CHAPTER II
LITERATURE REVIEW

F. Nature of Group Work

1. Definition of Group Work

According to Long (1981: 285) state that group work is not a solution to such problems, but may help to obviate or alleviate them. Harmer (2010) stated that small group activities of around five students provoke greater involvement and participation than whole class activities. It means that group work activities will help student in learning process.

Group work is a generic term covering a multiply of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Commonly called as pair work, it means simply group work in groups of two. It is also important to note that group work usually implies “small” group work, that is, students in group of perhaps six or fewer. Large grouping defeat one of the major purposes for doing group work giving students more opportunities to speak (Brown, 2001: 177)

Nunan (2001) defines group work as a task and exercise that should be completed by the learners working in a small group cooperatively. Through the task and exercise, they learn to solve language problems together in systematic way, and also learn about type of language use in different situation.

Group work, working in small groups or collaborative working as it is often referred is basically a group of between two and six students formed to
discuss a particular issue or perform a particular task. For clarification, it includes the terms: cooperative learning, collective learning, peer learning, reciprocal learning, or team learning (CAD Guidelines, 2013).

In summary, group work is illustrated as students as working together in answering assignment by sharing knowledge and idea to solve the problem that be discussed. Group work as a technique has proven to be useful for all students. It is also seen as one of effective and excellent strategies in classroom teaching. Group work is a way for helping students socialize, get to know one another and learn about others’ experiences.

2. The Types of Group Work

There are two types of group work, they are cooperative learning and collaborative learning.

a. Cooperative learning

One of the specific adaptive approaches of group work is cooperative learning. Cooperative learning is an effective way to encourage students to “want to learn more, like school better, like each other better, have higher self-esteem, and learn more effective social skills” (Johnson & Johnson, 1991 cited in Lee, 2014). In cooperative learning groups, each student has a specific role and students are able to produce work based on everyone’s input. By assigning roles in group work, the students in the class will be able to contribute as well as gain from other members in their group. Furthermore, some of the benefits of cooperative learning include: academic gains across different subjects, increase in participation in classrooms, and more social interactions with
peers (Gillies, 2003 cited in Lee, 2014). Therefore, cooperative learning is an essential strategy for supporting the students in the mainstream classroom. In cooperative learning, the students will benefit by working with peers with more proficient English skills who will provide oral feedback and be language models for the ELLs in the classroom (Coelho, 2004 cited in Lee, 2014).

b. Collaborative learning

Collaborative learning is a teaching and learning strategy that can be utilized for all types of students and can take various forms in the classroom. Using group work as a pedagogical tool can be useful in numerous ways. It can be used to organize activities or tasks in the class where an assignment is given by the teacher and students are expected to work as a group to solve the group task (Chiriac & Frykedal, 2011 cited in Lee, 2014). Through group work, students can develop their social skills, build a sense of community, support and depend on each other for their learning experiences.

In collaborative group work, every group member is involved in working on a given task to produce an outcome that they all agree upon (Chiriac & Frykedal, 2011 cited in Lee, 2014). This allows all types of learners, including English language learners, the opportunity to be in an environment where they can work together to discuss their ideas, share and listen to their peers’ thinking process. Through group work, the
students are able to talk freely with their peers, which ultimately allows all students to practice and improve their oral language skills.

3. Organizing Group Work in Classroom

Group work as an effective method to motivate students, encourage active learning, and develop key critical thinking, communication, and decision in making skill. According to Harmer (2010) proposed ensuring group activities work well will be easier if the teacher have a idea how to solve the problems that might occur. There are some ways to implement group work in classroom, in the following:

a. Creating Groups

There are some the principles in creating group, they are:

1) Friendship

This is they of consideration putting students in a group. It will to make sure the teacher put friends with friends, rather than risking the possibility of people working with of them whom they find difficult or unpleasant.

2) Streaming

In a group should have a mixture of stronger and weaker students. It is more able students can help their less fluent and knowledge able colleagues. It will help the strong students themselves being able to understand more about language and the weak students also get benefit from the help them yet.

3) Chance
The teacher also can group the students by chance. That is far no special reason of friendship, ability or level of participation.

In creating a group can be managed through some ways of grouping these classifications that focus on friendship, streaming, and chance.

b. Procedure of Group Work Activity

There are some procedures are described in the following statements:

1) Before activity

Before doing activity, the students need to feel enthusiastic about what they will do and their need to give an idea when they will have finished the task. Give them a time to do the activity until finish. The one of important things about the instruction is the students should understand what the task is. For checking that the student do their task, the teacher need to ask them to repeat the instruction.

2) During activity

During the activity, the students are working in groups. The teacher can stand up in front of the class or walking around the class while keep on the eye to the each group. In the case, the teacher may also help them if they meet a problem. It is because the teacher is monitoring, they should be watching and listening them. The teacher also has a great chance to act as observer, getting information about the students’ progress.
3) After doing activity

After activity, the teacher gives the feedback about their mistake in during do the task and then the teacher can correct it. The teacher need to ensure that they have completed the task successfully even though they have been working on a task with definite right or wrong answers.

G. Group Work and Language Learning

The teacher and the students as the elements of the classroom have different roles. Here fore, it is classified into two aspects as follow:

1. Teacher’s Role

The role that the teacher takes is critical to the success of group work. During the group work the teacher is likely to become group creator, monitor, mediator, organiser, coach, mentor and adviser in resolving internal group problems. The teacher should be responsible for dealing with issues of inequity, allocating and moderating grades and providing constructive and useful feedback to individuals and groups (CAD Guidelines, 2013).

