

The Requirement of Grouping Technique in English Lesson in Meeting the Demand of Philosophy of Education in Malaysia

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Abstract

The purpose of this paper is to discuss the need of grouping techniques in English language lesson in order for the school students to use the language efficiently and confidently. This is one of the available approaches used in meeting the demand of philosophy of education in Malaysia. The application of the techniques is through grouping activities which will be able to stimulate and persuade the interest of study among students. Through these activities, the involvement of student in class is increased. By comparing the individuals learning, student is more active and energetic during studies in group. In addition, learning in grouping is more affective to stimulate and strike the values such as motivation, confidence and diligent.

Key words: The Requirement of Grouping Technique, Philosophy of Education

Introduction

Among the aspects which had been focused by Primary School Curriculum and Secondary School Curriculum in Malaysia are the effectiveness and the confidence in using language among the students. In order to gain these objectives, there are many initiatives from teachers, which include the implementation of grouping activity in their teaching process. Teachers and other scholars believe that grouping activity is the effective technique of teaching and learning process, especially in English lesson. This scenario happens because many studies had proved the effectiveness of group activity during teaching and learning English process.

Additionally, Jacobs and Ratmanida (1996) also state that past studies had proved the effectiveness of the application of grouping activity in teaching and learning English. Moreover, it increasingly becomes the popular method in West America and North America. Jacobs and Ratmanida (1996) also affirm that grouping activity had been used in the process of teaching and learning second language (English Language) in East Asia such as Brunei, Indonesia, Malaysia, Philippine, Singapore and Thailand. Furthermore, the application of grouping activity during teaching and learning process is able to encourage student's interest to communicate in second language among the group members without the stigma's sense even though there are mistakes in using the language.

Grouping activity is also being able to stimulate and persuade the interest of study among students. Through this activity the involvement of student in class will be increase. According to Gillies (2002), grouping activity had been used as one of strategy in promoting learning and also as the modification through

the variety of teaching and learning's structure, as well as become the method to prevent students from the feeling of isolation, separation, and segregation during learning process.

Besides, Martin et. al. (1993) state that there are many studies that encounter with teaching which show the students were more interested to study whenever they were directly interacted with the group members. Furthermore, students presume that the application of grouping activity during lesson is the transition from the aspect of student involvement which is from passiveness to active. Moreover, by comparing the individually learning process, student is more active and energetic during studies in group. In addition, learning in grouping is more affective to stimulate and strike the values such as motivation, confidence, the interest to study, cooperation and others (Jacobs and Ratmanida, 1996).

Based on the study by Nysrtand and Brandt (1989), students which always been interested in writing, and always discuss about their writings with group members will became the effective and talented writers compared to students which only write to their teacher's evaluation. The discussion activity is able to expose the students to the multiplicity of thinking. It is because; they can share their opinion and experience from the group members. Moreover, from this activity they are able to criticize their own writings after had been checked, analyzed, and evaluated by the group members.

According to Goerss (1996), students enjoy and glad when they are giving a chance to complete the assignment with their group members. The assignment is high in quality, compared to individual's assignment. Normally, teachers choose to apply the grouping activity during teaching and learning process because they want to give chance to the students to interact among the group members. Moreover, through this activity they can exchange their opinion, understand the behavior and the feeling of their group members. The study by Shachar and Sharan (1994), found out that students are more active and vigorous in learning process compared to the students which had been exposed toward teaching and learning process in class. The students which studies in grouping always show their opinions, giving their suggestions and views during the grouping activity.

Shachar and Sharan (1994) also state that this group activity is actually a method or technique to encourage and persuade student to use language as a mediator to give idea; associate the ideas, discuss on how to expand the ideas; listen and admit the idea from group members as well as restructure the previous idea. Moreover, Shachar and Sharan (1994) state that this grouping activity is essentially contribute to high level thoughts among the students.

The study by Brown (2000), also states that there are some advantages in applying the grouping activity in English lesson. Among the benefit is being able to produce interactively language learning, which provides the condition of lesson that enjoyed by the students. Through the interactively language learning, students had been motivated and subsequently had been persuaded with the sense of responsibility among them towards learning as well as producing the autonomies students. Moreover, it is able to prepare students towards individualism learning.

