Chapter Five

Conclusion and Suggestions

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

Conclusion

This research has two main purposes; the first is to reveal the kinds of group formation methods applied by teachers, and the second is to reveal the teachers' consideration in forming group discussion. Those two objectives are discussed based on the teachers' experience. To get the data, the researcher chose three teachers who apply group discussion in the teaching and learning activity. This research located in a private university in Yogyakarta, Indonesia. Three participants consisted of three female teachers already represented the answer related to the problems of group formation method in the group discussion activity. In addition, the researcher used interview to gather the data from the participants.

The first purpose is to reveal the kinds of group formation methods applied by the teachers. The findings showed that there are three kinds of grouping method implemented by the teachers in the learning process. The kinds of group formation method used in the teaching and learning process are randomly- formed groups, teacher- formed groups, and student- formed groups. In randomly-formed groups, the teachers can create the group in doing the group discussion in the learning process is by counting the number, using attendance list, using games, and based on seating position. Besides that, the teachers can also form groups immediately by making groups based on students' ability, and based on a selected group leader. It is all including teacher-formed group method. Then, when the teacher asked the students to create a group by

their own, they can create the group discussion by finding the partner. This method called with student-formed groups.

The second purpose is to reveal the teachers' consideration in forming group discussion. The findings showed that there are many considerations seen by the teacher when forming groups. The teachers' consideration in forming group discussion are the purpose of group formation, students' ability, group size and duration, the level of difficulty of the task, fairness of the task distribution, classroom condition, and students' participation in group discussion. Before forming group discussion, the teachers determine the goal of the group discussion activities. The teachers need to determine what can the students get by their participation in the group discussion activities. In the group forming method, there are three method used by teacher; randomly-formed groups, teacher-formed groups, and student-formed groups.

The group formation method can be determined based on the students' abilities. In a group discussion, there are students who have high and low abilities. A good group discussion consists of mixed students. Mixed students make them complete each other. In the group size and duration, the teachers determine appropriate the number of the group discussion and the time needed for the group discussion process. Beside that, in forming group discussion, the teacher considered the difficulty level of the task. If the task is too difficult to be worked individually, so the teachers decide to make group discussion, so that the students can learn and solve the problem together.

Fairness of the task distribution is also considered in forming group discussion. The distribution of the task must be fair to each group member. It purposes to make all students participate in the group discussion process. Classroom condition can be one of the consideration

why the teachers decide to make group discussion. Sometimes the teachers making group discussion is because they want to create classroom activities more vary, so that the students feel not bored. The last consideration in forming group discussion is the students' participation in group discussion. The teacher has the important role during the discussion process. The teachers have to ensure the students' participation and anticipate free rider in the group discussion.

Suggestions

Based on the result of this research, the researcher provides some recommendations. The recommendations are addressed to the students, the teachers, and other researcher. The explanations are presented below:

Pre-service teachers. It can give students information about group formation methods applied by the participants. After they understand, they can learn using group formation methods well. It gives benefit for the students who take language education department. Besides it can give understanding about the things need to be considered in forming group discussion. In addition, the information about the kinds of group formation methods and the consideration in forming group discussion can add their insight. From several group formation methods used by the teachers in this research can be a reference for pre-service teachers to create more varied group formation method in their future teaching depending on needs and situations.

Teachers. In the teaching and learning process, sometimes the teachers apply many kinds of group formation method. Based on the result of this research, the teacher should pay attention to form group discussion more suitable especially to see some considerations before create group discussion which explained in this research. In addition, the teachers can also apply various ways

to form group discussions found in this research, so that the group forming method will be more varied in the teaching and learning process.

Other researchers. The other researchers can use this research as the related study and use the result of this research as their reference. This research involved three participants. Therefore, the other researchers who want to conduct the same research can involve more than three participants. Thus, the finding of the research can be various and more complete. The results of this study show the kinds of group formation methods applied by the teachers. This research only researched the kinds of group formation methods , to complete this research, the other researchers can explore more about which group formation method is more effective for students.