# STUDENTS' PERCEPTIONS ON USING GROUP ASSIGNMENT IN EFL CLASSROOMS

**THESIS**

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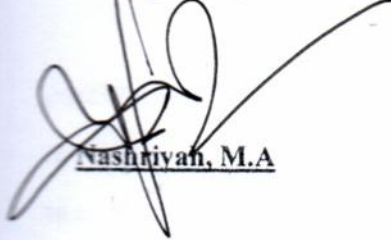<u>**Nashriyah, M. A**</u>                <u>**Dr. Jarjani, S. Ag, S. S., M. Sc., MS**</u>

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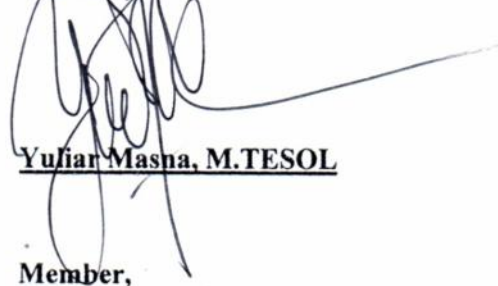Jumadil Awal 21st, 1439 H

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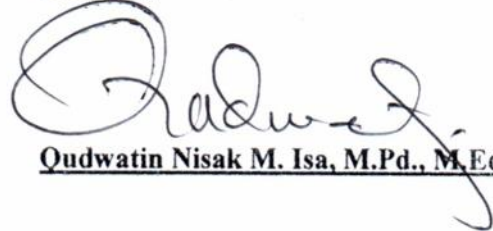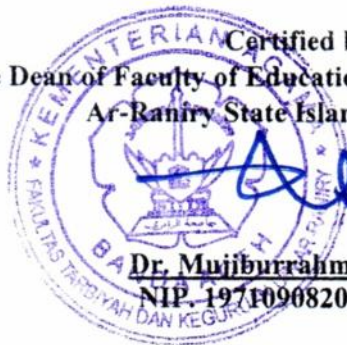
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Banda Aceh, 25 January 2018

Hayatun Nufus

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan,

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# ABSTRACT

Studies have repeatedly revealed that the use of group assignment in studying English while learning process created enjoyable atmosphere, also promoted better students outcomes. This study was carried out to explore students' perceptions on using group assignment in learning English. Secondary students at SMP Negeri 1 Lhoong had difficulties in understanding and shared opinion while learning English lesson. This study addressed the following research questions: (1) what are the students' perceptions on using group assignment, and (2) what are the problems encountered by students in doing group assignment. To do so, mixed method was used. Questionnaires and interview of 8 participants were used as the instruments to collect data. The results show that there are different but not significantly between students in class VIII-Unggul and VIII-Regular perceptions on using group assignment and problems in doing group assignment. It showed based on highest means students' perceptions on using group assignment for class VIII-Unggul (4.60) and class VIII-Regular (4.32). Generally most questions have high means, this mean using group assignment while studying English has positive effects on students, even though not all students agreed with it. Additionally, they felt that they are several problems in doing assignment, including noisiness, less respect of group members' opinions, less cooperation between group members, and less participation of group members in doing assignment.

# CHAPTER I

# INTRODUCTION

This chapter introduces the background of study, in which the topic and problem related studies and gap presented. The following sections are devoted to research questions, research objectives, research significance, and terms used in this study.

## A. Background of Study

When I did teaching practicum, locally called *Pengalaman Praktek Lapangan (PPL)* at secondary school, and did mini research in different high school, I found that some students are difficult in learning English in the classroom. They were reticent to share their opinion in English class because of their anxiety and less of self-confidence. Some students preferred listening what I said, and some others did not even actively participate in English. I was frustrated dealing with the situation.

To attempt to deal with this learning issue, I tried to refer to several suggestions from previous studies. Finally, I divided them into several groups, consisting of four members. I expected that they could learn actively by sharing their opinions. It appeared then that they enjoyed doing their assignment in group. In short, they also actively and interactively work together during learning process. However, it had not yet been known how they perceived about working in group for doing their assignment.

Many studies have been conducted on the use of group work in doing assignment. It was found that group assignment is effective in improving learning process (Al-Sheedi, 2009; Arumugam et al., 2013; Brown, 2008; Cockrell et al., 2000; Gomleksize, 2007; Ibnian, 2012; Johnson et al., 2000; Wiegant et al., 2013;). In addition, shy students are more comfortable working in groups, they gain more confident in their ability to learn, students benefit from sharing their backgrounds and completing one another's weakness (Badache, 2011; Payne & Monk, 2006; Wichadee, 2007).

A study conducted by Al-Ajmi (2014) found that students repeated complaints about the challenges they face while doing collaborative writing (CW) projects including lack of time, unproductive group members, unfair assessment, and lack of group work culture. The study revealed that the majority of teachers and students had positive view about the current CW practice by the application of group work in doing assignment. Also, both students and teachers could play a significant role in improving CW practice by following certain strategies, such as those involving clarifying CW task learning outcomes, monitoring, solving CW group conflicts, CW group management and clear division of CW group work. Another relevant study was conducted by Rahmayanti (2016), this study was conducted to investigate the implication of study group technique as well as the students attitudes and views toward the technique used by their teacher. The finding of her research is that the majority of student believed that learning through study group technique facilitates good working relationships, enhances socialization and creativity.

Although of group assignment helps students support each other while learning, but some of studies indicate that there are problems with group assignments (Chen & Hird, 2006; Bantley & Warwick, 2013; Kidane, 2014). Although those previous studies used the same way in improving student learning outcomes, that is by using group assignment, but they have different result in this study. In some schools, using group assignment could improve student learning outcome, but some others make learning process did not focus because of noisiness.

Even though many studies have been carried out on group work, less attention has been given to the perceptions of secondary students on doing group work assignment. This study intends to explore SMP Negeri 1 students' perceptions on group work assignment.

## B. Research Questions

To address the problem mentioned above, this study is guided by the following research questions:

1. What are the students' perceptions on using group assignment?

2. What are the problems encountered by students in doing their group assignment?

## C. Research Objectives

In line with the research questions, the aims of this research are:

1. To explore the students' perceptions on using group assignment in EFL classrooms.

2. To find out the problems encountered by the students in doing their group assignment.

**D. The Significance**

This research is significant in that it can:

1. For teachers

The finding of this research is expected that the teachers recognize the way they teach to achieve better outcomes and to improve students' achievement in the future.

2. For students

The finding of this research is expected to help the students to have capability to work collaboratively and encourage students to learn hard in the school for their own good in the future. It also expected to create a healthy and enjoyable environment to study for students.

3. For future researchers

Hopefully the information of this research is useful for those who will conduct a research under this issue in the future. Furthermore, the finding of this study is expected to be able to bring positive impact in the teaching learning process.

**E. Terms Used**

There are some terms in this research which should be defined in order to avoid misunderstanding. The terms are:

1. Perception

Based on Webster's Dictionary (2017), "perception is awareness, consciousness or knowledge obtained through sense or a way of seeing or understanding something". Lewis (1999) declares that perception refers to cognition obtained through the sense and intellect, as well as in ideas or notions arising from such knowledge. Furthermore, Stenberg (2008) defines that perception as the ability to differentiate, to classify, and to focus the attention toward certain object. Thus, based on the definition above, it can be concluded that students' perception is how the way students see at a particular issue based on their thinking. In this research, perception is the students' opinions toward group assignment in EFL classrooms.

2. Group Assignment

Gomleksize (2007, p.52) defines that "group work is when the students work together to achieve specific goals". In other hand, group is a number of people or things that are related in some way. And also assignment, according to Koesmono (2006) assignment is a piece of work that must be done. Therefore in this research, group assignment is a form of activities that is arranged by teacher in order to encourage collaboration among students in doing English assignment.

3. EFL (English as Foreign Language)

According to Gunderson (2009, p.3), "EFL (English as Foreign Language) is usually learn in environments where the language of the community and the school is not English". Related to Nordquist (2015, p.1), "EFL is a

traditional term for the use or study of English language by non-native speakers in countries where English is generally not a local medium of communication". Based on the definition above I concluded that ELF is the teaching of English to people whose first language is not English, such as for secondary students at SMPN 1 Lhoong because their first language is Indonesia and they study English as foreign language.

# CHAPTER II

# LITERATURE REVIEW

This chapter reviews literature pertaining to using group assignment in EFL classrooms. There are the nature of group assignment, study on group assignment, students' perceptions on using group assignment, the problems students face in doing group assignment, and concluding remarks.

## A. The Nature of Group Assignment

Group assignment is group task that allows the teacher to establish assignment done in group by collaboratively to increase student ability. It emphasizes learning process of group work. When the students work collaboratively they are easier to understand and listen each other's opinion to gain positive feedback. On the other hand, group assignment is an action used similar to cooperative learning. Cooperative learning is an instructional method in which the teachers arrange the students into small groups to work together by purpose to help each other in learning academic content (Slavin, 2011). In line with Slavin, Johnson (2005) defines that cooperative learning is teaching activity which the teacher divides the students from different ability into small groups to work together to increase students understanding about the subject they work on. On the other sides, according to Arends (2012) cooperative learning emphasizes for helping students acquire academic achievement, social skills, good relationship between students, and objectives. In sum, cooperative learning and

group assignment are similar that is purposes to increase academic achievement, social skills, and communication skills in learning experience.

Group assignment is one part of Cooperative learning which is now accepted and often preferred instructional procedure at education, purposes for developing students' communication skills, social skills and acquiring knowledge. As the results from the study by Bentley and Warwick (2013), and Taqi (2014), they uncovered that the interaction of members engaging in group assignment will develop generic skills such as communication, positive relationship among students and critical thinking.

Some of the findings on key factors affecting group assignment (Meyer, 2010; Kennedy, 2006; Barfield, 2003) as cited in Bentley & Warwick (2013) can be summarized as follows:

1. Group structure – ensuring that group members recognize the mixed abilities within the group and hence scope for assigning different roles to different members to perform particular tasks.

2. The issues of individual domination – emphasizing the need to regard different perspectives and not have one or a few individuals dominate the group.

3. Fair contribution – ensuring equal and active participation of each member group.

4. Evaluation of individual contribution – this is difficult, however can be helped by "anonymous" peer review, individual reflective report, and tutor involvement.

In sum, group assignment is group task that is arranged by teacher during learning process to achieve shared learning goals or complete a given assignment. Although, group work in doing assignment is one of an effective way to engage students, the group structure, the issues of individual domination, fair contribution, and evaluation of individual contribution are also impact the key factors affecting group assignment.