Educators strongly believe that grouping activity is the one of affective technique in teaching and learning process. Besides, the study by Vaughan (2000) states that past studies had proved the effectiveness of grouping activity in order to encourage the interaction among school students. In addition, the using of this technique is also being able to expand the positive result towards learning process.

Vaughan (2002) reports that studies by researchers such as Cohen (1989); Davidson (1989); Devries and Salvin (1979); Johnson and Johnson (1989); Okebukola (1985); Reid (1992); Slavin (1990), also support the study by Johnson & Johnson (1994), that their study found out that grouping work is able to provide positive effect throughout student's academic achievement.

Moreover, Deutsch (1962) and Johnson and Johnson (1989) in Vaughan (2002) state that in the real situation, students are mutually depend on each other and support among the group members to gain their learning objective. Students also realize that their successful were caused by the successful of the entirely group members. Based on Long and Porter (1985), grouping activity also suitable to be accomplished in

teaching and learning English. Besides, Peacock (1998) states that since 20 years ago, this grouping activity had been widely recommended and applied as a mode to interact in English lesson, especially to encourage the student involvement, to persuade the sense of responsibility among the students, and to build an advantage skill for their life. It also knows as a method to persuade communication and interaction process among students and still popular until today (Peacock, 1998). Additionally, teachers believe that students achieve their motivation through involvement in grouping activity (Gillies and Ashman, 1998).

The Background of the Grouping Activity's Approach

According to Antil et. al. (1998) in Stright and Supplee (2002), teachers liked to apply the grouping activity during teaching and learning process because they believe and confident that this activity is able to make students become more active in learning process. Besides, teachers are applying this activity during teaching and learning process because they want to give chance to many students so that they can interact towards each other.

According to Peacock (1998), the using of grouping technique had been widely recommended and applied more than 15 years ago as the interaction purpose especially in English lesson. It was also known as communicating technique and still being used and popular until now because it effectiveness in teaching and learning process.

The thoughts of using grouping technique in teaching English are not something new. Furthermore, Long and Porter (1985) state that the appliances of grouping technique in English lesson had been suggested by methodology expert. Because of the effectiveness of grouping technique in language learning, thus, it had been suggested by many people to be practiced.

Paul Nation (1989), the lecturer of English as a second language at Victoria New Zealand University, states that grouping activity gives chance towards students in gaining more expose in language especially toward understanding the matters that they don't understand in the language.

The Perception toward Grouping Lesson

Grouping technique is the best technique, which had been used by teachers in order to spread and increase the student's motivation toward learning process. This statement had been proved by Roskam (1997) in his study that applies lesson via grouping activity, fundamentally on discussion in pairs. His study includes inquiry research, by looking at the perception, which students had been surveyed in two times at that term; week three and the end of week thirteen. Based on comment that has been done, 70% from the respondent state that they had learn in extra quantity during grouping activity compared to individually study.

In the study that leads by Xiaoping Liang (2004) there were sort of perception, which given by the Chinese immigrant students within the application of grouping activity in the lesson of English as second language. The study by Xiaoping Liang (2004) found out that some students said that they like grouping activity while some of them didn't like to study with the group members.

Looking Through the Motivation Perspective

According to Snell (1999), the students which study by grouping behave more positive and active compared to students which individually study. Research by Lockhart and Ng (1993) proved that the feedback from group members is more benefit and effective contrasting with the feedback from teacher during they write their essay. In this situation, the teamwork in group is more effective in the way to motivate students to write, as well as it can shapes their autonomy.

Jacobs and Ratmanida (1996) state that student's character is one of the factors in substantiating the effectiveness of various lessons. According to him, if student is less motivated in learning one language, the learning process consequently becomes difficult. According to Jacobs and Ratmanida (1996), during teacher's centralization lesson, the unmotivated student just sits and listens to the teacher's explanation and commentary without any reaction. Jacobs and Ratmanida (1996) also state that the unmotivated student was forced to interact and collaborate with group members in order to arrange the assignment give by teacher. Hence, the unmotivated student will become more motivated.

