

GROUP WORK IN SPEAKING CLASS: A CASE STUDY IN EFL CLASS

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ABSTRACT

There are a lot of problems and difficulties that face by students in the speaking activities. Teacher need a learning technique to apply especially in speaking activities and teacher often use is the grouping technique thus the teacher assigns them a group to work with which students have their own perception towards group work in speaking activities. This study aimed to know how teacher implement group work in speaking activities and to find out students perception on group work in speaking activities. This research is a case study research using a qualitative approach. The participants of this study were 26 tenth-grade students in one of the senior high schools in Majalengka. The results showed that teacher implemented group work in speaking activities and have five steps to implemented it, and the students perception on group work is that there are advantages doing group work in speaking activities, indicating that students have a positive perception on group work in speaking activities. Although there are perceptions of group work have many advantage, students also have the perceptions of group work in speaking activities have disadvantage. Students feel like there are a group member that doesn't contribute much in the group especially in speaking activities. However students feel there are disadvantage on group work in speaking activities but it still cannot compare with the many advantage on the implementation of group work in speaking activities.

Keywords: Group work, EFL class, Speaking activities

Introduction

Speaking convey ideas, opinions, viewpoints, feeling, and thoughts in order to communicate with others. Speaking is expressing thought, ideas, and feelings which use the ability to pronounce the words to organize the words into phrases or sentences to choose the words related to the topic (Suminih, 2017). Speaking have so many effect in many circumstances for example, social, politic, business and education. Speaking is the way for students to give their opinion and thoughts about topic that being teach by teacher and have so many influence not only in education but in many other aspects such as social, politic, business and education.

There are a lot of problems and difficulties that face by students in the EFL classroom. These difficulties are in getting meaning or understanding the conversation. vocabularies, pronunciation, shy, Afraid of making mistakes in the meaning or content of their speaking and

motivation (Tasmia, 2019). Students often having difficulties to understand the meaning of a topic, they also have a lack of vocabularies and pronunciation, shy when they ask to speak with one of the factor is they afraid of making mistakes which make them doesn't have the motivation in speaking activities. These problems often faced by students daily on speaking activities in an EFL classroom which also could be found in speaking activities in one of the high schools in Majalengka

Teacher need a learning technique to apply in the EFL classroom which can help the students to overcome the difficulties in speaking activities. The technique that teacher often use is the grouping technique thus the teacher assigns them a group to work with and make the students have group work. Kasim (2015), mentions that in a small group, it is difficult for them to keep quiet and hide. In group work, every student has the chance to show their capabilities and it will make them study more. This technique would make students share their knowledge with each other thus helping each other to better and make them more prepared for speaking performances.

In this research, the researcher would conduct a research on teacher who implemented group work in speaking activities. The reason to conduct this research is to know the process of teacher implement group work and if implementing group work that done by teacher can help students in speaking activities. Group work could help students problems such as their lack of confidence and difficulties in pronunciation, vocabulary, grammar, fluency, and interactive of communication when in speaking activities or speaking performances. Group work also could make students have a discussions with each other, learn from each other and help each other in speaking activities or performances. The researcher do this research to find out the implementation of group work in speaking technique and the student perspective in group work, Based on the background of the research above, the research questions are formulated as follows:

1. How does the teacher implement group work in speaking activities?
2. What are students' perceptions of the implementation of group work in speaking activities?

Methodology

Based on the title, the researcher chose qualitative and a case study as the design method because it was comparable to collecting the data from the students' Perceptions. According to Sagadin (1991) in Somara (2021), a case study is used when we analyze and describe, for example, each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching

staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. This method is used when the researcher examines the data and explained a problem, process, phenomenon, or event in a particular school.

This research was conducted at one of the high schools in Majalengka. The students are from tenth grade, and there are 26 students. The researcher used the purposive sampling technique. The researcher have the process to select the respondent from the intended population for their research. In this study, the sample is one class in eleventh grade.

The researcher used an observation, questionnaire and interviews. Relevant to the study's aims to collect data from the students and teacher. Bostrom, Cielsielska & Ohlander (2018) stated that observation is when we watch, evaluate, draw conclusions, and make comments on interactions and relations. The questionnaire consists of 15 questions, and it is a closed ended questionnaire. the type of interview used to collect the data was a semi-structured interview. Data analysis involves collecting all gathered data and developing a study from the information supplied by participants. Based on Creswell (2013), there are six steps to analyzing qualitative data: (1) Organize and prepare the data, (2) read through all the data, (3) coding process, (4) generate a description of the setting or people as well as categories or themes for analysis, (5) advance how the description and themes will be represented in the qualitative narrative, and (6) making an interpretation or meaning of the data.

Finding and Discussion

This session reveals the questionnaires and interviews distributed to thirty-four students, including males and females, to answer fifteen questions through a written form to find out the research question.

1. The Implementation of Group Work in Speaking Activities.

The data of implementation of group work in speaking activities obtained from the observation and interview. The result of the observation and interview indicated there are 5 steps in implementation of group work in speaking activities done by teacher. The explanation of each stage is presented in the following part.