## B. Study on Group Assignment

In this present study, study group assignment is considered as one part of cooperative learning. The descriptions of group are provided as follow:

### 1. Characteristic of good group

There are some characteristics that experts consider as a good group and distinct groups from other, as explained by Dornyei and Murphey (2003 as cited in Miryam, 2009). They are:

a. There is some interaction among group members.

b. Group members share some purpose or goal for being together.

c. The group lasts for reasonable period of time, for example; for the whole class period.

d. All group members have their roles and the same responsibility to work together for the success of the group.

In addition, the norm to ease the behavior when learning in group also needed, such as: be responsible to the needs of the group, pay fully attention and respect each other ideas, do not dominate because we work in group, ask for help

if needed, share opinion with group, make sure every group members participate and know their role. (Dornyei, 2001, as cited in Michaela, 2009)

In conclusion, both the characteristic of good group and the norm to ease the behavior when learning in groups are related each other to produce effective group assignment. Because, it not only creates the success group but also makes class management well and the task will be done quickly.

**2. Teacher, learner and instructional material role.**

In general, the teacher plays role as a facilitator, monitor, motivator, organization, mediator, editor, and evaluator. Group assignment is emphasized in learner-centered teaching model, where the teacher speaks less in front of the class. She/ he plays role as a guide and facilitator (Mutwarasibo, 2013). Examples, helping the students to organize group work. The teacher divides the student into small group from different ability, monitors the learner during learning activity, explains clear instruction for the group assignment, encourages and motivates the learner to solve their own problems, and gives feedback for the activities they have done.

On the other hand, the learners play role as a member of group who work cooperatively with other group members. The learners play more roles than a teacher does. They have to learn team work skills, they act as director and monitor. They are also responsible for their own group success, and evaluate their own learning. Each member of the groups takes an important role in group, such as one as a developer, another one as a note taker, and the other as presenter, etc.

The last one is instructional material role. It also plays an important part in creating students opportunities to work cooperatively. Such as, students need the book as a reference to read, discuss and work on (Richard & Roger, 2001). The materials also help students to keep focus and they can lower the noisiness.

3. **Implementing a successful study group assignment**

As another instructional method in teaching or learning on cooperative ways the teacher need to construct some unique planning task to make learning process run as well. In this research, I describe some of the unique planning tasks and decisions which are adopted from Arends (2012):

a. **Planning**

1) The teacher needs "to choose an appropriate strategy to use, in this way for example, group learning (p.369)". There are various learning models of group learning activity types that can be used. The teacher may choose the most suitable one to apply it in the class that she/he teaches.

2) The teacher should choose appropriate content. The teacher should choose the content which makes the students interested. Because, when the students learn in group, their self-direction and initiative are mostly needed. So, the teacher must be careful in choosing content. Without interesting and challenging content the cooperative lesson become disorder.

3) Forming student teams. "It is important to decide how student teams are formed due to their mix ability or gender (p.372)". Some studies

suggest that forming of a group by composition (heterogeneous) is better in influencing student achievement. Although, majority of the students interaction is influenced more by group cohesiveness (homogenous) (Leonard, 2000). But, some other researchers' shows that the advantages of teacher-selected group can ensure good ability and gender mix than student-selected (Sidney and his colleagues, 2004, as cited in Arends, 2012). Definitely, either teacher selected or student-selected group also have own their benefit. But, teacher selected group is better because a teacher may know his/her own students' ability.

4) Developing material. When the teacher gives material to the students, she/ he should explain it briefly. Examples: the teachers give text to the students, it is important that it be both interesting and at an appropriate reading level for the particular class of the students. Another example, the students are expected to collect the information from online sources. It is important to teach them how to examine and critically evaluate particular websites and internet information. And also the material given should be interesting and developmentally appropriate for students who work in group.

5) The teacher needs to plan for adapting students' tasks and roles. The way learning task and rewards are structured influences the quality of student learning and interaction within groups. In addition, the students must have a clear understanding about their roles as the

participant in group assignment. Because, the students with unfamiliar in cooperative learning make the learning process do not work well.

6) "Planning for the use of time and space (p.374)". In organizing the students to learn in groups by cooperatively working with their friends sometimes takes more time. Because, small group interaction makes greater demands on time resources than some others model instruction. It is also necessary to pay attention on the spaces used for movable furniture in arranging students seating in their group, aims to ease the teacher and student interaction with teacher or other group. It helps the teacher to easily control the whole class activity.

### b. Conducting

After planning, the teacher conducts what she/he already plans. As stated by Arend (2012), this section associates teacher behaviors for each phase as the following description bellow:

1) The teacher needs to clarify goals and establish set. In this phase, the teacher begins all lessons by reviewing, explaining their objectives in understandable language, and showing how the present lesson links to previous lesson. The teacher goes over goals for the lesson and establishes learning set.

2) The teacher has to present information verbally, in text or online. Examples, the teacher needs to provide explicit information about the text given to students or guidelines of shared task, therefore, students have clear understanding about it. Another example, the students are

required to obtain information from the internet. They must be thought how to evaluate the quality and accuracy of web based information.

3) The teacher organizes students into study teams. In this phase, the teacher must explain to the students how to form in learning group and help group makes efficient transition to accomplish learning task in learning process and assigning the role to the students in doing assignment, such as the teacher play as taskmaster, checker, etc.

4) The teacher also helps teamwork and study. In this phase, the teacher helps student learning team doing their assignment. Example, to remain them of the task that they are to perform and time allocated for each step.

5) The teacher tests on materials. The teacher assesses students' knowledge of learning materials or group presentation result of their assignment. And also, the teacher may give feedback for what students have done.

6) The teacher provides recognition. The teacher finds way to identify student achievements both individual and group effort.

To sum up, the teacher must have a good planning to conduct a cooperative environment to create effective study group. Because, the successful of a group arrangement and performance not only depends on students' participation, but also the teacher is responsibility to make it works. So, both students and teacher can achieve learning goals.

## C.  Students' Perceptions on Using Group Assignment

Many studies have been conducted about students' perception on using group assignment (Ford & Morice, 2003; Li & Jacqui, 2008; Burdett, 2007; Burdett and Hastie, 2009; Bentley & Warwick, 2013; Daba et al., 20016; Huff, 2014). The effect of using group assignment help students learns better and improving students' achievement. In groups, students discuss, argue, explain and negotiate meaning; they become more responsible for their learning and develop critical thinking skills (Al-Ajmi, 2014; Taqi, 2014).

In a more recent study, Bentley and Warwick (2013) aimed to see students' perceptions and experiences in doing group assignment. A questionnaire was used for data collection and distributed to 106 students at the end of academic year 2010/2011 in the Business school, university of Bedfordshire. The results showed that the regarding student preference of the type of assignment, the split between like group and individual work is roughly equal. There are no strong likes and dislikes. It might be because by using group assignment they can learn more such as team work development and communication skills. Some others be annoying at times is the challenges in doing group assignment, because not everyone does the work.

On the other hand, Li and Jacqui (2008) conducted a study entitled "Asian students' perceptions of group work and group assignments in a New Zealand Tertiary Institution". 22 Asian students participated in one hour individual face to face semi structured interviews. The study found that Asian students valued highly the significance of classroom group discussion where they could interact

with students from another cultures and backgrounds, improve their English language skills, enhance their cultural understanding and provide them with opportunities to make friends. However, they held intensely negative views about group assignment that required students to complete a project as a group with shared marks determined by the performance of the group. Contributing factors affecting group dynamic included members' attitudes and willingness to cooperate and contribute as a team, the composition of the group, students' competing demands on students' time and attention, heterogeneity from the natural abilities of students, and the varying cultural values and beliefs held by group members. Most Asian students felt disheartened and helpless at having to complete mandatory group assignments. The study suggests that cooperative learning has its strengths and weaknesses. Students' needs, interests, cultural values, and teaching effectiveness should be considered as a priority in teaching in tertiary institutions.

Another relevant study was conducted in Australia and England by Ford and Morice (2003) to find out how fair group assignment is. The study set out to obtain staff and student views on the problems with, the worth of group assignments and given the comments to consider a better strategy for implementing group work. A questionnaire was administered to 69 students and 12 academicians in an IT school at a university. It was found that half of the students reported that frequently having problems with group assignments, only 2 of the 12 staff members reported frequently encountering problems. The perceived benefits and negative aspects of group assignments were also considered. The

students put more attention on sharing ideas and social interaction than staff and they are apprehensive about timetabling and logistical problems, which staffs are unaware of. Students and staff are both concerned about the inequality of contribution by the different group members. Students can see potential value in group work, even for those who had always found problems, only just over half said they preferred individual assignments. It was found that many students believe they should have group assignments because they will be working in groups in the IT and Multimedia industries.

Another research was conducted by Burdett and Hastie (2009). This study investigated factors that predicted students' satisfaction with group work assignment at university. The sample was 344 final year undergraduate business students of business school at a large Australian. The students were 70% female and 30% male. Qualitative and quantitative data suggested that the major barrier to students' group work satisfaction was workload issues. Perception of learning and feelings of group based achievement contributed most of satisfaction. Knowledge of predictors of satisfaction allowed teaching staff to identify potential problems in groups, and improve the quality of group work experience.

For instance, Kidane (2014) the purposed of the study to assess the attitude of English teachers and students toward group assignment in English language teaching and learning in Wolayta Sodo Preparatory School in the case of grade eleven. The data were collected by using questionnaire, semi-structured interview, and focus group discussion. The participants of the study were 7 English teachers purposively selected and 144 students were randomly selected to study. The

finding of study indicated that group assignment was not effective, because most of the teachers and students had negative attitude toward group work assignment in English language teaching and learning. Therefore, they did not act according to their attitudes due to various factors. These include: lack of interest and motivation, students' poor background experience and participation, unpunctuality and lack of sufficient materials. So, there was less successful implementation of group work assignment in English language teaching and learning.

In conclusion, research demonstrates that based on students' perceptions by using group assignment that has better result in improving achievement and effective relationships among students. Even though, not all students like using group assignment in studying English. Group assignment also helps students to learn and remember knowledge better than individualistic learning (Cockrell et al., 2000; Johnson & Johnson, 2000).

**D. The Problems Students Face in Doing Group Assignment**

Doing group assignment is not without problems. It has been explored by many researchers (Bentley & Warwick, 2013; Chen & Hird, 2006; Taqi, 2014; Al-Ajmi, 2014), they found that among the problems are time consuming, different habits, noisy, and conflict between group members. So, it is useful to be aware of the problems to the appropriate solution. The following list highlights the problems, as the following description below:

1. Time management

The time is obstacle as many researchers complain, that is time consuming. In relation to this Taqi (2014) reported that the use of group assignment wasting the time, where most of the group member are more speak than find the answering in the group. In other word, Kidane (2014) stated that "different students had different ways to manage their time". The group leaders generally did not have any authority to put pressure on the members whose poor time management and giving lack of attention in doing group work assignment togetherness.