Daniels (1994) found out that there is positive connection between motivation and student's academic achievement after grouping activity had been applied during teaching and learning process. According to him, throughout grouping activity, students being please, delight, and enjoy the lesson. Briefly, it can be said that when students were assigned to do task in grouping, they are motivated in learning, and their achievement also increase.

Gillies and Ashman (1998) found out that when students study together in group, they seemingly have intuition about the needs of group member who has a problem in learning process. Hence, the intelligent student honestly gives their help. By having friends that always standing by to lend a hand, the student that encounter with problem in learning gain a motivation to further their study.

The Producing of Diligent Attitude

According to Jacobs (1988) and Bryan (1996), the students which study by grouping will produce a better product and show the positive attitude towards their assignment and lesson. Besides, grouping activity is able to encourage student in helping each other and make a high effort to complete the given assignment (Bryan (1996). Based on the study by Harmer (1983), students will be more concentrate towards assignment, which had given during grouping activity compared to individually learning. Learning through teamwork give a chance for student to frequently speak, share idea and thought. These interactions encourage them in structuring again the opinion and increase the capability and communication skills. Much more and much diligent the students had been trained, thus, the mistakes will decrease. (Harmer, 1993)

In grouping activity, students are interested to study with diligently and more concentrate to work which had been given by their teacher. According to Porto (2001), students are more attentive in the criticize writing's learning in grouping. This condition had proved that through learning in grouping, students had given more attention and concentration in completing the assignment by their teacher. Moreover, their learning process is more effective and shows the increasing of their achievement.

Gillies and Ashman (1998) found out that when children or students are collaborating in group, they are more committed and become seriously in completing the assignment. Besides, they had asked for extra task to work together on it. According to Gillies and Ashman (1998), these diligent and committed attitudes are obviously showed during learning on grouping activity compared to individually learning.

According to Nor Azizah et. al. (2003), moral values such as diligences, independence, love, honesty, collaboration and others, can be emphasized in student life through the involvement in grouping activity. Moreover, her research shows that there is significant value for the diligence among students in that group's experiment with the value of 0.081 ($p < 0.01$).

Viewing From the Perspective of Achievement

Vaughan (2002) reports that the studies by Slavin & Oickle (1981), Banks (2001), Cohen (1986), Johnson & Johnson (1983), and Slavin (1985) which had discussed about the application of teamwork in group activity had shown the increase in student's academic achievement . In brief, group activity is able to

persuade the interaction among students and encourage to the increase of motivation and achievement among them.

According to Porter (1993), during interacting in group, students are not creating many mistakes while they learn foreign language from their group member. By learning language throughout grouping, students are able to enhance their verbal communication experience, as well as their achievement in using foreign language.

Slavin (1992) also states that learning through grouping can give positive effect towards student's achievement especially from the perspective of solving the problem. This phenomenon happens because students are mutually helping each other in order to solve various problems.

According to Lazarowitz et. al. (1996) and Lazarowitz et. al. (1994), students gain more advantages through the involvement in grouping activity, whenever they get many friends and at the same time increase the motivation to study, increase the involvement in lesson and increase their achievement in academic field.

Moreover, Derring dan Meloth (1993) had run a research towards a group of students, which were interacted by grouping in language lesson. The study found out that 94% from the students become more capable and expert in complete the given assignment. Besides, they show the increase in giving opinion through discussion session. Moreover, the content of the conversation is more exact, accurate and precise.

Research by Gillies (2002) found out that the students which study by grouping using the high level language's strategy while answering exam question, such as generalize information to construct the conclusion and interpret the information from several source, compared to the students which only using class method. This phenomenon happens because the students which had been involved in grouping activity gain new experience during discussion and get an idea and inspiration from their group members.

Gillies (2002) reports that the research by Sharan & Shachar (1988), and Shachar & Sharan (1994), had prove that the students, which had been involved in grouping activity show great achievement in language learning. Furthermore, their way of thinking become more creative, growth, mature and determined.

Study by Gillies (1999) in Gillies (2002) found out that when students are discussing in group activity, there are positively criticize and accept suggestion from the group members. Besides, according to Gellies (2002) through the experience, students found the new cognitive and affective function and use it for the next lesson. By that, students are able to increase the using of language during lesson through using cognitive and affective function. Thus, student's achievement in language learning is increase and expands.

