THE IMPLEMENTATION OF GROUP WORK ACTIVITIES IN TEACHING SPEAKING AT SMK N 1 SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for
degree of Sarjana Pendidikan (S.Pd) in Teaching English

UIN SUNAN AMPEL
S U R A B A Y A

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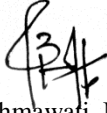
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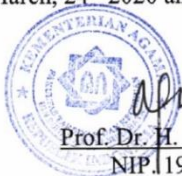NIP. 197803172009122002

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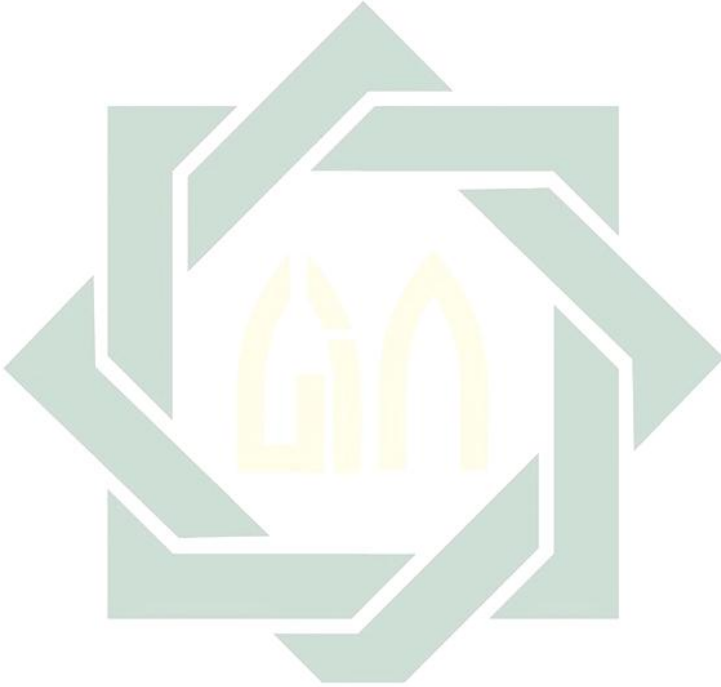nama terang dan tanda tangan

v

ABSTRACT

Hidayati, Hafis. (2019). *The Implementation of Group Work Activities in Teaching Speaking Class at SMK N 1 Surabaya*. A Thesis. English Language Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Advisor: Rakhmawati, M.Pd, Drs Muhtarom, M.Ed, Gred, Dip.Tesol.

Key Words: Group Work, Speaking

Indonesian vocational high school students find difficult to speak and even understand English as the target Language even though they have learned English for more than 10 years. Some students are excellent in listening, writing and reading but very weak in speaking. One of teaching strategy that can encourage student with low speaking performance is a group work. This thesis discusses the implementation of group work activities in teaching speaking at SMK N 1 Surabaya. The purpose of this research are; 1) to know teacher's techniques that use to implement group work activities in teaching students. 2) to know the impacts of using group work activities for low speaking performance students from teacher's perspective. This research conducted in SMKN 1 Surabaya at grade 11 of broadcasting major. The researcher analyzes a class consisting 33 students and the teacher that teach in that class. This research used qualitative method because it described natural situation when the teacher implement group work activities in class room and the result of this research described in the form of words. The data collection through observation and interview highlight that teacher uses several ways to implement group work activities in classroom such as; using direct instruction to ask students to make a group, give a time limit to keeping the group work interesting, and make some rules to encourage students in speaking English. From teacher perspective, group work activity brings so many advantages for student's speaking performance because the students can learn the language naturally from their friends. In conclusion, teacher should choose the kind of group work activities that will be presented in classroom based on student's needs, comfort level, and the topic of lesson. Researcher suggests the teacher to use the group work activities for more efficient and effective teaching and learning process. Group work activities will fruitful for

both the teacher and the students. The students will have the opportunity to learn the topic.

vii

ABSTRAK

Siswa sekolah menengah kejuruan di Indonesia masih kesulitan berbicara dan bahkan memahami bahasa Inggris sebagai Bahasa target meskipun mereka telah belajar bahasa Inggris selama lebih dari 10 tahun. Beberapa siswa sangat baik dalam mendengarkan, menulis, dan membaca tetapi sangat lemah dalam kemampuan berbicara. Salah satu strategi mengajar yang dapat mendorong siswa dengan kemampuan berbicara rendah adalah kerja kelompok. Penelitian ini membahas implementasi kegiatan kerja kelompok dalam pengajaran berbicara di SMK N 1 Surabaya. Tujuan dari penelitian ini adalah; 1) untuk mengetahui teknik guru yang digunakan untuk mengimplementasikan kegiatan kerja kelompok dalam mengajar siswa. 2) untuk mengetahui dampak dari menggunakan aktivitas kerja kelompok untuk siswa dengan kemampuan berbicara yang rendah dari perspektif guru. Penelitian ini dilakukan di SMKN 1 Surabaya pada kelas 11 jurusan broadcasting. Peneliti menganalisis kelas yang terdiri dari 33 siswa dan guru yang mengajar di kelas itu. Penelitian ini menggunakan metode kualitatif karena menggambarkan situasi alami ketika guru melaksanakan kegiatan kerja kelompok di ruang kelas dan hasil penelitian ini dijelaskan dalam bentuk deskriptif. Pengumpulan data melalui observasi dan wawancara menyoroti bahwa guru menggunakan beberapa cara untuk mengimplementasikan aktivitas kerja kelompok di kelas seperti; menggunakan instruksi langsung untuk meminta siswa membuat kelompok, memberikan batas waktu agar pekerjaan kelompok tetap menarik, dan membuat beberapa peraturan untuk mendorong siswa dalam berbicara bahasa Inggris. Dari perspektif guru, kegiatan kerja kelompok membawa begitu banyak keuntungan bagi siswa dengan kemampuan berbicara yang rendah karena siswa dapat belajar bahasa secara alami dari teman-teman mereka. Sebagai kesimpulan, guru harus memilih jenis kegiatan kerja kelompok yang akan disajikan di kelas

berdasarkan kebutuhan siswa, tingkat kenyamanan, dan topik pembelajaran. Peneliti menyarankan guru untuk menggunakan kegiatan kerja kelompok untuk proses belajar mengajar yang lebih efisien dan efektif. Kegiatan kerja kelompok juga akan bermanfaat bagi guru dan siswa. Para siswa akan memiliki kesempatan untuk mempelajari topik tersebut.

ix

TABLE OF CONTENT
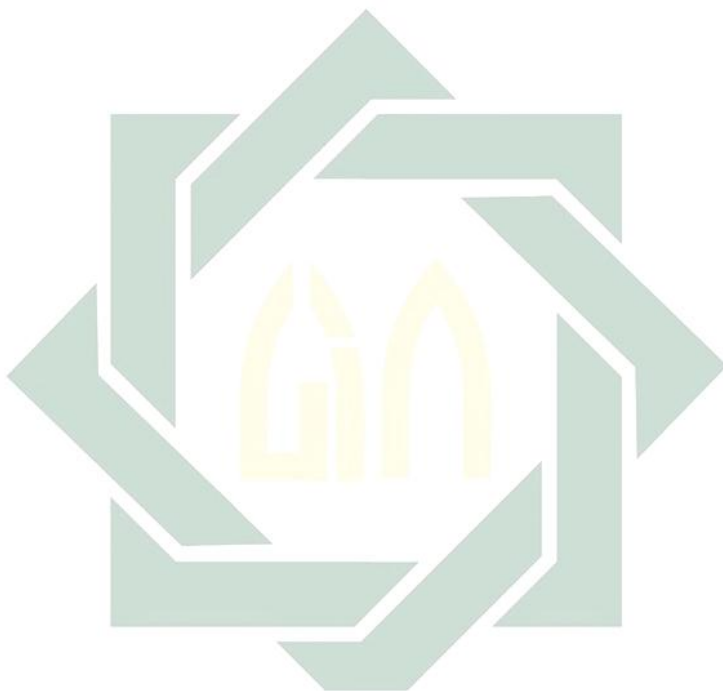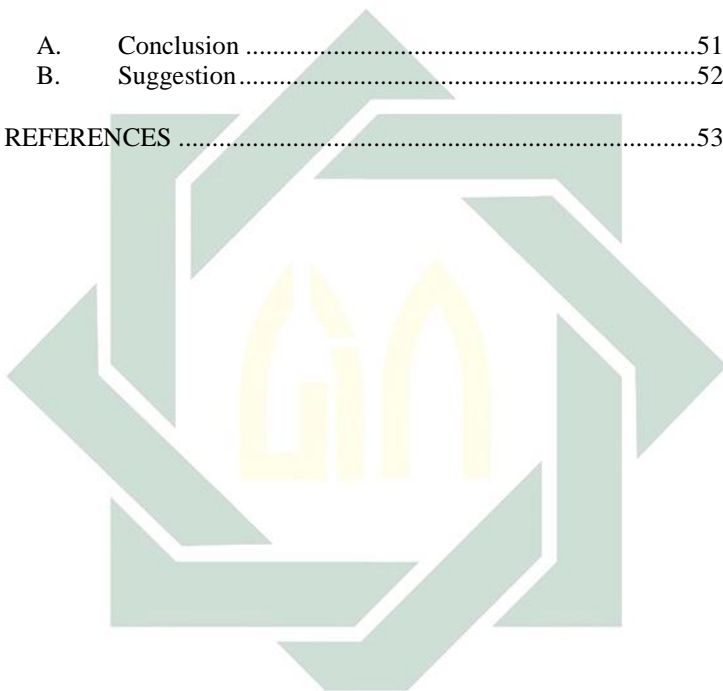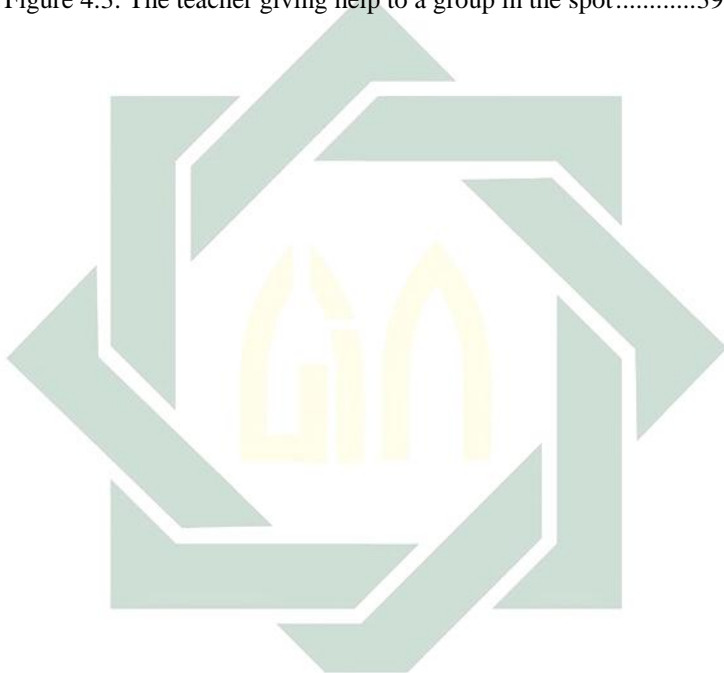
LIST OF FIGURE