2. Different habits

Some research found that students do not like to take orders with others. And some group members may refuse to work with others (Taqi, 2014). In a more recent study found different culture could create the problem between students. Some students are waiting for the teacher to provide them with knowledge and chose not to exert an effort, so they do not try hard in looking the solution about the problem they faced in group (Clarke, 2003).

3. Noise

Noise is one of the outstanding problems that discourage many students in doing group assignment. This is which make the students not focus in studying, when one student speak, other will follow it. Also sometimes students of one group fail to communicate with one another, or because not having a teacher around them so they not take the work seriously (Taqi, 2014). Thus, Chen and

Hird (2006) found that how 36 Chinese non-English major students behave in group in EFL classroom in Normal University. They recorded students during group discussions and interviewed them later. The result showed some students in the groups spoke more than others. This might be because they had eight members in group. They also noticed students' speech in groups to be natural and spontaneous. In line with Chen and Hird, Bentley and Warwick (2013) and also found that annoying is one of the challenges in doing group assignment, because at times not all group members does the work.

4. Conflict between group members.

Another problem in doing group assignment is the conflict between group members, where some students doing very little work while others do most of the work (Brokaw & Rudd, 2002). Group members do not take their own role in doing assignment (Ford & Morice, 2003). And having bossy group members which is a group member force to listen his/her opinion and irresponsibility also create the conflict, (Al-Ajmi, 2014; Kidane, 2014; Taqi, 2014).

In sum, always find the solution to minimize the problem in group. An independent voice can often help long stress and help the group get back on the right way.

## E. Concluding Remarks

There are several conclusions relevant to literature review we can make. Group assignment is part of cooperative teaching which the teacher is dividing the students into several groups to do assignment. And then, many researchers found

that group assignment increase students' ability. Based on previous research by using group assignment the students can share their opinion with their friends about the subject going on and take responsibility in teams to get better score, also increase students' communication skill and social skill. Even though, a few of students disagreed about it with several reasons. Such as, time management, different habits, noisy, and conflict between group members.

In fact, in daily life we need to collaborate each other in working. Related to this theory the researcher wants to know students' perceptions in using group assignment while learning process. Different from previous study above, I will focus on secondary students' perceptions on using group work in doing their assignment. Because, most of previous research conducted the research in university and high school, a few of them conducted the research about group assignment in secondary school.

## CHAPTER III

## RESEARCH METHODOLOGY

This chapter discusses the philosophical reasons behind choosing the methods and procedures for collecting and analyzing the data. Section A highlights research design that is how the research designed the data, Section B highlights the setting and conducting research that is where this research took place, section C highlights about population and sample that is how many participant in this research and who are they, section D highlights data collection techniques that is what techniques are used in collecting the data, and section E highlights about how to analyze the data.

## A. Research Design

The method principally utilized in this research is mixed method, because the research questions intended to answer need qualitative and quantitative data. Mixed methods research takes advantage of using multiple ways to explore a research problem. Johnson and Onwuegbuzie (2004) defined mixed method as the type of research in which a researcher or team of researcher combines elements of quantitative and qualitative approaches (e.g., use of quantitative and qualitative view points, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration.

The primary data in this study consisted of quantitative result collected from questionnaires. The questionnaires were distributed to all students in grade eight. And then, supporting evidence was gathered from qualitative results

collected from interviews. Eight students were randomly selected dealing the interview.

## B. The Setting

*Sekolah Menengah Pertama* (SMP) Negeri 1 Lhoong is one of the schools established to rise educated students from both whom live near the school or other areas. This school is located in Banda Aceh–Meulaboh Street, appropriately in Desa Baroh Geunteut, Lhoong, Aceh Besar.

In addition, the school stands in good maintenance. Having 8.869 m$^2$ widths, this school has 12 permanents building that consist of teacher room, classroom, principal room, administration room, library, UKS room, Science laboratory, computer and language laboratory, teacher toilet, student toilet, Mushalla, inn for male teachers and inn for female teachers because a lot of teacher in this school are live in Banda Aceh. This school has five classrooms, they are two classes are for 1$^{st}$ grade student that is for class VII-Unggul and VII-Regular, the other two classes are for 2$^{nd}$ grade student that is for VIII-Unggul and VIII-Regular, and a class for 3$^{rd}$ grade student that is for class IX-Unggul and regular with 101 students; they are 46 male students and 55 female students in academic years 2016/2017.

Furthermore, the research was held at SMP Negeri 1 Lhoong, on 21 – 22 November 2017. The participants were all grade eight students, divided into 2 classes they are VIII-Unggul (20 students) and VIII-Reguler (13 students). In the first meeting I divided the questionnaires to all grade eight students which consisted of 33 students and interviewed 3 students in class VIII-Unggul. And in

the second meeting I continued the interview to a student in class VIII-Unggul and 4 students in class VIII-Regular.

## C.  Population and Sample

This research took place at SMP Negeri 1 Lhoong. The population of this study was the whole number of students in grade eight at SMP Negeri 1 Lhoong. The participants were 33 students. The students were divided into two classes; class VIII Unggul and class VIII Regular. Students' class VIII Unggul and VIII Regular of grade eight were involved as the sample of this study. The reason I choose that class because based on the discussion with English teacher, most of students in class VIII still had difficulties and less of responses in studying EFL in classroom and most of them were more likely asking to their friend than the teacher. In addition, I want to know the problem faced by VIII-Unggul and VIII-Regular in doing assignment.

## D.  Data Collection Techniques

Before the research instruments were distributed to the participants, the questions in questionnaire and interview had been piloting by previous researcher and also by me by distributing the research instrument to the students who were similar to the group that would be surveyed. In this piloting study, 3 students were chosen, because this instrument was going to be given to two classes of students, so having 3 students, piloting the survey was enough. The purpose of piloting a survey is to find out what problems exist in clarify of the direction and which item might be confusing or difficult (T.Zulfikar, 2016). When I was piloting research

instrument the questions in questionnaire number 9 was changed because two of them did not understand the meaning of that question. In addition, the questions in interview did not change, because they understood what I mean. To sum up, thus research instrument given was modified in the light of comments from the pilot study and discussing with thesis guide before distributed to participants.

In addition, this research employed questionnaire and interview as the techniques for collecting data.

## 1. Questionnaire

Questionnaire is one of the techniques of data collection by using some questions. According to Mathers et al (2009) questionnaire is research instrument which consists of questions or statements to gain the information must be answered by students freely based on their opinion.

To collect data on students' perception and problems students faced in doing group assignment in EFL learning process, the questionnaire was used. It is used by the reason the questionnaire work well in cases where ones wants to get a large amount of data in a limited time, because the help of questionnaires one can address several issues without taking too much of the participants or the researcher's time and they are relatively easy to construct and suitable for many purposes (Dornyei & Taguchi, 2010). The questionnaire was adopted from Bentley and Warwick (2013). It was constructed to answer the research question purposed in Chapter One. In this thesis, the questionnaires consist of 18 questions. The questionnaire used in this research was Likert Scale by the form close-ended question that is by checking an item from a list of suggested responses. Students

were expected to choose the best answers that suitable for them. The questionnaire was given directly to all grade eight students. In the process of giving questionnaire, the researcher gave the time for 20 minutes to answer it and she waited until the student finished answering the entire questionnaire.

The questionnaire in this research was adopted from Bentley and Warwick (2013) that is composed 16 questions. In this questionnaire research just taken 5 questions from 18 questions that is number 2, 3, 4, 5, and 8. The questions taken appropriate with the content and 5 questions took that was revised to appropriate content. While, 13 additional questions made by me from discussion result with supervisors.

## 2. Interview

Interview was necessary for this study because it could explore their perception and problem in depth. According to McNamara (1999), interviews are particularly useful for getting the story behind a participant's experiences. Interview was used as data collection techniques since the writer intended to know about a particular topic from the students more in-depth. This study used interview for additional information about students' perception and problems students faced in doing group assignment.

The interviewees were 8 students in grade eight. The students were interviewed by face to face. Some questions were provided related to the perceptions and problems faced by the student in group assignment and they were presented in Indonesian by using semi structure interview. The semi structured interview was chosen because it could explore more about the questions based on

the participants' answer. To gain the accurate data, the interview was recorded. The advantages of using recorder are I could concentrate on the information given by the participant and the data which I got were complete, so that it made *easier* to analyze the data later on and take note about the important things about the students' answers when the interview occurred.

Eight students were selected by using random sampling, by the reason they are in the same grade and the same problem and I sure they could give appropriate answer related to my question. To accommodate the opinion both female and male students, 4 females and 4 males students were chose they are 2 females and 2 males from class VIII-Unggul, and 2 females and 2 males from class VIII-Regular. Similar to the questions in the questionnaire, the questions in interview guide also was adopted from Bentley and Warwick (2013) that is composed 16 questions. As for 6 questions in interview guide just 3 questions was taken from Bentley and Warwick, that is number 2, 5, and 6. The questions taken appropriate with the content and 3 questions took that was paraphrasing by me. While, 3 additional questions made by me from discussion result with supervisors.

**E. Data Analysis**

In order to get the data needed, the data was analyzing from questionnaire and interview. The data from questionnaire were analyzed by finding the average in each statement for each answer option. In this way, average was used to see students preference related to their statement in doing group assignment.

In addition, taking a note was done to add some information in doing interview. Take note was taken to help me to identify the non-verbal signals of

students. Then, data were be interpreted through thematic analysis of what I have interviewed. The data gathered from interview then were be recorded. The next step is trancribing the information from the recording. Further steps are coding the materials or information, segmenting sentence, and labelling those catagories with some terms. The last process is doing the deep interpretation toward the data.

# CHAPTER IV

## RESULT AND DISCUSSION

This chapter focused on the data analysis including the finding and the result of the study. The result of questionnaire analysis and qualitative result of content analysis of interviews are also presented. The result of the data analysis denotes the answer of the research question and draws out some points and issues for discussion.

As described in Chapter Three, one of the techniques in collecting data in this study is by using questionnaires and distributed to the students based on the sample. The questionnaire was designed to help the researcher get more information toward students' perceptions and problems in using group assignment in EFL learning process. The result of questionnaire is calculated in the tabulation which is process of changing data collection instrument (questionnaire) to table of numbers. The questionnaires were given to VIII Students in order to obtain the necessary data in this research. The following are the students' responses toward the questionnaire given to class VIII-Unggul and VIIII-Regular.

In addition, for supporting evidence data for this study is interview. There were 8 students in this interview they are 2 females and 2 males students from class VIII-Unggul, and 2 females and 2 males students from class VIII-Regular. The students were selected by random sampling. The students in this research of class VIII-Unggul was code by 'S1' and 'S2' for female students, 'S3' and 'S4' for male students. Other students of class VIII-Regular was code by 'S5' and 'S6'

for female students, 'S7' and 'S8' for male students. The result of questionnaires and interview described as the follows:

## A. Students' Perceptions on Using Group Assignment

I want to know and analyze students' perceptions toward group assignment in English classroom. Accordingly, I asked the students to explore students' perception and interest in using group assignment while studying English lesson, and thus engaged students in the questionnaire and semi-structured interview.