According to Johnson et. al. (1981), the previous researchers found out that the learning process by using grouping method show a better achievement compared to individually learning or the other method. This achievement can be seen through several subjects such as Language, Science and Mathematic. Johnson et. al. (1981) also states that academic achievement by using grouping activity does not limit to several ages, but the entire level of age.

Slavin (1983) in his comment through 46 studies based on experiment found out that the students which pursue the group activity had gained a better academic achievement, compared to the achievement of students in control group, which traditionally study. The student's active involvement in grouping activity increases their achievement. It proves that the application of grouping activity in teaching and learning process is strongly effective to increase student's achievement in academic field.

The continuation research by Stevens and Slavin (1995) towards 46 studies based on experiment also supports the comment by Slavin (1983) regarding student's academic achievement. Stevens and Slavin (1995) prove that the using of teaching by grouping's method is more affective in increase student's academic achievement. Moreover, according to Stevens and Slavin (1995), grouping activity is able to increase social relationship among students.

Stevens and Slavin (1995) had run a research through grade 6 from 5 schools and the research lead by in two years. Two from the five schools were fully implemented with grouping activity during teaching and learning process, while the other three schools only use the traditional method. At the end of the second year, “*posttest*” was given to students to examine their academic achievement. The result of the research found that students which had pursued the learning by grouping show a better academic achievement than the achievement of students which only use traditional method during lesson.

The study by Homes (2000) throughout 85 first year bachelor students which taking education course at Shah Alam’s UiTM show the positive attitude during the grouping activity. The result of Home’s research show that the respondent which doing task in grouping have producing the quality source. The study by Homes (2000) also found that students that had involved in grouping activity show a better grade compared to students which individually doing their assignment.

Maslow’s Theory of Hierarchy’s Need

Abraham H. Maslow had introduced Maslow’s Theory of Hierarchy’s Need in 1954 with the assumption that humans will never satisfy with what they had gained. This theory is also known as Theory of Human Motivation. It states that every human’s basic need must be fulfilled before achieve the other needs. This hierarchy of needs gives purpose and energy toward human. However, when the satisfaction at lowest hierarchy has not maximally fulfilled, thus, the need to achieve the high rank hierarchy will not be occurred or expanded.

Normally, the need of students at lowest rank hierarchy is as well as the basic need. Besides, the need at high rank only can be achieved by various individuals and enjoy with their successful (Kamarudin and Siti Hajar, 2004).

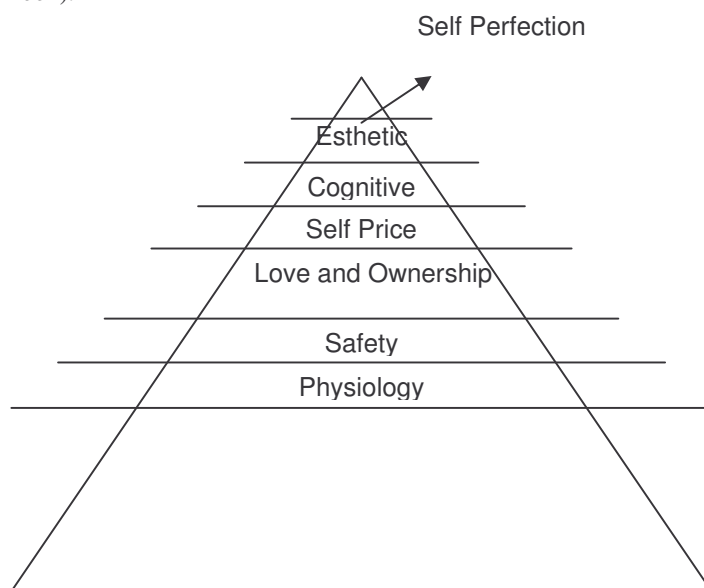


Figure 1: Maslow’s Hierarchy of Need (in Slavin, 2006)

Human needs were arranged by hierarchy as well as in figure 1. The most basic need is the need of physiology and followed by the need of safety, love and ownership, self price, cognitive, esthetic and the high rank is the need of self perfection. According to Maslow, the need of self perfection is the highest point of humanity. When all the needs had been fulfilled, an individual make an effort to expand the individual's potential and expression. Generally, this theory states that individual has energy and direction toward his behavior without thinking about it. The pressure to fulfill the need explains how behavior becomes energetic.