xii

LIST OF ABBREVIATION

ESP	English for Specific Purposes
L1	First language
MAN	Madrasah Aliyah Negeri
SMAN	Sekolah Menengah Atas Negeri
SMKN	Sekolah Menengah Kejuruan Negeri
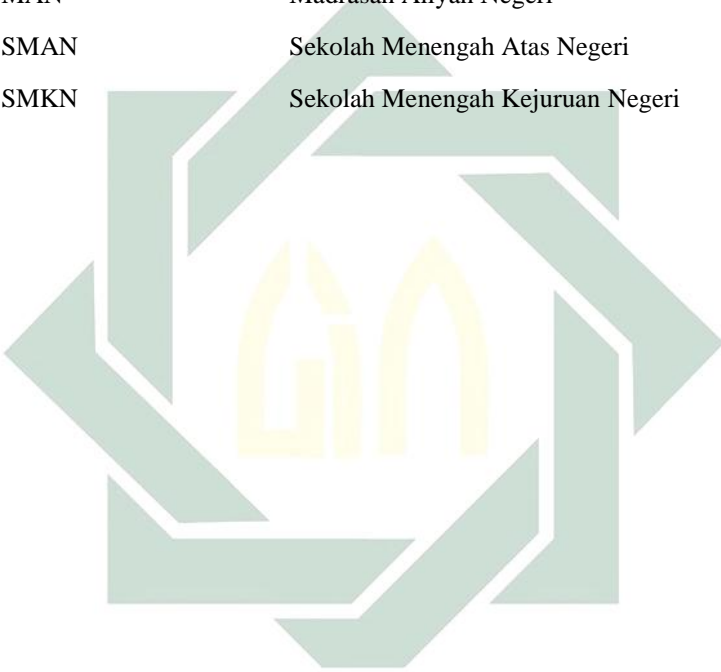
CHAPTER I
INTRODUCTION

This chapter deals with the study area covered by the study background, the study question, the study objective, the significance of the study, scope and limitation, and the definition of key terms.

A. Background of the Study

The goal of vocational high school education is to provide practical and application-oriented lessons in which students develop professional skills along with practical capabilities to ensure employability in a relevant career or in the workplace after graduation.[1] English for vocational high school students is also different from General English that is usually found. The difference is the purpose of teaching English in vocational high school tends to be more communicative; especially when they get job training. This primarily involves professional and practical English, studied to meet learners' specific needs in utilizing English in their specific fields.

Talking about workplace, we cannot separate it with spoken language. Because the basic function of language is its conversational function. However, speaking is the most important skill besides listening, writing, reading and grammar.[2] This is because a language learner will be referred as a speaker of the language. The needs of speaking in the target language at a workplace is always expected for instance, as a vocational high school student majoring broadcasting wonted to work in entertainment industry must have the ability to communicate or speak in the target language. For vocational high school students, speaking skill become very important because they need it as a competence to meet the industry requirements in the workplace. The human capital that the vocational high school produces frequently fail to meet the needs of the industry. As a result, many students of vocational

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[1] Ching-ning Chien, Wei Lee, and Li-hua Kao, "Collaborative Teaching in an ESP Program", *Asian EFL Journal* (2014).

[2] Penny Ur, *A course in language teaching: practice and theory* (Cambridge [England] ; New York: Cambridge University Press, 1996).

1

high school are unemployed because no company can provide employment for them. Especially in vocational high school, in addition to knowledge and technical skills, graduates of the vocational education program need to be equipped with certain general skills that will enable them to succeed at work.

In general, Indonesian High School students have learned English for more than 10 years. However, we still find the difficulty to speak and even understand English as the target language. This is happened because many people in Indonesia are not aware with the mute English phenomena. Mute English phenomena happens where the learners are able to read, write, listen, and analyze the grammar but hard to speak in the target language. This problem found in SMKN 1 Surabaya. The statements is the result of observation conducted by researcher in third year of university for classroom activity course.

One of teaching strategy that can encourage student with low speaking performance is group work. David Johnson's research at the University of Minnesota further showed that getting students to do things in small groups in class was the only conceivable way to get large-scale student involvement in a large class. With make the students work on their small groups, teacher can make sure that everyone in large class have the same experience in learning process. When students make a group, everyone in class especially the low-skill students will more active in asking or giving answer.[3]

This research is conducted after considering some previous studies. The related previous study had done by Abdullah (2016). This study was conducted to improve speaking skills in English through group work activities. The second, Ningtyas Orilina Argawati (2014) analyze how group work discussion improves students' speaking skill and test the hypothesis that group discussion can improve the students' speaking skill. The third, study done by Arista Febrianti Dwi Anjani (2014). She describes an effective technique in improving the students' speaking skill by using directed discussion games. Later, as the fourth study conducted by

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[3] Fanshao Meng, "Encourage Learners in the Large Class to Speak English in Group Work", *English Language Teaching* (2009).

Resana Rahayu about finding out the improvement of using Information Gap Activities in speaking skill and to describe the implementation in the classroom. The last study was written by Sumpana (2010) conducted a study to find out whether the use of Role-Play in teaching English improves the students' English speaking skill.

From all previous studies that I have mentioned above, 2 studies by Abdullah and Argawati are discussed about group work activities in general way and the other 3 by Anjani, Rahayu and Sumpana talk about the specific activity of group work. All of them use different techniques to complete the studies. Each researcher has their own way to prove that group work activities have positive impacts on student's speaking performance. However, most of the previous studies mention above focusing only how to improve students speaking ability through group work activities. While this research have the descriptions on how the teacher itself implement the group work activities in the classroom.

Here, the researcher wants to analyze group work as teacher's techniques in teaching students with low speaking performance. This research becomes important because speaking will have a huge impact to vocational high school students' future. Researcher hopes that after knowing the way, so that the other educators who deal with the same problem and help the students improve their speaking performance.

B. Research Question

This study is guided by the following research question:

1. How does the teacher implement group work activities in teaching speaking to broadcasting students of SMKN 1 Surabaya?
2. What are the impacts of using group work activities for low speaking performance students from teacher's perspective?

C. Objective of the Study

On the basis of the research question above, the purpose of the study can be determined as follows:

1. To perceive the teacher's techniques that use to implement group work activities in teaching student.
2. To know the impacts of using group work activities so reader can adapt this research to solve students with the same issue.

D. Significance of the Study

This research focuses in analyzing group work activities in teaching students with low speaking performance. Considering that speaking is the demand of vocational high school students as well, so the result of this research is expected to give benefits both theoretical and practically.

1. Theoretical benefits
   a. The result of this research is expected to provide a valuable contribution to the development of speaking skills of learning theory general.
   b. The result of this research can be used as the reference for those who want to conduct a research in English teaching and learning process.
   c. The result of this research will enrich the theory of students' speaking skill.

2. Practical benefits
   a. For the students
      This study will motivate students to speak through the learning process and give them more enjoyment.

   b. For the teacher
      This research gives contribution for English teachers to choose the learning method and technique that are distributing in speaking class. The teacher should use these method and technique to improve the students' achievement in class. English teacher must have many techniques to teach English to create the effective atmosphere in class. The students will

have more interest joining in English learning. It is the good point for teacher to get enthusiastic from all students. The teacher will find this research helpful to perceive and encourage students with low speaking performance to speak up.

c. For further researcher
Since in Indonesia there is not much research regarding the factors causing of mute English phenomena, it is needed to bring awareness on how important it is to speak in the target language. This work is expected be useful in encouraging the further investigator to find out more cause of mute English phenomenon and how to implement the effective and efficient way in teaching the target language.

E. Scope and Limitation

The focus of this research is group work activity that teachers used to teach students with low-speaking performance in the 12th grade of SMKN 1 Surabaya broadcasting major. The researcher only limits the analysis with using Jim Scrivener theory to analyze how the teacher implements groups work in classroom. These include, making groups, keeping the group work interesting, encourage quieter learners to speak, monitoring, and encourage students to use English. Those elements help the researcher knowing the use group work activity especially for students with low speaking performance in classroom. The study investigates the students' speaking skill in whole class to know how they improve after talking in small groups. Besides that, the researcher analyzes the teacher's respond on the usage of group work activity for students with low speaking performance.

F. Definition of Key Term

To have the same idea and principle in this research, the researcher attempted to explain some words relevant to it as follows:

1. Implementation

Implementation is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings.[4] In this study, implementation is the act that teacher do in classroom while doing group work activities in English speaking class.

2. Group Work Activities

Woolfolk defined group work as interdependence among students achieving an exchange of thoughts in which all members must participate in a sharing of ideas, beliefs, and opinions and so on.[5] Konopka defines group work as a method of social work that is utilized in order to help individuals to enhance their social functioning through purposeful group experiences, and to cope more effectively with their personal, group or community problems.[6] In this study, group work is a method that helping students who have difficulty in speaking.

