

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. This research found that the participants perceived positive impact of random-selection grouping method. The findings were mentioned by Rio, Aldi, Aster, and Kamboja. From those four participants, they perceived different impacts in implementing the grouping method in the teaching and learning process. Those impacts were creating fair feeling, learning to respect others and knowing others. The explanations are presented as follows:

Creating fair feeling. The first positive impact of random-selection grouping method perceived by the participants found in this research was creating fair feeling. The students felt fair and made the condition in the discussion more comfort. Rio said, "When the grouping is chosen by the teacher I feel happy with the group discussion because I feel fair with the group members". Aster also said, "When the teacher creates the grouping, it is fairer to do the discussion to improve the students' potential in the discussion". Kamboja also stated, "It is fairer when the grouping is chosen by the teacher like the students feel more definitely with the group discussion".

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. The second positive impact of random-selection grouping method perceived by the participants found in this research was learning to respect others. Kamboja mentioned that the students were trained to accept others in the group discussion.

She stated, "I can try to accept the other in the group discussion and also respect other friends when getting the grouping chosen by the teacher".

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*.** The third positive impact of random-selection grouping method perceived by the participants found in this research knew others. Kamboja mentioned that knowing others was important in group discussion to make the students know the other students' character. She said, "If the teacher chooses the group members, I can know the other friends, I can understand their character".

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. In this part, the researcher showed that the participants also perceived negative impacts of random-selection grouping method. The researcher found that the emerged of negative feeling and hampered among students become the negative impacts of random-selection grouping method in the learning process. The explanations are presented in the following paragraphs:

The emerged of negative feeling. The emerged negative feeling was one of the negative impacts of random-selection grouping method in the teaching and learning process perceived by the participant in this study. In random-selection grouping method, Rio felt complicated, awkward, not good, and not maximal in doing the task in the group discussion. Rio said, "I feel complicated and awkward with my group members, and then I also feel not good when I want to refute their opinion, so I think that it will become not maximal when doing the discussion with the random-selection grouping".

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. Hampered communication among students was also one of the negative impacts of random-selection grouping method in the teaching and learning process. When the teacher created group using random-selection grouping method, the students were get the difficulty, to be adapts, and not maximal during do the discussion in the group discussion. Aldi mentioned "I get the difficulty when the teachers choose the group members in the discussion like I feel awkward and feel distress to sharing the information and also the other obstacles that as to be adapt in the discussion". Similar with Aster, she said that "I feel awkward when the teacher asks us to make the group randomly, I am also confused to start the discussion when I face the new members in the group discussion, then I feel not maximal during the discussion, and I must adapt with new members, when the teacher determine the group discussion".

In random-selection grouping method, the students faced the new member in the group discussion. From that, the students were got the difficulty, to be adapted, and not maximal in the group discussion. On the other hand, the students were also confused to start the discussion if the teacher determined the group discussion. This finding was supported by Dukmak (2009) who stated that in mix grouping, it is too difficult to provide the good environment for the students. When the teacher makes 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.

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.

This study showed that there are positive impacts and negative impacts from both self-selection grouping method and random-selection grouping method. The four impacts faced by four participants at one private university in Yogyakarta, Indonesia. In the group discussion, the students can finish the task quickly and feel comfortable in doing discussion when they make the group by-themselves or based on self-selection grouping method. On the other hand, there are some students who get the negative feeling in doing the discussion if the group was formed by using self-selection grouping method. It happened because the students felt not fair and felt strange during the group discussion. They were also afraid and confused when no group accepted them. The same things also felt by the students when the group discussion was created randomly, the students can create fair feeling during group discussion; they can learn to respect others in the group discussion; and they can know others when they get the members in the group discussion. However, the students also felt negative impact such creating the emerged negative feeling and hampered communication among students.Based on the data, all of participants assert experiencing on those all impacts of grouping method. That means, the impacts of grouping method are giving the reaction to the students learning and experience.