From the perspective of theory of hierarchy's needs, the need of physiology means humans were encouraged to fulfill the physical needs such as eat, drink, air, exercise, rest, wear, residence, etc. For instance, the hungry student will thinks or concentrate to his stomach but than learning activity.

The second level is the need of safety, which an individual feels safe towards his surrounding. In this research's context, the need of second level is the entire the aspect of liberalization from anxious and worry during learning process. A student will determines to study if his surrounding is safe, stable, and be able to provide a protection towards him.

The third level of need starts to be felt when the need of physiology and the need of safety were fulfilled. The third level is a need of love and togetherness, while at this level the individuals need friend and attention. They need a kind of relationship and cannot live alone. In this research's context, the third need means the interaction in group during teaching and learning process.

The fourth level is the need of self price, which needed by human to feel good regarding him and believe that others also have positive thought toward him. In gaining other's respect, students must behave well, which lead to recognition, appreciation, and prestige (Rahil, Jami'ah dan Kasnani, 2000). In this research's context, when students had fulfilled the requirement, therefore, they will gain the sense of self-belief toward themselves, the confidence towards their ability and capability in completing the given assignment by their teacher.

The fifth level is from the perspective of cognitive need. Cognitive need focuses more to the important of mental process and human requirement in gaining the behavior that persuades them to find and own a knowledge and purpose. For example, when a student get an A's grade, he feels that he studies to achieve the grade (objective) and hardly studies to gain the next goal, as well as build the need towards reading to gain more knowledge (Rahil, Jami'ah dan Kasnani , 2000).

The sixth need is esthetic need which means the appreciation towards self stunning and the other peoples. Furthermore, esthetic need also includes the aspects of goodness, truthfulness and fairness. In this research's context, when there were many fulfillment had gained by student towards the need of knowing, understanding and appreciating his surroundings, there were higher his motivation to study. It means, when a student with high ability to appreciate his lesson, so that he is highly motivated to gain his studies objective. (Rahil, Jami'ah dan Kasnani, 2000).

According to Maslow, a student rarely gains the entirely self perfection. However, the teachers can persuade their students towards that objective, by fulfill the needs of their physiology and psychology. Student will not get intrinsic motivation to learn teachings source until they are satisfy in eating, safely feel in class and gain love and appreciation from teacher and friends (Rahil, Jami'ah dan Kasnani, 2000).

Based on report that produced by researchers, it can be concluded that Maslow's Theory of Hierarchy's Need has led to the effective grouping activity in teaching and learning process. Every level in hierarchy contributes to positive attitude towards learning process. In brief, it can be said that Maslow's Theory of Hierarchy's Need has a connection within the effective procedure in group activity.

Jean Piaget's Theory of Cognitive Development

Based on the Theory of Cognitive Development, Johnson et. al. (1998) state that grouping activity is very important to be applied during learning process because it is able to help in developing student cognitive (Onwuegbuzie et. al, 2003). Moreover, Piaget had stated that when an individual interacts among society or group, it occurs a positive meeting of sociocognitive, which had led to perspective-taking ability. Thus, it helps towards an existent of cognitive development in individual self (Johnson et. al, 1998 in Onwuegbuzie et. al, 2003).

Based on the Theory of Cognitive Development, there are several important concepts which had been persuaded by Piaget regarding her theory. Among the concepts are schema, assimilation, accommodation, adaptation, and balance. According Piaget, schema is a common potential in human self. Piaget also state that since birth, a baby has been provided with bounce movement which is known as schema. For example, the movement of sucks, sees, grasps, feels, touches, and moves the hand and feet (Azizi et. al., 2005).

