

Chapter Five

Conclusion and Suggestions

This chapter contains two parts. The first part is the summary of this study. The second part is suggestions which are addressed for some parties.

Conclusion

This research has two main objectives; the first is to reveal the kinds of the grouping methods experienced by the students, and the second is to find out the impacts of the grouping methods perceived by the students. Those two objectives are discussed based on the students' experience. To get the data, the researcher chose four students of batch 2015 of a private university in Yogyakarta, Indonesia to become the participants. Four participants consisted of two male and two female students already represented the answer related to the problems of the grouping methods in the learning process. In addition, the researcher used interview to gather the data from the participants.

The first objective is to reveal the kinds of the grouping methods experienced by the students. The findings showed that there are two kinds of grouping method experienced by the students in the learning process. The kinds of grouping method used in the teaching and learning process are self-selection grouping method and random-selection grouping method. In self-selection grouping method, the students creating the group by finding the partner and using a chair mate in doing the group discussion in the learning process. Then, when the teacher asked the students to create a group using random-selection grouping method, the students can create the group discussion by counting the number, using attendance list, being based on gender, and based on seating position.

The second purpose is to find out the impacts of the grouping methods perceived by the students. The findings showed that there are many impacts of self-selection and random-selection grouping method perceived by the participants. The researcher categorized the impacts in the positive impacts and negative impacts for each kind of grouping method. The positive impacts of self-selection grouping method were 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 the emerged negative feeling and hampered communication among students during the discussion.

Suggestions

Based on the results of this research, the researcher provides some recommendations. The recommendations are addressed to pre-service teachers, teachers, and other researcher. The explanations are presented below:

Students. Based on the results of this study, the participants as pre-service teachers faced many kinds of grouping method and impacts of the grouping methods. Therefore, pre-service teachers should try to find a way in overcoming the impacts of self-selection and random-selection grouping method. For example, when pre-service teachers faced impact from the self-selection grouping method, pre-service teacher should arrange the grouping based on the convenience of the students in doing group discussion.

Teachers. In the teaching and learning process, the teachers sometimes apply many kinds of grouping method and face impacts of group discussion. Based on the results of this research, the teacher should pay attention to create more appropriate group discussion especially to reduce the negative impacts of the grouping method perceived by students

which are explained in this study. In addition, the teachers also can apply various ways to form group discussions found in this research, so the formation of the group discussion will be more varied in the teaching and learning process.

Other researchers. This research investigates the kinds and the impacts of the grouping method in the teaching and learning process. The other researchers can use this research as the related study and use the result of this research as their reference. For example, the other researchers can investigate the method of the grouping to overcome the impacts when creating the grouping method in the teaching and learning process. This study only involved four students as the participants of this research. Therefore, the other researchers who want to conduct the same research can involve more than four participants. Thus, the finding of the research can be various and more complete.