TEACHERS' MANAGEMENT OF GROUP WORKS IN THE ENGLISH CLASSROOM AT SENIOR HIGH SCHOOLS IN SOLOK

THESIS

Submitted as a Partial Fulfillment of the Requirements for Strata One

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ABSTRAK

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Penelitian ini dilakukan berdasarkan kecendrungan adanya ketidakefektifan pelaksanaan kerja kelompok dalam pembelajaran bahasa Inggris yang terjadi di beberapa Sekolah Menengah Atas (SMA) di kota Solok. Berdasarkan data awal yang diperoleh, rata-rata nilai bahasa Inggris siswa tidak meningkat setelah menggunakan kerja kelompok. Dalam hal ini, peran guru berpengaruh besar terhadap ketidakefektifan yang terjadi dalam pelaksanaan kerja kelompok tersebut. Peran guru tersebut mencangkup persiapan, pelaksanaan dan evaluasi yang dilakukan oleh guru terkait dengan penggunaan kerja kelompok sebagai salah satu tekhnik dalam pengajaran bahasa Inggris.

Penelitian ini bertujuan untuk mendeskripsikan kegiatan yang dilakukan guru-guru bahasa Inggris di Sekolah Menengah Atas (SMA) di kota solok dalam mempersiapkan, melaksanakan, dan mengevaluasi kegiatan kerja kelompok dan untuk mengetahui masalah-masalah yang dihadapi guru dalam melaksanakan kerja kelompok. Penelitian ini adalah penelitian deskriptif. Peserta penelitian ini adalah guru-guru bahasa Inggris SMA sekota Solok yang memakai kerja kelompok dalam pengajaran bahasa Inggris yang terdiri dari 14 orang guru. Data dikumpulkan melalui observasi, wawancara, dan angket. Data dianalisis secara kuantitatif dan kualitatif.

Hasil penelitian ini menunjukkan bahwa guru-guru bahasa Inggris SMA sekota Solok telah mempersiapkan kerja kelompok sesuai dengan teori yang ada, seperti pemilihan anggota kelompok, jumlah siswa dalam 1 kelompok, dll. Akan tetapi, dalam pelaksanaan dan pengevaluasian kerja kelompok tersebut, masih ada sejumlah guru yang belum melakukan sesuai dengan teori yang dianjurkan. Hal ini disebabkan oleh minimnya pengetahuan guru mengenai kegiatan kerja kelompok yang baik dan benar. Hal tersebut mengurai sejumlah masalah bagi guru-guru tersebut dalam memakai kerja kelompok sebagai tekhnik pengajaran bahasa Inggris.

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CHAPTER 1
INTRODUCTION

1.1 Background of the Problem

In language teaching method, the term learner-centered instruction has been familiar for English education practitioners. Learner centered instruction focuses on learners and their styles in learning. This paradigm allows students to have creativity and innovation in studying. Besides, it also gives some controls for the students in learning the language. One of the activities that are based on this technique is group work activity.

In this case, group works are one of the most promoted techniques to be used in teaching English as a second language. This technique is one of the techniques that require a cooperative environment which can allow an establishment of the cohesive and collaborative working atmosphere (McDonough, 1993). Because of that, teachers are trying to apply this kind of activity to promote learning atmosphere in classroom activity and to encourage the learners to be the centers of classroom activity.

Furthemore, there are two possibilities of the result in applying group works in teaching and learning process. The first one is it is entirely successful as the teacher may accomodate the materials for each student's group. The second one is the group

works are not fully successful in the classroom which can be caused by some factors from teachers or from students.

In this case, the implementation of group works in some senior high schools in Solok, West Sumatra indicates that group works can not give successful result for students after it has been implemented. Some English teachers in Solok region stated that they experienced that group work often did not work well on their classes. Based on their experience, students only got little improvement if they were assigned to work in group. It was proved by the data gotten in which from 4 classes that have been observed, more than 50% students got mark below 60. This mark was the result of the test given by the teachers after implementing group work activity.

Furthermore, the teachers and students who have been interviewed informally stated that there were several problems in implementing group works. From teachers' statements, it could be concluded that group work activity tended not to be succeed because most of their classes had a big numbers of students, a difficulty to control students not to make noise and students still used their mother tongue in discussion. Moreover, the other problem in implementing group works was most of slow learners still did not participate. From students' statements, it could be concluded that they had their own perception that teaching is a process of offering knowledge from teachers to students.

This problem might be analyzed from the teacher's point of view. A teacher as a facilitator, organizer, and motivator for students' learning process has a big involvement in managing the group works. The way the teacher manages the group works may influence the way the group works run on the classroom. The teacher takes an important role to provide the topics, to determine the size of the group, to determine the members of the group, and also to monitor the implementation of the group work in the classroom. On the other hand, what the teachers have done at school might be the opposite of the teaching principles in conducting this activity. As the teachers have a big role in influencing the succesful of the group works, the risk of the bad management of conducting group work will give a bad effect to students' achievement later and also to the use of group works itself.

