

**THE STUDY OF USING GROUP WORK IN TEACHING SPEAKING
ACTIVITY:
A CASE STUDY AT GRADE X MAN 1 PADANG**

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Abstrak: Penelitian ini bertujuan untuk mengetahui cara guru bahasa Inggris di MAN 1 Padang menerapkan group work dalam pembelajaran speaking. Penelitian ini juga bertujuan mengetahui masalah yang ditemukan guru dalam penerapan strategi ini. Selanjutnya penelitian ini bertujuan untuk mengetahui faktor penyebab masalah-dalam penerapan strategi ini. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan tipe case study design. Data penelitian dikumpulkan melalui observasi dan wawancara. Observasi dilakukan di masing-masing kelas dan setelah itu dilakukan wawancara terhadap semua guru dan beberapa orang siswa dari masing-masing kelas. Partisipan dalam penelitian ini adalah semua guru yang mengajar di kelas X dan siswa di kelas X MAN 1 Padang. Temuan penelitian menunjukkan bahwa guru bahasa Inggris di MAN 1 Padang belum menerapkan group work secara optimal. Hal tersebut disebabkan kurangnya pemahaman terhadap cara penggunaan strategi tersebut. Disamping itu guru menemukan kesulitan dalam menerapkan group work kepada siswa. Guru juga menemukan kesulitan yang berkaitan dengan ketersediaan waktu, kurangnya kreatifitas guru, jumlah siswa dalam 1 kelas, sumber bahan ajar, dan ketidakmampuan guru dalam memberikan motivasi dan partisipasi siswa. Dari temuan penelitian tersebut dapat disimpulkan bahwa guru-guru bahasa Inggris di MAN 1 Padang perlu meningkatkan pengetahuan mereka dalam menerapkan group work khususnya dalam pembelajaran speaking.

Kata-Kata Kunci: *group work, speaking activity*

Introduction

The use of group work has become more appealing in the teaching and learning process, as it is interactive and encouraging. Group work can be used in teaching English as a second language, namely, speaking, listening, reading, and writing. Group work gives an opportunity for students to refine their understanding through discussion with peers. Group work is often recommended for developing social and language skills. It is also a means by which students can

support, challenge and extend their learning together, for example by searching for information or through problem solving or working on creative tasks.

According to Douglas (2000:11) group work can develop the students to interact with other students. It means that group work can develop quite warm, friendly atmospheres in which members feel comfortable and accepted in their membership. The appropriate use of group work in language classroom brings several benefits for the

students. First, group work demonstrates the ability of students to communicate, discuss, and cooperate with other students. Second, group work is an effective means of dividing the workload. Third, this allows for small sections or units to be completed providing a sense of completion for everyone and allows better management of the project as a whole. As the result, group work can promote students' practice, the quality of their talk, their motivation, and positive classroom atmosphere in teaching and learning speaking.

Based on the researcher's observation and preliminary interview in speaking class at grade X MAN 1 Padang, the researcher found some major problems regarding to the implementation of group work. First, from teacher's statements, it could be concluded that group work activity tended not to be success because most of their classes had a big numbers of students so the teachers face difficulties in controlling big classes, and controlling students not to make noise. Second, the teachers taken confused how to implement the group work in teaching speaking. In this case, most of the students tended to be less initiative to find out any sources that can help them to understand the work to get a deep understanding.

Based on the researcher's interview, it was found that from the student's side, students often get confused about the task do in group work. Besides that, most of students find difficulties in communication using English; it was proved by the data got in which from 5 classes that have been observed and more than 40% students got mark below 60. This mark was the result of the test

given by the teachers after implementing group work activity.

Based on the explanation above, considering the problems that researcher found in the field on the preliminary research, the researcher is interested to conduct a further research in the study using group work in teaching speaking activity at grade X MAN 1 Padang.

Group work is considered as one of the important factors to improve learners' communication. Different individuals have developed many approaches to group work over the last time. According to Toseland and Rivas (2009:5) group work is defined as goal-directed activity with small groups of people aimed at meeting socio emotional needs and accomplishing tasks. It means that task is directed to individual members or a group and as a whole within a system of delivery.

Gillies & Ashman (2003:54) state that group work, in language class, is a co-operative activity, it is designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups. In cooperative activity the students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair.

