

**STUDENTS' PERCEPTION ON GROUP WORK ACTIVITY AT THE
TENTH GRADE ENGLISH CLASS OF SMAN 10 PADANG**

Thesis

*Submitted as Partial Fulfillment of the requirement to Obtain Bachelor of
Education(B. Ed) in English Language Education*



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2022

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**“Students’ Perception of Group Work Activity at The Tenth Grade English Class of
SMAN 10 Padang”**

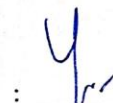
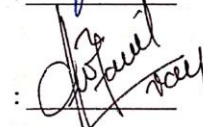

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Abstract

Afriyani, Cici, (2022). Students' Perception on Group Work Activity at The Tenth Grade English Class of SMAN 10 Padang. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang

Group work activity is one of the common learning methods that the teacher uses to engage students in the teaching and learning process. This study aimed to determine the students' perception of group work activity in English class. Descriptive quantitative research was employed in this study. The tenth-grade students were the population of this research. There were 72 students selected as the sample through the purposive sampling method. Data were collected through a questionnaire including 4 indicators and semi-structured interviews. The collected data were analyzed using the descriptive technique. Findings revealed that students had a positive perception toward the implementation of group work activity in English class. They agree that group work activity could motivate them to be more active in learning and increase their speaking skills. It was also found that students felt more confident speaking English in groups rather than individually. They did not find a very significant problem that hindered the implementation of group work activity in English class.

Keywords: Perception, Group Work Activity, English Class

Abstrak

Afriyani, Cici, (2022). Persepsi Siswa terhadap Kegiatan Kerja Kelompok pada Kelas Sepuluh Kelas Bahasa Inggris Kelas SMAN 10 Padang. Tesis. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni Universitas Negeri Padang

Kegiatan kerja kelompok merupakan salah satu metode pembelajaran umum yang digunakan guru untuk melibatkan siswa dalam proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap aktivitas kerja kelompok di kelas bahasa Inggris. Penelitian kuantitatif deskriptif digunakan dalam penelitian ini. Siswa kelas sepuluh adalah populasi penelitian ini. 72 siswa terpilih sebagai sampel melalui metode purposive sampling. Data dikumpulkan melalui kuesioner dengan 4 indikator dan wawancara semi terstruktur. Data yang dikumpulkan dianalisis menggunakan teknik deskriptif. Temuan mengungkapkan bahwa siswa memiliki persepsi positif terhadap pelaksanaan kegiatan kerja kelompok di kelas bahasa Inggris. Siswa setuju bahwa kerja kelompok dapat memotivasi mereka untuk lebih aktif dalam proses pembelajaran dan meningkatkan keterampilan berbicara mereka. Ditemukan juga bahwa siswa merasa lebih percaya diri untuk berbicara bahasa Inggris dalam kelompok daripada secara individu. Mereka tidak menemukan masalah yang sangat signifikan yang menghambat pelaksanaan kegiatan kerja kelompok di kelas bahasa Inggris.

Kata Kunci: Persepsi, Aktivitas Kerja Kelompok, Kelas Bahasa Inggris

ACKNOWLEDGMENTS

Alhamdulillah rabbil'alamin. First and foremost, the writer would like to express her deepest gratitude to her savior and miraculous God, Allah SWT for giving her healthy, strength, knowledge, ability, and opportunity to complete this thesis entitled “Students’ Perception on Group Work Activity at The Tenth Grade English Class of SMAN 10 Padang”. The writer is also expressing her biggest gratitude to the following people:

The writer would like to express her sincere gratitude to her advisor Carbiriena Solusia, M.Pd. who has always patiently given support, suggestions, and lots of time in guiding the researcher to complete this thesis as well. Also, special gratitude is expressed to the examiners Yati Aisya Rani, M. Pd and Dinovia Fannil Kher, M. Pd who had given valuable advice suggestions, and ideas to improve her writing. Furthermore, the researcher would like to express sincere gratitude to the validator Nofrina Eka Putri, M. Pd and Ririn Ovilia, S. Pd., M. Pd who had given advice and suggestions to improve her instrumentations. Sincere appreciation is addressed to her academic advisor Sitti Fatimah, S.S.,M.Ed.,Ph.D for the guidance and advice during her study.

