

## Chapter Four

### Findings and Discussion

In this chapter, the researcher reports the finding of this study based on the data from interview. The data collected based on the students' perceptions on the use of group assessment. The topic focuses on the advantages and disadvantages of using group assessment. The finding shows that the advantages of using group assessment are adding knowledge, building students' leadership, improving speaking skill, improving students confident, and knowing each other. The disadvantages of using group assessment are losing control of the class, teachers' ineffective time management, and unequal member contribution.

#### The Advantages of Using Group Assessment

The result of the first question shows that group assessment has some advantages in implementation during teaching and learning process. Based on the interview, the researcher found that there are have five findings of the advantages of using group assessment.

**Adding knowledge.** Adding knowledge is one of the benefits of using group assessment. Adding knowledge means that the students get new information and get more understanding about what they learn. The students got some additional knowledge when sharing with other students during discussing their group assessment. All participants agreed that using group assessment added the students' knowledge with interaction, share the idea, and discussion. This statement was

proven by participant two who stated “in group assessment they may have a limit of knowledge to share, but in group they can find another idea from group members” (P2.S5). Participant three added that “it can add our knowledge because we do not now and then become know from the other opinion” (P3.S4). In discussion session, the students must interact and share idea to each other because the students need to discuss about the problem that teachers give to their group. Discussion is necessary to solve the problem together and to find the answer from the group members’ opinion.

Using group assessment could make students to be more critical. Participant one stated that “we can practice critical thinking and increase our understanding about an issue” (P1.S4). Participant one explained that the students added their knowledge because the students need to read and understand the issue. The students learn and discuss in the same time. It will be easier for students to understand and remember the lesson. Participant two stated that in group the students can interact with their group members and discuss to share the idea. She mentioned that “using group assessment make us more critical thinking when we discuss with group member and adding knowledge from others’ opinion” (P2.S6). The other member’s opinion was something that other member did not expected, which is that the student can get something new and be more critical thinking to make a decision. Some people may have more knowledge to help the other member find the result and make other member knowledgeable (Bently & Warwick, 2013)

**Building Students’ Leadership.** Leadership is an ability to take control and manage group. Student who has a leadership skill can take responsibility on their task

and manage the group until the task finish. Students need to improve leadership skill in order to students be more responsibility with their task and their role in group, the students can also learn how to plan the strategy and manage group to help the students solve the problem together. In each group assessment, there are should be a leader to take control. Group assessment is one of kind assessments that students can use to build their leadership skill. Participant one stated “showing our ability to other member how to manage the group such as how to manage group member and the task” (P1.S2). This was also related to the participant two who stated “using group assessment can develop my skill to manage group how to manage group member and task so we can finish the assessment earlier” (P2.S4).

Participant one stated that the students showed their leadership ability such as how to control other member and how to handle the task together. Participant two gave another explanation that the students need to practice their leadership skill because the group needs a leader to control the other member to do the task, distribute the task to every members of the group so they can and finish the task earlier, and planning the presentation. Using group assessment helped the students in practicing their leadership. The students did not depend on the other member, and found the strategy to finish the task earlier. Based on the book of Victoria University of Wellington (2004), the advantages of using group assessment are to develop students' leadership and planning skill. Using group assessment gave the students opportunities to practice their leadership and improve their planning skill to apply on the other assessment.

**Improving speaking skill.** Improving students' speaking skill is important because speaking skill is important in teaching and learning process. Students improved their speaking ability to make the students more fluent in speaking. Students need practicing to improve their speaking skills and group assessment made the students practice their speaking skill by sharing and discussing with others. All participants gave the same statement that using group assessment improved their speaking skill. Participant one stated "we improved speaking skill when we discuss and sharing, we practiced our speaking skill" (P1.S3). Participant one explained that in group discussion the students discussed in group and told their opinion, practiced speaking skill, practiced critical thinking in an issue.

The students need to practice speaking skill and it can be started from a simple way like telling their own opinion during group assessment. Participant two explained that "group assessment can make my speaking more fluent like how to pronounce words, repeating words so I can be more fluent" (P2.S2). Participant three added that the students practiced to be more active in speaking and how to tell students' opinion to other. Hamzah and Ting (2010) agreed that the students practice their speaking skill especially in communication skill by interact and discuss among member. The main point to improve speaking skill is practice.

**Knowing each other.** The student may know their classmates, but not really close with their classmates. Therefore by doing group assessment, students interacted with other members who are their classmate. The students were close with their classmates. Participant three explained that "we can find some members' character in

group” (P3.S13). Participant three explained some students express their opinion emotionally, the other students express their opinion just to share and will be fine to accept or not. Other students may get angry when the opinion did not accepted by other students or cannot accept the others’ opinions. In group assessment the students found some characteristic of their group members. Bentley and Warwick (2013) stated that having group member gave some advantages such as know the other friends, know how to interact with other people in work, and know about the culture and behavior other member. Participant three also stated that “practice togetherness when we have different opinion and how to gather it” (P3.S1). The statement showed that the students found different character of group member and knew how to interact with other group member to solve the problem together.