**Table 4.1 Students' Perceptions on Group Assignment in VIII-Unggul**

| Ss | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 |
|----|----|----|----|----|----|----|----|----|----|-----|-----|
| 1 | 4 | 3 | 2 | 4 | 3 | 4 | 5 | 5 | 3 | 4 | 3 |
| 2 | 5 | 2 | 5 | 5 | 2 | 4 | 4 | 4 | 5 | 4 | 3 |
| 3 | 5 | 2 | 5 | 1 | 5 | 5 | 2 | 1 | 5 | 5 | 1 |
| 4 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 5 |
| 5 | 4 | 2 | 3 | 5 | 3 | 4 | 5 | 5 | 3 | 4 | 2 |
| 6 | 4 | 5 | 4 | 4 | 1 | 4 | 5 | 5 | 2 | 5 | 1 |
| 7 | 5 | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 5 | 5 | 4 |
| 8 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4 | 5 | 5 |
| 9 | 5 | 4 | 5 | 3 | 3 | 4 | 5 | 5 | 4 | 4 | 5 |
| 10 | 5 | 2 | 4 | 5 | 2 | 5 | 4 | 5 | 5 | 4 | 3 |
| 11 | 4 | 3 | 4 | 5 | 3 | 4 | 5 | 5 | 3 | 5 | 5 |
| 12 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 |
| 13 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 14 | 1 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| 15 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 5 |
| 16 | 1 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 |
| 17 | 5 | 2 | 2 | 4 | 4 | 5 | 2 | 5 | 2 | 5 | 2 |
| 18 | 4 | 3 | 4 | 2 | 3 | 4 | 5 | 5 | 3 | 4 | 4 |
| 19 | 5 | 2 | 2 | 4 | 4 | 5 | 2 | 5 | 4 | 5 | 4 |
| 20 | 4 | 4 | 4 | 5 | 4 | 4 | 2 | 5 | 5 | 5 | 4 |
| M | 4.20 | 3.45 | 4.10 | 4.25 | 3.65 | 4.45 | 3.80 | 4.60 | 4.05 | 4.40 | 3.75 |

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, Ss= Students, M= Means.

Table 4.1 shows that for questions number 1, most of the students responded that they like studying English. Only 2 of students replied strongly disagreed, it might be because several reasons, such as the way teacher teaches is make the students not interest in studying English. Connection to this, Ford and Morris (2003) pointed out those learners' factors such as low language proficiency, lack of interest and motivation may affect group work assignment teaching and learning. Regarding questions number 6 and 10, none of the students responded disagreed and strongly disagreed. It indicates that doing group assignment helps the students solving their learning problem and learning group activity increases students' creativity in thinking.

For questions number 4, 5, and 9 in table 4.1 shows that few (2) of students replied disagreed and strongly disagreed, they had similar response toward these questions. And remaining students replied positive response. This indicates that learning through group makes the students easier in doing assignment, doing group assignment they get better score, and also learning group activity increases students participation in classroom. Concerning to question number 2 shows that 6 of 20 students replied disagreed, 3 of them replied neutral, and remaining students replied agreed and strongly agreed. It indicates that most of the students preferred doing assignment in group than doing individually.

For question number 8, none of the students replied neutral, a student replied strongly disagreed toward this statement, and others (19 of 20 students) replied agreed and strongly agreed. And last, for questions number 3, 7, and 11 shows that few of students replied negative response and most of the students

replied positive response. It concludes that learning through group makes the students confidence is increase, easier in socialization and English learning activity is enjoyable in study group than doing individually. In order to be able to see the means based on their ranking show in Table 4.2.

**Table 4.2 Students' Perceptions in VIII-Unggul Based on Means**

| Question No. | Statements of students' perceptions on using group assignment | Means |
|---|---|---|
| 8 | Learning group activity increases relationship in collaboration between students | 4.60 |
| 6 | Doing group assignment helps me solving my learning problem | 4.45 |
| 10 | Learning group activity increases students creativity in thinking | 4.40 |
| 4 | Learning through group makes me easier in doing assignment | 4.25 |
| 1 | I liked studying English | 4.20 |
| 3 | Learning through group makes me confidence | 4.10 |
| 9 | Learning group activity increases students participation in classroom | 4.05 |
| 7 | Learning in group makes me easier in socialization | 3.80 |
| 11 | English learning activity is enjoyable in study group than doing individually | 3.75 |
| 5 | Doing group assignment I get better score | 3.65 |
| 2 | I preferred doing assignment in group than doing individually | 3.45 |

As mentioned in Table 4.1 that most of the students have positive response toward the statement of students' perceptions on using group assignment. Thus, table 4.2 were designed to assess the result of students' questionnaire answer toward students' perceptions on using group assignment in class VIII-Unggul based on means, which get from students response average. Concerning students' perceptions on using group assignment in ELF classrooms, Table 4.2 shows that the highest means (4.60) is sited in question number 8. It indicates that majority of the students said that learning group activity increases relationship in

collaboration between students. One of advantage of grouping is encourages students to help one another promoting interaction among members of the group (Kidane, 2014). In addition, for questions number 6, 10, 4, 1, 3, 9, majority of the student replied strongly agreed toward these statements. It indicates that the students' critical thinking skill is increased and students' psychology health is created.

Regarding questions number 7, 11, and 5, in table 4.2 shows that most of the students replied agreed toward these statements. This indicates that students' academic achievement is increase. In other side, for question number 2, most of the students preferred doing assignment in group than doing individually, it can be seen based of means is 3.45 (agreed). Accordingly for question number 3, the students strongly agreed learning through group increased students' confidence while doing group assignment, that shows from the means is (4.10). Students in group assignment support and influence each other learning, cleaver students help weak students, weak students start to ask more question and ask for help when they never do in a lecture and finally students become fully engaged in course content (Tuan & Neomy, 2007; Yazedjian & Kolkhorst; 2007).

In addition to this, during semi-structured interview session, negative expressions were provided by students regarding group assignment in EFL classroom. For instance, one of the students (S2) elaborated her ideas as

> *"I disagree using group assignment in studying English, because working in group assignment make me difficult in comprehend the lesson and not focuss while studying (S2)".*

On the same issues S1 expressed different perception as follows:

> *"I agree using group assignment in studying English, by studying in group we can know more about our friends and closer, also create good relationship. In contrast, if we work individually that more showing ourselves (S1)".*

In addition, 2 of male students have similar opinion toward this issue.

> *"I agree. Because, make the work quick to finish and it easy to assign assignment cause each member knows their roles (S3 & S4)".*

The above responses, based on responses given by the students, most of the students agreed that group assignment has many advantages. In other word, all students' preferred small group in doing group assignment, as stated by S1:

> *"I preferred studying group assignment in small group which consist of 2-4 students in a group. Because, easy to organize group members, and then the answering could be more complete. It means the answering easy to find and easy in compromise with group member, also not noisy (S1)".*

Concerning to the instruction giving by the teacher in doing group assignment, all of students admitted that the teacher give clear instruction to the students in doing group assignment and helped them finishing assignment. Connection to this, Rahmayanti (2016) point out that instructional keep student's focus, also it can lower the noisiness. As stated by S1:

*"The teacher gives clear instruction in doing group assignment, because before the teacher order the learners doing their assignment in group, firstly the teacher explains each discussion until finish. Then, at the end of explanation the teacher give the learners some question that related to discussion they studies (S1)".*

Furthermore, all of interviewee (4 students) in class VIII-Unggul said that using group assignment increased their ability and had better outcomes. As stated by S1 and S2:

*"Studying English by using group assignment increase my ability. Because, in group assignment we learn more, we could ask to friend about the discussion we could not understand and helping each other groups' members (S1)".*

*"Increase, because more understand the discussion work on (S2)".*

On the same issue S3 and S4 also expressed their feeling as follows:

*"Increase my English vocabulary and respect each other's group members' opinion (S3)".*

*"Understand many things, such as increasing communication skills (S4)".*

Overall, from the result obtained through questionnaire and interview. It concludes that most of the students class VIII-Unggul interested in doing group assignment than doing individually. Only few of the students disagreed about it,

even though doing group assignment would get better effect to their selves. The students who agreed with these statements stated that doing group assignment made the work quick to finish, increased communication skills and social skills, critical thinking, psychology health and academic achievement. Meanwhile, the students who disagreed stated that doing group assignment made the students did not focus and hard understood the lesson because of noisiness.

Concerning to students perceptions on using group assignment in class VIII-Regular would explain clearly in Table 4.3 and Table 4.4.

**Table 4.3 Students' Perceptions on Group Assignment in VIII-Regular**

| Ss | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 5 | 4 | 4 | 3 | 4 | 1 | 1 | 5 | 4 | 3 | 5 |
| 2 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 1 |
| 3 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 3 | 3 | 2 |
| 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 4 | 4 | 4 | 5 | 5 | 3 | 3 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 3 | 4 | 5 | 1 | 3 | 3 | 4 | 5 |
| 7 | 3 | 2 | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 2 | 2 |
| 8 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 |
| 9 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 |
| 10 | 5 | 4 | 3 | 4 | 3 | 4 | 2 | 3 | 1 | 4 | 5 |
| 11 | 4 | 1 | 5 | 3 | 2 | 5 | 5 | 3 | 2 | 1 | 2 |
| 12 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 |
| 13 | 2 | 4 | 5 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 5 |
| M | 4.15 | 4.00 | 4.23 | 4.15 | 4.15 | 4.08 | 3.46 | 4.00 | 3.53 | 3.61 | 3.92 |

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, Ss= Students, M= Means.

Table 4.3 shows that, related to question number 8, most of the students chose positive response and none of them replied negative response toward this statement. It indicates that learning group activity increase relationship in collaboration between students. In other hand, first student replied strongly

disagreed toward questions number 6 and 7. It indicates that doing group assignment does not help him in solving his learning problem, and learning in group does not make him easier in socialization. Remaining students replied positive response toward questions number 6 and 7.

For questions number 2, 5, 6, and 10, most of the students replied positive response. Only few (2) of students had similar response, that is disagreed toward these statements. It indicates that the students preferred doing group assignment than doing individually, they get better score in doing group assignment, doing group assignment helps the students solving their learning problem, and increase students creativity in thinking.