3. Speaking

Jeremy Harmer defined speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.[7] Burns and Joyce defined speaking as an interactive process of making meaning that includes producing, receiving, and processing

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[4] Penelope F. Mitchell, "Evidence-based Practice in Real-world Services for Young People with Complex Needs: New Opportunities Suggested by Recent Implementation Science", *Children and Youth Services Review*, vol. 33, no. 2 (2011), pp. 207–16, accessed 31 Jan 2019.

[5] Anita Woolfolk, *Educational Psychology* (Boston: Allyn & Bacon, 2006).

[6] Gisela Konopka, *Social Group Work: A Helping Process* (London: Pearson College Div, 1983).

[7] Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Longman, 2001).

information.[8] Douglas also defined speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effective.[9] In this study, speaking is the way to inform students' ideas and response to the teacher's in a presentation and role play.

4. Low Speaking Performance

Students are considered to have low speaking performance when they are not able to express their thoughts and opinions satisfactorily, generally use a more simplified language which does not match their overall acquired level, often make mistakes and slips, speak slowly and less fluently, making frequent pauses and thinking of suitable or correct words, usually very shy and hesitant when it comes to speaking, try to avoid such situations if possible, do not cooperate with the teacher or with their peers, respond briefly, often using only one word answers, like "Yes" or "No", and sometimes have nothing to say at all.[10] In this study, low speaking performance is the situation when the students cannot deliver their own ideas and respond to teacher's question competently in classroom.

5. Teacher's Perspective

Teacher's perspective means the way teacher interpret the message that they got from classroom activities. The perspective may different among the teachers depending on their experiences, beliefs, students, and school

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[8] Anne Bruns and Helen Joyce, *Focus on Speaking* (Sydney: National Centre for English Language Teaching and Research, 1997).

[9] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (White Plains: Longman, 2010).

[10] Václav Hemerka, "Low Speaking Performance in Learners of English" (Brno: Masaryk University Brno, 2009).

culture.[11] In this study, teacher's perspective means teacher's opinion about the use of group work in teaching speaking to find how the technique can affect the students' speaking skill and how the student's response towards it

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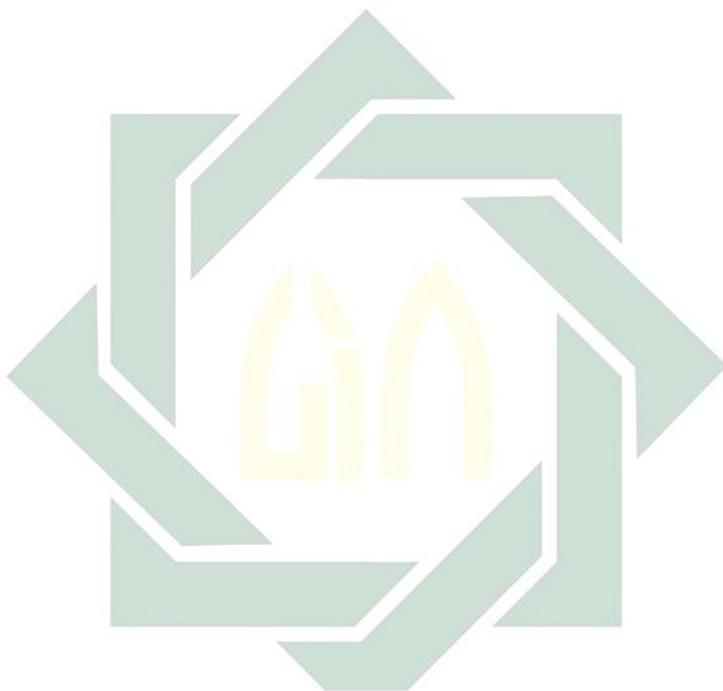
[11] Stephen Marble, Sandy Finley, and Chris Ferguson, "Understanding Teachers' Perspectives on Teaching and Learning", *Southwest Educational Development Laboratory* (2000).

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, writer describes the problems of this study with some related theories and literature throughout order to provide relevant knowledge in the field.

A. Theoretical Framework
I. Group Work Activities

The activity in the classroom was divided into 3 kinds of activity. There are: whole class lessons, group work or individual work. Each activity type offers its own advantages and disadvantages, as well as possessing unique characteristics which might either promote or inhibit learning processes in the classroom. The choices teachers make with regard to the setting for students' learning may produce different challenges, but can also result in enjoyment for both teachers and students. Rather than attempting to problematize the professional use of various methods in the classroom, this study focus on group work as one applicable pedagogical method for teaching speaking skill to students with low performance.

An important aim of group work is to encourage fluency in language.[12] Group work is a strategy that enables students to discuss issues or to engage in joint activities with other students in a less threatening environment. Group work is efficient in language classrooms because it gives learners the opportunity to practice English with their group members. Furthermore, group work maximizes the benefits for students in the classroom. Specifically, it can be used to improve oral activities for language learners, to complete tasks that need discussion among learners, to share reading and listening activities, and to write cooperatively with other learners. It also has the great advantage of allowing

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[12] Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Longman, 2001).

9

different groups of students to perform different tasks and activities according to their ability.

Several authors stress the importance of teachers taking the opportunity to practice group work as a classroom activity.[13] Two potentially fruitful ways of reducing teachers' unwillingness to use group work to facilitate learning may be 1) to learn more about group processes and how to use them in a positive way, and 2) to learn how to manage group situations in ways that acknowledge the group's potential for learning and development. In this study, we direct our interest towards the managing roles of teachers in their use of group work in the classroom.

II. Types of Group Work

The emergence of different kinds of group work is a welcome outgrowth of the move away from lectures. There's still plenty of lecturing going on, but there's less than there used to be. In its place are a variety of activities that more effectively engage students; one of the most common being the use of group work.

Johnson had divided learning groups into three types:[14]

a. Formal Learning Groups

Formal learning groups consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. In formal learning groups, the teachers' role includes, making pre instructional decisions, explaining the

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[13] Robyn M. Gillies and Michael Boyle, "Teachers' reflections on cooperative learning: Issues of implementation", *Teaching and Teacher Education*, vol. 26, no. 4 (2010), pp. 933–40, accessed 16 Oct 2018.

[14] David W. Johnson and Roger T. Johnson, "Approaches to Implementing Cooperative Learning in the Social Studies Classroom", in *Cooperative Learning in the Social Studies Classroom: An Invitation to Social Study*, ed. by Robert J. Stahl and Ronald L. VanSickle (Washington, DC: National Council for the Social Studies, 1992).

instructional task and cooperative structures, monitoring students' learning and intervening to provide assistance, and assessing students' learning and helping students' process how well their group functioned.

b.   Informal Learning Groups

Informal learning groups consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period. During a teaching and learning process, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and prevue the next session, and provide closure to an instructional session. The teacher's role for using informal learning groups is to keep students more actively engaged intellectually entails having focused discussions before and after the lesson and interspersing pair discussions throughout the lesson. Two important aspects of using informal learning groups are to (a) make the task and the instructions explicit and precise and (b) require the groups to produce a specific product.

c.   Base Learning Groups

Base learning groups are long-term, heterogeneous learning groups with stable membership. Members' primary responsibilities are to ensure all members are making good academic progress, hold each other accountable for striving to learn, and provide each other with support, encouragement, and assistance in completing assignments. In order to ensure the

base groups function effectively, periodically teachers should teach needed social skills and have the groups' process how effectively they are functioning. Typically, base learning groups are heterogeneous in membership, meet regularly, and last for the duration of the class or preferably for several years. The agenda of the base group can include academic support tasks, personal support tasks, routine tasks, and assessment tasks.

Beside the types above, groups also can be created in different ways for different purposes. Sometimes a teacher can assign students to groups based on differences between the learners. The teacher may at other times allow students to choose their own groups. There are no set rules, but here are some general ways to consider grouping students:[15]

a. Large or Small Group

Teacher can form a large or small group based on the needs or teacher's preferences. There are varies result from research about this topic. Some experts recommend small groups of four to five students. Others say that between three and seven students is ideal. The number of students depends on the content type of content and the learning objectives of the task. In addition, the number of students in all groups does not need to be the same. The teacher can decide that different students can benefit from different ways of interacting. Large or small, groups should offer equal opportunities for success between members. This means that everybody has the opportunity to contribute and show knowledge and skills.

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[15] Judith A. Rance-Roney, "Reconceptualizing Interactional Groups: Grouping Schemes for Maximizing Language Learning", *English Teaching Forum* (2010).

Large group teaching divided into two approaches, there is: teacher focused and student focused approach. The teacher focused approach to teaching is concerned with the transmission of content to students and the teacher has the control and responsibility.[16] Students are treated as clients to be served in this approach, teachers as service-delivery practitioners and the curriculum as a highly individualized prescription. But, very rarely for this approach to reach the success. The lack of success in attaining any goals in teacher focused approach can be caused by these following things: Within the classroom this sets up the teacher as expert and power broker. Within the school, this is exemplified by standardized curricula, testing standards imposed on teachers and, in turn, on students without their consent, let alone input. Within curricula, testing standards imposed on the administrators, teachers, and students further bind their hands and impede individualized attention.[17] Student focused approach is based on constructivist theories. First, tasks in student focused approach are problem based and situated in a rich, authentic context. This provides students with a clear purpose and different perspectives from which to approach the learning material. It also enables attachment of new information to familiar situations. Second, the students' role is an active one; they perform real-life activities and are challenged to be mentally active through tackling problem-based tasks. Learning is also self-regulated: students set goals and take responsibility for the learning process. Third,

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[16] Paul Surgenor, *Teaching Toolkit: Large and Small Group Teaching* (UCD Teaching and Learning, 2010).
[17] Norin Dollard et al., "Constructive Classroom Management", *Love Publishing Company* (1996).

teachers take the role of coach, expert, model and facilitator during the learning process. In dialogue with the student, learning goals are set, and the learning process is monitored and evaluated. Teachers gradually hand over responsibilities for the learning process. Fourth, sources of information are extended from teachers and text books to. Teachers also provide scaffolds to help students obtain knowledge and skills that are almost within their reach. Finally, learning is assessed through reflection on both the product and the process of learning, with a focus on improvement of tasks to come.[18]

Small group discussion could improve the student's speaking skill. There are 3 reasons why we can use small group-discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning.[19]

b.   Homogeneous or Heterogeneous Group

Homogeneous grouping has been considered as a possible solution for meeting the needs of the mixed ability class. It has also been implemented for the same reason, suggesting that students with different abilities might be formed

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[18] Karin Smit, Cornelis J. de Brabander, and Rob L. Martens, "Student-centred and teacher-centred learning environment in pre-vocational secondary education: Psychological needs, and motivation", *Scandinavian Journal of Educational Research*, vol. 58, no. 6 (2014), pp. 695–712, accessed 9 Nov 2018.

