

## CHAPTER IV

### FINDINGS AND DISCUSSION

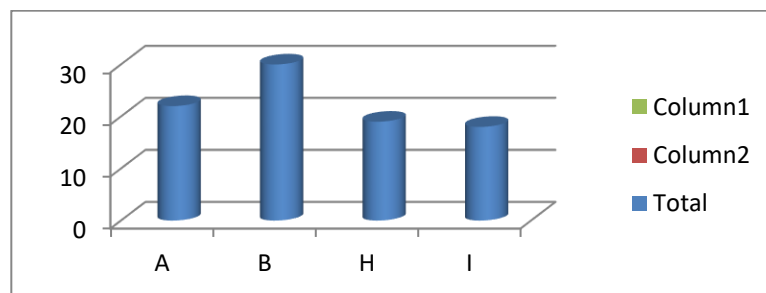
This chapter discusses three elements, they are : (1) Reliability of the Questionnaire, (2) Findings, and (3) Discussions. Each of these points will be explained in the following :

#### 4.1 Biographical Description

##### 4.1.1 Biographical Description of Participants

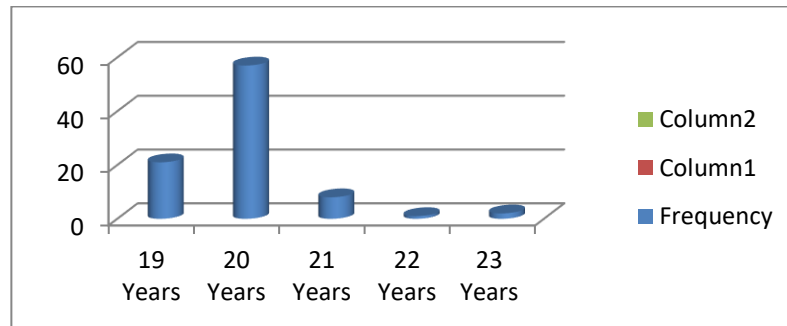
In this part, the researcher reported participants' background of this study. It included class, age, and gender based on demographic information of questionnaire as the basic data about the participants. To make it clear, the researcher put the data in the chart based on the classification of items in demographic information.

##### 4.1.1.1 Demographic Information based on Class



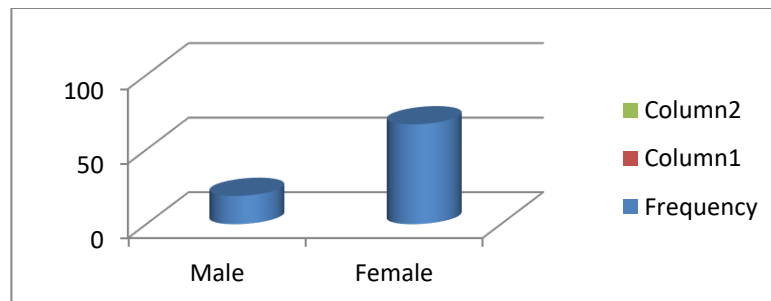
The chart shows that there are 22 students (24.7%) in A class, 30 students (33.7 %) in the B class, 19 students (21.3%) in H class, and 18 students (20.2%) in the I class.

#### 4.2.1.2 Demographic Information based on Age



Based on this chart, most of students were 19 years old. The table shows that there are 21 students (23.6%) at 21 years old, 57 students (64.0%) at 20 years old, 8 students (9.0%) at 21 years old, 1 student (1.1%) at 22 years old and 2 students (2.2%) at 23 years old.

#### 4.2.1.3 Demographic Information based on Gender



From this chart, there are 19 male students (21.3%) and there are 70 female students (78.7%) in four classes. The female students are more than male students.

## **4.2 Findings**

### **4.2.2 Data from Close-Ended Questionnaire**

In this part, there were 22 questions related to students' perception towards small group interaction and advantages by using small group in fifth semester. The research consisted of two domains that were relevant with the aims that were obtained. First domain was about the advantages of small group. This domain consisted of 2 statements from 3 different sub domains. Three statements were about students' Advantages of small group and 3 statements were about Disadvantages of small group. This domain consisted of 11 from 3 different sub domains. 3 statements were about advantages of students' time in small group, 3 statements about advantages of material in small group, and 5 statements about advantages of attitude in small group.

Second domain was disadvantages of Small group. This domain consisted of 11 statements from 3 different sub domains. statements was about Disadvantages of students' time in small group, 3 statements was about Disadvantages of material in small group, and 5 statements about disadvantages attitude in small group.

The students' responses to the questionnaire were analyzed in terms of descriptive statistics. The data were basically nominal and based on frequencies.

Therefore percentages were calculated. Here, the participants were required to tick any of the five alternatives namely strongly disagree, disagree, neutral, agree, strongly agree.

In short, the researcher presented the result of analyzing the data based on all domains. It means there are 3 main domains to be discussed in this research.