In line with question number 8, for question number 4 in table 4.3 shows that most of the students replied positive response, none of them replied negative response. It concluded that learning through group makes the students easier in doing assignment. Concerning to questions number 1 and 3, majority of the students replied positive responses, only a student responded disagreed. For question number 9 shows that 3 of 13 students replied negative response, 2 students' neutral and remaining students replied positive response toward this statement. And last, for questions number 7 and 11, few (4) of students had similar response toward these statements, they responded disagreed and strongly disagreed learning in group makes the students easier in socialization and English learning activity is enjoyable in study group than doing individually. Others students replied positive response. It indicates that most of the student agreed

group assignment gives better effect for students. In order to be able to see the

means based on their ranking show in Table 4.4.

**Table 4.4 Students' Perceptions in VIII-Regular Based on Means**

| Question No. | Statements of students' perceptions on using group assignment | Means |
|---|---|---|
| 3 | Learning through group makes me confidence | 4.23 |
| 1 | I liked studying English | 4.15 |
| 5 | Doing group assignment I get better score | 4.15 |
| 4 | Learning through group makes me easier in doing assignment | 4.15 |
| 6 | Doing group assignment helps me solving my learning problem | 4.08 |
| 2 | I preferred doing assignment in group than doing individually | 4.00 |
| 8 | Learning group activity increases relationship in collaboration between students | 4.00 |
| 11 | English learning activity is enjoyable in study group than doing individually | 3.92 |
| 10 | Learning group activity increases students creativity in thinking | 3.61 |
| 9 | Learning group activity increases students participation in classroom | 3.53 |
| 7 | Learning in group makes me easier in socialization | 3.46 |

As mentioned in Table 4.3 that most of the students have positive response

toward the statement of students' perceptions on using group assignment. Thus,

table 4.4 were designed to assess the result of students' questionnaire answer

toward students' perceptions on using group assignment in class VIII-Regular

based on means, which get from students response average. In table 4.4 shows

that the highest means (4.23) is sited in question number 3. It indicates that the

students strongly agreed learning through group makes their confidence increase.

Meanwhile, for question number 7 means is 3.46 (agreed), it indicates that

learning in group makes the students easier in socialization. For question number

6 (4.08) show that most of the student agreed doing group assignment helps the

students solving their learning problem. It concludes that students' critical thinking is increase.

In addition, for the questions number 1, 5, and 4 in Table 4.4 shows that the students had the similar response, they replied strongly agreed (4.15) toward these statements. It indicates that most of the students like studying English, get better score in doing group assignment, and learning through group make the students easier in doing assignment. Concerning to this, Al-Sheedi (2009, as cited in Taqi, 2014) stated that group assignment can improve students' achievement and learn more. Accordingly to questions number 2 and 8, the students replied similar response by means 4.00 (agreed). This indicates that they preferred doing assignment in group than doing individually and learning group activity increases relationship in collaboration between students. And then, for questions number 11, 10, 9 and 7 most of the students agreed toward these statement. It indicates that student's social skill and critical thinking skills are increase in doing group assignment. Overall, students in VIII-Regular most of the students responded positive response than negative response.

During semi-structured interview sessions, one of the students stated that:

*"Eeummm...I disagree using group assignment in studying English. Better I do it individually. Because, in group not serious (S5)".*

Other students strengthened their perception on using group assignment as follows:

*"Agree, because easier in comprehend the lesson and easy in working group assignment (S6 & S8)".*

*"Agree, because doing assignment in group makes me happy and I like studying together (S7)".*

Concerning to group members in doing group assignment, most of the students stated small group which consists of 2-4 members. By the reason minimize noisiness in doing assignment. But, a student stated that she preferred doing assignment in big group. As the follow ideas:

*"I preferred working in big group, because it's easy to get opinion and the work could finish quickly. In contrast, in small group it's hard to find the opinion (S6)".*

Moreover, during doing group assignment the students stated that their ability is increase. One of students stated that:

*"Studying group work assignment increases my cooperatively in group (S5)".*

Another students' response said that:

*"Increase, those easier in understanding material and also easier in communicate between students (S6)".*

*"Increase students cooperate (S7 & S8)".*

Therefore, from the result obtained through questionnaire and interview. Base on response above the data concluded that majority students of class VIII-Regular preferred using group assignment than work individually in studying English lesson. By the reason, it create enjoyable classroom atmosphere and easy to comprehend the lesson.

In sum, from table 4.2 and 4.4 in data analysis of questionnaire based on means, most of the students replied positive and neutral response, none of students' approximate negative response. Even though, we cannot deny the data based on students' response there were few of students replied negative response. It concludes that most of the students replied positive response toward students' perception in doing group assignment.

In general, I concluded that majority of the students preferred studying in group assignment. Although, few of students did not like doing group assignment, by the reason doing group assignment become noise and unfocussed. The student which preferred doing group assignment, they stated that they get better effect in assigned assignment in group. In line with female participants, male participants of VIII-Unggul and VIII-Regular also said group assignment increasing students' knowledge, such as could understand many things related to English lesson, get deeper understanding about the materials, and increase social skill, such as working together and respected each other opinions. On other hand, during learning process most of the students preferred doing group assignment in small group which consist of 2 – 4 members, because that helped the students in organizing group members. In addition, the instruction was given by the teacher in

doing group assignment are clear and helped the students finished. Furthermore, group assignment increasing their ability in communication and social skill. In sum, there are have different but not significant between students in class VIII-Unggul and VIII-Regular also both male and female students toward perceptions on using in group assignment.

## B. Students' Problems in Doing Group Assignment

I want to know and analyze the problems students faced in doing group assignment. Accordingly, I asked the students to find out the problems students' faced and experience in using group assignment while studying English lesson, and thus engaged students in the questionnaire and semi-structured interview.

**Table 4.5 Students' Problems in Group Assignment in VIII-Unggul**

| Ss | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 |
|----|-----|-----|-----|-----|-----|-----|-----|
| 1  | 5 | 5 | 4 | 2 | 5 | 5 | 2 |
| 2  | 4 | 4 | 5 | 2 | 4 | 5 | 5 |
| 3  | 4 | 5 | 2 | 2 | 5 | 5 | 4 |
| 4  | 5 | 4 | 5 | 2 | 4 | 4 | 4 |
| 5  | 4 | 5 | 2 | 2 | 5 | 2 | 5 |
| 6  | 4 | 4 | 5 | 2 | 4 | 5 | 4 |
| 7  | 5 | 5 | 4 | 1 | 5 | 5 | 4 |
| 8  | 4 | 4 | 5 | 1 | 4 | 5 | 4 |
| 9  | 5 | 4 | 2 | 1 | 5 | 5 | 4 |
| 10 | 5 | 5 | 2 | 1 | 4 | 5 | 5 |
| 11 | 4 | 4 | 5 | 1 | 5 | 5 | 3 |
| 12 | 5 | 3 | 2 | 3 | 3 | 4 | 1 |
| 13 | 5 | 5 | 4 | 3 | 5 | 5 | 3 |
| 14 | 5 | 3 | 2 | 3 | 3 | 4 | 5 |
| 15 | 4 | 2 | 5 | 4 | 2 | 5 | 3 |
| 16 | 2 | 2 | 2 | 4 | 5 | 4 | 3 |
| 17 | 5 | 5 | 5 | 4 | 3 | 5 | 1 |
| 18 | 4 | 2 | 5 | 5 | 5 | 5 | 3 |
| 19 | 5 | 3 | 2 | 5 | 2 | 5 | 1 |
| 20 | 2 | 2 | 2 | 5 | 5 | 5 | 1 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| M | 4.30 | 3.80 | 3.50 | 2.65 | 4.15 | 4.65 | 3.25 |

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly
Agree, Ss= Students, M= Means.

Table 4.5 shows that toward question number 15 (group assignment is done by one student) shows that 11 of 20 students replied disagreed and strongly disagreed, 6 of them replied strongly agreed and agreed, remaining stated neutral. It concludes that question number 15 is not the biggest problem faced by students in doing group assignment. For question number 12, most of the students (18) replied agreed and strongly agreed, 2 of them disagreed, and none of students replied neutral. It concludes that one of the biggest problem students faced in doing group assignment is unfocussed because of noisiness. Concerning to question number 17, most of the students replied positive response. Only fifth student stated disagreed and none of them replied neutral. It concludes that group members do not respect everyone's opinion become the biggest problem faced by VIII-Unggul students in doing group assignment.

For question number 16 in Table 4.5 shows that 2 of 20 students replied disagreed, 3 neutral, and remaining students responded agreed and strongly agreed toward this statement. Regarding questions number 13 and 14 shows that 4 students replied disagreed for question number 13 and 9 students disagreed toward question number 14. While, remaining students for both of these questions replied positive response, none of them stated strongly disagreed toward questions number 13 and 14. And last, for question number 18 "some members get good score without doing group assignment" shows that 5 of 20 students replied negative response, 5 neutral, and remaining of them replied positive response.

Overall, most of the students agreed that the statements mentioned in table 4.5 become the problem faced by students in doing group assignment. In order to be able to see the means based on their ranking show in table 4.6.

**Table 4.6 Students' problems in VIII-Unggul based on means**

| Question No. | Statements of the problems students faced in doing group assignment | Means |
|---|---|---|
| 17 | Group members do not respect everyone's opinion | 4.65 |
| 12 | Doing group assignment make me unfocussed because of noisiness | 4.30 |
| 16 | Not all group members takes the role in doing group assignment | 4.15 |
| 13 | Having not enough time when doing group assignment | 3.80 |
| 14 | When doing group assignment I often hope to friend | 3.50 |
| 18 | Some members get good score without doing assignment | 3.25 |
| 15 | Group assignment is done by one student | 2.65 |

As mentioned in table 4.5 that most of the students have positive response toward the statements of the problem students faced in doing group assignment. Thus, table 4.6 were designed to assess the result of students' questionnaire answer toward the problems students faced in doing group assignment in class VIII-Unggul based on means, which get from students response average.

Table 4.6 shows that the highest means (4.65) is sited in question number 17. This indicates that majority of the students strongly agreed the biggest problem students faced in doing group assignment is group members do not respect everyone's opinion. Meanwhile, for question number 15 "group assignment is done by one student" the students stated neutral (2.65). It concludes that not all students agreed group assignment is done by one student become the problem in doing group assignment. Daba (2016) stated that one of the biggest problems in doing group assignment it is always done by one student. For

question number 13 (3.80), most of the students agreed an enough time become the problem they faced in doing group assignment. Supporting this, Kidane (2014) argues that working in group take a long time because some group leader did not have authority to put pressure on the members whose poor time management and giving lack of attention in doing group work assignment togetherness.

Accordingly to question number 12 (4.30), most of the students strongly agreed doing group assignment make the students unfocussed because of noisiness, it might be students in the group spoke more than others because they had eight members in group (Chen & Hird, 2006). This statement also supporting by Taqi (2014, p.56) "sometimes students of one group fail to communicate with others, or because not having a teacher around them so they do not take the work seriously". For question number 16 (4.15), majority of the students strongly agreed that concerning to the statement not all group members take the role in doing group assignment become the conflict between students in doing group assignment. And last, for questions number 14 and 18, most of the student replied agreed. It indicates that when doing group assignment the students often hope to friend and some group members get good score without doing assignment become the problem in doing group assignment.

