CHAPTER II
LITERATURE REVIEW

In this chapter, the writer will explain a review of related literature. It covers; 1. Group work in teaching and learning; 2. Heterogeneous lecturer-formed group; 3. Self-chosen group; 4. Students group dynamic; 5. Cross-cultural group work; and 6. Perception; 7. Local vs Internationals students.

2.1 Group works in teaching and learning

Group work is defined more than one individual (i.e. three or four students) working in group collaboratively to achieve certain goals. A group works in the classroom is a form of cooperative learning in which two or more individuals work together with an exchange and share the information from one to another to accomplish a goal or objective (Marks & O’Connor, 2013; Jones & George, 2013; Kudek, 2016). Group works engage the students in the learning process and give the teacher facility to make the learning process easier. Burke (2011) notes that group work prove to be beneficial and good for both teacher and also students.

By working in a group students will provide a number of advantages such teamwork, social skill, personality, and achievement (Li & Lam 2013; Johnson & Johnson, 2000). Payne, Monk-Turner, Smith, & Sumter (2006) find that group work helps students in their interactions in social life, and developing the students’ teamwork skills as well as learning about various backgrounds, attitudes, and culture beliefs. It also make students more positive personality toward each other (Roskosa & Rupniece 2016). It also help students in foreign language classroom in increasing target language, build confidence, and also improve communication skills (Bayram 2013).
However, Roskosa & Rupniece (2016) found significant differences in outcome on group work, the research found the drawbacks of group work such as the problems with concentration, diminish the capacity of work, and not always contribute (Chapman, Meuter, Toy, & Wright, 2006; Freeman & Greenacre, 2011), working alone save more time working alone that working in group (Beebe & Masterson, 2012). Working in group force the students to spend more time and put more effort into overcoming obstacles than dealing with tasks and learning in a cooperative way (Soetanto & MacDonald, 2017).

2.2 Heterogeneous lecturer-formed group

The lecturer-formed group is one of the methods of forming a group where the lecturer selects the student's and put them into a group. The most popular technique of forming group is lecturer allocates the students to groups randomly (Huxham & Land, 2000). Random selection group is the lecturer decides how many students are in the class and put them randomly in a group without considering some factors such as gender balance, background, age, or another (Huxham & Land, 2000; Chapman et al., 2006). Forming a group using this method is relatively easy (D. R. Bacon, Stewart, & Anderson, 2001), students ask to count off the number and make teams with the same number (D. R. Bacon et al., 2001; Huxham & Land, 2010) or by using random number table (Chapman et al., 2006). This method of selecting group may affect the students in a group, they get a long period to know each other than doing the task (Murphy, Mahoney, Chen, Mendoza-Diaz, & Yang, 2005).

Using random selection has some advantages. First, its relatively easy for the lecturer to implement (Donald R. Bacon, Stewart, & Silver, 2000; D. R.
Bacon, Stewart, & Anderson, 2001). Second, there is a possibility of too much diversity (heterogeneity) in a group (Burke, 2011) or too little diversity (D. R. Bacon et al., 2001). Third, being fair, means every student have the same opportunity of being selected and put in any particular group (D. R. Bacon et al., 2001; Chapman et al., 2006). Although random selection has some advantages there is a drawback of using this method. Bacon, Stewart, & Anderson (2001) stated that “the process is actually quite unfair and can easily lead to groups that do not have good skill sets or diversity”.

Another common method that used to make a group is assigning students to depend on the certain characteristics (Huxham & Land, 2010) called heterogeneous group. A heterogeneous group is students with a different learning style or ability level working in one group (Felder & Brent, 2001; Soetanto & MacDonald, 2017). To form a heterogeneous group, the lecturer has decided which students are put in one group, in the condition students have different ability level (i.e. lower and higher) and learning style (Felder & Brent, 2001). Student in the process of learning new knowledge in different ways impact the students approach in group work activities. Research shows that, having a variety of learning styles in a the basis of (heterogeneous group) provide a positive impact on students in group work process (Johnson & Johnson, 2000).

The advantages of using this method are the most dominating through the process of explaining the material to the member will provide the process of comprehending the material better and remember longer (Samsudin, Das, & Rai, 2006). It also decreases the possibility of students to choose their close friend (Csernica et al., 2002) which leads to the ineffective performance of group because
students more active socializing with their friends rather than working in a group (Kudek, 2016). Using this technique also give the benefit especially for the low ability students. Heltemes (2009) demonstrated that placing low-ability students in heterogeneous ability groups provides them with opportunities to make significant academic gains. These gains can be realized for several reasons, including: improved understanding of the curriculum, improved study habits and learning techniques, increased confidence, and an increased motivation to learn.