**A. Table 4.1: Frequency, percentage, mean score and level of the Advantages of small group**

Advantages of Small Group	Frequency & Percentage					Mean	Std	Level
	SD	D	N	A	SA			
It takes less time to complete the assignment when I work in a group.	0 (0%)	0 (0%)	38 (42.7%)	44 (49.4%)	7 (7.9%)	3.65	.62	Very High
It is important to me that my group gets the work done on time.	0 (0%)	0 (0%)	27 (30.3%)	38 (42.7%)	24 (27.0%)	3.96	.76	Very High
When I work we focus on the task.	2 (2.2%)	2 (2.2%)	21 (23.6%)	44 (49.4%)	20 (40.4%)	3.87	.86	Very High
My group members like to help me learn the material.	1 (1.1%)	0 (0%)	23 (25.8%)	56 (62.9%)	9 (10.1%)	3.80	.65	Very High
The material is easier to understand when I work with other students.	0 (0%)	2 (2.2%)	34 (38.2%)	43 (48.3%)	10 (11.2%)	3.68	.70	Very High
The material is more interesting	0 (0%)	4 (4.5%)	24 (27.0%)	55 (61.8%)	6 (6.7%)	3.70	.66	Very High

when I work in a group.								
When I work in a group, there are opportunities to express my opinions.	0 (0%)	4 (4.5%)	23 (25.8%)	46 (51.7%)	16 (18.0%)	3.83	.77	Very High
My work is better organized when I work in a group.	0 (0%)	4 (4.5%)	38 (36.0%)	37 (41.6%)	16 (18.0%)	3.73	.80	Very High
When I work in a group I motivate to work hardly, seriously.	1 (1.1%)	6 (6.7%)	45 (50.6%)	32 (36.0%)	5 (5.6%)	3.38	.74	Very High
My group members help explain things that I do not understand.	0 (0%)	0 (0%)	51 (57.3%)	36 (40.4%)	2 (2.2%)	3.44	.54	Very High
When I work in a group I get the grade I deserve.	0 (0%)	6 (6.7%)	23 (25.8%)	43 (48.3%)	17 (19.1%)	3.79	.82	Very High
<b>Overall</b>						<b>3.71</b>	<b>.38</b>	<b>Very High</b>

Source: Result of Data Processing, 2017

As displayed in table 4.1 overall mean score of advantages of using small group is 3.71. This mean score indicates that respondents perceived the advantages of small group at very high level. In more detail, all statements of advantages of small group at very high level, they are statement 1 (It takes less time to complete the assignment when I work in a group), statements 2 (It is important to me that my group gets the work done on time), work done on statement 3 (When I work we focus on the task). Statements 4 (My group members like to help me learn the material), statement 5 (The material is easier to

understand when I work with other students), statement 6 (The material is more interesting when I work in a group), statement 7 (When I work in a group, there are opportunities to express my opinions), statement 8 (My work is better organized when I work in a group), statement 9 (When I work in a group I motivate to work hardly, seriously), statement 10 (My group members help explain things that I do not understand), statement 11(When I work in a group I get the grade I deserve).

**Table 4.2: Frequency, percentage, mean score and level Disadvantage of using small group**

Disadvantages Of Small Group	Frequency & Percentage					Mean	Std	Level
	SD	D	N	A	SA			
The work takes longer to complete when I work in a group.	1 (1.1%)	8 (9.0%)	42 (47.2%)	34 (38.2%)	4 (4.5%)	3.35	.75	very high
I feel working in groups is a waste of time.	0 (0%)	6 (6.7%)	43 (48.3%)	35 (39.3%)	5 (5.6%)	3.43	.70	Very High
When I working in a group we spend too much time talking about other things.	1 (1.1%)	5 (5.6%)	41 (46.1%)	34 (38.2%)	8 (9%)	3.48	.78	Very High
I don't care when my group members do not understand the material.	1 (1.1%)	8 (9.0%)	47 (52.8%)	26 (29.2%)	7 (7.9%)	3.33	.79	Very High
The material is difficult to understand when I work in a group.	1 (1.1%)	7 (7.9%)	53 (59.6%)	24 (27.0%)	7 (7.9%)	3.25	.71	Very High
The material is not interesting when I work in a group.	0 (0%)	3 (3.4%)	44 (49.4%)	39 (43.8%)	3 (3.4%)	3.47	.62	High
I find it hard to express my opinions when I work in a group.	0 (0%)	13 (14.6%)	42 (47.2%)	33 (37.1%)	1 (1.1%)	3.24	.71	Very High
My work is not organized when I work in a group.	0 (0%)	4 (4.5%)	43 (48.3%)	39 (43.8%)	3 (3.4%)	3.46	.64	High

When I work in a group I do not motivate to work hardly, seriously.	0 (0%)	2 (2.2%)	47 (52.8%)	38 (42.7%)	2 (2.2%)	3.44	.58	Very High
My group members do not help explain things that I do not understand.	0 (0%)	1 (1.1%)	46 (51.7%)	39 (43.8%)	3 (3.4%)	3.49	.58	High
When I work in a group I do not get the grade I deserve.	0 (0%)	2 (2.2%)	34 (38.2%)	43 (48.3%)	10 (11.2%)	3.68	.70	Very High
<b>Overall</b>						<b>3.42</b>	<b>.29</b>	