During semi-structured interview session, students were asked by me that the factor hinder the students in doing group assignment in English language learning. Regarding to this point, one of the students reflected her idea as:

*"May be lack of cooperation between group members, Eummm…for example, selfish group member which is only her/his opinion must we take.*

*In learning material that do not have the challenges. Examples, between 5 group members of each group that have their own skills because the teacher divided the group members into heterogeneous form (S1)".*

To conclude what (S1) said that lack of cooperation between groups members become one of the problem faced by her in doing group assignment. In other sides, related to the material given by the teacher she stated most of group members help each other in doing group assignment to create positive feedback. With respect to Richards and Rogers (2001) noted that group formation is an important factor in creating positive interdependence among students which involves deciding on the sizes of the group, assigning students to groups, students' role in group and the likes.

On the same issue, other students stated that:

*"Unfocussed become one of the problem faced by me (S2)".*

Similar to S2, S3 also stated:

*"Unfocussed, noisy, also not all group members take the role in doing group assignment (S3)".*

Another student said:

*"Hard in integrated the opinion between group members, and unfocussed. I preferred doing assignment individually in others lesson, but in English I*

*preferred studying in group. Because, if I working alone that more difficult (S4)".*

In conclusion, the biggest problems faced by students in class VIII-Unggul are unfocussed and lack of cooperation between students in doing group assignment. To deal their difficulties in doing group assignment, each students has own ways to deal it. As stated by S1:

*"I will Find the opinion from friends, and suggestion from them to get better answer (S1)".*

Other students revealed that:

*"Firstly ask to the friends. If they do not know, ask to the teacher (S2)"*

*"Try to find the answer hardly, sometimes asking to the friend. But, often ask to the teacher than friends (S3)".*

*"Ask to the friends, afraid to ask to the teacher (S4)".*

From students responses above toward the way they deal the difficulties and misunderstanding in doing group assignment, it concludes that most of the students will ask to the friend while find the difficulties. Although, having few of the students asking to the teacher. For S4, he afraid to ask to the teacher it might be he afraid doing mistakes. In other word, some of students afraid to ask to the teacher because they do not want visible stupid in front of their friends and lack of students' confidence.

Concerning to the problems students faced in doing group assignment in class VIII-Regular would explain clearly in Table 4.7 and Table 4.8.

**Table 4.7 Students' Problems in Group Assignment in VIII-Regular**

| Ss | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 |
|----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 5 | 5 | 5 | 5 | 5 | 5 | 1 |
| 2 | 3 | 5 | 4 | 4 | 1 | 5 | 5 |
| 3 | 5 | 5 | 5 | 2 | 5 | 4 | 5 |
| 4 | 4 | 5 | 4 | 5 | 1 | 5 | 2 |
| 5 | 5 | 3 | 5 | 4 | 5 | 4 | 4 |
| 6 | 3 | 4 | 5 | 5 | 1 | 5 | 3 |
| 7 | 5 | 2 | 4 | 4 | 5 | 1 | 4 |
| 8 | 4 | 4 | 2 | 3 | 1 | 5 | 3 |
| 9 | 5 | 2 | 2 | 3 | 5 | 5 | 4 |
| 10 | 4 | 4 | 1 | 1 | 5 | 1 | 3 |
| 11 | 5 | 4 | 1 | 3 | 5 | 1 | 4 |
| 12 | 2 | 4 | 1 | 3 | 5 | 1 | 3 |
| 13 | 5 | 4 | 1 | 3 | 4 | 1 | 4 |
| M | 4.23 | 3.92 | 3.08 | 3.46 | 3.70 | 3.30 | 3.46 |

Note: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, Ss= Students, M= Means.

Table 4.7 shows that third student agreed toward questions number 12 up to 18, but for question number 15 "Group assignment is done by one student" she replied disagreed. It indicates that the problems mentioned in table 4.7 are become the problem faced by third student in doing group assignment, except question number 15. In other side, most of the students agreed toward question number 12, only twelfth student stated disagreed toward this statement. It indicates that doing group assignment makes the students unfocussed because of noisiness.

Concerning to questions number 13, 15 and 18, 2 of 13 students had similar response toward these statements, they replied strongly disagreed and disagreed. Meanwhile, remaining students responded positive responses. It concludes that having not enough time, group assignment is done by one student,

and some members get good score without doing assignment are become the problem students faced in doing group assignment. And last, for questions number 14, 16, 17 shows that a few of students replied negative response, while remaining students replied neutral and positive response. It indicates that these statements become the conflict between group members in doing group assignment. In sum, most of the students replied positive response toward the questions mentioned in table 4.7. In order to be able to see the means based on their ranking show in table 4.8.

**Table 4.8 Students' Problems in VIII-Regular Based on Means**

| Question No. | Statements of the problems students faced in doing group assignment | Means |
|---|---|---|
| 12 | Doing group assignment make me unfocussed because of noisiness | 4.23 |
| 13 | Having not enough time when doing group assignment | 3.92 |
| 16 | Not all group members takes the role in doing group assignment | 3.70 |
| 18 | Some members get good score without doing assignment | 3.46 |
| 15 | Group assignment is done by one student | 3.46 |
| 14 | When doing group assignment I often hope to friend | 3.30 |
| 17 | Group members do not respect everyone's opinion | 3.08 |

As mentioned in table 4.7 that most of the students have positive response toward the statements of the problems students faced in doing group assignment. Thus, table 4.8 were designed to assess the result of students' questionnaire answer toward the problems students faced in doing group assignment in class VIII-Regular based on means, which get from students response average. Table 4.8 shows that the highest means (4.23) based on statements the problems students faced in doing group assignment is sited in question number 12. It indicates that majority of the students strongly agreed unfocussed because of noisiness become

the biggest problem faced by students in doing group assignment. To solve this problem the teacher could make classroom atmosphere calm in order to make group assignment activity effective. In other side, the students learn more and produce better outcomes in desolate area.

For questions number 18 and 15, the students had similar response (agreed) toward both of these statements. It indicated that the majority students replied agreed (3.46) some members get good score without doing assignment and Group assignment is done by one student are become the problem students faced in doing group assignment. Similarly, Liu et al. (2010) reported as more students replied poor motivation, lack of individual accountability, and negative interdependence affect the implementation of group work.

In addition to this, for questions number 13 (3.92) and 16 (3.70), most of the students responded agreed that having not enough time when doing group assignment and not all members take the role in doing group assignment are become the problem faced by students. While, for questions number 14 (3.08) and 17 (3.30) are half students stated agreed. It concludes that not all students VIII-Regular agreed when doing group assignment the students often hope to friends and group members do not respect everyone's opinion are become the problem in doing group assignment.

During semi-structured interview session, students were asked by me that the factor hinder the students in doing group assignment in English language learning. The data from interview showed that both male and female students in

class VIII-Regular had similar problem, they are unfocussed and noisy in doing group assignment. As stated by S7 and S8:

*"Too noisy and not all students take the role in doing group assignment (S7)"*.

*"Uninterested, because many student are speaks. Thus, become unfocussed in doing assignment (S8)"*.

To deal the difficulties in doing group assignment, the students found their own ways. As said by students' respondents:

*"Ask to the teacher. But, I have my own effort to finish it (S5)"*.

*"Looking the answer by my own self (S6 & S7)"*.

*"Discuss with friends, and if I do not understand I will ask to the teacher (S8)"*.

From students' responses above, based on the way they deal difficulties in doing group assignment, most of the students have their own ways, such as asking to the teacher and friend, and looking the answer by owns self.

Overall, it concluded that from the data analysis questionnaires both of these classes are different but not significant. For class VIII-Regular, most of the students agreed group assignment is done by one students becomes one of the biggest problem they faced. While, for class VIII-Unggul, a few of students stated group assignment is done by one student become one of the biggest problems. For

other statements, both of these classes had positive responses. In addition, most of the students agreed toward the statement mentioned in table 4.6 and 4.8 become the problems students faced in doing group assignment.

In other hand, based on interview there were different but not significant both class VIII-Unggul and VIII-Regular related to the problem students faced in doing group assignment. Most of the students stated that unfocussed because of noisiness become the biggest problem while doing group assignment based on their own reason. Even though, group assignment promoted the problem for them, such as become noisy, unfocussed, not all students take responsible in doing group assignment, and less of cooperation between group members. They have own ways to deal it, such as discussed with friends and asked to the teacher.

## C. Discussion

After collecting data from questionnaire and interview, it is crucial discuss by nearly to see research question in Chapter One. They are:

1. What are the students' perceptions of their group assignment?

2. What are the problems encountered by students in doing their group assignment?

The first research question was about students' perceptions on using group assignment in EFL classroom. The data of questionnaire and interview show that most of the students were interested in doing group assignment, only a few of them disagreed about it. The data analysis of questionnaire showed that the biggest effect for students' class VIII-Unggul in doing assignment are learning group activity increases relationship in collaboration between students (4.60), help

the students solving their learning problem (4.45), increase students' creativity in thinking (4.40), makes the students easier in doing assignment (4.25), increase students confidence (4.10), increase students participation in classroom (4.05), makes the students easier in socialization (3.80), and doing group assignment the students get better score (3.65). Connection to this, Huff (2014) expressed that the impact of group assignment is perceived improvement in creative problem solving, leadership skills, and oral and written communication skills are presented. In line with huff, Richard and Rodgers (2001, p.198) suggested that "good social skills determine the way students interact with each other as teammates. Usually some explicit instruction in social skills is needed to ensure successful interaction".

Majority students of class VIII-Regular stated that learning through group increase the students' confidence (4.23), they could get better score (4.15), make the students easier in doing assignment (4.15) help the students solving their learning problem (4.08), increases relationship in collaboration between students (4.00), increase students creativity in thinking (3.61), increase students participation in classroom (3.53) and make the students easier in socialization by learning in group (3.46). It indicates that the biggest affect on using group assignment for students class VIII-Unggul they are increasing students social skill and critical thinking. Whereas, for students in class VIII-Regular indicates that their psychology health and academic achievement are increases. To sum up, based on data analysis of questionnaire there had different perception, but not significant both of class VIII-Unggul and VIII-Regular toward student perception

on using group assignment. The differences just the rank of means of students' responses related to these statements.

In addition, the data from interview indicated that there were no different both of students class VIII-Unggul and VIII-Regular students' perception in using group assignment. The students which most preferred group assignment stated group assignment created enjoyable classroom atmosphere, easy to organize and more understanding the material because we could share opinion each others. Meanwhile, the students whom did not prefer doing group assignment stated that it difficult in comprehended the lesson because made the students unfocussed and create noisy classroom atmosphere. It concluded that most of secondary students like using group assignment. Only few of students stated that disagree using group assignment in studying English. While, none of the students answered concern to negative perception based on means toward statement in the tables 4.2 and 4.4.

