



## Students' Perception on Group Work Activity at The Tenth Grade English Class of SMAN 10 Padang

Cici Afriyani<sup>1</sup>, Carbiriena Solusia<sup>2</sup>

<sup>1</sup>English Department, Faculty of Languages and Arts, Universitas Negeri Padang

<sup>2</sup>English Department, Faculty of Languages and Arts, Universitas Negeri Padang

Correspondence Email: [ciciafriyani12@gmail.com](mailto:ciciafriyani12@gmail.com) ,

---

### Article History

Submitted: 2022-09-19

Accepted: 2023-01-18

Published: 2023-01-18

---

### Abstract

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

---

### Keywords:

Perception, Group Work Activity, English Class

---

©2022 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Afriyani, C., & Solusia, C. (2022). Students' Perception on Group Work Activity at The Tenth Grade English Class of SMAN 10 Padang. *Journal of English Language Teaching*, 11. (4): pp. 647-658, DOI: [10.24036/jelt.v11i4.119384](https://doi.org/10.24036/jelt.v11i4.119384)

---

### INTRODUCTION

Nowadays, speaking is one of the most crucial talents that students must develop (Contreras, 2008). However, speaking in English is not a simple undertaking for EFL students, and it takes a lot of work to generate appropriate words and utterances in English. As the most crucial part of language abilities in terms of communication, speaking is frequently the one in which students do not develop sufficient proficiency in the English classroom. Juhana in Arifin (2017) state that students' abilities, desire, and motivation to develop speaking competence are frequently influenced by psychological issues. Lack of confidence, nervousness, and anxiety are common psychological issues seen in speaking classrooms, resulting in students' concerns to speak English in class.

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

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

One of the activities that encourage students to communicate is a group work activity. The term "group work" refers to a range of ways wherein two or many learners are given a task that needs teamwork and self-directed language (Jeremy, 2007). According to Febrina & Zaim (2013) group work is regarded as a crucial element in improving learners' communications. Furthermore, group activities are thought to improve student independence (Liu et al., 2018), learning motivation (Costley & Lange, 2018), oral ability, and interactional competence when learners engage each other in the group (Assalihee et al., 2019).

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

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

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

English through group work ranged from medium to good. Furthermore, Li & Campbell (2008) found that Asian students have positive views about group discussions in which they may interact with students from various cultural backgrounds, improve their speaking talents, and build cultural awareness.

Aside from the beneficial impacts of group work activity, the other researchers discovered several issues with group work activity. Phitaloka (2015) discovered that students believe group work activity requires a lot of time, produces too much noise, and provides less chance to ask questions to the teacher. Hasni (2014) in her study found that the majority of pupils are having difficulty starting the project. They have different points of view and ideas. Some students are having difficulties with involvement, communication, contribution, and the task's complexity. Also, a few students are having issues with the size of the group, group reluctance, a dominant figure, and an uncompromising team member.

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

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

## **RESEARCH METHOD**

This is a descriptive quantitative study that seeks to ascertain students' perceptions on group work in English class. From August to September 2022, this study was conducted at SMAN 10 Padang, which is located on Jl. Situjuh, Jati Baru, Padang Timur, Padang City. This study's population consisted of SMAN 10 Padang tenth-grade students. The sample was purposefully selected, with 72 students serving as subjects. They were chosen because they implemented the group work activity in English class.

A questionnaire design employing the Likert Scale style was used to collect data. It was adapted from Daba, Ejersa, and Aliyi (2016) and Do Minh Hung (2020). To fulfill the research requirements, certain changes were done. Nofrina Eka Putri, M. Pd and Ririn Ovilia, M. Pd, lecturers from the English Language Literature Department, Universitas Negeri Padang, reviewed the questionnaire and interview aspects for the standardized instrument procedure. The SPSS 24 version was used to test the questionnaires' reliability. Cronbach's Alpha Reliability value for 25 items was 859. As a result, the instruments were considered reliable.

The questionnaire items were distributed through Google Form, and the interview was conducted through WhatsApp call for around 7-10 minutes. The items should be answered by selecting one of four options: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The descriptive analysis approach was used to evaluate the data collected. The data was given in the form of tables and described in detail.