It is said that, in group work, students learn to listen to different ideas, learn to discuss and to negotiate. They take part in equally and sometimes they feel comfortable to experiment and speak the language. Every member has more opportunities for independence and they can have some learning decisions.

Doel (2006:32) shows that "group work is as much about

helping a group to articulate a set of values as it is about learning new behaviors, sharing painful stories or achieving mutual goals". It means that, the group-work activity can be structured so that students focus on a single goal or activity at a time and group work is to get the students talking and explaining ideas to each other.

Blatchford & Kutnick (2009:3) states that, there are four principles to be made successful of group work: first, the students and classroom need good organized and strategically managed its means that make the group work more effective in composition classroom seating arrangements and the characteristics of groups such as their size. Second, Group-work skills have to be developed. Third, Group-work activities should encourage the activist of group, and the last, the students should adopt a range of roles that are supportive of group work and that encourage the independence of students directly.

Harmer (2001:88) mentions that there are four types of group activities, they are:

- a. Information gaps, where two speakers have different parts of information making up the whole
- b. Surveys, one way of provoking conversation and opinion exchange is to get students to conducted questionnaires and survey.
- c. Discussion, here the teacher gives the topic discussed to concentrate to an issue or violence a film, then the teacher ask him to discuss the topic briefly
- d. Role-play, students are asked to imagine that they are in different situations and act accordingly.

Blatchford & Kutnick (2009:14) said that to understand and use groups effectively in your classroom, the following will need attention:

- a. Class seating arrangements; Seating arrangements and group organization can have a profound effect on peer support, communication and work in groups.
- b. Group size; the size of groups should be appropriate to the age and experience of pupils and the purpose of the group task.
- c. The number of groups, smaller groups means more groups to be monitored.

The first principle is understanding group leadership, the group leadership is another system in the group; it is crucial to the way the group will be experienced. The teacher can choose the leader to handle their group and give contributions in process of using group work.

Related to understanding the group members are important to know awareness of the particular strengths, potential and challenges of each person. In determine of list task to give provide the students with a list of procedures in doing of group work and give providing each group has a list of what the group to do it. The assigning of specific task the leader can improve their knowledge and skills.

Furthermore, another concept in using group work, the teachers should know how the implementations of group work effective. Douglas (2000:i) suggested that Build students background knowledge before starting the group work activity, giving explicit detailed instructions,

select a good leader, List task, assign specific task, offering verbal presentation about group work, and Managing the time. He states that the teacher has to be able to explain it as it becomes the basic of aims' achievement in teaching and learning process.

The teacher should provide a rich environment where meaningful communication takes place is desired. So that, Group work in teaching speaking make the students helps to promote students selves-confidence, experiences of success, and the students ability to process of sending and receiving of message that happens at any time when creatures want to be acquainted and in contact with each other.

Working in groups provides students with the opportunity to discuss and refine their understanding of complex issues, solve problems, apply their knowledge, practice skills, and reflect about feelings and what has been learned. They may feel more engaged with the process of learning speaking.

There are three problems to be investigated in this research. They are: (1) how the teachers prepare, use and evaluate group work (2) teachers problem in implementing group work, (3) the causes of any difficulties in implementing group work in teaching speaking at grade X MAN 1 Padang.

Method

This research used qualitative approach. In addition, the method used in this research was case study. As explained by Bodgan (1982:58), case study is a detailed examination of one setting, or single subject, or one single depository of documents or particular event. It include

observation in a particular place in the organization (a classroom, teacher's room), specific group of people and some activity of the school. In this research, using group work in teaching speaking activity at grade X MAN 1 Padang would be observed and analyzed.

There were two instruments used in this research. They were the observation and interview which were used to collect the data related to the problems in implementing group work and the causes of the problems.

The observation was done when the teachers taught in their classes. The observation was completed by taking a field note and interview aims to obtain more comprehensive data on their perspective and to clarify the extent to which the teacher implements of group work.

There are several steps when the data which are collected are going to be analyzed. The data were analyzed included the way the teachers and students performed their roles, the difficulties and its causes in implementing group work in the classroom. Each of this point was analyzed based on the sub-indicators provided. The analysis adapted the theory proposed by Nunan (2000:21).