The second research question was about the problems students faced in doing group assignment at SMPN 1 Lhoong. The data analysis of questionnaire found that there were different problem but not significant related to the problem encountered by students in doing group assignment. The differences just the rank of means of students' responses related to these statements. As shows in the table 4.6, it indicates that group members do not respect everyone opinion while doing group assignment (4.65) in VIII-Unggul classroom, doing group assignment make the students unfocussed because of noisiness (4.30), not all group members takes the role in doing group assignment (4.15), having not enough time when doing group assignment (3.80), often hope to friends in doing group assignments (3.50),

some members get good score without doing assignment (3.25) and last, group assignment is done by one student (2.65). In connection to this, Daba (2016, p.864) expressed that highest group members do not always respect others opinion, while a few of them replied as group members do not rarely respect others opinion and some members do not participate in doing group assignment.

Whereas, in the table 4.8 showed that doing group assignment make me unfocussed because of noisiness (4.23), having not enough time in doing group assignment (3.92), not all group member takes the role in doing group assignment (3.70), some members get good score without doing assignment (3.46), group assignment is done by one student (3.46), the students often hope to their friend in doing group assignment (3.30), and group members do not respect everyone's opinion (3.08) are become the biggest problem faced by class VIII-Regular students. Toward those statements most of the students had positive responses.

In addition, the data analysis of interview found that both of students class VIII-Unggul and VIII-Regular had similar problems, they are unfocussed because several reason and less cooperation between students in doing group assignment in EFL classroom. Noisy is the most common issue faced by the students while doing group assignment, because it made them unfocussed in assigned assignment. In line with Chen and Hird (2006), noisy is one of the outstanding problems that discourage many students in doing group assignment. In other hand, some participants stated that less of cooperation between group members and not all group members take role in doing assignment. This finding agree with Brokaw

& Rudd (2002), that is some students doing very little work while others do most of the work.

It concluded that both of students class VIII-Unggul and VIII-Regular had different problems, but not significant related to the problem students faced in doing group assignment as found in the data analysis of questionnaire. In other side, the data analysis of interview showed that both of students class VIII-Unggul and VIII-Regular are did similar problems, they are unfocussed and lack of cooperation between students while doing group assignment.

In conclusion, both of students' class VIII-Unggul and VIII-Regular are have a lot of similarity and few of differences. Based on students' perception on using group assignment most of secondary students interested in doing group assignment, because it gives better effect for the students. For the problem students faced in doing group assignment both of students class VIII-Unggul and VIII-Regular are have different problem but not significant based on data analysis of questionnaire and interview.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions concerning the result of research. It also proposes some suggestions for the readers and the next researchers learning English in order to see the students' perception toward group assignment.

## A. Conclusions

Based on the result and discussion in previous chapter, I concluded that were some points of the data as follow:

1. Both of the students of VIII-Unggul and VIII-Regular class have different perception, but not significant toward students perceptions on using group assignment in studying English. They interest in doing group assignment, although just a few of them disagreed about it. In addition, Group assignment could be helpful in enhancing students' ability in learning English. The students who expressed agreed in doing group assignment they become confident in sharing opinion, enhance socialization, critical thinking, help the students in solving their learning problem, get better score, and created enjoyable classroom atmosphere. Thus, the students who did not preferred doing group assignment because it difficult in comprehended the lesson because made them unfocussed, conflict between group members and create noisy classroom atmosphere.

2. Both of students class VIII-Unggul and VIII-Regular had similar problem in doing group assignment based on data interview; they are unfocussed and less of cooperation between group members. On other side, Based on the data of questionnaire there were different but not significant related to the problems students faced in doing group assignment, they are not all group members take role in doing assignment, conflict between group members, and time management.

## B. Suggestions

1. The teacher should be facilitators for students during teaching and learning process to created better outcomes. Because in teaching and learning process not only students roles needed, but also teacher roles to find appropriate ways to minimize students' problem in doing group assignment.

2. The teacher should create better group management in doing group assignment.

3. I hope this research can be a reference or previous study in doing other researches on students' perceptions in using group assignment, especially in EFL classrooms.

## C. Reflection

In doing this research, I faced some difficulties in researching, such as: uncertainty in collecting the data for interview, because the students are hard in invented to speak it might be they are afraid it affected to their English score,

some of them stated he could do not know what want to say. In addition, making appointment with the teacher also becomes the problem because at that time the teacher prepares the students for examination. Then, I spend 2 days in doing this research, because in collecting the data for this research the researcher used questionnaire that distributed to all secondary students at grade eight and was interview 8 participants, so it not enough in one day to get in depth data.

Furthermore, in writing this thesis I got many input from supervisors guide and friends to make this thesis better.

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# Appendices I

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Nomor : B-7342/UN.08/FTK/KP.07.6/09/2017

**TENTANG**

**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

| | | |
|---|---|---|
| Menimbang | : a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; |
| | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

| | | |
|---|---|---|
| Mengingat | : 1. | Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; |
| | 2. | Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; |
| | 3. | Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; |
| | 4. | Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; |
| | 5. | Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; |
| | 6. | Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; |
| | 7. | Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; |
| | 8. | Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; |
| | 9. | Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; |
| | 10. | Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; |
| | 11. | Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; |

| | | |
|---|---|---|
| Memperhatikan | : | Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Juli 2017 |

**MEMUTUSKAN**

| | | |
|---|---|---|
| Menetapkan | : | |
| PERTAMA | : | Menunjuk Saudara: |

1. Nashriyah, MA            Sebagai Pembimbing Pertama
2. Dr. Jarjani S.Ag, S.Si, M.Sc, MA    Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Hayatun Nufus** |
| NIM | : | **231324164** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **Students' Perception on Using Group Assignment in EFL Classroom** |

| | | |
|---|---|---|
| KEDUA | : | Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017; |
| KETIGA | : | Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018 |
| KEEMPAT | : | Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini. |

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 September 2017
An. Rektor
Dekan,

Mu hburrahman

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

**Appendices II**

Nomor : B-10885/Un.08/TU-FTK/ TL.00/11/2017  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

17 November 2017

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | |
|---|---|
| N a m a | : Hayatun Nufus |
| N I M | : 231 324 164 |
| Prodi / Jurusan | : Pendidikan Bahasa Inggris |
| Semester | : IX |
| Fakultas | : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : Jl.Linkar Kampus Lr.Tgk.Diblang 2 No.19 Tanjung Selamat Aceh Besar |

Untuk mengumpulkan data pada:

**SMPN 1 Lhoong**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Students' Perceptions on Using Group Assignment in EFL Classroom**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 7819

BAG.UMUM   BAG.UMUM

# Appendices III

**PEMERINTAH KABUPATEN ACEH BESAR**
**DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan T. Bachtiar Panglima Polem, SH. Kota Jantho (23918) Telepon. (0651)92156 Fax. (0651) 92389
Email : dinaspendidikanacehbesar@gmail.com Website : www.disdikacehbesar.org

Nomor : 070/1595 /2017
Lamp : -
Hal : **Izin Pengumpulan Data**

Kota Jantho, 27 November 2017
Kepada Yth,
Kepala SMPN 1 Lhoong
Kabupaten Aceh Besar
di –
Tempat

Dengan hormat,

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-10885/Un.08/TU-FTK/TL.00/11/2017 tanggal 17 November 2017, Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada :

Nama : **Hayatun Nufus**
NIM : **231 324 164**
Prodi / Jurusan : **Pendidikan Bahasa Inggris**
Semester : **IX**

Untuk melakukan penelitian dan mengumpulkan data di **SMPN 1 Lhoong** Kecamatan Lhoong Kabupaten Aceh Besar untuk keperluan penyusunan Skripsi yang berjudul :

**"STUDENTS' PERCEPTIONS ON USING GROUP ASSIGNMENT IN EFL CLASSROOM"**

Setelah mengadakan penelitian 1 (satu) eks laporan dikirim ke **SMPN 1 Lhoong** Kecamatan Lhoong Kabupaten Aceh Besar.

Kota Jantho, 27 November 2017
a.n. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar,
Kabid Pembinaan Pendidikan Dasar

**Muhammad Isa, S. Pd, M. Pd**
Nip. 19710121 200012 1 003

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
2. Arsip.

**Appendices IV**

PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SMP NEGERI 1 LHOONG**

Jln. Banda Aceh – Meulaboh Km 52 Kode Pos 23354
Email : smpsalhoong@yahoo.co.id

| | | |
|---|---|---|
| Nomor | : 422/ 28 /2018 | 8 Januari 2018 |
| Lamp | : | |
| Hal | : Telah Mengadakan Penelitian | |

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
(FKT) Universitas Islam Negeri
Ar-Raniry
     di-
         Banda Aceh

Assalamu'alaikum Wr..Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniri Nomor : B-10885/Un.08/TU-FTK/ TL.00/11/2017 tanggal 17 November 2017 dan surat Rekomendasi Kepala Dinas Pendidikan Aceh Nomor : 070/1595/2017 tanggal 27 November 2017 dan perihal seperti tersebut pada pokok surat, maka kami beritahukan sebagai berikut :

| | |
|---|---|
| Nama | : Hayatun Nufus |
| NIM | : 231 324 164 |
| Prodi / Jurusan | : Pendidikan Bahasa Inggris |
| Judul | : "STUDENTS' PERCEPTIONS ON USING GROUP ASSIGNMENT IN EFL CLASSROOM" |

Benar yang namanya tersebut diatas telah mengadakan penelitian / mengumpulkan data pada SMP Negeri 1 Lhoong Kabupaten Aceh Besar .

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Lhoong, 08 Januari 2018
Kepala SMP N 1 Lhoong

NIP. 19660902 198801 1 003

**Appendices V**

**Angket Belajar Siswa**

Nama:

Kelas:

A. Pengantar

Angket ini diedarkan kepada anda berhubungan dengan gaya belajar siswa terhadap pelajaran bahasa inggris selama ini, anda diminta untuk memeberi tanggapan yang sejujurnya. Tanggapilah semua pertanyaan tanpa perlu bantuan teman-teman anda.

B. Petunjuk pengisian

1. Sebelum mengisi pertanyaan-pertanyaan berikut, kami mohon kesedian anda untuk membacanya terlebih dahulu petunjuk pengisian ini.

2. Setiap pertanyaan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda, lalu bubuhkan tanda "cek" (√) pada kotak tersedia.