**FINDINGS AND DISCUSSION**

*Data description, Findings and Analysis*

*Data Description*

**1. Questionnaire**

**a) Students' Perception on The Benefit of Group Work Activity in English Class**

The following table presents the result of the benefit of group work activity in English class.

**Table 1. Students' Perception on The Benefit of Group Work Activity in English Class**

No	STATEMENT	RESPONSE				Mean	DP
		SA	A	D	SD		
1	Group work gives me more opportunities to speak English in class.	42%	49%	8%	1%	3.15	P
2	Group work makes me more active than in other classroom activities.	42%	44%	11%	2%	3.01	P
3	Group work creates more chances to enhance my speaking ability.	48%	45%	6%	1%	3.24	P
4	Group work provides more opportunities to increase my talking time as much as possible.	33%	48%	17%	2%	2.88	P
5	Group work maximizes my usage of language.	38%	49%	11%	1%	3.04	P
6	Group work reduces stress	48%	29%	18%	6%	2.78	P
7	Group work teaches me to respect others' feelings, opinions, and ideas.	76%	24%	0%	0%	3.67	VP
8	Group work teaches me to work with different students.	71%	28%	1%	0%	3.60	VP
9	Group work helps me to develop my thinking skill and self-esteem.	59%	38%	3%	0%	3.42	VP
Total						3.21	P

The table above shows the result of the student's perception of the benefit of group work activity in English class. It allows a comparison of the percentage of the students' perception in each category and shows the description of the student's perception. As seen on the table, the majority of the students agree that group work activity gave them more chances to speak English, improved their speaking skills, provided much more time to speak English, and made them more active than in the other class settings. Meanwhile, only a few of them did not get the same thing as their friends when they work in a group. It is proven by the low percentage that came from students who disagree. Furthermore, in the learning process, half of the students agree that group work activity decreased their difficulty in understanding the material given by the teacher. Moreover, most of the students believe that group work activity also taught them to appreciate others' feelings, opinions, and ideas.

Concerning the variety of students in class, most of them agree that through group work activity they were taught to work with students who were different from them in the aspect of personality, habits, ability, and learning style. In addition, almost all the students felt that they were helped to develop their thinking skills self confidences by working in a group. There were only a tiny number of them who disagree with the statement. Based on the explanation above, the total mean score for the benefit of group work activity in English class was high which is 3.21. The highest mean score was 3.60 and the lowest mean score was 2.88 which is still categorized as a positive perception. In conclusion, students perceive positively the benefit of the implementation of group work activity in English class, especially in their speaking. They had more time to speak

English, which also helped them to improve their speaking skills and enhanced their self-confidence to speak English.

**b) Students' Perception on Their Preferences of Group Work Activity in English Class**

*Table 2. Students' Perception on Their Preferences of Group Work Activity in English Class*

No	STATEMENT	RESPONSE				Mean	DP
		SA	A	D	SD		
1	I prefer group work to other activities of learning.	42%	33%	20%	5%	2.76	P
2	I prefer working in a group to working individually because of a higher score.	37%	40%	19%	5%	2.74	P
3	I prefer doing group tasks to individual tasks.	43%	29%	23%	5%	2.71	P
Total						2.74	P

The table above shows the result of the students' perception on their preferences of group work activity in English class. It allows a comparison of the percentage of the students' perception in each category and shows the description of the students' perception. In comparison to the other learning activity, more than half of them prefer to work in a group when they were in English class. Only some of them prefer to choose the other types of learning activity in learning English. This result is supported by the next statement that showed most all of them believed that they would get a satisfied score when they work in a group than they work individually. In completing tasks, the number of students who prefer to do up tasks is still in a higher position than the number of students who prefer to choose individual tasks. It assumed that many of them prefer to do group tasks than individual tasks. Based on the explanation above, the total mean score for this criterion was 2.74 which is interpreted as a positive perception. The highest mean score was 2.76 and the lowest score of this criterion was 2.71. In conclusion, they have a positive perception toward their preferences on the implementation of group work activity in English class.