In order to analyze the data, there are several steps to be followed. The steps in analyzing the data of this research were explained as follow: (1) the researcher transcript the data collected from the interview. (2) The researcher differentiated between participants' opinion and fact on the data gotten from the interview. (3) The researcher tabulated the data from the observation. (4) The researcher

gathered the purely data which related to the research. (5) The researcher grouped the data based on the main questions of the research. (6) The research interpreted the meaning of the phrases or statements from the interview and participants' activity during the observation. (7) the researcher described the deeper meaning of participants' statements from interview and activity from the observation.

Findings and Discussion

1. How the teachers prepare, use and evaluate of group work

The finding of the research contains in preparing the group work the teachers have not well the prepared list of the advantages of group work to activate students' common knowledge and generate related words and expressions in stage of prepare the group work. It means that the teachers did not design it based on the principle of competency based instruction, so the teachers interested in involving their students more fully in classroom discussion. Besides, Students need clear instructions for the teacher about what their responsibilities are in preparing group to discuss in class. As stated by Westergaard (2009:75), the teacher should select appropriate activities to engaging and support the students to select activities that most appeals to their learning preference. In addition, the findings of this research also support the research done by Harmer (2001:138) also explain that the important thing about instructions is that the students should understand and agree on what decide the task given according to the materials taught to students.

In using group work the teachers not successfully the used list

of the group work, and teachers need to specify the objectives of the lesson. As a result it gives positive results. As stated by Douglas (2000) the teachers explaining the procedures to the students, it would be better to give an example how do the task. It means that the teacher has to explain the lesson before giving any task to the students.

The second activity giving explicit detailed instructions. The data taken from all instruments proved that there was in category not successful. Besides, it is usually as modeling the task. It is supported by Doel (2006) the teachers should give clear guidance related to the task, include give examples how to do the task.

In evaluating the group work the teacher did not evaluate to develop students to use language and to know how far the students achievement in the learning. It means that the teacher did not students evaluations can show instructors what they are doing right to provide students with better learning experiences.

The teachers give a chance for the students to group member's evaluation. It means that the evaluation can objectively reflect the participation of the students. it is supported by Harmer (2001:130), in groups it is easier to share material, speak quietly and less formally, and make good eye contact, all of these contribute to successful task resolution

Based on the data gotten from those instruments, there are two findings in this research, (1) teachers problem in implementing group work, (2) the causes of any difficulties in implementing group work.

2. Teacher's problem in implementing group work

Based on the interview with the teachers, it could be stated that there were some problems that appeared during in implementing group work. These problems were faced by the teachers .The data gotten related to this point was gathered from interview.

Based on the data gotten from those instruments, there were some teachers' problems in implementing group work. The problems of the teacher in implementing of group work can be seen in the following interview with teacher 1 and teacher 2:

The first problem was the lack of knowledge of teachers about variation of task in conducting group work activity. There was the transcription of interview to the teachers below:

Data Interview 1:

N: *Biasanya jenis kegiatan kerja kelompoknya seperti apa yang ibuk terapkan bu? "(usually, what kinds of activity using for the group work mam?"*

T1: *kalau jenis ya ibuk ndak tentukan nila soalnya ibuk bingung juga harus milih jenis group yang apanya.(ya,,I did not determine the kinds of activity. Because I am still confused in choosng of group working)*

The teachers argued that they did not have enough time to determine of group activity, and it was lack of teachers knowledge about the kinds of group activity that they tough. The fact from the field showed that the teachers did not understand the procedures and use of

group activity that they were going to teach. According to Douglas (2000), in which they argue that the teacher has to be able to manage the time, such as allocating the time to work in group is very important to discuss the result of the discussion, and to test the students' ability after doing group work.

The next problem that usually faced by most of the teachers was related to the size of the class. Most of the classes on that schools consisted of more than 35-40 students. The transcription of the data was described below:

Data Interview 2:

N: *kendala ibuk dalam melakukan kerja kelompok biasanya apa bu? "(What is your problem in conducting the group work?)*

T2: *ya .. ya.. disini kan lokalnya kecil ya, sementara siswa kita besar, jadi ditentukan saja ini kelompok 1, kelompok 2, kelompok 3, dan 4 dan seterusnya.."(ya..ya,the class is too small, besides that, the number of the students are big. Therefore, I grouped the students in to group 1,2 and 3,etc)*

N: *"Biasanya ibuk membagi kelompoknya seperti apa bu?(N: how do you usually divide the students?)*

T1: *ya karna jumlah siswa kita yang banyak ya, jadi rata-rata 1 kelompok itu ada 5-7 orang lah. "* *(ya,,because the students are big,,,So,, there were five until seven students in every group.)*

Based on the data interview that usually faced by most of the teachers was related to the size of the class. Most of the classes on that

schools consisted of more than 35-40 students. This situation brings of several effect was the total number of the students was bigger, the teacher difficulty to apply the group work. As stated by Brown (1994) that the ideal members for one group are 4 students because it allows some advantages.