    **STS,**    bila anda **Sangat Tidak Setuju**

    **TS,**     bila anda **Tidak Setuju**

    **N,**      bila anda **Netral**

    **S,**      bila anda **Setuju**

    **SS,**     bila anda **Sangat Setuju**

| No | Pertanyaan | STS | TS | N | S | SS |
|----|-----------|-----|----|----|----|----|
| 1 | Saya senang belajar bahasa inggris. | | | | | |
| 2 | Saya lebih suka mengerjakan tugas secara berkelompok dari pada individu. | | | | | |
| 3 | Belajar secara berkelompok membuat saya lebih percaya diri | | | | | |
| 4 | Belajar berkelompok membuat saya lebih mudah dalam mengerjakan tugas. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Dengan mengerjakan tugas kelompok saya mendapatkan nilai lebih baik. | | | | | |
| 6 | Mengerjakan tugas kelompok membantu saya dalam menyelesaikan permasalahan belajar. | | | | | |
| 7 | Kegiatan belajar berkelompok membuat saya lebih mudah dalam bergaul. | | | | | |
| 8 | Kegiatan belajar kelompok bisa meningkatkan hubungan kerja sama antar siswa. | | | | | |
| 9 | Kegiatan belajar berkelompok bisa meningkatkan keikut sertaan siswa didalam kelas. | | | | | |
| 10 | Kegiatan belajar berkelompok bisa meningkatkan kreatifitas siswa dalam berfikir. | | | | | |
| 11 | Kegiatan belajar bahasa inggris lebih menyenangkan dengan belajar berkelompok dari pada belajar sendiri. | | | | | |
| 12 | Mengerjakan tugas dalam kelompok membuat saya kurang focus karena ribut. | | | | | |
| 13 | Tidak cukup waktu dalam mengerjakan tugas kelompok | | | | | |
| 14 | Ketika mengerjakan tugas kelompok saya sering berharap kepada teman. | | | | | |
| 15 | Tugas kelompok dikerjakan oleh satu orang. | | | | | |
| 16 | Tidak semua murid mengambil peran dalam mengerjakan tugas kelompok. | | | | | |
| 17 | Anggota kelompok tidak menghargai pendapat orang lain. | | | | | |
| 18 | Beberapa anggota kelompok mendapat nilai bagus tanpa mengerjakan tugas. | | | | | |

(Adopted from Bentley & Warwick, 2013)

**Appendices VI**

**Lembar Wawancara Siswa**

(Adopted from Bentley & Warwick, 2013)

Jawablah pertanyaan berikut ini dengan singkat dan jelas!

1. Apakah anda setuju jika guru anda menggunakan metode tugas kelompok dalam belajar bahasa inggris? Berikan alasanmu!

2. Apa kendala terbesar anda dalam mengerjakan tugas kelompok?

3. Manakah yang lebih anda sukai, belajar dalam kelompok besar (7 orang atau lebih) atau dalam kelompok kecil (2 – 4 orang)? Berikan alasanmu!

4. Apakah guru memberikan petunjuk/ arahan yang jelas dalam menyelesaikan tugas kelompok didalam atau diluar kelas? Jika ia, apakah petunjuk/ arahan tersebut membantu anda dalam menyelesaikan tugas?

5. Apa yang anda lakukan ketika anda menghadapi kesulitan dalam tugas kelompok?

6. Apakah tugas kelompok dapat meningkatkan kemampuan anda dalam belajar bahasa inggris?

**Transcript of Interview**

1. **Apakah anda setuju jika guru anda menggunakan metode tugas kelompok dalam belajar bahasa inggris? Berikan alasanmu!**

**S1**: netral buk, ada boleh, kalau ngak pun ngak apa-apa. Gimana ya… kalau dalam kelompok kita dapat mengenal kawan lagi, dapat akrab dengan kawan. Kalau misalnya kerja secara individu itu lebih menonjolkan kita misalnya.

**S2**: ngak setuju, karena kalau kerja kelompok itu, kek mana yaaa. Kalau kelompok ngak terlaluu, ngak terlalu bisa menangkap pelajaran. Kalau sendiri bisa fokus.

**S3**: netral. Karena bisa lebih cepat selesai, mudah membuatnya buk.

**S4**: setuju, karena membuat pekerjaan cepat selesai.

**S5**: eeumm tidak setuju, lebih baik sendiri. Karena kalau berkelompok tidak serius.

**S6**: setuju, karena mudah dalam memahami pelajaran.

**S7**: setuju. Karena buat kelompok membuat saya senang dan saya suka belajar bersama.

**S8**: setuju, karena dapat memahami pelajarn dengan mudah dengan bekerja kelompok.

2. **Apa kendala terbesar anda dalam mengerjakan tugas kelompok?**

**S1**: mungkin kurangnya kerja sama, eummm ada misalnya anggota kelompok yang egois. Jawaban dia aja yang harus kita ambil. Kalau dalam materi

pembelajaran mungkin ngak, misalnya antar 5 anggota kelompok itu bisa, misalnya ada yang ini bisa sikit. Karena setiap dari mereka ada keahlian sendiri.

**S2**: tidak fokus, kalau dalam materi ngak ada kendala

**S3**: ngak fokus buk, ribut. Kemudian tidak semua anggota kelompok mengambil peran dalam mengerjakan tugas kelompok.

**S4**: kendalanya susah menggabungkan pendapat, tidak fokus. Saya lebih suka mengerjakan tugas sendiri-sendiri dalam pelajaran lain. Kalau dalam pelajaran bahasa inggris saya suka belajar secara kelompok, karena kalau sendiri lebih susah lagi.

**S5**: ngak serius, jadi tidak fokus.

**S6**: tidak serius dan ribut.

**S7**: ribut kali orang itu. dan tidak semua murid mengambil peran dalam mengerjakannya.

**S8**: gak enak. Karena banyak kali orang yang bicara sehingga tidak fokus.

3. **Manakah yang lebih anda sukai, belajar dalam kelompok besar (7 orang atau lebih) atau dalam kelompok kecil (2 – 4 orang)? Berikan alasanmu!**

**S1:** enak dalam kelompok kecil, karena mudah diaturnya, habis itu jawabannya juga mungkin lebih lengkap maksudnya jawabannya lebih mudah kita dapat. Dan dalam mengkompromipun lebih mudah buk, ngak ribet.

**S2:** kelompok besar, karena orangnya ramai eummm kek mana ya. Owh yang tiga aja. Kelompok kecil. Alasanya kalo yang 7orang itu kita lebih ngak fokus lagi kalau yang 3 tiga kita focus sedikit.

**S3**: kelompok kecil buk, karena tidak ribut.

**S4**: suka kelompok kecil. Kalau rame susah mencarinya. Gimana yaa, kalau rame bisa capek dalam memikirkan. Bisa begini bisa begitu. Eummm rebut lagi. Kalau kecil mudah kita cari berdua, tidak rebut.

**S5**: kelompok kecil, karena kalau banyak ribut.

**S6**: besar, karena bisa cepat mendapatkan pendapat. Kalau kelompok kecil capek carinya. Kalau rame-rame enak dicari serta cepat siap.

**S7**: kelompok kecil, karena tidak ribut.

**S8**: kelompok kecil, karena ngak banyak orang buk. Jadi ngak ribut.

4. **Apakah guru memberikan petunjuk/ arahan yang jelas dalam menyelesaikan tugas kelompok didalam atau diluar kelas? Jika ia, apakah petunjuk/ arahan tersebut membantu anda dalam menyelesaikan tugas?**

**S1**: jelas buk, kan setiap materi itu dijelaskan dulu sampai tuntas habis itu baru dikasih persoalannya. Kemudian petujuk yang ibu kasih Alhamdulillah sampai saat ini membantu.

**S2**: ada, dan arahan itu sangat membantu.

**S3**: jelas, membantu

**S4**: jelas, mudah

**S5**: jelas, bisa membantu

**S6**: mudah, membantu

**S7**: jelas, membantu.

**S8**: ada, jelas dan petunjuk itu sangat membantu buk.

**5. Apa yang anda lakukan ketika anda menghadapi kesulitan dalam tugas kelompok?**

**S1**: mencari pendapat dari kawan-kawan, dan saran-saran dari mereka agar dapat menemukan jawaban yang sebenarnya.

**S2**: pertama sama teman, kalau teman ngak tau sama guru.

**S3**: mengerjakannya dengan lebih giat lagi, sesekali tanya sama kawan buk. Tetapi lebih sering tanya sama guru dari pada kawan buk.

**S4**: Tanya sama kawan, tidak berani Tanya sama guru.

**S5**: bertanya sama guru terus. Insyaallah ada usaha sendiri untuk menyelesaikanya.

**S6**: mencari jawaban sendiri

**S7**: cari jawaban sendiri

**S8**: berdiskusi, dan kalau ngak ngerti saya tanya sama guru.

**6. Apakah tugas kelompok dapat meningkatkan kemampuan anda dalam belajar bahasa inggris?**

**S1**: kalau itu, iya. Karena dengan tugas kelompok dari tidak bisaaa kita menjadi bisa, itu bisa tanya sama kawan. Bisa saling membantu.

**S2**: meningkat, seperti lebih memahami materi yang diajarkan.

**S3**: meningkat buk, eummm meningkatkan kosa kata bahasa inggris. Kemudian meningkatkan rasa menghargai satu sama lain.

**S4**: dapat, bisa mengerti banyak hal.

**S5**: ada meningkat. Seperti dalam berkerjasa didalam kelompok

**S6**: meningkat. Jadi lebih mudah dalam menguasai materi dan juga dalam berkomunikasi antar siswa.

**S7**: dapat meningkatkan kerjasama antara siswa.

**S8**: meningkat, dari segi kerjasamanya antar siswa.

**Appendices VIII**



The researcher explaining the questionnaires to the students



The students answering the questionnaires

The researcher is interviewing male student



The researcher is interviewing female student

**Appendices IX**

**AUTOBIOGRAPHY**

1. Full Name                : Hayatun Nufus
2. Place/Date of Birth    : Sigli / 19 May 1995
3. Sex                          : Female
4. Religion                   : Islam
5. Nationality/Ethnic     : Indonesia/Acehnese
6. Marital Status           : Single
7. Occupation               : Student
8. Address                    : Jln. Lingkar kampus. Lr. tgk diblang 2, No.38.
   Tanjung Selamat.
9. Parents' Name
   a. Father                  : M. Yusuf
   b. Mother                 : Erliani
   c. Father occupation  : Entrepreneur
   d. Mother occupation : Housewife
10. Parents' Address       : Panton Labu, Kec. Tanah Jambo Aye. Aceh Utara
11. Educational Background
   a. Elementary School : MIN Panton Labu,        Graduated    : 2007
   b. Junior High School : MTsS Ulumuddin,         Graduated    : 2010
   c. Senior High School : MAS Ulumuddin,          Graduated    : 2013
   d. University             : English Language Education Department of
      Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh,
      Entered in 2013 until 2018.

                                                    Banda Aceh, 25 January 2018

                                                    Hayatun Nufus