**c) Students' Perception on The Teacher Implementation of Group Work Activity in English class**

*Table 3. Students' Perception on The Teacher Implementation of Group Work Activity in English Class*

No	STATEMENT	RESPONSE				Mean	DP
		SA	A	D	SD		
1	The teacher gives clear instructions and explains how the group work will work and will be graded.	54%	42%	3%	0%	3.38	VP
2	The teacher uses various speaking exercises and guides students on how to perform group work.	46%	48%	6%	0%	3.28	VP
3	The teacher creates group work tasks that get all group members involved.	61%	34%	4%	1%	3.39	VP
4	The teacher makes group work relevant to the objective of the speaking task.	48%	49%	3%	0%	3.35	VP

5	The teacher creates an activity that is suitable for the students' skills and abilities.	47%	47%	6%	1%	3.22	P
6	The teacher structures the tasks so that each group member can make an equal contribution to the speaking task.	46%	42%	11%	1%	3.14	P
7	The teacher lets students report the results of the group work to the class.	65%	33%	2%	0%	3.51	VP
Total						3.33	VP

The table above shows the result of the students' perception on the teacher's implementation of group work activity in English class. It allows a comparison of the percentage of the students' perception in each category and shows the description of the students' perception. On the teachers' implementation of group work activity in English class, the majority of the students agree that the instructions were clearly explained by the teacher. It is approved by most of the students that the teacher also tried to variate the speaking exercises and guide them on the way to perform the group work activity. In line with the variety of group work activity that used by the teacher in English class, most of the students agree that the types of group work activity that were employed by the teacher allowed all the group members to participate and it was relevant to the goal of speaking tasks. Besides, the majority of the students agree that type of group work activity that employed by the teacher was suitable for their skills and abilities. Furthermore, many of them agree teacher also chose the tasks that made all of the students equally contribute to speaking tasks. At the end of the lesson, most of them agree that they were asked by the teacher to present their work in front of the class.

Based on the explanation above, the mean score for the teacher implementation is quite high which is a 3.33 score. It means that students have a very positive perception toward the teacher implementation of group work activity in English class. It is supported by some statements which have a very positive perception. The highest score was 3.51 and it is followed by the lowest score with 3.14 score which is still categorized as a positive perception.

**d) Students' Perception on The Factors Hindering Group Work Activity in English Class.**

*Table 4. Student Perception on Factors Hindering Group Work Activity in English Class*

No	STATEMENT	RESPONSE				Mean	DP
		SA	A	D	SD		
1	Group members do not respect everyone's opinion.	23%	15%	31%	32%	1.72	VN
2	Some members do not participate.	38%	29%	23%	10%	2.46	N
3	Members share roles such as leader, secretary, presenter	48%	36%	13%	3%	3.00	P
4	Group assignment is done by one student.	22%	23%	23%	31%	1.78	N
5	Some members get good grades without doing work.	40%	25%	20%	14%	2.33	N
6	Members do not share work equally.	30%	37%	22%	11%	2.39	N
Total						2.28	N

The table above shows the result of the students' perception on the factors hindering group work activity in English class. It allows a comparison of the percentage of the students' perception in each category and shows the description of the students' perception. As seen on the table, only some of the students agree that the group members did not respect others' opinions. Meanwhile, more than half students believe at the group members did not respect others' ideas. Even though the

teacher has chosen an activity that made all of them involved, some students did not participate in the group work activity. It was proven by more than a half of the students agree that some members did not participate during the group work activity. In doing group work activity, the majority of the students agree that they did role sharing with the group members such as the leader, secretary, and presenter/moderator. Furthermore, about half of the students agree that everyone was involved in finishing the group assignment. Even so, there were some members agreed that some members got a good score without doing work. The last statement came with many of the students agree that the task did not share equally by the group member while only some of them disagreed with the statement. Even though there were some problems found, the students agree that they could overcome those issues.

Based on the explanation above, the mean score for the factors hindering group work activity was quite low with a 2.28 score. It means that they have a negative perception of the factors that hindered the implementation of group work activity in English class. The most occurred problem in group work activity was students' unwillingness to participate (67%), some of them getting a good score without doing work (65%), and the members did not share work equally (67%). The highest mean score was 3.00 and the lowest mean score was 1.72.