Source: Result of Data Processing, 2017

As displayed in table 4.2 overall mean score of disadvantages of using small group is 3.40. This mean score indicates that respondents perceived the disadvantages of small group at very high level. In more detail, all statements of disadvantages of small group at very high level, they are statement 12 (The work takes longer to complete when I work in a group), statements 13 (I feel working in groups is a waste of time), statement 14 (When I working in a group we spend too much time talking about other things), Statements 15 (I don't care when my group members do not understand the material), statement 16 (The material is difficult to understand when I work in a group), statement 17 (The material is not interesting when I work in a group), statement 18 (I find it hard to express my opinions when I work in a group), statement 19 (My work is not organized when I work in a group), statement 20 (When I work in a group I do not motivate to work hardly, seriously), statement 21 (My group members do not help explain things that I do not understand), and the last statement 22 (When I work in a group I do not get the grade I deserve).

### **4.3 Discussion**

Based on the finding in the close-ended questionnaire, most of students who are as respondents in this research agreed that all of the factors about advantages and disadvantages of using small group. Those factors are (a) advantages of students' time in small group, (b) advantages of material in small group, and (c) advantages of students' attitude in small group. Too disadvantages of using small group. Those factors are (a) disadvantages of students' time in small group, (b) disadvantages of material in small group, and (c) disadvantages of students' attitude in small group.

Based on the finding in close-ended questionnaire, the first factor was advantages of small group (domain 1 "advantages of using small group") at very high level of mean score. It means that all students agreed that they have relatively time to complete the assignment when working with others. In the location of the research, the researcher also saw that the students of fifth semester did some preparation before do with group members, such as preparing the material, and dividing tasks. Related too Nhu (1982) showed some factors when learn in group is got so many benefits. Like this factors when learning in group students' have well prepare before doing the task. In this factors when students' learn in group they can shorten the time, because they can share and to make it easy to complete the material.

Second factors were Advantages of small group (domain 2 "advantages of material in small group") at very high level of mean score. It means that students agreed that students studying in small groups the distribution of the material must



be balanced so that when presenting to the front of the class know each other the results of the group work. Related too Nhu (2012) showed that small group learning was explored through examination of five main factors: benefits, difficulties, group types, individual accountability, and group assessment. To avoid injustice in learning when use small group method. The benefit when learning using small group is students' feel fair in getting the material group task work. So when the division of values no students' feel unfair.

Third factor were advantages of small group (Domain 3 "advantages of students' attitude in small group") all factors in the first and second factors are included in this factor. Related to Nhu (2012) showed that part of factors is individual accountability and group assessment it means that working in group should be have good benefits to every members in group, because when the lecture give the value not balance students fell that not equitable, because what is done in the group work reflects the attitude. For example, divide the time to complete group tasks, working on distributed materials. In order for teachers or lecturers to give value to the group no one feels at a loss, because the cooperation that is made will produce good value too.

Based on the finding in the close-ended questionnaire, most of students who are as respondents in this research agreed that all of the factors aboutdisadvantages of using small group. Those factors are those factors are (a) disadvantages of students' time in small group, (b) Disadvantages of material in small group, and (c) disadvantages of students' attitude in small group.

Based on the finding in close-ended questionnaire, the first factor was advantages of small group (domain 1 “disadvantages of using small group”) at very high level of mean score. It means that all students agreed that students need more time to complete the assignment when work with others. Related to Weeb (1982) showed that part of factors is cognitive process and social-emotional mechanism refers to this domain, because when students’ in group talking about others of course will be needed more time to complete their task. In the location of the research, the researcher also saw that the students of fifth semester did not preparation before do with group members, such as prepare the material, and dividing tasks. The probably maybe they have many tasks from other subjects making it difficult to divide the time to do group work.

Second factors were advantages of small group (domain 2 “disadvantages of material in small group”) at very high level of mean score. Related to Nhu (2012) showed that part of factors is difficulties, it means only one students’ doing the task but actually the case is they learn in small group. It means that students agreed that in the division of task groups there are just so that the task they do not balance, there is one person who gets a lot of material so that there are members of the group who feel burdened, this also affects the distribution of the value provided by the teacher or lecturer because the automatic lecturer will provide value with an equal amount to all members of the group, in fact only one person is working on it.

Third factor were Advantages of small group (domain 3 “Disadvantages of students’ attitude in small group”) same with advantages of using small group is

all factors in the first and second factors are included in this factor, because what is done in the group work reflects the attitude. Related to Nhu (2012) showed some factors is difficulties, individual accountability. Students' feel there is no benefit when learning in group and students' feel injustice when learning in group. For example, much to talk about is not related to the material done, hard to divide the time for group work, there are group members who feel burdened because many doing group work. In order for teachers or lecturers to give value to the group no one feels at a loss, because the cooperation that is made will produce good value too.