The teacher must ensure that the objectives and assessment of the group work are clear and link to learning result. As the techniques, such as icebreakers, that encourage students to identify each other’s strengths or other characteristics are useful to assist this process.
2. Students’ Role

The wide variety of students’ roles which are possible in the language class (Nunan, 2001: 80). The students are the passive recipient of outside stimuli. They are an interactor and negotiator who is capable of giving as well as taking. In the classroom, the students are a listener and performer who have little control over the content of learning. They have to involve in a process of personal growth. Besides that, they are also involved in a social activity, and the social and interpersonal roles of the students cannot be divorced from psychological learning processes. As the students, they must take responsibility for their own learning, developing autonomy and skills in learning-how-to-learn.

H. The Challenges in Implementing Group Work

Some teachers are afraid of group work because the teachers think that using group work will lose control of students. The students will use the native language and shy to speak in English. Group work does not mean simply students to work in groups, but can solve the problem in the class if the task in grouping to get communicative student. (Brown, 2007: 179).

1. The teacher is no longer in control of the class

Many teachers may be thinking to give control over to the students. But, their control could be important issues if, such as; the teaching very large classes (of seventy-five or more) where small groups becomes difficult to manage, teaching in a culture where good teaching is defined as students
quietly working in orderly fashion, teaching a group of unruly students, and
teaching in an institution that the teacher teaches through a traditional
(whole-class methodology).

There is no doubt that group work requires some holding of control to
the students. In such context, the teacher must be clever to manage
successfull small-group work. But, that is still a drawback rather than a
reason to avoid group work. Group work still allowed to plays the roles of
director, manager, facilitator and resource. In those roles, there is still an
adequate degree of control; the class will not necessarily run away with it.

2. Student will use their native language

If students fell that the task is too hard (or too easy), or that the
direction are not clear, or that task is not interesting, or that they are not sure
of the purpose of the task, then you may be inviting students to take shortcut
via their native language. However, the most important factor is setting the
climate for group work. The teacher should demonstrate how enjoyable the
various small-group task and games activity are. Get the group to think of
themselves as teams, the member of which are all working together.

3. Students’ error will be reinforced in small group

The teachers are usually concerned about the fact that, especially in
large classes, students will simply reinforce each other’s error and the
teacher will not get a chance to correct them. This concern can really be laid
to rest. There is now enough research on errors and error correction to tell us
that levels of accuracy maintained in unsupervised groups are as high as
those in teacher-monitored whole-class work, and that as much as you
would like not to believe it, teachers’ overt attempts to correct speech errors in the classroom have a negligible effect on students’ subsequent performance. Moreover, well-managed group work can encouraged spontaneous per feedback on error within the small group itself.

4. **Teacher cannot monitor all groups at once**

   Interactive learning and teaching principles counter with the importance of meaningful, purposeful language and real communication, which in turn must allow the student to give vent to creative possibilities. The effective teacher will circulate among the groups, listen to students, and offer suggestions and criticism. But it is simply not necessary to be a party to all linguistic intercourse in the classroom.

5. **Some students prefer to work alone**

   Many students prefer to work alone because that is the way they have operated over since they started going to school. Help the students to see that language learning is not skill where you can simply bone up on rules and words in isolations. Related to the work style issues are numerous other learning style variations among students that are magnified in small groups. Because the teacher is not present within the group at all times, groups are often left to derive their own dynamic inductively. In the learning process, individual differences become more salient than they are in whole class. In fact, when the group members know their task and know their roles in the group, learning style differences can be efficiently utilized and highly appreciated much more so than in whole-class work.
I. Planning for Group Work

Making group of students is not easy and before the teacher asks students to do the activity, there are some steps to prepare well of group work (Brown, 2001: 187-188), as follow:

The introduction is simply a brief explanation. The teacher gives instruction that the students will work in groups so the students can apply all the instructions well.

1. Justify the use of small groups for the technique

The teacher tells to the students about the reason of the importance of group work in accomplishing the task. The students will practice in front of the class, so the students should prepare well in that group.

2. Model the technique

It is very important because before the students do the activity, the teacher gives the example of the task that the students will do so the students get their understanding what will they do in the group.

3. Give explicit detailed instruction

The students have seen the purpose of task and have had a chance to witness how their discussion might proceed, give them specific instruction on what they are to do.

4. Divide the class into groups

In some cases can simply number off (e.g., 1, 2, 3, 4...) and specify which area of the room to occupy. But to ensure participation or control you may want to pre-assign group in order to account for one or two, such as;
native language, proficiency levels, age or gender differences, culture or subcultural group, personality types, cognitive style preferences, developmental stage, interest, prior learning experience, and target language goal.

5. Check for clarification

It is a simple matter of saying something like, “Oke, get into your groups and get started right away on your task”. Some facilitation may be necessary to ensure smooth logistics.

J. Disadvantages of Group Work

Group work has some advantages, but there are also some disadvantages. Sometimes students get praise for doing very little work while others do most of the work and a student of one group fail to communicate with other students, or because of not having a teacher on their heads students. Some students in a group may work with their friends and leave others. Also, the teacher faces the difficulty in grading every group member and many teachers complain that group work is time consuming. (Mc Graw & Tidwell, 2001, cited by Taqi & Al-Nouh, 2014). It can take longer to organize, beginning and ending group work activities, especially where people move around the class, it will take time and be chaotic.

Another disadvantage of group work is that some students work more than others. The other obstacle is some students do not like to take orders from others. Some group members may refuse to work with others. Group work can make class to be noisy because when the teacher loses control and less
managing task. In an EFL, students might prefer using their native language because it is easier for communication. That is why group works not only give the advantages, but also give some disadvantages for some teachers.