Based on the data analysis in each aspect above. It can be seen how students' perception toward each of the aspects of the group work activity in English class. The result from all aspects can be seen in the table below:

**Table 5. Students' Perception on Group Work Activity in English Class**

Sections	Aspect	Mean Score	DP
1	The benefit of group work activity	3.21	P
2	The students' preferences of group work activity	2.74	P
3	The teachers' implementation of group work activity	3.33	VP
4	The factors hindering group work activity	2.28	N
<b>Average</b>		2.82	P

To sum it up, the total average for all aspects showed that students perceived positively toward the group work activity in English class with 2.82 scores. Moreover, the highest mean score was found from the teacher implementation of group work activity with 3.33 scores. It means that most of the students agree that the group work activity that is implemented by the teacher was suitable with the procedure and their needs in learning process. It also helps them to speak English more in English class because the teacher chooses the activity that suitable with their skills and ability. Meanwhile, the lowest mean score came from the factors hindering group work activity with 2.28 score. It means most of the students have a negative perception toward the problem that usually occur which hinder their process in group work activity.

### **Findings & Analysis**

#### **A. The Benefit of Group Work Activity**

Based on the data description above, it was found that students have a significant perception that group work able to teach them to respect the opinion, ideas, and feelings of others. This is supported by the results of interviews with students that they feel taught to respect the ideas of others because in group work that consists of several people who have different

perspectives, characteristics, learning style, and ability. In implementing group work, all the differences were collaborated to achieve their common goals. In speaking context, students feel helped in enhancing their speaking skill through group work activity. The students confirmed that it is because when they work in group, they feel free to express themselves in developing their speaking skill, they have more chances in practice speaking with friends without being the center of attention in front of the class. In conclusion, the group work activity gives positives output in students' attitudes and students speaking ability.

a) **B. The Students Preferences on Group Work Activity**

Based on the data, it is showed that students prefer to work in group rather than individually. The students mentioned that they prefer to work in group because they feel helped in increasing their understanding the English learning materials since they could discuss the materials that they did not understand with the group mate. As a result, they could learn new things from the other group mates. Besides, the interactions between the group members increased their self confidence to practice speaking and enrich their vocabulary in English. In conclusion, the students prefer to work in group since learning was much easier and fun through group work activity.

b) **C. The Teacher Implementation of Group Work Activity**

The students' perception on the teacher implementation was in very positive perception. The students believed that teacher have implemented the group work activity very well and appropriate to the procedure in helping students to achieve the learning objectives. Students agree that the teacher always ask them to present their work even though some of the students were in the class that had limited time in English subject. The students mentioned the way teacher asks them to present also different from students in *wajib* class and *peminatan* class. In *wajib* class the teacher usually asks the some of the students randomly or waiting for the some some students to present their work independently in front of the class since they have only an hour for English subject. Meanwhile the students in *peminatan* class have more than an hour in English subject. As a result, all the groups were asked to present the group work result to give feedback them the feedback. in addition, the type of group work that chosen by the teacher also makes all the group member involved. The mentioned that one of the activities is dialogue where they were asked to create and practice the dialogue based on the materials. It was directly required the involvement of the group members to create and practice the dialogue. In conclusion, the implementation of teacher was very well since the teacher implemented appropriate to the procedure in helping students achieve the better result in learning.

c) **D. The Factors Hindering Group Work**

The data showed that students have a negative perception on the factors hindering group work. They disagree that group members did not respect eveyone's opinion since in fact they always respect each goup members' opinion. Besides, the students have a negative perception that some members did not participate. The students mentioned that they did not always find the group members who did not participate in groups. All the group members actively participate if they have the same willingness to study. In preventing the group members who did not actively involved, the students have a way to solved this problem. Either they will remind the group mate or delete the group mate's name. as a result, the group members were participated and decrease the number of the students who get a good grade without doing work. In conclusion, the students did not find a significant problem that hindered the implementation of group work activity in English class.



## *Discussion*

### **A. The Benefit of Group Work Activity**

Based on the analysis and finding of the data discussed previously, students have a positive perception toward the benefit of group work activity in English class. Group work activity gives positive output in students' attitudes in appreciate others' idea, collaborate with others, and speaking ability. The result is in line to Eggen and Kauchack (2011) the impacts of group work activity on learners' attention, learning about visual teaching, understanding diverse viewpoints, dealing with disagreements, using their minds to develop a term, and making agreement comments and praises. Both also claimed that group work activity may be utilized to improve students' problem-solving abilities and assist them to comprehend the relationship between cause and effect in sociology.

