CHAPTER I
INTRODUCTION

This chapter explains the first step in writing this thesis. It is divided into the background of the study, statement of the problem, the purpose of the study, the significance of the study, scope and limitation and the definition of key terms.

1.1 Background of Study

Group work has known as cooperative learning which has a pivotal role in teaching and learning process where the students can work in a small group. Marks & O’Connor (2013) explain a group work in the classroom is a form of cooperative learning that requires students to work together collaboratively and expected to have more active learning, more effective in which the students can learn by doing (Forehand, Leigh, Farrell, & Spurlock 2016) and more engaging (Burke, 2011). Similarly as opposed to a passive learning environment, working in groups will involve the students more in the learning process (Kudek 2016).

These group work patterns affect numerous outcomes, which may be subsumed within the three aspects: achievement, social skills, and interpersonal (Li & Lam 2013; Johnson & Johnson, 2000). Additionally, research by Burke (2011) shows that when students spend time meeting in groups, they are able to achieve a deeper learning themes covered in class as well as develop skills, such as writing and communication. Bayram (2013) prove that cooperative learning in the foreign language classroom is believed to increase the target language use, improve communication skills, build confidence and stimulate the learner autonomy.
Group work is believed to be beneficial not only for the students’ achievement but also have positive outcome in the social aspect. Group work allows the students spend their time together working in a group to build, to lead, and contribute to higher self-esteem with their friends (Johnson & Johnson, 2000). It also builds social competence (Johnson & Johnson 2000; Burke 2011), social skills (i.e. helping one another), strengthening and understanding people despite differences compared with those students who practice individual work (Öntaş & Tekindal 2015).

Furthermore, group work is also believed to be beneficial and give positive outcome toward personality. Additionally, Roskosa & Rupniece (2016) stated that working in a group lead the students to have a positive personality. Similarly, Johnson & Johnson (2000) notes that over 180 studies carried out the topic of the impact using group work. The research shows that working in group cooperatively give positive impact in an interpersonal relationship. The research’s data show that cooperative experience promotes greater interpersonal experience than do competitions or individual ones. Burke (2011) finds that groups stimulate students’ creativity, have more information than a single individual, and remember discussions better. He also stated that students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

However, other researchers have demonstrated a number of serious drawbacks. According to Beebe & Masterson (2012) point out three drawbacks working in groups. First, there may be pressure from the group to conform to the
majority opinion. Second, an individual may dominate the discussion (Johnson & Johnson, 2000). Third, other students which in low ability may have little contribution in the group work process. Chapman et al., (2006) which stated assigned the student to the mix ability group can cause the student to not contribute as much and once again feel left out. Fourth, some members may rely too heavily the work on others (Roskosa & Rupnice 2016). The drawbacks may cause the students have a bad experience and negative perspective toward group work. As Burke (2011) said that “there are some students which groan and cringe when they were told that they will work in group work, it calls group hate”.

The challenge of working in a group is a form of “working with”. To engage with another’s thoughts and feelings, we have to be in a certain frame of mind (Burke 2011), we have to be open minded to what is being said and listen for meaning. We should not seek to act on the other person but join with them in a search for understanding (Martinez & Cheng, 2008). Since working in a group means we have to combine more than one head, working in a group must be active in exchange the information (Johnson & Johnson, 2000).

Numerous researches carrying out the effectiveness of group work have increased, however in the context of the students’ perceived value in self-selected and heterogeneous lecturer-formed group have not widely explored yet. Chapman et al., (2006) conducted a research on local students at the United Kingdom. They found that students in self-selected groups had more positive overall attitude toward their group members than those in the random-selected groups. Similarly, research conducted in the United State on local students by Kudek, (2016) concerning on group work, research data shows that students prefer to choose
their own team rather than lecturer chosen. The students have positive perception toward a self-chosen group. Choose their own team gives them benefits; they are easier to work with their close friends. Latest research conducted at California still on local students by Soetanto & MacDonald (2017) they revealed that in a self-selected group, the members are more likely to be known to each other, then problems such as communication can be reduced because the group usually selects members based on skills and abilities.