[19] Donald C. Orlich, *Teaching strategies: a guide to effective instruction*, 9th ed edition (Boston, MA: Cengage Learning, 2009).

in groups of the same ability aiming at facilitating instruction.[20] Grouping in this way is based on a pedagogical belief that the teachers have the advantage of directing more instruction at the level of all students in certain groups.[21] Homogeneous grouping or also called ability grouping refers to the process of teaching students in groups that are classified by achievement, skill, or ability levels.[22] Homogeneous grouping provides opportunities for students to learn at their own pace and ability. This type of grouping is frequently used in classrooms and schools to increase students' achievement.

Heterogeneous grouping which means gathering students of different abilities in the same groups has been proposed by many researchers as an effective way to support academic growth of students with diverse background knowledge and abilities. There is a suggestion about assigning children of mixed abilities, high and low achievers in the same group. They suggested that heterogeneous grouping provides students with access to more learning opportunities.[23] This type of diversity within the same group may generate an effective learning setting and provides learning opportunities for lower level student as well as opportunities to more advanced learners to

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[20] Slavin R, "Ability Grouping and Its Alternatives: Must We Track?", *American Educator* (1987).

[21] George Ansalone, "Keeping on Track: A Reassessment of Tracking in the Schools", *Race, Gender & Class in Education* (2000).

[22] D. Betsy McCoach, Ann O'Connell, and Levitt Heather, "Ability Grouping Across Kindergarten Using on Early Childhood Longitudinal Study", *The Journal of Educational Research* (2006).

[23] David W. Johnson and Roger T. Johnson, *Leading the Cooperative School*, 2nd ed., rev edition (Edina, Minn: Interaction Book Co, 1994).

provide explanations to others and so revise, consolidate and use things they have experienced beforehand. Teachers can use cooperative task among more advanced and lower achievers of mixed ability groups or pairing order to elevate task engagement of all students in the mixed ability class since advanced students can provide explanations and guidance in carrying out a task.[24]

In a group formation, teacher should make the group based on the learning setting and on the learners themselves. The choice often depends on the objective of the lesson. Some types of tasks work well when the students have different characteristics such as different genders, abilities, skill levels, nationalities, and personalities. For example, a problem solution activity benefits from different viewpoints. Other tasks might be more successful with group members who have similar characteristics. If the teacher is doing a discussion activity, consider putting the quieter students together. They will feel more comfortable and have more opportunities to speak.

c. Fixed or Flexible

Fixed grouping is consistent group membership for extended periods and flexible grouping of group membership changes for each lesson or task. Fixed group rosters make it possible for learners to get to know others in a deeper way and to develop tolerant and trusting relationships; they also save valuable planning

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[24] Jennifer S. Manlove and David P. Baker, "Local Constraints on Opportunity to Learn Mathematics in High School", in *Restructuring Schools*, ed. by Maureen T. Hallinan (Boston, MA: Springer US, 1995), pp. 133–53, http://link.springer.com/10.1007/978-1-4899-1094-3_8, accessed 12 Nov 2018.

time for teachers. However, learners could be losing out on a variety of perspectives and language exchanges when groups remain together for too long. Thus, the balance between the security of existing classes and the ability to collaborate with most class members becomes a focus of grouping strategies.[25] Both fixed and flexible grouping have its own advantage and disadvantage.

d. Assigned Group Roles

Some teachers like to have special roles for members in each group so that the expectations and responsibilities of students are clear. Individual roles are not always required. However, assigned roles can provide a valuable structure for group work to start. Teacher assigns roles or the groups themselves decide. Roles can be consistent or rotated among group members for the entire project.[26]

III. Role of Teacher to Handle Group Work Activities

Teacher performs important roles in the students' lives in their classrooms. Teachers are best known for their role in teaching the students who are brought into their care. Besides that, teachers fill a lot of other classroom positions. Teachers set the mood of their classes, create a comfortable environment, mentor and encourage students, become role models, listen to signs of trouble and look for. According to Jim Scrivener, there are several techniques to handle group works in classroom.[27]

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[25] Judith A. Rance-Roney, "Reconceptualizing Interactional Groups: Grouping Schemes for Maximizing Language Learning", *English Teaching Forum* (2010).

[26] *Ibid.*

[27] Jim Scrivener and Scott Thornbury, *Classroom Management Techniques* (Cambridge, UK ; New York: Cambridge University Press, 2012).

a. Making Pairs and Group

Students often need to work together in pairs or small groups of between three and six people. The default option is that students get together with people who are already sitting near them. This has the advantage of speed and does not require much thinking or movement, but does mean that students may always work with the same people.

There are some techniques of forming pairs and groups in more interesting ways. Many of these will involve some language use in addition to whatever the intended language work of the main group task will be.

1. Basic option
2. Playing around with some basic variable
3. Making random groups
4. Making non-random groups
5. Pairs
6. Making pairs with no big moves
7. Pairs or threesomes

b. Keeping the work and group work interesting

Whether group work is a discussion, a problem-solving task, a shared exercise or whatever, teachers sometimes find that they need to add an extra element to help encourage students to participate fully and actively. One common way is to add a competitive element to work, calling the groups teams and declaring the first to finish, the team with the best answer, or the team with the most answer as the winner. Here are some techniques that students may find interesting.

1. Use different arrangements for pair work
2. Altering one variable
3. Adding or changing ground rules
4. Spies
5. Pirates
6. Art gallery

       7.   Carousel

       8.   Don't give up on pair and group work

c.   Encouraging quieter learners to speak in pairs or groups

It's absolutely normal that some students will be shyer, less confident, weaker at English or less willing to speak for whatever reason. Encouraging them to speak is part of teacher's job and part of that is to do with making sure that teacher allow space for them to participate. Often quieter, slower students simply get squashed out by the stronger, louder, more impatient students. Some technique can work on both managing the louder students and encouraging the quieter ones to speak up. There are some techniques to encouraging quitter learners to speak, such as:

1.   Conch
2.   Discouraging passengers
3.   Random selection of who will speak in groups
4.   Participation view
5.   Pyramid discussion, helping confidence to grow
6.   Start in whole class, then hand over to groups
7.   Use information gaps
8.   Community language learning

d.   Monitoring pair and group work

Teachers have very different attitudes or monitoring. Some set up a task and then immediately sit back reading or marking. Others remain very visible in the room throughout the task, helping, encouraging, praising, correcting, criticizing, interfering or even doing parts of the task them. Suggestions of technique that can be possible approach that variates monitoring,

depending on what is happening in different phases of student work.

1. At the start of the task, the teacher can look, wander, support quietly, or stop and reboot.
2. During the task, when teacher make sure that the students are working well, teacher has a chance to look more closely at what different groups are doing with this technique: discreet monitoring, participatory monitoring, or not monitoring.

e. Encouraging students to use English

Teacher, who works with monolingual classes, especially with school-age students, may complain that the value of speaking task is typically reduced because learners tend to do much of the communication in their first language rather than English. This is a particular problem when students do group work tasks.

One common situation is that the students use their own language while the teacher isn't watching closely, but as soon as the teacher wanders closer to monitor them, they switch into English and then back again after the teacher has left.

Even when students are genuinely keen to speak English, they may find that more interesting a task is, the more they find themselves reverting back to the other language. A slow dull task can be done in English, but an exciting race or competition takes over, and the desire to win or finish first or get the best answer supersedes all other time.

1. Discuss the students' use of English
2. Dealing the 'silliness' of talking in English
3. Participation grades
4. Rewards and prizes
5. Allow L1
6. Time zones

7. Indicators
8. Start task L1 and finish them in English
9. Appoint monitors in groups
10. Do it twice
11. Speaking contracts

f. Allocating group participant roles

Group work can easily become dull and repetitive if students always work with the same partners in the same sort ways. Some will naturally be more dominant, some quieter, some more engaged, some less interested. Some learners will behave like organizers, some like followers. This can make discussion-based task rather same; everyone knows how everyone is likely to participate. Once a learner has found their place, it can be hard to break free of that.

One simple solution is to constantly mix up the students, reallocating membership of groups for each new activity, though this can lead to more seat-changing kerfuffle than teacher might wish and may frustrate students who prefer to work with friends. If the students are happy with groups retaining the same members, there are other ways to inject some variety into how they work, by playing around with what roles people adopt.

i) Choosing and supporting group leaders
ii) Character role-cards
iii) Procedural roles
iv) Long-term roles

IV. Impact of Group Work Activities

Group work could be an approach to building and improve speaking skill. Sometimes, students' utterances do not have a good quality and although they can be interpreted by some interlocutors, it does not mean that they will make it possible to transmit a message in an effective way. All of this may be caused by internal and external circumstances such as nerves, anxiety, self-esteem

and the environment. The language progress might not happen if a student has lack of motivation, lack of self-confidence or anxious of making errors. Some students are fearful of making mistakes or losing faces in public and vulnerable to what they may perceive as criticism and rejection.[28] Here are some impacts of using group work activities in classroom:

    a.   Group work grant a positive environment for students

For most students, being called on by the teacher to answer a question in front of their peers can be a frightening experience. Even if they think they have an idea about the answer, they are often not sure if it is correct. If they don't know the answer panic can occur and usually dead silence is the result. However, in a small group or as part of a pair, there is a sense of security because they are working with their classmates to come up with an answer or accomplish a task. There is no pressure on one solitary student. As a group or pair they share the responsibility for the work. They are also allowed the freedom to come up with answers that reflect their own thinking. This means that group work activities provide students a successful learning and socialization with their classmates. Fostering appropriate intellectual, social and behavioral skills allow students to become part of a class.