Because of that, there was a need to know how teachers planned, implemented, and gave feedback for the group works activity in the classroom because it has a big contribution to the succesful of its application. The research was expected to be able to identify whether teachers have contributed well on managing the group works or not. Thus, this research was aimed to find out how the teachers of senior high schools in Solok managed their classes in conducting the group work.

1.2 Identification of the Problem

This research was about the way of implementing the group work in English classroom. Based on some indications showed by the researcher, many teachers

rarely did group works in their classes as they exprienced that it was not effective. There were some problems that usually occured in implementing group works. They were: most of the classes were big classes, the use of group work increased noise level, students still used their mother tongue, and learners' perception that teacher should control and directly give input of teaching material.

All those problems have a relationship to the way teachers managed the classes. The teacher's management of group works includes how it is planned, how it is implemented by teacher, and how it is evaluated later. Based on the pre-observation, the researcher indicated that the teachers did not use effective management for group works.

1.3 Limitation of the Problem

This research was focused on how the teacher handled the group work, started from planning the group work, implementing the group work in class, and the way of giving feedback of the group work. In this case, the study was limited at state senior high schools in Solok, West Sumatra.

1.4 Formulation of the Problem

The problem of this research was formulated in the following question "How do English teachers of state senior high school in Solok manage the group works?"

1.5 Research Questions

There were some questions arised on this case to be answered through this research; they were:

    1.5.1   How do English teachers of senior high schools in Solok plan the group works?

    1.5.2   How do English teachers of senior high schools in Solok organize, monitor, and facilitate group works in the classroom?

    1.5.3   How do English teachers of senior high schools in Solok offer feedback of group works in the classroom?

    1.5.4   What are the teachers' problems in managing group works?

1.6 The Purposes of the Research

This research was aimed at analyzing teachers' management of group works at state senior high schools in Solok, West Sumatra. In particular, the purposes of this research were:

    1.6.1   To identify how English teachers of senior high schools in Solok plan the group works.

    1.6.2   To describe how English teachers of senior high schools in Solok organize, monitor, and facilitate group works in the classroom.

    1.6.3   To describe how English teachers of senior high schools in Solok offer feedback of group works in the classroom.

    1.6.4   To describe the teachers' problems in managing group works.

1.7 The Significance of the Research

There were two significances of this research. The first one was, theoritically, this research was expected to be one of the basic for further researchs that relate to group works. Besides, this research also had two practical significances. The first one was that could be beneficial for teachers to make them know about how they managed the group work. After getting the data, the result of this research would be informed to them in order to give an input for them in managing the group work later. The second one was for the researcher herself in order to get deeper understanding about the management of group work and hopefully she will teach the group work effectively.

1.8 Definition of Key Terms

1.8.1   Teacher's Management: a process of an activity in the classroom that includes preparation, monitoring, organizing, and evaluating students' work.

1.8.2   Group work: an activity that involve two or more students who are assigned a task and it requires peer learning.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The result of this research shows that the problem which was investigated has been answered by the findings gotten. The result of the research consisted of the way teachers planned, implemented, offered feedback in group works and teachers' problem in managing group works.

In planning the group works, most of the teachers had applied the activities of managing group works, such as explaining the goals of teaching and learning process, choosing the appropriate task, deciding the group size, deciding the group members, arranging students sits based on the sitting arrangement, explaining the lesson, and explaining the task given. It can be concluded that all the teachers have applied 60% activities in planning the group works. Because of that, it can be categorized as good management.

In implementing group work activity, most of the teachers had applied and practiced the activities in conducting group works, such as explaining the procedures of group works, deciding the time given to do the task, allocating the time to do discussion, helping students to use the correct grammar, etc. In conclusion, all the teachers have only applied 45% activities so that the management in implementing the group works can be categorized as okey.

In offering the feedback for the students, the teachers had applied half of the activities of offering feedback for the students, such as giving critics for students who did not work well and giving critics at the end of the lesson. While giving praise for students who worked well and giving it at the end of the lesson had been applied by middle numbers of teachers. It seems that the teachers need to get more information and practice how to offer a good and effective feedback. It can be concluded that all the teachers have applied 50% activities in planning the group works. Because of that, it can be categorized as okey.

Besides, there were also some teachers' problems related to the management of group works, such as there was unvaried of the task given to the students, a big class size, infrequently in changing the members of the groups, problems related to the sitting arrangement, deciding the time segment, etc.

5.2 Suggestions

Based on the findings and data analysis above, the researcher suggests the English teachers should apply the principles of conducting group work activity as optimum as possible. As the teacher has a big contribution of the successful of group work activity, it is expected that the teacher can stimulate students to be more active so that the goals and aims of teaching and learning process can be achieved. For other researcher, it can be a referential to do the research about group work management in other setting, with other participants, and in other

curricular areas in order to increase the generalizability of the findings. Besides, it is expected to continue this research with the other best instruments that can trace the deeper data that are needed.

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