The first step is after explaining the material to students, teacher then implement group work in the lesson with student divided into a group. In this step, teacher let students to choose their own group. It can be seen from the following answer:

T: "I let them choose their own group so they can chose a group member that they can work with. After they choose their own group, they have to know the consequence if there are group member that is not contributing much in a group".

The next step is the teacher giving them a task based on the material that teacher explained. Teacher always implemented the group work in speaking activities after the material has been explained. This is relevant to the following excerpts:

T: "I have been implemented the group work technique for few times and continuously when teaching especially it is related to a text based material. In the one of the lesson I assign them to find the example of biography which is still included in recount text lesson. So I ask them to explain what is recount text and more specifically biography, then I ask them to present someone biography that they think are inspiring and motivating. They are excited to find public figure biography and then do the presentation about the biography that they passionate about."

The third step in the process is teacher told students to have a discussion with their own group member. The discussion is to for the group to prepare the material that they are going to be presented in speaking activities. This is relevant to the following excerpts:

T: "Usually, I did the implementation not to just go to speaking activities. So, it's the understanding of the material first, then the writing, which mean they have a discussion then write the results of discussion thus have the content they need for speaking activities."

The fourth step is after group discussion. Teacher started the speaking activities in which teacher would make all the groups (one group at a time) to do group presentation in speaking activities. It is similar with the following statement:

T: "After the discussion and preparing the material then the group will do the group presentation in speaking activities."

The last and fifth step is when all group is done with their performance in speaking activities. Teacher evaluate all the group then after that teacher re explain the material and close the class. It can be seen in the following statement:

T: "After all group are done, then I evaluate and give them the feedback to each group that participated in this speaking activities."

Based on the observation and questionnaire results above that there are 5 steps when teacher implement the group work in speaking activities then let the student choose their group, giving them the task, understanding the material and having discussion about the material, and then students have to write which mean students have to write their group discussion in the group thus preparing the content for speaking activities, then in speaking activities which they have to do the group presentation and evaluate the group performances in speaking activities. These are the process of the implementation by the teacher. John (2017) argued that the process of the

implementation could be different which the process called 5Ds 1 Direct: the teacher directs the students how to go about the group work. 2. Discuss: the students discuss among themselves. 3. Develop: the students develop the content for presentation. 4. Deliver: the students deliver the content in front of the class. 5. Document: the teacher documents the feedback. Based on this, it can be concluded that teacher implement the group work in speaking activities and have different steps than others.

2. Students Perception on Group work in Speaking Activities.

Interviews and questionnaires followed the data to know the students perception on group work in speaking activities

Most students gave positive perception and feel there are many advantage on doing group work in speaking activities based on questionnaires and interviews. The data shows that blended learning is effective in helping students learn in the classroom. Relevant to the results of the following analysis.

The result of questionnaire number 1, " Students like the implementation of group work in speaking activities," the majority of participants agree (85%). Therefore, it can be concluded that Students like the implementation of group work in speaking activities.

The result of questionnaire number 10, "“Groups are better than individuals in speaking activities”". The majority of participants agree (90%) with the statement. Students feel groups is better than an individual in speaking activities. It is relevant to the following excerpts:

S1: " I preferred group, because can do the activities together and helping each other".

S2: I preferred Group because its more conducive than when working individually".

S3: I preferred Group. Because I do not feel too nervous when speaking in a group differen when speaking individually, I become more nervous "

Although, few respondents disagree (8%) with the statements. Few of the respondents feel they do not feel groups are better than individuals in speaking activities. It is show in the following excerpt:

S2: "I preferred individual because Group work is like the combination of thoughts between the members. But it is not actually like that at all because only few person in group that actually contribute and helpful to the group. It is actually a waste to do the group work if most of the member in the group not contribute or being helpful".

Based on the questionnaire and interview above, it can be concluded that from these results, it can be seen that students' perceptions of blended learning in student learning, That they

are more preferred of group work than individual in speaking activities because of the advantage eventhough there are still disadvantage that they feel in doing group work in speaking activities. As in line with Rospinah, Ampa & Nappu (2021) stated Group work help students to feel more confident in the speaking activities. Group work make students feel more confident in speaking activities because they are with their friends.

CONCLUSIONS

Students have many problems in speaking activities and to overcome the problems, teacher implement technique of teaching to help students overcome their problems. The technique is group work technique. Teacher have a process on implementing the group work. The process is that the area five steps which is teacher let the student choose their group, understanding the material and having discussion about the material, and then students have to write which mean students have to write their group discussion in the group thus preparing the content for speaking activities, and then in speaking activities which they have to do the group presentation.

The perception of students towards group work in speaking activities, there are advantages and drawback on group work in speaking. The advantages that students experience on doing group work in speaking activities which students feel like with group work they can share idea and thought about the material with each other thus they can prepare for speaking activities together, make the learning process more enjoyable.

Although there are perceptions of group work have many advantage, students also have the perceptions of group work in speaking activities have disadvantage. Students feel like there are a group member that doesn't contribute much in the group especially in speaking activities. However students feel there are disadvantage on group work in speaking activities but it still cannot compare with the many advantage on the implementation of group work in speaking activities.

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