Group work gives students the opportunity to use the target language in a safe atmosphere.[29] It

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[28] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed edition (White Plains, NY: Longman, 2001).

[29] Jack C. Richards, Theodore S. Rodgers, and Michael Swan, *Approaches and Methods in Language Teaching* (Cambridge, GBR: Cambridge University Press, 2010), http://public.eblib.com/choice/publicfullrecord.aspx?p=4636606, accessed 14 Nov 2018.

is important to engage students in group work activities developing their oral communication and create a welcoming and comfortable learning environment. Group cooperation is more important and useful than individual work. With this technique, students may interfere with learning and socialization as well as that of their classmates.[30] However, teachers are often concerned that students will pick up incorrect English from other students. In group work activities, teacher is not always on hand to correct errors and mistakes. Therefore students will use incorrect or pick up unusual English from other students. But, a research reveals that the amount of mistakes students make does not increase in group work activities. The research also shown that attempts by teachers to correct students' speech errors in class are often ignored.[31] In other words, frequent explicit correction has very little effect. Furthermore, students often carry out peer correction in group work activities and this is more productive than teachers always correcting students.[32] Still, we learn more effectively from our errors because we are more inclined to remember them.

b. Group work make the students become more interactive

Promoting interactive language techniques into classrooms are the key to encourage oral production in students which they can learn by

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[30] Chamberlain, *Creating a Classroom Environment that Promotes Positives Behaviour*.

[31] Michael H. Long and Patricia A. Porter, "Group Work, Interlanguage Talk and Second Language Acquisition", *JSTOR Journal* (1985).

[32] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed edition (White Plains, NY: Longman, 2001).

doing. When the students express their views, answer questions, and carry out task and activities, they are not only learning about the language but also putting the language that they are learning to use.[33] When the students use the language, they can never accurately replicate the experience of using a language in an authentic context. However, it is important to try to create as genuine a language learning environment in the classroom as possible. The goal of communicative teaching in group work is to establish a truthful exchange of meaningful communication. To smoothen their speaking in communication, the students need to practice as much as possible. The teacher also can get this point because group work increase student's talking time. In a 50 minute lesson with 30 students, if the students talked only to the teacher, they would get 30 seconds of talking time per lesson. Mean, if we calculate that this equals "just one hour per student per year".[34] Therefore using group work quite simply substantially increases the opportunities the students get to speak English.

However, there are some moments when students speak with their first language (L1). There are many reasons why this can happen, such as: the task can be too complicated, it can be too simple or it can be just plain boring for the students. Another chance students can use too much of L1 because they don't really understand the instructions. So here the teacher needs to be very clear to the students so they know exactly how to effectively complete the assignment, particularly for their students at the lower level.

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[33] Amy B.M. Tsui, *Introducing Classroom Interaction* (Harmondsworth: Penguin, 1995).
[34] Michael H. Long and Patricia A. Porter, "Group Work, Interlanguage Talk and Second Language Acquisition", *JSTOR Journal* (1985).

c. Group work reduces students anxiety

One of the problems to express a real oral performance by part of students is anxiety. Basically, it tends to be the worst enemy of people who are learning a second language. However, group work can reduces students' anxiety by making the classroom an entertaining and lively environment. Group work give the students more speaking time and allow them to use a greater variety of English to express what they really want to communicate. This type of environment usually motivates students because it is quite simply more fun to work and talk with classmates than it is to do tasks individually. By making lessons and activities more fun, teacher can stimulate students not just to come to class but to also enthusiastically contribute to their own learning.

On the other hand, for students and teachers who have not had a lot of experience with group work activities can be a bit frightening at first.[35] Teachers may feel like they are losing control of the class. Still, by introducing group work activities in small doses both teachers and students will soon see the benefits of these activities. The most important aspect to remember is the activities must be set up carefully and the students must have very clear instructions on how to accomplish the activity. After the activity starts, the teacher's role is to monitor the students, offering assistance when necessary. However, it can be a bit daunting at first to try and keep an eye on several groups at once.

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[35] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed edition (White Plains, NY: Longman, 2001).

B. Previous Study

The researcher identified a number of related cases in the previous study. The related previous study had done by Abdullah in year 2016 entitled *"Group Work Activities for Improving Speaking Skills"*.[36] This study has three research questions about how effective is the teacher's performance, how effective is group work activities, and how do the students in class respond towards the implementation of group work activities in speaking class. This study was conducted in Aceh at SMAN 2 Sigli to improve speaking skills in English through group work activities. The findings showed that group work activities were effective for improving the students' ability in speaking and the teacher's performance in teaching speaking as well.

The second, Ningtyas Orilina Argawati entitled *"Improving Students' Speaking Skill Using Group Work Discussion"*.[37] She analyzes the methodical strategies in the learning process of the English. This study aims to test the hypothesis that group work discussion can improve the students' speaking skill and to describe how group discussion improves students' speaking skill. She found that group discussion is one of the best methods of learning speaking in foreign language. It helps the students improve their speaking skill. In group, the students have opportunity to use English among themselves and practice each other with their friends. Practicing speaking with their friends increases their confidence in saying some words without any worry whether they say some wrong words or not. Besides that, learning in group improves their vocabulary mastery.

The third, study done by Arista Febrianti Dwi Anjani entitled *"Improving the English Speaking Skill of the Eleventh Grade Students of SMAN 2 Sleman of Yogyakarta Through Directed Discussion Games in the Academic Year of*

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[36] Abdullah, "Group Work Activities for Improving Speaking Skills", *English Education Journal* (2016).

[37] Ningtyas Orilina Argawati, "Improving Students' Speaking Skill Using Group Discussion", *ELTIN Journal* (2014).

2013/2014".[38] She observes directed discussion games in an English speaking class. For the result, she found that the implementation of the directed discussion games in this study is successful to improve the students' speaking skills. It can be seen from good understanding from the students about the context of the given topic, also expressing asking and giving opinion using the appropriate language features, the students were able to practice speaking through various given topics within different contexts as well. Moreover, the students showed enthusiastic in getting involve with the activities.

The forth study done by Resana Rahayu entitled *"Improving Students' Speaking Ability by Using Information Gap Activities."*[39] This study aims to describe the implementation of Information Gap Activities in teaching speaking ability of the eleventh grade students of MAN 2 Surakarta in academic year 2014/2015 and to know the improvement of using Information Gap Activities in speaking ability. The result of this study are using Information Gap Activities technique can improve the students speaking ability. Information Gap Activities technique could help the students more confident in speaking activity. During teaching and learning process using Information Gap Activities, students showed that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material using Information Gap Activities.

The last, Sumpana entitled *"Improving the Students' Speaking Skill by Role Play".*[40] This study has 3 research questions, which are: 1) Does the use of Role Play improve the speaking competence of the students' speaking skills? 2) How

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[38] Arista Febrianti Dwi Anjani Anjani, "Improving The English Speaking Skill of The Eleventh Grade Students of SMAN 2 Sleman of Yogyakarta Through Directed Discussion Games in the Academic Year of 2013/2014" (Yogyakarta: Yogyakarta State University, 2014).
[39] Resana Rahayu, "Improving Students' Speaking Ability by Using Information Gap Activities" (Surakarta: State Islamic Institut of Surakarta, 2017).
[40] Sumpana, "Improving the Students' Speaking Skill by Role Play" (Surakarta: Muhammadiyah University of Surakarta, 2010).

effective does Role Play improve the speaking competence? 3) What are the strengths and weaknesses during the application of Role Play strategy? This study was conducted in Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan, Surakarta. The result of the study shows that the use role play can improve the students' speaking competence, role play is an effective technique of learning, and there some strength besides there are weaknesses. Using role play in speaking class could increase the student's motivation in learning speaking.

This research is quite different from the other researches, which have been mentioned before. The research done by Abdullah and Argawati focus on the impact of group work activity in improving students' speaking skill. The other research by Anjani, Rahayu, and Sumpana use a specific activity in their research. Most of the researches examine about group works can affect students' speaking performance in general way. Meanwhile, this research held in an vocational high school and using English for Specific Purposes (ESP), which is specific to broadcasting major. Moreover, until now there is no research regarding this area.

CHAPTER III
RESEARCH METHOD

This chapter deals with the procedure for conducting the study. It consists of the design of the research, the location of the research, the data and data source, the data collection technique, the research instrument, the data analysis technique, the validation of the discovery and the research phase.

A. Research Design

An educational research uses a variety methodological approaches which are classified as qualitative and quantitative.[41] The design of this research used qualitative method since it is an analysis. Qualitative research consists of eight types and here researcher uses the descriptive research. Descriptive research or also called survey research uses instruments such as questionnaires and interviews to gather information from groups of individuals.[42] According to Suryana, descriptive research is focused to make a description systematically and accurately based on facts about a certain object.[43]

The reason why researcher uses descriptive qualitative is because it describes the use of group work activity towards students with low speaking performance. This is relevant to the statement made by William Trochim that "Descriptive studies are design primarily to describe what is going on or what exist."[44] The descriptive research often requires the researcher to thoroughly identify, describe, and clarify the natural situation.

This research requires to be described in classroom natural situation when teacher implement group work activities in class

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[41]Donald Ary et al., *Introduction to Research in Education* (California: Wadsworth Publishing, 2009).

[42]*Ibid.*

[43]Suryana, *MetodePenelitian Model PraktisPenelitianKuantitatifdanKualitatif* (Bandung: UPI, 2010).