### **B. The Students Preferences of Group Work Activity**

The analysis and finding about the students' preferences showed that students have a positive perception on their preferences on group work activity since students prefer to work in group to individually. Group work maximize their learning quality to be much easier and fun since they can discuss and share new knowledge about the learning materials with the group members. This result is in line to (Li & Campbell, 2008) study that most students prefer group projects in which they can discuss academic concerns. Daba, Ejersa, and Aliyi (2017) also found out that in their study, the second-year biology students at Bule Hora University prefer to group tasks over individual tasks and classroom assessments.

### **C. The Teacher Implementation of Group Work Activity**

The findings on the teachers' implementation of group work activity indicated that most of the students have a very positive perception that teachers have implemented the group work activity very well. The teacher implemented the group work activity appropriate to the procedure in helping students to achieve a better result in learning by always choose the types of group work activity that makes all the students invovled in group work, besides they always give students feedback to review the students work at the end of the class. It is in line with the procedure of group work activity by Harmer (2007) that, at the end of the lesson the teacher provides feedback on their mistakes while carrying out the task, and the teacher can fix them.

### **D. The Factors Hindering Group Work Activity**

The students' perception on the factor hindering group work was in negative perception. from the analysis and finding that showed only some of them who was not actively contributed in group work. The differences of willingness to study that encourgae this problem happened. It is in line to It is in line (Taqi & Al-Nouh, 2014) with some learners receiving accolades for completing relatively little effort while others do most of the work, some students in a group may choose to work with their friends while abandoning others. It also complicates evaluating each group member since some learners work harder than others and some group members may refuse to cooperate with others. Even so, they have a way in solving the common problem in group work activity implementation, either reminding their frined or delete the group mate's name. as a result, they did not find a very significant problem that faced by students in the implementation of group work activity in English class.

## **CONCLUSION**

### *Conclusion*

The findings and discussions indicated that the tenth-grade students of SMA N 10 Padang in the 2020/2021 academic year had a positive perception toward the group work activity in English class, particularly in Speaking tasks. It is shown that group work activity may be implemented in classroom activities as a helpful tool for students to enhance their abilities and has a good influence

on students' learning behaviors and attitudes, both individually and in groups since it has several benefits. They had much more opportunities to speak English which helped them in developing their speaking skill since they felt more confident when they speak English in groups rather than individually. As a result, most of the students preferred to work in groups with an individual in their English class. The types of group work activity that the teacher used were appropriate and easy to understand. Moreover, they did not find very significant problems that hinder the process of group work activity.

## REFERENCES

- Abdullah, A. (2016). Group work activities for improving speaking skills. *English Education Journal*, 7(3), 389–401.
- Affandi, Y. (2017). Communicative Activities Based on Competence Standard of 2013 Curriculum. *IJET (Indonesian Journal of English Teaching)*, 6(1), 81–88.
- Aprianto, D. (2017). *THE ENGLISH TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF 2013 CURRICULUM (A Descriptive Study at Senior High Schools in Purbalingga Subdistrict)*. UNIVERSITAS MUHAMMADIYAH PURWOKERTO.
- Arifin, W. L. (2017). Psychological problems and challenge in EFL speaking classroom. *Register Journal*, 10(1), 29–47.
- Arikunto, S. (2010). Research procedure a practical approach. *Jakarta: Rineka Cipta*, 152.
- Assalihee, M., Boonsuk, Y., Bakoh, N., & Sano, I. L. (2019). Reconceptualizing the 21st century English pedagogies for Islamic school teachers in Asean. *Journal of Nusantara Studies (JONUS)*, 4(1), 401–421.
- Contreras, R. A. (2008). Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers\* Superación del temor a hablar en inglés a través de actividades significativas: un estudio con adolescentes. *Profile: Issues in Teachers' Professional Development*, 9(1), 23–46.
- Costley, J., & Lange, C. (2018). The moderating effects of group work on the relationship between motivation and cognitive load. *The International Review of Research in Open and Distributed Learning*, 19(1).
- Creswell, J. W. (2012). Educational research: planning. *Conducting, and Evaluating*, 260, 375–382.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Daba, T. M., Ejersa, S. J., & Aliyi, S. (2017). Student Perception on Group Work and Group Assignments in Classroom Teaching: The Case of Bule Hora University Second Year Biology Students, South Ethiopia--An Action Research. *Educational Research and Reviews*, 12(17), 860–866.
- Dewi, R. K. (2011). *Improving Students' Speaking Skill Through Dialogue (An Action Research Conducted At The Tenth Year Students of SMA N 1 Teras, Boyolali of The Academic Year 2010/2011)*.
- Erin, E., & Maharani, A. (2018). Persepsi Mahasiswa Pendidikan Matematika Terhadap Perkuliahan Online. *Mosharafa: Jurnal Pendidikan Matematika*, 7(3), 337–344.
- FAUZIAH, A. N. A., Afriazi, R., & Mukhrizal, M. (2017). *ENGLISH STUDENTS' PERCEPTION OF GROUP WORK ACTIVITIES IN LEARNING PROCESS (A Descriptive Study on Undergraduate Students of English Study Program, Bengkulu University in the Academic Year 2016/2017)*. Universitas Bengkulu.