The next teachers' problem in conducting group work was the inability of teachers to choose the members of the groups. Some of the teachers arranged students' sits based on the sitting arrangement. The data of interview is described below:

Data Interview 3:

N: *Pengaturan tempat duduknya gimana bu?(N: "how is the students seats setting while group working?)*

T2:*Kadang-kadang tergantung tempat duduk. Kalau tempat duduk tu kan gak gak ribet ini mengelompokkannya.Jadi kadang-kadang berdasarkan tempat duduk. Kadang juga ditukar tempat duduknya berdasarkan kelompok yang tealh dipilih (T1: "Sometimes depending on seating. It is not difficult to arrange the students seat... so its based on the students seat..Sometime I arrange the students seat)*

N:*Terus membagi siswanya itu berdasarkan apa buk?(how do you divide the students?)*

T1:*ooo... biasanya berdasarkan tempat duduk, Supaya lebih nyaman. Atau berdasarkan teman sebangkunya ("oo..usually based on students seat, to make the students comfortable or sometime*

the students seat with their seat meats.)

Based on the data interview above, in conducting group works was the inability of teachers to choose the members of the groups. Some of the teachers arranged students' sits based on the sitting arrangement. According to Blatchford & Kutnick (2009:14), the goal of teaching English and the teachers seating arrangement and group organization can have a profound effect and work in group.

Next, deciding the time segments in implementing group work was also the problems for some teachers. They tended not to have a guide in deciding whether they should stop the students when the time given was over or not. And the next teachers' problem was there was less attention to students' social relationship.

The transcription of the interview is described below:

Data Interview 4:

N: *Ya kalo misalnya waktunya dah habis tapi anak belum selesai gimana buk?(when the time is up, what did you ask the students to do?)*

T1:*Ya kita sambung untuk perteman besoknya (ya,,lets continue its next meeting)*

N:*Pernah ndak buk terlihat dalam kelompok tu kalau siswa, diskusi siswa itu kurang sehat?"(Have you ever seen that the students didn't do the discussion well?)*

T2:*Sering, tapi ya ..., siswa itu harus belajar bekerja sama"(Often, but the students should learn to work together")*

The next problem faced by most of the teachers was the teachers could not give effective motivation students to work better. It was concluded from interview and observation. The transcription of the interview is stated below:

Data interview 5:

N: Menurut ibu, seberapa penting penggunaan media dan kenapa ibu hanya menggunakan tape? Kan ada laptop bu (In your opinion, how important is the use of media for your teaching? why did you still use tape recorder instead of computer?)

T: Ya penting sih,, tapi saya masih kurang bisa menggunakan laptop dan butuh waktu yang banyak untuk membuat media modern tersebut. (ya.. it important, but I cannot operate. Moreover, I need much time to make those modern media.)

Data interview 12 shows that the teacher used media in teaching speaking but the teacher lack of using modern media because the teacher cannot use modern media well. It is did not help the teachers in making the classes be interesting for the learners. The students were less motivated to learn as far the teachers did not use something that could catch student's attention.

In conclusion, there were 5 problems that usually faced by the teachers; no variation of the task given to the students, a big class size, changing the members of the groups infrequently, problems related to the sitting arrangement, problem related to the time segments, no review of materials discussed, less attention of students' social relationship, and

inability of teachers to motivate students.

3. The causes of any difficulties in implementing group work

In implementing group work activity, the teachers faced such difficulties and problems. Each of the problems was caused by several factors. Based on the interview with the English teachers in MAN 1 Padang, it was known that there were several factors that caused the problems in implementing group work; lack ability of the teachers in developing materials, cultural factor, each of the causes is discussed in detail as follow.