[44] William M.K. Trochim, *Research methods knowledge base* (Cincinnati: Atomic Dog, 2008).

29

room. The result of this research has been described in the form of words. On that basis, the researcher chooses to use qualitative method.

B. Research Setting

This research done at 7th, 12th, and 14th August 2019 and conducted in SMKN 1 Surabaya at grade 11 of broadcasting major. The researcher analyzes a class consisting 33 students and the teacher that teach in that class. There are three reasons why the researcher chooses major broadcast students as the object. The first is because the students that from broadcasting major must be able to speak English fluently in front of people or a camera. They also have to speak in English as the demand to enter the workforce. The second is that in order to communicate in the future, the students must be able to be conscious of the language style used when communicating. The third reason is that students need to master speaking skills in order to improve their academic skills. The aim of this course is to prepare students to speak correctly and appropriately with the agreement.

C. Research Instrument

Data are required to take this study's findings. The following instruments can be used to obtain such data:

1. The first instrument is observation checklist adapted from Jim Scrivener theory. The researcher analyzes how the teacher implement group work activities in classroom. The observation checklist contains six category labels identifies how teacher implement group work activities in teaching speaking. This is used to answer the first research question. Researcher wants to know the teacher's techniques that use to implement group work activities in teaching student.

2. The second instrument is interview guideline. This interview contain of 19 questions about how the impact of using group activity to low speaking students. This is used to answer the second research question. The interview guideline is made based on several theories that discuss about the impact of using group work activities.

D. Data Collection Technique

To obtain the valid data and answer two research questions, researcher used two kinds of data collection technique: observation and interview. Observation was used to observe how the teacher implement group work activity in the classroom of XI BC 1. Researcher visited the class three times. The first one, researcher deliver the topic of research to the teacher. The beneficial of the first meeting is to synchronize the perception of the research.

The second one, researcher conduct the observation in the classroom. In the observation, the researcher as a passive participant because the researcher just comes to the class and observes the activity between teacher and students without interrupting the original condition and situation at the research location. The observation also used to know the students with low speaking performance.

The third meeting, researcher did the interview with the teacher related to the topic of the research. The interview is given to the teacher to know the impacts of using group work activities for low speaking students from teacher's perspective. This interview also used to find out the preparation before teaching process to face any possibility about students' needs, especially for broadcasting students. In the interview, the researcher uses interview questions list, which related to the research needs.

E. Data Analysis Technique

In this qualitative research, the techniques of analyzing the data is done in order to accumulate the data collected from many sources in a related description from all of the researcher's observation and finding. There are three steps that the researcher do to analyze the data. Those are data reduction, data display, and conclusion drawing or verification.

The first is data reduction. It is the act of summarizing the data, choosing the highlight discussion, finding the compositions and deleting the unimportant thing. In this step, the researcher eliminated the unimportant data that was not used to answer the research question such as: the topic that

chosen by students. Then the researcher put the important data that had been collected from the field note such as the implementation of group work activity in teaching and learning process and interview. Researcher decided to keep the data based on Jim Scrivener theory. It means that the researcher chose the data that was appropriate with the research. The researcher also classified the data from the field note and interview to be displayed in a good pattern. It was done to help the researcher to answer the research problems.

The second is data display. It is done to display the data reduction in order to know the outline of data, so it is easy to understand. In this step, the researcher displayed the data that had been found from the observation displayed by checklist form to make researcher easier in making description about the data. The content of the data is the implementation of group work activity to be elaborated in chapter four to describe how teacher implement group work activity in class room. The researcher also displayed the data from the interview in a interview transcript that showed teacher's perspective about the impact of using group work activity. Then the researcher elaborated the problems in a paragraph.

The third is conclusion drawing/verification. In conclusion drawing, the researcher made a conclusion based on the data. The results of the conclusion were able to answer and solve the research question based on the qualitative data that are taken from observation and interview, so that this research was credible. Based on the result of the observation that had been conducted, the researcher described the implementation of group work activity at the second grade of SMKN 1 Surabaya by using field note. The researcher described all of the data that was found and selected from the data display and interview transcript in a paragraph. After the research conducted through the data descriptions the researcher able to make a conclusion about the research on how the teacher implement group work activities in class room.

F. **Research Stage**

The procedures of doing this research are explained into four steps:

I. Research design and planning

In this step, the researcher chooses the research design based on the research problem. Conducting this research, a set of plan was needed to be prepared well. Then, the research starts to build up the theoretical foundation related to group work for students with low speaking performance and prepare the instrument such as document and interview guideline.

This research begins with finding the problem to find out the concern that will be discussed. To find the problem, researcher looks for some phenomena than happens in SMK N 1 Surabaya. The problems found in major broadcasting of SMK N 1 Surabaya, where the students have lacked of speaking in the target language.

II. Research action

This step becomes the important step in this research, because the researcher starts to collect the data. In dealing with the problems that found, researcher conducts a study about work group activity as a tool to minimize the problem. This step contains two implementations. The first implementation is observation. This is done while the students doing their presentation and while the teacher use group work activity in the class room. Observations provided immediate information needed in the study and the students' behaviors while engaging in the activities. The researcher conducts observations focusing on, students' speaking skill, students' team work, and teachers' interaction with the students during group work. The second implementation is interviewing the teacher. The advantages of interviews include the ability to examine the teachers' responses, take notes of their ideas and investigate their feelings about teaching speaking using group work activities.

III. Analyzing the data

The next step is the researcher analyzes the data from the field. The data are then arranged by the researcher in good order to do the analysis easily. There

are several steps in analyzing the data, there are describing, conceptualization, classifying, categorizing, and identifying the themes.

IV.   Writing the result and concluding the data

This step is the final step in this research. After getting all of the answer of the problem with the theory which is used, the researcher makes the conclusion. Suggestion is also needed to make a better change in making academic writing.
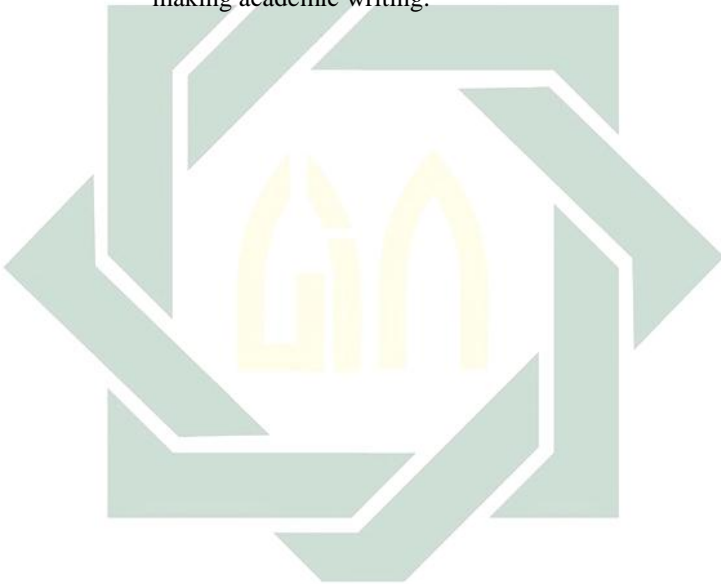
CHAPTER IV
FINDING AND DISSCUSION

This chapter deals with the research findings and discussion of the study toward the implementation of group work in teaching speaking at SMK N 1 Surabaya and the impacts of using group work activities in teaching speaking. The organization of this chapter is arranged based on the research questions.

A. Research Findings

The data were from XI Broadcasting 1 with the number of 33 students. There were two research questions in this study; (1) how does the teacher implement group work activities in teaching speaking to broadcasting students of SMKN 1 Surabaya? (2) What are the impacts of using group work activities for low speaking performance students from teacher's perspective? Further explanation of the findings as follows.

I. The Way Teacher Implement Group Work Activities in Teaching Speaking

To explore how the teacher implemented group works activities in the classroom, the researcher conducted the observation. This observation held without interrupting the teaching-learning process. The researcher did not introduce herself to the students to avoid the unnatural behavior of the students when they speak. The topic of discussion when the researcher did the observation was about giving advice. Here is the result of the observation that was conducted in the classroom.

a. Making Pairs and Group

There are several ways of teacher to making pair and group. The teacher use the instruction "Make groups that contain maximum 4 people". Teacher also let students to choose who to work with. According to the teacher, letting students work with the group that they want is based on the topic. If there is a task like making a role play, it is better to let them work in group that they choose because the students can feel more comfortable to

35

speak with friends that they trust. But, when they do group work activity to complete a reading task, it is better to mix the students based on their previous performance with the same topic. This act can make students share their knowledge to their friend and the weak one also can get some advantages.

The other way teacher make groups in classroom is telling students to work with someone on their side or their back. This is an option to make students easier. This also can minimalize the crowd in classroom. If the students need to finish some difficult task, teacher asks the star students to work with other students to encourage them. According to the teacher, the students can automatically make a group that consists of variant level of speaking skill. But there is still need a little bit modification. Teacher asks some students that capable enough to move to other group.

Picture 4.1
The students make a group contains of 4, with someone on their side or back

Teacher did not make the group based on random things because according to her, it cannot apply in her class. Besides it can take more time to

take a look to students with same color of bag, or students with same month of birth. Teacher finds out that this kind of way is not that necessary. There are so many way to make a group with less effort and meet the purpose of the group work activity itself.

b. Keeping Pair and Group Work Interesting

To make group work activity keep interesting, the teacher gives a time limit that almost impossible to finish the task. This also can control their time management. The reason why teacher give a time limit that almost impossible because it is predictable that students always ask for extra time. In this group work activity, teacher gives 10 minutes to do the task. In the beginning, the students are okay with that. But when the time is almost over, the students ask for extra time and teacher gives them 5 more minutes. The extra time that given usually is not same or more than the time limit itself.