Furthermore, the writer would like to thank her beloved parents Suparmin and Maini, who always give the researcher motivation, prayers, support, and countless love to complete the thesis. Special thanks to my beloved sisters Neneng Indayani, Amd.Keb and Hariyanti, S. Pd who always give motivation and support all the time. In addition, the writer would like to thank her college friend Adinda Puteri Zulaika who always gives motivation and support since day one they met at UNP till now. Last but not least, I wanna thank me for believing in me, for all doing this hard work, for having no days off, for never quitting, and for just being me at all times.

Padang, September 2022

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the abilities required by students during the language learning process. When students develop speaking skills, they will be able to express their thoughts and increase their communication skills. According to Sukatmi in Fujiati (2020), the ability to convey a message through a speech is referred to as speaking. It indicates that speaking is the ability to utter words to convey, express, and transmit thoughts, opinions, and feelings. Furthermore, Nunan in Kayi (2006) state that speaking is defined as the use of words quickly and fluently with minimal unnecessary pauses, also known as fluency.

Nowadays, speaking is one of the most crucial talents that students must develop (Contreras, 2008). However, speaking in English is not an easy task for EFL students, and it requires a lot of effort to generate appropriate English words and utterances. Speaking as the most important aspect of language talents in terms of communication is typically the component in which learners do not gain adequate competency in the English classroom. Juhana in Arifin (2017) state that psychological concerns commonly impact students' talents, desires, and motivation to achieve speaking competence. In speaking classes, frequent psychological concerns include lack of confidence, anxiousness, and anxiety resulting in students' concerns to speak English in class.

To solve their problems in speaking, the teacher must provide more opportunities for students to be more active to speak English. This means that students must have more practice in real-world situations. People will be able to converse with others if they talk. Students must learn the speaking components to perfect their speaking skills. According to (Harmer, 2007) there are three basic reasons why students should participate in class activities, the first reason is that speaking exercises in class may be used as practice. The second reason is that speaking tasks require students to apply the language they have learned, and the activities allow students and teachers to get feedback. The last reason is that pupils are allowed to use distinct language features.

In addition, the 2013 national curriculum for English language education in schools was designed to improve students' communicative ability (Sahiruddin, 2013). According to Affandi (2017), core skills in the 2013 curriculum highlight English as an international language for communication. The consequence is that the teaching process should place a greater emphasis on developing communication abilities. Furthermore, standard competencies place equivalent degrees to communicative abilities in linguistic elements. As a result, English instruction for standard competency may involve teaching speaking through communicative engagement that encourages students to communicate.

One of the activities that encourage students to communicate is a group work activity. The term "group work" refers to a range of ways wherein two or many learners are given a task that needs teamwork and self-directed language

(Jeremy, 2007). According to Febrina & Zaim (2013) group work is regarded as a crucial element in improving learners' communication. Furthermore, group activities are thought to improve student independence (Liu et al., 2018), learning motivation (Costley & Lange, 2018), oral ability, and interactional competence when learners engage each other in the group (Assalihee et al., 2019).

David Johnson in Meng (2009) in his study at the University of Minnesota revealed that getting students to work in small groups in class was the only method to generate broad-scale student engagement in a big class. The teacher may ensure that every student in the large class gets the same opportunity in the learning process by grouping the students into small groups. When students join groups, everyone in the class, particularly the moderate students, becomes more involved in asking and answering questions.

According to Blair in Abdullah (2016), group work (including pair work) provides at least five pedagogical benefits. Firstly, group work enhances the number of chances for language practice. Secondly, it improves the quality of the students' conversations in a variety of ways. They can participate in "explorative" speech and exercise a functionally broader verbal repertoire. Thirdly, it assists in individualizing lessons, perhaps allowing students to work in their own space. Fourthly, it could assist in improving the effective environment in the classroom, with the closeness of small group settings being especially useful to introvert or linguistically insecure learners.