The first factor that caused problem in implementing group work the teachers faced some difficulties whenever they had to handle this big class. They were not able to control all the students. The average number of students in one class for grade X was 47 students. The total number of students at grade X (\pm 47 students) was categorized as a big class. As stated by the teacher in the transcription of the interview below:

Data interview 5:

N: Berapa jumlah siswa dalam satu kelas bu?(How many students for each class at grade X?)

T: Sekitar 47 siswa. (it is around 47 students).

N: Apakah ibu mempunyai masalah dalam mengatur mereka?(Do you find problem in managing them?)

T: Iya tentu (Yes of course)

The teachers were not able to control all the students in one time. It was proved when the teachers did a group discussion the teachers were

not able to check all the group members contribution because they were so many students. As stated by Douglas (2000:i) the teachers should be able to giving explicit detailed and managing the time because it is important to improve their knowledge and skills.

The second problem was still related to the teachers. It was the lack of teachers knowledge about the types of group work. The data was supported by interview:

Data interview 6:

N: Bu dalam group work itu kan jenis nya bermacam-macam buk, jenis group work apa saja yang ibuk pakai dalam pembelajaran speaking buk? (mam. There are many kinds of group work, so what kinds of group works that you usually use in teaching speaking?)

L: ooo, iya memang benar, ya biasanya tergantung sih,(oooo, that's right, depend on situation)

N: Maksudnya buk?(what do you means mam?)

L: Ya kalau ada dialog biasanya ibuk pakai pair work (ya, I use the dialog so I use pair work)

N: hmmm,,berarti kalau dialog sama ya buk untuk lokal yang ibuk ajar?(hmm, it mean that the dialog for all students at grade X is the same?)

L : iya.(Yes.)

N: Bagaimana kalau ada topic lain buk, selain dialog?(what about other topics?)

L: ndak ada ibuk tentukan jenis nya, ibuk suruah se inyo duduk berkelompok untuk diskusi, siap tu ibuk suruahnyo beko tampil kedepan perkelompok dengan hasil diskusinyo tadi(I asked the students to sit in group for discussion. After that, I asked each group to present their work).

N: oo,begitu ya buk(ooh. I see)

For the interview above, the teachers were not use of group works effectively and the teachers confuse in use that. There are many types of group works, each types of group work has its own goal and application. Group works can be a very effective technique for differentiation.

Based on the data description dealing with the teachers chooses kind of group work activity, it could be concluded two teachers did not successfully their roles in determining of kinds of group activity in teaching speaking activity. The teacher had problem to apply all kinds of group work activity because they are confuse and the time is limited. The are also said that apply the several of group works activity make noisy and disturb the other class. Jiang (2009:137) said that successful teacher can determine of activity and the teacher should provide a rich environment where meaningful communication takes place is desired.

Based on the data interview, it could be explained that the second teacher taught the students in a very simple way. She did not apply any group activity to the classroom. When teacher explained the lesson in front of the class there were still

many students confuse and not understand about the topic and then teacher asked for the students to work in group.

The first teacher stated she gave chance to the students to show their ability but she cannot explained what kind of group work activity and some time the students have problem in each subject and the students have not motivation to use of the group work, it causes are the teachers can not explained the procedures of group work clearly. The students also explained that the other English teacher were not able to teach the class. According to Doel (2006:32) the teachers should be interested in teaching speaking because their suggestion instead that paying attention to what students say will show an improvement in speaking especially in using procedure group work.

The second teacher stated, she did not know much about the types of activities that can be applied for group works. Because the teacher less understanding about the School Curriculum. The result showed that there were still teacher's less understanding about the School Curriculum. It concluded of the goals and objectives, teaching materials, teaching methods and test. Sometime teacher is too difficult to use of group discussion.

The third problem that commonly happened was related to student's side. All of the students never inspired to give a feedback because they have no idea, it means that the students did not totally succeed as an active participant and the students afraid to make a mistake and some students in classes (X1 and X2) who share information and ideas

to clarify their knowledge about that topic in apply of group work.

Besides, the students not offered any idea of the way they wanted give a feedback. It means that there have never been ideas of how they should learn and confuse about give a feedback and the students asked to the teacher not understood yet. In a conclusion, the students failed to perform their roles as a group member give a feedback.