However the drawback of using this method is the most dominating students may dominate the discussion (Beebe & Masterson 2012) in another word the most dominating with less dominating might form teacher and students (Samsudin et al., 2006). Similarly, (Poole, 2008) stated that the disadvantage of mixed-ability grouping specific to low-ability students is the decreased opportunity to participate in groups dominated by high-ability students.

2.3 Self-chosen group

Self-chosen is one of the techniques for selecting group. Self-chosen is the condition where the lecturer has allowed the student to choose their own groups (Kudek, 2016; Chapman, Meuter, Toy, & Wright, 2006). According to Huxham & Land (2000), one the most popular technique is giving the students opportunity to choose the group by their own (self-selected). In the self-chosen group, students seem to first select their close friends and then if it is necessary they choosing the members based on the seating distance or by choosing students who are known have good ability and good skill (Chapman et al., 2006).

Up to now, numerous studies have found advantages and provide the positive impact of using this technique. Chapman et al., (2006) the research
wanted to investigate whether the method of assignment group (i.e self-selected and random-selected group) affects the students’ outcomes and attitudes toward the group. He found that the students in self-selected groups had more positive attitude toward their group members than in the random selected groups. In his research Chapman et al., (2006) also explain that in self-selected group the students have better communication each other, more enthusiastic, more interest, and more confident working within each other. Additionally, Research by Soetanto & MacDonald (2017) found that in a self-selected group, the members are likely known each other, the students select their group members based on the abilities and skill because they believe these students will benefit to the group. This is also lead the students to have little communication problems. The students also can strengthen their relationship among each other. According to (Johnson & Johnson 2000; Burke 2011; Öntaş & Tekindal 2015) which demonstrated that working together with their friends strengthening the relationship and understanding people despite differences compared with those students who practice individual. Similarly, research Chapman et al., (2006) also explain that in self-selected group the students have better communication each other, more enthusiastic, more interest, and more confident working within each other.

However, the drawbacks of using this group assignment method cannot be avoided. Self-chosen groups is often leaning the students toward their close friends and roommates (Csernica et al., 2002). It leads the students to spend more time in socializing than doing the task (Kudek, 2016). Research suggests that the instructor-formed group is perform better than self-chosen group (Felder & Brent, 2001).
2.4 Student group dynamic

The group work dynamics is an important portion in group work. It refers to performances and process which happen within the group (Pipas 2012). The students when they are working in group with their friends can impact their performance. The low ability students shows low performances when they are working with the other high ability students. According to Chapman et al., (2006) which stated assigned the student to the group can cause the student to not contribute as much. Whereas the high ability students perform better, they have to be aware of other members and help each other. In heterogeneous group (Heltemes, 2009) stated that high-ability student’s often have, or develop, the capacity to teach material for which they have a strong understanding, to lower-ability students who are struggling.

2.5 Perception

Perception is an assumption of someone to a certain thing that we received from senses, Perception according to the expert is defined as stimulus or sensation that people received from five senses and selecting the information and finally interpreted (Lewis, 2001; Johnson & Johnson 2000). Knowing the students’ perception is important due to the reason, students perceive things that define their character and attitude, kindness, hate, love and all other emotions originate from one's perceptions about something.

Positive perception is perception in which positive interpretation is involved in human evaluating to certain thing. Positive perceptions are associated with feelings of achievement, whereas, negative perceptions are not (Volet & Mansfield, 2006). The students with positive experience will have positive
perception and will easy in doing or seeing something. Whereas negative experience leads to the negative perception and performance, negative perception is perception in which negative interpretation involved in human evaluating to certain thing. The negative perception of something can lead the students to negative performance, as (Burke, 2011) state some students cringed and groan when the teacher told them that they will need to work in a group, it's phenomena called "group hate".

2.6 Local vs International students

In an international context, we cannot avoid international students, who move overseas in the concern of education (Reid & Garson, 2017). The international students has learning challenge in forming a relationship (Mittelmeier et al., 2017) in a different educational environment, they are required to be good in adapting to a certain condition to achieve their goal (Railevna 2017). Indeed, research has demonstrated that transfer students have limited host friends (Schartner, 2014).

In cooperative group work context, local students seem to have no problem with working in a group. However, some phenomena occur, in local students group work, sometimes students seem likely to choose their close friend to be in a group rather than combine with another classmate (Chapman et al., 2006; Kudek, 2016; Soetanto & MacDonald, 2017). In an international context, although local students felt excited and positive working with transfer students, they found it challenges (Fozdar & Volet, 2012). Similarly Moore & Hampton, 2015 stated that some of the local students when they are working with international students felt negative, so they prefer to work with the team from the
same background. From the explanation above the writer concludes that, in international context whether international or local students find the challenges of working in a group together, some students may feel excited but other may be the opposite.