Assimilation means the unity of the new object which had discovered with previously schema. Assimilation process is basically depends on the decision of once cognitive structure (Azizi et. al., 2005). According to Woolfolk (2001), schema which was owned by human will encounter with the adjustment for assimilation process. In the context of grouping activity, the assimilation during learning process happens whenever students gain new knowledge from their group members and unite the knowledge with previously schema, in order to settle a question or current problem through the grouping activity.

According to Azizi (2005), accommodation is a process when cognitive structure encounters with changes. Accommodation works when schema is not able to assimilate with new surroundings, which is not being in children cognitive acquire. By learning in the context of grouping, the dissent belief among group members is one of accommodation process because students cannot accept the opinion of their group member and still being with their thought. The debate in group make the students become more sensitive. Thus, cognitive development occurs among students, together with learning process.

Adaptation is a balance condition between accommodation and assimilation to be adapted with surroundings. Based on Piaget's Theory of Cognitive Development, adaptation is a process of schema's changes along with the need of situation. This process happens because of balance's disappearance for a while between individual with his surroundings. To maintain this balance, an individual needs to revise himself through adaptation process. According to Piaget, the process of individual behavior's change in adapting himself with surrounding is actually a learning process. (Azizi, 2005)

Based on Kramer (1983), Labouvie-Vief (1985) in Onwuegbuzie et. al. (2003), the theory of cognitive development convinces that knowledge is social and it was constructed by a group of students and had been distributed to the other student. In Piaget's Cognitive Development Theory, Azizi et. al. (2005) said that adaptation and balance are mutually connected. According to Onwuegbuzie (2003), the theory of cognitive development stressed that the effect from grouping activity during learning process occurs the unbalance and the cognitive reorganize, which had encouraged the group goal.

Lev Vygotsky's Theory of Cognitive Development

According to Woolfook (2001), Vygotsky believes that cognitive development happens through interaction. Based on this belief, teachers have applying the grouping activity during teaching and learning process because by interaction, shares information and idea during lesson, help and support from the intelligence group member will make the learning process becomes more effective.

Onwuegbuzie (2003), based on Vygotsky (1978) said that teamwork in group encourages the interest to study, increase the sense of understanding, and increase the ability to solve the difficult problem. All of that are the factors of the development of knowledge. Furthermore, Vygotsky's theory also focuses on how

children's minds are developing in the context of social-culture. One of the main principle states that cognitive skill will develops through social interaction within culture. Accurately, it is able to construct cognitive structure and increase the thinking process, such as solving a problem (Woolfolk, 2001). Through that, students can gain self-improve in education as well as increase their achievement in education field.

Woolfolk (2001) said that Vygotsky assumes that every function on children's culture development exists within two levels which is social (inter- psychological) and individuals level (intra- psychological). Afterwards, the process is refining to make it become apart of their cognitive development. In brief, it can be said that children or student's cognitive development can be increased through interaction, association and activity that doing together in group.

Based on Woolfolk (2001), in Vygotsky's cognitive development theory, there is concept of 'The Zone of Proximal Development'. According to this theory, Zone of Proximal Development is a situation which children are not able to solve their problem. However, the problem can be solved with the support from adults or the group member who is more intelligent. At this zone, learning process is successfully happens because at that time, students give their attention to their lesson.

Based on statement by Woolfolk (2001) about Vygotsky's Zone of Proximal Development, it can be said that while learning together with group members, students will seriously study and give their full attention to the given assignment. At the same time, students also dominating the ability and skill that give by group members. Moreover, the students are able to solve the problem during completing the given task. Thus, at this time learning process is really happens towards the students.

According to Johnson et. Al. (1998) in Onwuegbuzie (2003), Vygotsky's cognitive development theory mentions that the surrounding of learning in grouping is able to increase the high achievement compared to individually learning, etc. It is because, the surroundings of learning in grouping can help to increase the student's cognitive development and indirectly increase their academic achievement.

The Empowerment of English Language among School's Student in Malaysia.

In the actual situation, the ability and the skillfulness of English Language among rural students in Malaysia are very low compared to the urban students. This phenomenon can be proved based on exam results such as *Ujian Penilaian Sekolah Rendah (UPSR)*, *Peperiksaan Menengah Rendah (PMR)*, *Sijil Pelajaran Malaysia (SPM)*, and *Sijil Tinggi Pelajaran Malaysia (STPM)* through newspapers, as well as electronic media. Most of the results show that the percentage of pass in English Language subject among rural school students is lower than the percentage of pass for urban school student.