In addition, there is a piece of information missing from the literature. Kudek (2016) limited the research based on the sample used was relatively specific on local students, therefore he suggested investigating the international students’ perceptions in the future study. There is also a gap in the literature regarding the method of assigning students to groups which are not widely used that is a heterogeneous group. Based on the reasons above, it is important for the writer to investigate The Local and International Students’ Perceptions on Self-Chosen and Heterogeneous lecturer-formed group at English Department of University Muhammadiyah Malang.

1.2 Statement of Problem

Based on the statement above, there are questions to be clarified by the writer.

1. What is the local (Indonesian) students’ perceptions on self-chosen group?
2. What is the local (Indonesian) students’ perceptions on heterogeneous lecturer-formed group?
3. What is the international (Thai) students’ perceptions on self-chosen group?
4. What is the international (Thai) students’ perceptions on heterogeneous lecturer-formed group?

1.3 Purpose of Study

According to the statement of the problem above, the purpose of this study are to answer the research problems.

1. To describe the local (Indonesian) students’ perception on self-chosen group
2. To describe the local (Indonesian) students’ perception on heterogeneous lecturer-formed group
3. To describe the international (Thai) students’ perception on self-chosen group
4. To describe the international (Thai) students’ perception on heterogeneous lecturer-formed group.

1.4 Significance of Study

The result of this current study will be useful for the teacher, especially for English Department Teachers to know which technique is suitable for the international students and local students in the learning process. In other words, it is expected to help the teacher in order to assist the International and local students in the learning process.

This result also expected to help the further researcher who wants to conduct a similar research. The result of this study can be used as a reference, especially in the group work investigation.

1.5 Scope and Limitation

The scope of this research is the students’ perception on the self-chosen and the lecturer-formed group at Universiy of Muhammadiyah Malang. This study
was limited by the number of the students involved. The research is limited to 5 Thai and 5 Indonesian students year 2014. Out of 5 Thai students 3 are female (20-22 years old) and 2 male students (22 years old). Out of 5 Indonesian students, 3 are female (19-22 years old) and 2 male students (22 years old). The subjects chosen in this investigation have already experienced having group works in the self-chosen and heterogeneous lecturer-formed group.

1.6 Definition of Key Term

The definition of key terms is aimed at avoiding misunderstanding of the concept which is used in this study. The terms which need to define are as follows:

1. Group work defines more than individual (i.e. three or four students) working in group collaboratively to achieve the goals. A group work in the classroom is a form of cooperative learning in which two or more individuals work together to exchange and share the information from one to another to accomplish a goal or objective (Marks & O’Connor 2013; Jones & George 2013; Kudek 2016).

2. Self-chosen group is defined as the condition in which the students choose the group by their own. According to (Kudek 2016) stated that the self-chosen group is the teacher have allowed the student's ability to choose the members.

3. Heterogeneous lecturer-formed group is the lecturer decision to put the students in mix ability working together in certain purpose. According to (Felder & Brent, 2001; Soetanto & MacDonald, 2017) the heterogeneous lecturer-formed group is the lecturer decision to put the students with a
diverse learning style or ability level working in one group. The purpose of heterogeneous group work is to make low-average- and ability students to work together for the purpose of working towards a common goal (Heltemes, 2009).

4. Perception is someone interpretation of their experience in the past. According to (Lewis, 2001) perception is the process of organizing and interpreting information received from the outside world.

5. The local students is someone who study in their own country. The local students is generally the permanent residents (Brown & Daly, 2004). In this study the local students are the Indonesian students citizens.

6. The international students is someone who study in abroad in the concern of education. The international students is the students who living and studying in the country that not his/her origin country (Zar, 2009). In this study the international students are defined as the Thailand students studying in university of Muhammadiyah Malang in English language education departmen.