For this class, there is no activity that make they sit in circle and share the result of their group work activity by speaking one by one. Broadcasting students usually only do presentation in front of the class. Teacher want the students stand up and speak up in front of the other students so they can get used to that kind of environment. Considering they are broadcasting students that always speak up in front of other people or camera.

To make everyone in groups speak up, in teacher done a role play task for the students. Unlike the presentation task that usually only one or two students in the group that speak up, role play automatically make everyone in group must speak up. If there is some students that did not have enough part of role in the group, teacher ask randomly to know the student speaking skill.

c. Encouraging Quieter Learners to Speak in Pairs or Groups

The good thing about this class is most of students in this class go naturally to present their result of group work. So teacher did not really struggle when ask them to stand up in front of the class and present their work. But still, there are some groups that consist of majority low speaking performance students. They take a little more time to have encouraged standing up in front of the class. Teacher that aware of this situation, ask them smoothly to stand up and present their work. Make sure that the group of low-skill students did not feel intimidated or something that make them more anxious.

Picture 4.2
A group of students perform their result of group work in front of the class

d. Monitoring Pair and Group Work

To monitor group work activity, teacher sits in her desk and moves her gaze carefully around the room. Teacher trying to make it natural because she does not want to intimidate the students and make them feel disturbed. After the students focus on their group work activity, teacher walking

slowly and unobtrusively around the room. This is how the teacher if they use English in their discussion. By walking around, teacher also can control the discussion and monitor how the discussion is going.

If teacher find that one or two groups have misunderstood or have a problem, teacher offer them for a help on the spot. This can be a solution to that group and did not disturb the other group that working on their task. Fortunately, there is not much students that confused about the task, so teacher did not need to calling out for all group to stop working, and giving the instruction again. But when there are a large number of misunderstanding about the task, teacher do it that way to make students more understand.

Picture 4.3
The teacher giving help to a group in the spot

Teacher did not stay for a while near a group, keep on silence, listening and watching what they doing. Because it can add the pressure of the students so they cannot work comfortably. Otherwise, teacher goes to her desk and detachment by not being presence. When teacher do this, the students be more confidence to speak in

English because they are not afraid if they say something wrong in English.

e. Encouraging Students to Use English

There is some moments when students did not speak in English. This is could be a problem because the purpose of this activity itself is to increase the students speaking skill in English. Teacher overcomes this problem by making an agreement with the students. The teacher allow the students to speak in L1 while begin the task. When they understand enough about the task, they must only speak in English. Of course there are some students that did not follow this agreement. But, teacher make another agreement beforehand. Teacher will give some mark of students talk in English. By this agreement, the students make efforts to speak in English. They even mix L1 and English if they do not know some English word that they want to say and teacher is okay with that.

Hearing the students make efforts, the teacher can see the progress of speaking skill that mastered by the students. This is also an effective way to take the score especially for students with low speaking performance. Teacher usually give a task for doing presentation if she want to take individual score and give role play task to take the group score. The group score is useful for seeing cooperation between students. Every topic can be done with group work activity. The teacher only adjusts the size of the group and the kind of activity that will be done, according to the topic.

Teacher always give a small instruction in the beginning. This refers to curriculum 13 which affirm students to be the center of the teaching learning process. If the instruction seems too unclear for the students, teacher gives other additional instruction.

Students being noisy when doing group work activity are a normal sight. In this activity, students doing a role play about giving advice. When they done with group choosing, they start to talk each other to prepare their performance. It is okay if the class a little bit noisy because the students are memorizing their lines. Moreover the students did not allow bringing any notes when performing in front of the class. It makes they try harder to memorize the dialogue.

Besides the speaking skill and memorizing the lines, students with a good idea and property can get an additional score. Some groups of students come up with a good property to support their role play. It is not a property that made especially for their performance. It is their all-around things that can be used during the performance, such as books, bag, chair, hand phone, and anything else.

Blocking setting is a must for broadcasting students. We cannot forget the fact that we are in a broadcasting class. This might not be important enough to grab an attention in other class, but for broadcasting class the blocking is important. They usually work with camera or stage that requires the best sight of audience. That is why they always mind the blocking setting in every performance.

After all of the students show their result of group work, teacher always give an evaluation. The evaluation given by teacher by commenting their performance. This is always being done in the end of the task. The evaluation that given is always specific to every group. This specific evaluation makes students feel the consideration of their teacher. This also draw the student's attention because they know which group is being evaluated.

II. **The Impacts of Using Group Work Activities for Low Speaking Performance Students from Teacher's Perspective**

According to the results of interviews that conducted with English teacher in SMKN 1 Surabaya, the

teacher said, "Many of students who totally keep silent but they can speak in group work activities. Students will feel more secure when talking to a group of friends than talking directly to the whole class or even to the teacher." This means group work activity is so helpful for the students with low speaking performance. Teacher is not always use the same method to make the groups of students. The way teacher grouping the students is based on the task. There are times when a teacher must mix students who have high and low speaking performance. If low speaking performance students gathered in one group they do not have any task done, they avoid presenting their result. Even if the teacher accidentally forgets to call them to present their work, they stay in keep silent. They think it is better if they do not get the score because the teacher forgets to call them, rather than hey must stand up and speak in front of others. But if students with various potential gathered in one group, when the teacher forgets to call, they have a sense of wanting to perform their work, and this is influenced by the integration of students in the group itself. Students who have difficulty speaking can even speak fluently when they are comfortable and feel helped by their group members.

a. Group work grant a positive environment for students

Students in SMKN 1 also never refused when they asked to do group work activity. Otherwise, they feel excited to do it. The low performance students fell helped if they work with their friends. In group work activity, students are more flexible and more comfortable expressing themselves. They can perform or speak in their own way and they do not feel pressured because they have been given that freedom. Students who perform with their friends feel more confident because they do not feel pressured or intimidated. The students are often speechless when speaking on their own.

b. Group work make the students become more interactive

It is really visible to see how students' speaking skill increases with group work activity. Students with low speaking performance can be very visible when they talk alone to the whole class. Students often memorizing rather than understanding when they are required to speak on their own. But when they do it in group work activity, their confidence is increased. They feel that "they have a friend" when speaking in front of the class and they are not afraid of being wrong.

c. Group work reduce students anxiety

For some students with low speaking performance that caused by their shyness, they feel more secure when talking to a group of friends than talking directly to the whole class or even to the teacher. If the low speaking performance students can talk to their friends in the group, they can be trained. By training students' confidence in speaking through group work activities, over time these students can be more confident when speaking on their own. Similarly, if the students actually do not really understand the sentence that they uttered, over time they can understand by themselves. In other words, practice makes perfect.

For the evaluating session that sometimes can hurt students feeling, here a tip from the teacher: "Rather than correcting students when they talk to their groups or individuals, I always evaluate students at the end of the learning session. I do not evaluate students when they speak because it can make them quiet and won't talk anymore. The delivery of evaluation must also be in very soft language so as not to knock down students' mentality."

B. Discussion

This section presents the results of data analysis and discusses the finding with the review of related theory to clarify the findings. The discussion focusses on: the way teacher implement group work activity in class room and the impact of group work activity from teacher's perspective.

I. The Way Teacher Implement Group Work Activity in Class Room

As discussed in finding section, there are some acts that applied by teacher while implementing group work activity in class room. Start from making pair and groups, keeping pair work and group work interesting, encouraging quieter learners to speak in pair and groups, monitoring pair and group work, encouraging students to use English, allocating group-participant roles. These categories are based on Jim Scrivener theory. In classroom, teacher only uses some techniques that listed in those categories.

First, when making pair and groups, teacher use the instruction "Make group of maximum 4 people". Teacher did not say "Get into pair". Although the student can make a pair by themselves. When the teacher said the instruction, all of the students start moving to find their group mates. It is a little bit crowded when the students move around but there is no problem. Besides giving instructions to form groups of up to 4 people, teacher gives freedom to students to choose who they want to work with. When students have the freedom to choose the group by themselves, they will have a little bit confidence and feel trusted by the teacher. The students also can choose which group mates who can work well with them.

After a few minutes the students moving around the classroom to find their group mates, teacher notify all of students that the time for making group is over. Of course the student did not sit on their seat immediately. They stil move around for some seconds. In this moment, teacher let the students find the comfortable seat for working in group. It cannot be to close to another group

and also it cannot be to far. If one and another group sit to close, there are two probablity that can happen. First, the group work is not working well because they are playing with each other. And second, the group work is not working optimally because their concentration is distrubed by each other.

When the students is sitting with their group and can receive the next instruction, teacher starts to annouce the topic to the class. The topic for that day was "Giving Advice". The teacher asked the students with their group to make a conversation about giving advice which involved all of the group member. There was 8 groups which mean there was 8 topic of conversation. The teacher made the topic of conversation limitless. Each groups might write whatever they want, which was good approach to make learning that day personal and relatable. The teacher did not drawing any boundaries related to the topic used by the groups, so the students seem to be having fun while working on a group. The topic made by the students were, giving advice to back pain, giving advice to go on vacation, giving advice to which restaurant make good food. Each group spent approximately 15 minutes to present their conversations without reading. Most of students seems to memorize their writing so well. Seeing how the students speaking the target language very well indicates that the technique used by the teacher in implementing group work is working.

Some techniques to make pair and group that states by Jim Scrivener such as making group based on the tough of same or different sized, making group around the similarities or difference, making group with certain people to work together or not, make a group based on random things,[45] example: the same color bag or were born in the same month, did not applied in the class. According to the teacher, the less time needed to form a

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[45] Jim Scrivener and Scott Thornbury, *Classroom Management Techniques* (Cambridge, UK ; New York: Cambridge University Press, 2012).

group, the more time left for the group work process itself. The classroom contain of 33 students which means deciding group work using others technique will be take too much time, and also to make the learning of the topic covered that day the teacher should managing the time wisely.