- Febrina, N., & Zaim, M. (2013). THE STUDY OF USING GROUP WORK IN TEACHING SPEAKING ACTIVITY: A CASE STUDY AT GRADE X MAN 1 PADANG. *English Language Teaching (ELT)*, 1(1).
- FITRI, H. (2016). *Students Perception on the Use of Group Work Technique in Speaking V Subject (A Study of the Fifth Semester Students of English Teaching Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)*.
- Fuady, I., Arifin, H. S., & Kuswarno, E. E. (2017). Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City-Analisis Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang. *Jurnal Penelitian Komunikasi Dan Opini Publik*, 21(1), 123770.
- Fujiati, H., Hartono, R., & Fitriati, S. W. (2020). The implementation of Curriculum 2013 in teaching speaking skill at MAN 2 Bima. *English Education Journal*, 10(3), 292–300.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications*. Merrill/Pearson.
- Gultom, E., & Gurning, B. (2015). The Effect of Brainstorming Teaching Technique on Students' Achievement in Writing Narrative Paragraph. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 3(4).
- Harmer, J. (1998). How to Teach English. Essex. *Addison Wesley Longman Limited. Hetherington, A. (1985) Assessing the Suitability of Reading Materials for ESL Students. TESL Canada Journal*, 3(1), 37–51.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson longman.
- Hung, D. M., & Mai, L. T. T. (2020). High School Teachers' Perceptions and Implementations of Group Work in English Speaking Classes. *International Journal of Instruction*, 13(2), 445–462.
- Irwanto, D. (2002). *Psikologi Umum: Buku Panduan Mahasiswa, Jakarta: PT. Prenhallindo*.
- Janna, W. (2019). *STUDENTS' PERCEPTION ON THE USE OF GROUP WORK ACTIVITIES IN LEARNING ENGLISH*. 45(45), 95–98.
- Jeremy. (2007). Learning the Language of Practice. *Curriculum Inquiry*, 17(3), 293–318. <https://doi.org/10.1080/03626784.1987.11075294>
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, XII(11), pg 1. <http://www.iteslj.org>
- Liu, M.-C., Huang, Y.-M., & Xu, Y.-H. (2018). Effects of individual versus group work on learner autonomy and emotion in digital storytelling. *Educational Technology Research and Development*, 66(4), 1009–1028.
- Meng, F. (2009). Encourage Learners in the Large Class to Speak English in Group Work. *English Language Teaching*, 2(3), 219–224.
- Rakhmat, J. (2011). *Psikologi komunikasi*.
- Sahiruddin, S. (2013). The implementation of the 2013 Curriculum and the issues of English language teaching and learning in Indonesia. *Proceeding the 3 Rd Asian Conference on Language Learning*, 567–574.
- Situmorang, M. A. (2021). Students' Perception of Using Group Work in English Class. *Journal of English Teaching*, 7(1), 81–88.
- Slameto, B., & yang Mempengaruhinya, F.-F. (2010). Jakarta: PT. *Rineka Cipta*.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- UTDC. (2013). *Group Work and Group Assessment*. 4/5/2010, 0–22. <http://www.utdc.vuw.ac.nz/resources/guidelines/GroupWork.pdf>

Wardoyo, C. H. (2018). Using Classroom Presentation Technique in Teaching Speaking Explanation Text in Senior High School. *RETAIN*, 6(1).

Winston, M. L. (2011). *Engaging Through Dialogue*.

Woolfolk, A., Winne, P. H., & Perry, N. E. (2015). *Educational psychology*. Pearson Canada.