

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Definition of Perception**

In a real life, every people have different opinion in judging something. The way of judging something by their opinion is welcome as perception.

Lindsay and Norman (1987) stated that perception is the process by which organism interpret and organize sensation to produce meaningful experience of the world. Moreover, perception is a cognitive process where in an individual collects, organizes and interprets data from the environment to obtain a meaning from it.

#### **2.2.1 Small Group**

Small group is a number of a people who have a joined together for a purpose. There are different methods of learning that can be used as an individual or a group. There is group of students who learn to be as a team. They learn together and also face the challenges together Paul (2010).

According to Brewer (1997) in this form the small group aims to find the results, the topic and ideas of the material provided by the teacher. After finding the results of the group discussion each group member has an opportunity to present in front of the class and open a question session for the audience if there is something that has not understood or just give advice. Small group allow each group member to discuss and understand the material.

### **2.2.2 Purpose Small Group**

Slavin (2011) stated that the taskforce on classroom learning reaffirmed the goals of small group learning; First to reinforce knowledge through problem solving, second to test assumptions, third generate hypotheses and practice reasoning critically, fourth to collaborate with peers, and the last to receive feedback and reflect in action.

### **2.2.3 Types of Small Group**

There are some several types of small group by Slavin (2011). The first type is Team-Games-Tournament (TGT) in which the teacher comes to the class students sit with their group and answer the question from audience or other group, every group has the same question and the group must answer the question one by one, here the teacher will see the highest score. Three steps from Team-Games-Tournament are (a). The formation of group is consisted of three or four members, the member of number of each around must be equal this group will for some meeting and students have an opportunity to get good score for the result. (b) Giving the material is giving the material, the member chooses by teacher from presentation in the class and the material just for group presentation value. (c) Learning in group is the main function of the formation of the group is to make sure all members of a study group and can be a task that will be presented. After the teacher provides materials groups meets to study worksheet and other materials. In learning groups of a students were asked to discuss the problem

together, comparing the answer and correct if a friend of the group made a mistake.

The second is Students Teams Achievement Division (STAD). This type can be used by teachers who are just beginning to use learning approaches and he who is a mixture of four people according to gender and ethnicity. The steps are 1. A set goals and motivate students, teachers convey the purpose of learning, teachers motivate students, teachers present lessons relate to the foregoing. 2. Submit information, teachers' present information to students with street demonstration or in passing the reading. 3. Organize students into learning group, teachers explain to students how to form study groups, teachers organized into study groups. 4. Guide the group work and learning, teachers guiding groups of students studying at the time of the task. 5. Evaluation, teachers evaluate the result of learning about the material they have students present their work, followed by discussion.

The third is Group Investigation, and my topic related to the types. Students work in small group to respond to the various class assignments. Each group to divide the task into sub-topics and then each member of the group conducting researching to achieve group goals, after which each group submitted research findings to the class.

The presenter breaks participants up into small groups based on particular interest. Each group has certain category, and they gather information and analyze it for meaning. The participants then prefer and deliver a presentation to the class

about what they discovered. The process teaches participant to work together, listen to the one another, and support each others' work and opinion. This is a group-skill-building teaching method that strengthens peer interaction.

#### **2.2.4The Advantages of small group Interaction**

There are several advantages of small group interaction there are:

First small group participant: In a large group, there may be many people and the individual attention from each member may not be present. When the group is a small one, the people have eye contact with each other and it is very difficult to not become participative in this kind of a group.

Second is sharing: in a small group, it is possible for each of the members to share their views and experiences to be able to learn more. Other than this, they will also be to be able to share their observation and insights on what they are learning. Each of these is an important method that will help in the leaning process. If a group is larger one, there will be limited scope for the group members to be able to share their experiences. They might not have time or place to do so. In this scenario, only a person or two may be able to share their experiences,

Third is more responsible: the members who are in a small group for the learning to occur will be more responsible to each other. This will mean that the people in the small group will support each other in their quest for the knowledge

and learning. This helps the learning process to become better. There are many individuals who feel that they are responsible for the learning needs of the whole group. On the other hand, if it is a very large group, then individuals cannot make sure that they are responsible for the learning process of the group and its members.

Fourth is a feedback: in a small group, the members will be able to have adequate feedback. They will be able to learn from the other member as to what the feedback was. In a larger group, because of the sheer size of the numbers and the group, the feedback becomes an impossible method of collecting the relevant details.

### **2.2.5 The Disadvantages of Small Group Interaction**

There are several disadvantages of small group interaction there are:

First is: Unless everyone is serious, group study sessions can often turn into social events where very little study occurs.

Second: Studying with people who have negative attitudes will work against you. The "None of us understands this and we can't all fail" attitude is common but deadly.

Third: If another group member does not prepare for the group sessions by studying alone, your time may not be effectively used in group meetings. If you are studying with someone who has not read the material carefully or attended

class regularly, you will waste time reviewing basic definitions and facts that you already know, instead of focusing on more challenging topics.

Fourth: If the group contains students of widely ranging ability, you may not benefit much. If the others are on a level far beyond your own, you'll soon be left in the dust and be more discouraged than ever. On the other hand, if the other students are too far beneath your level, you may enjoy being the "Brain" of the bunch but miss the point of the group--the challenge of other minds do spur you on.

Fifth: You may grow to depend upon the group and not feel you can "make it" on your own. Be sure to spend sufficient time studying alone. The group study time cannot accomplish all your study needs.

## **2.2. Previous Related Research**

Weeb (1982) focused on the interaction process of occurring within groups. This study is focus on the role of the students' experience in small group learning is examined: (1) the relationship between interaction and achievement, (2) cognitive process and social-emotional mechanism bridging interaction and achievement, and (3) characteristic small group. Methodological and substantive issues are discussed to evaluate and integrate research findings, and as guidelines

for further research. The conclusion is that individual Vs role in group interaction is an important influence on learning, and that interaction can best be predicted from multiple characteristics of the individual, group, and setting.

In this research, there are some previous studies that the researcher included as parameters for researcher in conducting this research.

The second research was conducted by Nhu (2012) in Victoria University of Wellington. He examined the perceptions of upper-year students in Vietnamese primary school about learning in small group. Students' perception of small group learning was explored through examination of five main factors: benefits, difficulties, group types, individual accountability, and group assessment. The research also presented some interesting points unique to the Vietnamese context which might enrich the current literature of students' perceptions of small group learning. They were the preference for large group sizes, the two-aspects of leadership, the preference for whole-group assessment, and the suitability of this method for learning Vietnamese language rather than other subjects.