Second, In order to maintain the excitement of the students in doing group work activity, teacher use the technique with impossible time limit. Jim Scrivener states that sometimes when teacher altering one variable such as time limit can make a group work activity different. This is the only technique to keep group work interesting based on Jim Scrivener theory that applied in classroom. Another technique to maintaining the excitement of the students, the teacher also made no limited topic used by the students, as the researcher said above this technique will be great for students to learn the target language. With no limited topic about "Giving Advice" the students might find topic that is close to their personal life. Engaging students in a group and asked them to make a conversation is a lot easier using their personal life experience.

Jim Scrivener gives so many techniques to monitor students while doing group work activity. In classroom, teacher just uses a little part of those techniques. In the third stage when teacher monitoring the students, teacher just moves her gaze carefully from her desk to monitor the students or teacher walking around the class slowly to help students on the spot if they have any problem with the task. The interesting part is how the teacher monitoring the students while the teacher walking around the class, and stopping in each group checking, and the teacher not judging the group work's directly but instead the teacher waiting for the students asking. In the end of all the group performance the teacher start to make an evaluation about mistakes and the topic that is used by the groups.

Fourth, from some techniques that Jim Scrivener recommend to encourage students to use English, teacher

use most of the technique such as: listening and giving suggestion to students when they have difficulties, giving some mark to students who speak in English, and limiting the time to use L1. However, the least used is limiting the time of students in using L1. This is happened because the students might do the code switching without the teacher asking, they mixed the first language and the target language which part of learning a second language itself but while working the group the students actively speak in the target language, which is amazing. Teacher limits the time, but it is not that really matter.

Last, in allocating group participant roles, teacher does not do any techniques of this point. According to the teacher, it is not really important to do it. The teacher believe in the potential of each group in designing roles about it will also be hard to force student out of their comfort zone, because the worst case students might not wanting to work. Although Jim Scrivener states that is would be good to force students out of all their comfort zones a little.

II.   The Impacts of Using Group Work Activity

Based on finding for preferences, students who have difficulty speaking can even speak fluently when they are comfortable and feel helped by their group members. It is supported with the statement by Jack C. Richards which says, "Group work gives students the opportunity to use the target language in a safe atmosphere".[46] Group work activity make students with low speaking performance can speak better and it makes their speaking skill trained if done continuously which is

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[46] Jack C. Richards, Theodore S. Rodgers, and Michael Swan, *Approaches and Methods in Language Teaching* (Cambridge, GBR: Cambridge University Press, 2010), http://public.eblib.com/choice/publicfullrecord.aspx?p=4636606, accessed 14 Nov 2018.

supported by the statement from Amy Tsui.[47] Besides improve the speaking skills, it also improve students' vocabulary mastery and this was agreed with the previous study by Anjani[48].

Students' idea while speaking in group often seems doubtful, they just memorizing the lines, but the effort and confidence they make in speaking English is still a progress. Because the task is role play about giving advice, when students receive the task, they will make a script of role play. Some students can make the script in English and some other students use L1. They just write down what they want to say in L1 and then translate it to English. When translating, some of students also can do it directly and some of them need the help of a dictionary.

From the script that made by students, it proves that actually they understand how to giving advice in English. Also, they have the ability to write down the ideas of their mind. However, they will find it difficult if they must present it in front of the whole class. Teacher also did not check the grammatical errors in students' script before they present it to the class. The target of using group work activity actually to increase students' confidence. Then slowly practice their vocabulary so they can speak correctly. Because to make students can speak English, teacher must grow students' confidence itself, so they can move forward.

Same goes while correcting students speaking. To avoid of losing confidence, teacher correcting students' speaking skills in their group, not individually. Correcting students speaking skill to individual can make they fell more insecure. Correcting students speaking skill in whole class, can make students confused or not aware about their mistakes. So, correcting students speaking skill in group

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[47] Amy B.M. Tsui, *Introducing Classroom Interaction* (Harmondsworth: Penguin, 1995).

[48] Anjani, "Improving The English Speaking Skill of The Eleventh Grade Students of SMAN 2 Sleman of Yogyakarta Through Directed Discussion Games in the Academic Year of 2013/2014".

work is more effective this is also confirmed by Chamberlain.[49]

When all the groups done their presentation, teacher read out the note that she made. She deliver it smoothly and did not blame the errors to the students. The teacher call out a group name one by one, based on the sort of their presentation and then give the evaluation. The form of giving evaluation by this teacher is start from give applause to the group and tell why this group is great. After that, teacher tell the lack of the group. In the end, teacher give another command to the group and ask the class to give an applause. The teacher do this evaluation over and over to all the groups.

Group work activity can improve students speaking skills, reduce anxiety, give the students a good understanding, make the students excited, and increase students' motivation in learning English. These impacts are supported with previous studies. So, it can be summed that group work activity give a positive impacts to the students in their speaking skill.

The concern of the discussion focus on the application of group work activity by the teacher, as the problem found in the classroom there was the sign of mute English, where many students are having low speaking performance. The group work activity expected to make the teaching learning process especially in speaking become effective and efficient. Thus, the purpose of doing this group work activity is to increase the speaking skill of low speaking performance students. The group work might be the solution on the phenomenon of dumb English, where the student have the ability to read, write, and listen in the target language but find it difficult to speak the second language. The group work technique that is implemented by the teacher will engaged the students in communicating using the target language with confidence. Jim Scrivener gives some technique to reach this goal.

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[49] Chamberlain, *Creating a Classroom Environment that Promotes Positives Behaviour*.

However, teacher just uses some of them. Using the group work technique help the teacher in making sure that everyone in class have an opportunity to speak.
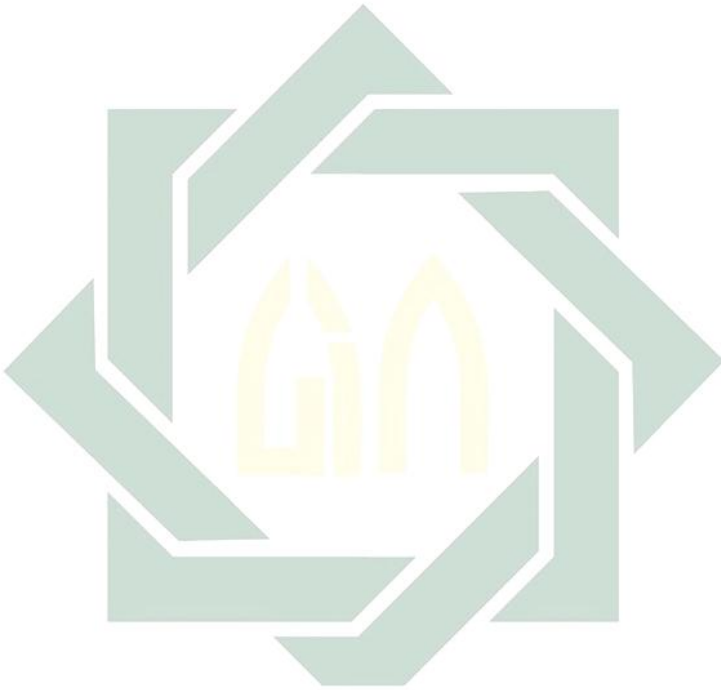
CHAPTER V
CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and suggestion for the future research related with this topic. The result of the finding and discussion can be concluded and as the following representation.

A. Conclusion

Based on data obtained in finding, there are many ways to implement group work activity in classroom. This is to answer the first research question, teacher can use the direct instruction, let the students to choose who to work with, make group based on result of a preceding activities, telling students to work with someone on their side or back or ask a star student to work with other low performance students. Teacher also give an almost impossible time limit to the students to finish their task. When encouraging quieter learners to speak in groups, teacher make everyone in groups speak up by rules, randomly choose the students to speak up or begin the discussion in whole class, then ask them to make a group. Teacher move the gaze carefully around the room, walking slowly around the room, or help the students on the spot. In order to encouraging students to use English, teacher help the students personally, give the students an extra point if using English, allows code switching in class room.

To answer the second research question, group work activity is so helpful for students and for teacher as well. Students can get the feeling of safe environment to speak in group work activity. Students also can learn anything from their friends naturally. For teacher, group work activity can be a moment where teacher save more energy.

There are so many impact regarding the group work activities that implemented by teacher for students with low speaking performance, Students are more flexible and more comfortable expressing themselves. However, students with low speaking performance can be very visible when they talk to the whole class. The group activity also help the students feel secure in communicating in the target language.

51

B. Suggestion

Based on the conclusion of the study, the first suggestions are given for the further research. For the next researchers who are interested in the same topic, but on the different focus. For example, they can explore on the difficulty of using group work activity from teacher or students perspective. Researcher also give a suggestion to the teacher to use the group work activities for more efficient and effective teaching and learning process. Group work activities will fruitful for both the teacher and the students.
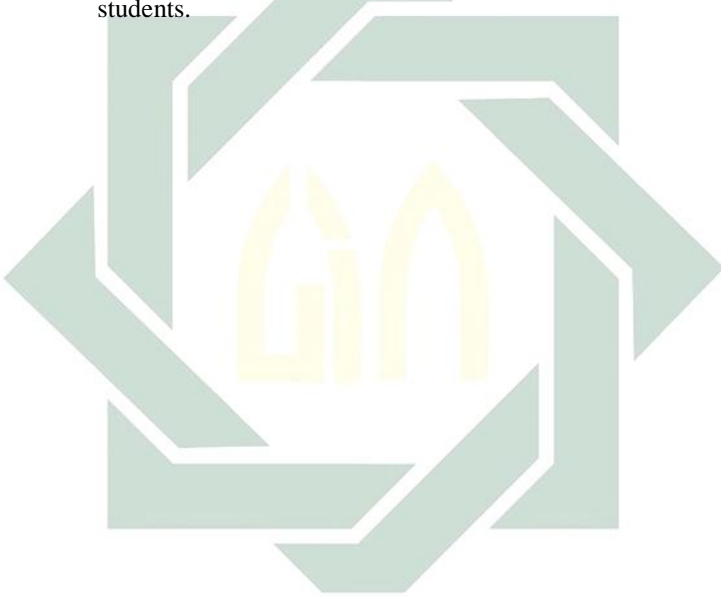
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