

CHAPTER II

LITERATURE REVIEW

This chapter explain about the supported theories of this study and some relevant of the study. The supported theories related to the topic, which are (1) theories of group works (2) feelings toward group work (3) theoretical framework.

2.1. Group Works

Group works is including of learning method have been used in the class which is social learning and students centered learning. Student do their learning process by cooperate with other. There are some definitions from other studies about group work. Based on White, et.al (2005) group work is widely recognized within the higher education as being effective learning and learning methodology. Smith, et.al (2009) as cited in Clinton & Kelly (2017) group learning is valuable method of engaging students with interpersonal communication skill. In addition, group work is a strategy that enables to discuss issues or to engage in learning activities with other students (Harmer, 1991). Therefore, by interacting with others, students learn not only what to think but how to think (Frey, et. al 2009). Particularly, group work is said to be an effective and communicative learning method.

Cantwell & Andrews (2002) proposed that the use of group work premised on three assumption about students discomfort, students' cognitive and psychological on equal function, also students' capacity on facilitating one another in a group enviroment. Whilst, White, et al (2005) there was a general consensus if

the group work planned and managed well, is generally enjoyed and benefit to students. It means, a good group will increase students in learning.

2.2. Feelings toward Group Works

Feelings is a personal sense to express about personal condition and think of something was happening. Graham (1984) state that the way students think based on their feelings, then they would act based on that feelings and influence to their behavior. Pedagogically, Barfield (2003) emotion is an important to have component of learning, many of benefits of group work are unlikely to realize. Based on these statement, it can be concluded that it is important to have an understanding of how students feeling toward group work.

In 2002, Cantwell & Andrews Additionally explain three scale factors on feeling toward group work, which are; preference for individual learning, preference for group learning, and discomfort for group learning. For further explanation below

2.2.1. Preference for Individual Learning

Preference for individual learning one of scale on students feelings which was affirmed by Cantwell & Andrews (2002) that described about a strong feeling of dissatisfaction with group work, including feelings of being let down by group members, seeing group work as confusing and less effective than individual learning, preferring to work alone and expressing a lack of involvement and enjoyment in a group situation. Therefore, preference for individual learning can be seen as expression implemented by students to show feeling dislike in a group learning.

2.2.2. Preference for Group Learning

Preference for group work related to students feelings on preferring group context. In Cantwell & Andrews (2002) mentioned that these scale intimate a strong feeling of commitment and fulfillment in group learning situation, a feeling of enhanced understanding, enjoyment in sharing the responsibility for the workload and credit for group achievement, a greater sense of personal contribution. It can be conclude that preference for group learning is the reaction shown by students to describe their fovorable in group learning context.

2.2.3. Discomfort for Group Learning

Discomfort for group learning, as described by Cantwell & Andrews (2002) explained about feeling discomfort such as nervousness, inability to relax, fear of asking for help, and difficulty in understanding group task. Thus, it can be conclude that feeling discomfort for group learning related to students in social learning, they are lack of confidence and also less enjoy in a social situation

2.3. Feelings toward Group Work in Previous Study

Based on research Cantwell & Andrews (2002) in which they explored the cognitive and psychological factors that underline secondary school students' feelings toward group work. Their findings indicated that the cognitive factors such as metacognitive awareness related to a preference for group work whereas psychological factors such as social anxiety related to a preference for individual learning. As a participants were 290 University of Newcastle students. By using quantitative research, students completed the Feeling toward Group Work (FTGW) questionnaire.

These study was difference in research finding based on White, et.al (2005) who conducted to determine the students' feelings and attitudes toward group work and assessment. Their findings indicated that group work was preferred than individual work, it was generally giving a positive experience for students. This study was also apply a quantitative research and using Feeling toward Group Work (FTGW) questionnaire and another questionnaire Attitude towards Peer Evaluation (ATPE) or Attitude towards Group Work Assessment (ATGA). The participants were 46 from Pharmacology (39 females and 7 males) and 80 from Information Technology (46 females and 34 males) students at University of Sydney, Australia.

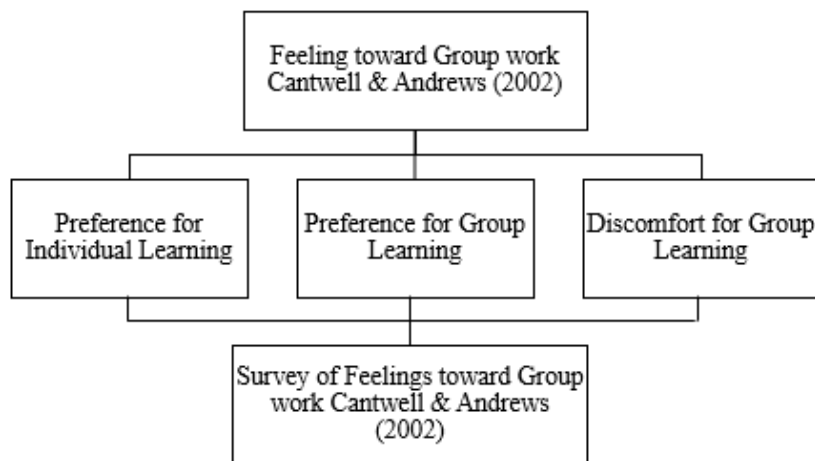
In addition, Clinton & Kelly (2017) conducted to determine the usefulness of group discussion affect students' attitude on group. This research was similar by applying quantitative method and FTGW questionnaire in the pre-intervention and another questionnaire adapted from Hulleman and Harackiewicz (2009) as post-intervention. The participants were 51 undergraduate students of Social Psychology at Midwestern Public University. The result informed that there were no differences between the students who learned about the usefulness of group discussion and those who did not for preference for individual work, students exposed to the intervention did not differ in their preference for individual or group work or their discomfort with group work than students in the control.

Those study are related to this present study as references. But, all studies mentioned have different findings. All of the researches were quantitative and using FTGW questionnaire.

2.4. Theoretical Framework

This research generally are contained about students' feelings and attitude toward group work as the main topic of this research. Meanwhile, this research use Cantwell and Andrews (2002) questionnaire for completing and get the finding of the research. Feelings is absolutely showing by students in learning because it is a personal reaction and habit of their self. So that, Feelings will evaluate whether the learning process will be running well or not.

Figure 2.1 Theoretical Framework



2.5. Definition of Key Terms

In discussing this title, the researcher finds several terms that need further explanation as clearly as possible to avoid misunderstanding in this research study.

Feelings	Feelings is a personal sense of something.
Students' Feelings	What students' think and react based on their experience after doing something
FTGW	Feeling toward group work (FTGW) is an instrument from Cantwel & Andrews (2012).
Group work	Group work is when students work together toward a specific goals (Badache, 2011).
EFL	English as Foreign Language (EFL) is English is learned as a subject, English is not as a medium of instruction, limited exposures to English.
PBI	PBI (Pendidikan Bahasa Inggris) in English mean English Language Education, is one of major in Islamic University of Indonesia.

Table 2.1 Definition of Key Terms