Several research on group work activity in schools have been done over the past few years. Situmorang (2021) conducted a study of senior high school students of SMAN 17 Agustus 1945 and found that group work activity had a positive impact on the students' attitudes. It also enlarged their commitment to completing assignments. Daba et.al (2017) did research at Bule Hora University with second-year biology students. They discovered that students had a positive perspective of the advantage of group assignments as their students prefer group assignments over individual assignments and classroom assessments. A study by Janna (2019) further supports the students' perception on group work activity in English class. After analyzing the result of the questionnaire and interview with the eleventh-grade students of MA Mualimin Muhammadiyah Makassar, it was found that group work activity assists the students in improving their communication and collaboration skills. The students enjoy the learning activities in group work activity. Additionally, the student's performance in learning English through group work ranged from medium to good. Furthermore, Li & Campbell (2008) found that Asian students have positive views about group discussions in which they may interact with students from various cultural backgrounds, improve their speaking talents, and build cultural awareness.

Aside from the beneficial impacts of group work activity, the other researchers discovered several issues with group work activity. Phitaloka (2015) discovered that students believe group work activity requires a lot of time, produces too much noise, and provides less chance to ask questions to the

teacher. Hasni (2014) in her study found that the majority of pupils are having difficulty starting the project. They have different points of view and ideas. Some students are having difficulties with involvement, communication, contribution, and the task's complexity. Also, a few students are having issues with the size of the group, group reluctance, a dominant figure, and an uncompromising team member.

In relation to the use of group work activity, SMAN 10 Padang is one of the schools that implemented group work activity in English classes. Based on an interview with the English teacher at SMAN 10 Padang, the group work activity is commonly used by the teacher in teaching and learning, including the English teacher to help students improve their speaking skills. The students' achievement score in speaking tasks through group work activity was rated as satisfactory score. However, during the implementation of the group work activity, there were still some of the students who did not actively participate in the group.

Since group activity is potentially facilitating and hindering the learning process of students, it is crucial to conduct this research in finding out the students' perception on group work activity itself. This research was carried out specifically in the SMAN 10 Padang because so far there has been no similar research conducted. This study was different from some previous research because this research is conducted only on the tenth-grade students of SMAN 10 Padang in the 2021/2022 academic year. This research aimed to know perceptions on group work activity in the tenth-grade English class. The results

of the research reflex on how students' perception on the implementation of group work activity in English class.

B. Identification of the problem

Concerning the background of the problem above, the perception of group work activity itself is needed to find out since group work activity is potentially facilitating and hindering the learning process of the students especially on their speaking. Due to the problem, this research aims to find out the students' perception on group work activity in English class at the tenth-grade English class of SMAN 10 Padang.

C. Limitation of the problem

In this study, the researcher focuses to discuss the students' perception on group work activity in speaking tasks at the tenth-grade English class of SMAN 10 Padang.

D. Formulation of The Problem

From the limitation of the problem above, the research problem can be formulated into: "How is the students' perception on group work activity in English class?".

E. Research Questions

Based on the limitation of the problem, the researcher formulates the research questions as follows:

1. How is the students' perception on the benefit of group work activity?
2. How is the students' perception on the preferences of group work activity?
3. How is the students' perception on the teacher implementation of group work activity?
4. How is the students' perception on the factor hindering group work activity?

F. Purpose of The Study

Based on the statement of the problem above, the objective of the study are :

1. To find out the students' perception on the benefit of group work activity
2. To find out the students' perception on the preferences of group work activity
3. To find out the students' perception on the teacher implementation of group work activity
4. To find out the students' perception on the factor hindering group work activity

G. Significance of The Study

1. Theoretically

The result of the study can help other researcher as references about students' perception on group work activity in English class.

2. Practically

The researcher expected that this study would benefit both the teacher and the students especially to help the teacher in choosing an appropriate English learning activity.

H. Definition of Key Terms

To prevent misunderstandings about the topics utilized in this study, the following definitions are provided:

Group Work Activity

Group work activity is described as a purposeful activity involving small groups of individuals focused on addressing socio-emotional needs and completing objectives.

Perception

Perception is the process through which an individual arranges and analyzes a large number of inputs into a psychological experience that gives meaning to his or her environment.