Based on the interview with some students at all grades X, they stated that they were have equal opportunities to participate and express their thoughts through group work because group work give their a chance to . The transcript of the interview was stated below:

Data interview 7:

N: menurut adek, senang tidak belajar dalam bentuk group, kalau senang kenapa?(In your opinion, do you like study with using group work?)

S1: ya kak...karna bisa ikut berpartisipasi didalam kelas (yes.sister, because we have a chance to participate in class).

N: apakah ada kesulitan yag adek temukan ketika kerja keompok?(Do you found that difficult in using group work?)

S2: ada kak,(yes..)

N: apa kendalanya dek, ??(What is it?)

S2: ya kadang...teman-teman banyak yang main-main dan bercanda kak (sometimes, my friends played in the class and kidding)

N: kenapa begitu dek, kan lagi belajar (why... you are learning, aren't you?)

S3; ya bu gurunya tidak memperhatikan kami (yes., the teacher not gives pay attention for us)

Based on the interview above, the students' motivation is improved through group work activities. Here is a way to help these students learn to negotiate, trust and share with other, but the other students don't learning work in class because of the teacher it doesn't manage to do it in the proper way. It was important group work is essential for communicative learning. Groups give students the opportunity to create more complex dialogues, explore relationships between characters and have a more social learning environment.

Teachers must be able to select a task and have clear instruction and guidance for students to do activities. As stated by Westergaard (2009:75), the teacher should select appropriate activities to engaging and support the students to select activities that most appeals to their learning preference. In addition, the findings of this research also support the research done by Harmer (2001:138) explains that the important thing about instructions is that the students should understand and agree on what decide the task given according to the materials taught to students.

Group work give opportunity to practice the students is confident about what they know. It is supported by Nunan (2003:55), group work activities can be used to increase the amount of time that learners brave and get to speak in the

target language during learning process.

One of the effect was the teachers are communicate with their students and sometime the teachers asked the students to cooperate with their friends but the teachers did not give the appropriate type activity and the teachers who did not building students knowledge about the characteristics of type or kinds of group. As stated by Brown (1994:103), English teacher should make their students enable to communicate and convey information effectively in spoken English. Besides, teachers should engage the student's activity to improve their speaking to be more active.

The teachers have their own perception about using group work. They argue that teachers did not know much about the types of group activities, because the teachers got confuse to create that. According to Harmer (2001: 49), the teachers should be able to choose suitable activities in order the students speak freely. It means that the teachers should be able to explain material briefly, so not only some students fully understand it but also the teachers should know.

Furthermore, the teachers should do was to balance the goal of teaching and learning process in the curriculum with students need, interest, and ability. Based on the interview with the teachers, it was found that all the students were provided with different kinds of group work. It was because the teachers used and developed their materials in different way. As stated by Brown (2001: 182-184), there are many activities in group work some of them are: 1) practicing

dialogues with partner, 2) simple question-answer exercises, 3) games, 4) role play and simulation, 5) information gap. It means that group work activity can be used in many ways for variety goals and it can be applied in any classroom teaching to promote activity learning.

Conclusion

Based on the data analysis, In preparing the group work, the teachers had applied the activities of implementing group work, such as selecting the appropriate activity for students, plan and deciding the goal of group work, determining the size of the groups and the member of the group. It can be concluded that all the teachers have applied in not successfully category activity in preparing the group work. Because of that, it can be categorized as good prepare.

Besides, there were also some teachers' problems related to the implementing of group work, the problem included the teacher lack of knowledge and technique in teaching, deciding the group size, determining group members, deciding the time segment effectively, less attention to students' social relationship among the members of the groups and the teacher could not give effective motivate students to work well. Besides, there were also problems that were related to determining the kinds of group work activity.

All of those research findings need to be followed up to find out some solutions for those problems. Besides, the research findings proved that the students and teachers at grade MAN 1 Padang still had such problematic sides. In another words, the use of group work needs to be improved by the teachers and

students to achieve a better result in teaching speaking.

Suggestion

Based on the findings presented in the previous chapter, the researcher suggests several points for the teachers and the students, especially in MAN 1 Padang. Those suggestions are:

1. The English teachers should be more aware of all their roles in implementing group work.
2. The students should practice using English to communicate in their environment.
3. The students should have motivations, so they know the different rules used to express something

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