As a result to the phenomenon, educators and researchers found that this situation occurs because rural students are unmotivated in studying English Language subject. Thus, in order to motivate students, teachers need to accomplish all kind of technique and activity during teaching and learning process, as well as the grouping activity. According to Vaughan (2002), grouping activity which used by Slavin (1978) is able to increase student's motivation during English Language lesson. In that activity, students are given reward every time they succeed to overcome the previously achievement in learning process. Thus, to increase student's motivation during learning English Language, the process of teaching and learning by using grouping method should be adapted from time to time to ensure its effectiveness in teaching process.

Research by Brown (2000) found out that when students are in grouping, they share the information and mutually helping each other, which can help to encourage their self motivation. Through this activity they can also exchange their opinion, become well known each other and etc. According to Brown (2000), this situation gives extra opportunity for students to communicate as well as motivate them toward learning language.

The result from past researches also found that learning in grouping gives positive effect in education field, which is from the side of student's productivity level, duration of time which is taking by students to

complete their task, level of student's self confident, their attitude towards school, student's motivation, student's attendance etc. (Ames, 1984; Crooks, 1988; D.W. Johnson, Johnson and Maryuma, 1983; Webb, 1988 in Onwuegbuzie, 2001). Based on research by Onwuegbuzie (2001), it can be said that the application of grouping activity during teaching and learning process is able to increase student's achievement in academic field.

Moreover, Jacobsen and Kauchak (2002) through their research state that even though there are many lessons which is not design in grouping activity during learning process, yet, the researchers still support the using of grouping activity in teaching and learning process to persuade and encourage academic learning and social growth among school students. This is because they are confident and believe with the effectiveness of grouping technique.

Additionally, Johnson, Johnson, Holubec and Roy (1984), had gave a basic outline which relate to the model of structured learning by using the method of grouping activity, to guarantee it effectiveness during learning process. Among the elements that has to be in this model is the positive attitude of mutually depend among group members, individual accountably in group, interaction among group members, and the process of group activity.

The result of research by Lopata et. al. (2003) also state that a model which inspired by Johnson et. al. (1984) is constantly using by teachers during teaching because of its effectiveness. However, there are models of grouping activity which constantly use, such as complex instruction, jigsaw, co-op team building, think-pair-share, spontaneously grouping discussion and also projects.

Hence, based on statement by Lopata et. al. (2003), it can be said that there are many grouping activity which can be applied by teachers during learning process. It is because; the effectiveness of this activity during learning process had been proved by past researches. Thus, teachers are very confident with the effectiveness of grouping activity through students, in order to increase their achievement in academic field as well as social interaction and etc.

Moreover, by looking back to the research by western researchers, the application of grouping activity is very effective to increase student's motivation to study, encourage them to be diligently student, and it can also increase academic achievement among students.

Conclusion

Based on past research, it can be said that grouping activity is one of technique which is suitable to be applied during teaching and learning process, especially in English Language lesson.

This is because, there are many advantages by applying the activity during teaching and learning process. Among the advantage is the positive attitude by students in completing the given task in grouping. Moreover, they are helping each other to complete the task. With the experiences which had been gained during grouping activity, student's cognitive and affective development is increase. By looking at the quality of the complete task, the task by grouping is more satisfy and higher in quality compared to task which had been handled by individually subject.

Moreover, the activity in grouping also arranges the encouragement surroundings of learning towards students to study. The past researchers also prove that group activity gives many benefits to students, especially to increase student's motivation, persuades students to exchange their idea and experience, and encourage them to interact on each other. Besides, the past researchers strongly believe that the application of grouping activity is able to increase student's skillfulness in using a language and so on. Study by Swafford (1995) in Goerss (1996) also found that student's positive attitude is develop during study together with their group members, whenever Swafford found that students become more diligent and committed towards the given task.

Therefore, it can be concluded that grouping activity is benefit to students and becomes the factor towards positive attitude, as a medium to motivate student to study, as instrument to increase student's achievement in academic field and so on.

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