**Improving students’ confidence.** Confident is a feeling that makes people brave to be themselves. Confident make people brave to tell their opinion and do something they like. The students felt confident when they were using group assessment because they worked with their friends. All participants mentioned that using group assessment made the students confident. Participant one explained that the environment in group assessment can motivate the students to be more confident and stated “the environment will be more ‘live’ by talking to each other and sharing” (P1.S7). Participant three mentioned that “more enjoy because we talk to our own friends, in other point we are no doubt to tell our opinion” (P3.014). The statement showed that environment made the students confident to tell their opinion because

they felt enjoy and they were comfortable to share their idea especially to their friends.

Participant one explained that the students become more confident when they saw the other member talk and involved in the discussion. In the small area the students were more enjoyed and felt comfortable to express their opinion especially when they interact with their friends. Martine (2001) stated that the students usually feel fear and doubt to express their idea. New atmosphere can limit the students' fear to interact and share their opinion by using small group area and talking with their own friends.

Besides, in common situation group assessment improved students' confident. However, participant three has fear to share the opinion and scared that his opinion will be rejected by the other. Participant three mentioned that "Sometimes I feel nervous when I say something, I am afraid that it will not be accepted or wrong" (P3.S9). However, participant three enjoyed interact with other member in group because he felt that using group assessment created a new atmosphere in teaching learning process that make students more active to talk with other group member.

### **The Disadvantages of Using Group Assessment**

Using group assessment has some disadvantages based on the students' perception. The finding of this research showed the disadvantages based on the students' perception that the researcher was collected. There are three disadvantages that researcher found based on the participants' perception.

**Teachers lose control of the class.** Using group assessment can be ineffective because the classroom can lose control. Classroom activity is not always under control, sometimes it lost control. Losing control means that teachers cannot take control of the class and the students. During group assessment, teachers should give attention to all students. Therefore, some students who did not get teachers' attention, for the result teachers lose control the class. Teachers lost students' attention during teaching and learning process such as the students did not focus on the material or the activity and did something else. It is also possible the students were too busy with their business and gave no attention for teacher's instruction. Participants one and three agreed that in using group assessment the students lost control in the classroom. Participant one explained "students talk during group assessment, classroom activity become not conducive and the teacher cannot handle it" (P1.S11). Participant one mentioned that this situation made some students felt uncomfortable in class because the classroom becomes noisy. Participant three explained "teacher only monitor the students and cannot control maximally for active and passive students" (P3.S17). Martine (2001) stated that the problem that teachers faced was the needs to monitor several group. He explained that the classroom lost control. This was because there are several groups in the classroom and every group discuss on the same time. The teachers only watched the students' activity, then teachers lost control when the students not discuss about the topic that they should talk.

**Teachers' ineffective time management.** The implementation of group assessment need a lot of time. Teachers usually have poor time management for group assessment. Ineffective time management happened because the students have limited time to explore and share ideas with others students. The classroom activity also becomes longer than usual. Participants felt that using group assessment was a waste of time. Group assessment had a limited time and took a long time to prepare. Participant one mentioned one type of group assessment there is group discussion which wasted of time. Participants one explained that “in group discussion wasting time because in group discussion we only discuss but we are not really get the point, it is like doing something not to the point” (P1.S10). Participant one also explained that group assessment wasted time when the activity was not conducive anymore. Participant two stated that “group discussion had limited of time, in ten minutes every member only share their opinion in two until three minutes” (P2.S8). Participant two also gave an example: the teachers gave ten minutes to discuss and there were five students each group, then every member only had two minutes to tell their opinion. Participant two added an explanation that in limited time, the students cannot share a lot of ideas that they have in group presentation. The students not fully show what they had to present in group when the time is running.

Participant three has similar opinion that the time was limited and the students tell all the idea they have. Participant three added another statement “group assessment takes more time than class activity usually, in usual class there was only use 30 minutes, it changes into 40 minutes” (P3.16). For example when the class



normally took thirty minutes, it took until forty minutes because the activity is not finishing yet. Bentley and Warwick (2013) have similar statement that using group assessment took a longer time and wasted time because of the poor time management. Based on the statements above, the problem of using group assessment was ineffective time in applied this kind of assessment.

**Unequal members' contribution.** Members' contribution is important to finish the task earlier and get a good score for the group. The students gave contribution such as their opinion, effort, and participate in group. In group assessment there were some students who gave less contribution and did not take a part in group. This problem made the other members took the other part to complete the assignment. All participants have similar agreement that the problem students usually face in group assessment was an unequal members' contribution. Participant one stated that "if I have group member who won't to contribute, it will be difficult to do the assignment" (P1.S6). Participant one explained that the difficulty of work in group was a member with less contribution, because it gave other members an adding work to the other member. Participant two also stated that "there are members who only rely on the other members' opinion because the other members thought that she was smarter than other" (P2.S11). Participant three also gave statement that "there are one or two member who does nothing in group" (P3.S8). The participants statement showed that the problem students usually face in group assessment were to have members who gave less contribution or idea to help other members solve the problem. Bentley and Warwick (2013) explained that unfair contribution for some

students who did not contribute and the other take the responsibility of the task. Some students rely on one member's decision, and the other member got bad grade because the member who do not give any effort.

The conclusion is this research found that there were five advantages and three disadvantages of using group assessment. The advantages of using group assessment were adding knowledge, building a leadership of manage group, improve speaking skill, building students confident by sharing with friends in the small group, and become close with other friends by interact and know each other. The disadvantages of using group assessment are losing control of the classroom activity, the teachers' ineffectively of teachers' time management, and unequal members' contribution. The result of this research was collected by the students' experiences on using group assessment.