

**STUDENTS' PERCEPTION ON THE USE OF
GROUP WORK ACTIVITIES IN LEARNING ENGLISH
(A Descriptive Study At the Eleventh Grade in MA Muallimin
Muhammadiyah Makassar)**



A THESIS

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“Sesungguhnya bersama kesulitan ada kemudahan”

“Maka apabila engkau telah selesai (dari sesuatu urusan) tetaplah bekerja keras (untuk urusan yang lain)”

(Q.S Al-Insyirah: 6-7)

Dreams don't work unless you do.

Kupersembahkan karya sederhana ini kepada
Ayah dan Ibuku Tercinta, Saudara dan Saudariku,
Teman dan Sahabat atas semua dukungan,
perhatian dan doa yang tulus yang diberikan untuk kesuksesanku
dalam menggapai cita-citaku.

Semoga menjadi berkah buat kita semua,

Aaamiin Ya Rabbal Aalamiin.....

ABSTRACT

Wardiatul Janna.2019. *Students' Perception on the Use of Group Work Activities in Learning English (A Descriptive Study at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar).* Guided by Bahrun Amin and Ardiana.

The objective of the research was to find out the students' perception in learning English using group work activities and the students' achievement in learning English using group work activities.

The researcher used a descriptive qualitative research. Research subject of this study was the eleventh grade of MA Muallimin Muammadiyah Makassar. Research instrument used for collecting the data were questionnaire and documentation of students' achievement in learning English.

The result of the research indicated that the students' perception in learning English using group work activities had (76.67%) categorized *good* perception. Meanwhile, the students' achievement in learning English using group work activities had (50%) categorized *average to good* achievement in learning English.

Keywords: *Students' Perception, Group Work Activities*

ABSTRAK

WARDIATUL JANNA.2019. Persepsi Siswa Pada Penggunaan Kerja Kelompok dalam Pembelajaran Bahasa Inggris (Penelitian Deskriptif di kelas XI MA Muallimin Muhammadiyah Makassar). Dibimbing oleh Bahrun Amin dan Ardiana.

Penelitian ini bertujuan untuk mengetahui persepsi siswa di dalam pembelajaran bahasa inggris menggunakan kegiatan kerja kelompok dan hasil belajar siswa di dalam pembelajaran bahasa inggris menggunakan kegiatan kerja kelompok.

Peneliti menggunakan penelitian deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI MA Muallimin Muhammadiyah Makassar. Data penelitian dikumpulkan melalauai angket dan foto rapor dari hasil belajar siswa di dalam pembelajaran bahasa inggris.

Hasil dari penelitian ini menunjukkan bahwa persepsi siswa di dalam pembelajaran bahasa inggris menggunakan kegiatan kerja kelompok memiliki persentase (76.67%) atau memiliki kategori persepsi yang baik. Sedangkan, hasil belajar siswa di dalam pembelajaran bahasa inggris menggunakan kegiatan kerja kelompok memiliki persentase (50%) atau memiliki kategori rata-rata hasil belajar yang baik.

Kata Kunci: Persepsi Siswa, Kegiatan Kerja Kelompok.

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TABLE OF CONTENTS

COVER.....	i
APPROVAL SHEETS	ii
COUNSELING SHEETS.....	iii
SURAT PERNYATAAN.....	v
SURAT PERJANJIAN	vi
MOTTO.....	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Problem Statement.....	3
C. Objective of the Research.....	3
D. The Significant of Research	3

E. The Scope of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. The Previous Research Finding	5
B. Some Pertinent Ideas	6
C. Conceptual Framework.....	17
CHAPTER III RESEARCH METHOD	18
A. Research Design	18
B. Research Variable.....	18
C. Research Subject.....	18
D. Research Instrument	18
E. Procedure of Collecting the Data.....	19
F. Procedure of Analysis the Data	19
CHAPTER IV FINDINGS AND DISCUSSION	22
A. Findings	22
B. Discussion.....	32
CHAPTER V.....	38
A. Conclusion.....	38
B. Suggestions.....	38
BIBLIOGRAPHY.....	39
APPENDICES.....	40
CURRICULUM VITAE	

LIST OF TABLES

Table 2.1 Steps of Cooperative Learning Method.....	14
Table 3.1 Likert Scale and Scoring	19
Table 3.2 Interpretation Score	20
Table 3.3 Score Classification of Students' Achievement	21
Table 4.1 Item 1.....	22
Table 4.2 Item 2.....	23
Table 4.3 Item 3.....	23
Table 4.4 Item 4.....	24
Table 4.5 Item 5.....	24
Table 4.6 Item 6.....	25
Table 4.7 Item 7.....	25
Table 4.8 Item 8.....	26
Table 4.9 Item 9.....	26
Table 4.10 Item 10.....	27
Table 4.11 Item 11.....	27
Table 4.12 Item 12.....	28

Table 4.13 Item 13.....	28
Table 4.14 Item 14.....	29
Table 4.15 Item 15.....	29
Table 4.16 Category of Students' Perception.....	30
Table 4.17 Students' Learning Achievement	31
Table 4.18 Classification of Students Achievement... ..	31

LIST OF FIGURES

Figure 2.1 Conceptual Framework	17
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LIST OF APPENDICES

Appendix 1: Instrument of Questionnaire	41
Appendix 2: Instrument Questionnaire of Students'	46
Appendix 3: The Result of Students Perception on Group Work	61
Appendix 4: Students' Block Score	64
Appendix 5: Documentation.....	66

CHAPTER I

INTRODUCTION

A. Background

English is a tool use to communicate with other people to sharing information. The teachers' power of educator who have the main goal in the learning in school is to create a fun learning environment, make students' more interested to learn, more excited and can motivated students' to learn with the atmosphere of learning preferred by the students' thus, the learning process is more active and students' more focused in receiving the subject matter and automatically, students' achievement also increases because students' achievement is the result of changes learned by students' after the learning process.

The mastery of English becomes very important because almost all the source of global information in various aspects of life use the English language. Indonesian people already know and use English in everyday life because English is the most widely used language in the world. Besides that, foreign language that has been taught in Indonesian in every level of education from primary school to university. In English there are many skills such as reading, writing, speaking and listening. Therefore, by mastering the English language, the students must know and understand about the four skills because in learning English, all aspects must be mastered. According to Richard (2010:206), a language is not the native language of large number of people in a particular country or region, is not used as a medium of instruction in school and is not widely used as a medium of

communication in government and media. Foreign language is typically taught as school subject for the purpose of communicating with foreigners or for reading printed materials in the language. To be able to understand and learn English, then in needed to understand characteristics of part in English itself. The teacher must be able to make the students' more active in the learning process. When the teacher teach something in English the teacher should use model and method that are liked by students' because model and method is one of important that use in learning process. In fact, not all students' are able to understand the learning process because the teacher used model and method do not like by their students. Therefore, the teacher must use model and method that make the students more understand the subject matter.

The success of education in students is dependent on the responsibility of teacher in carrying out their duties. One of the teacher's duties is to generate student motivation so that they are learning spirit. Teacher as one of the educator, must provide a creative learning environment for teaching and learning activities in the classroom. One of the activities that must be done by the teacher is to do the selection and determination of how the method will be chosen to achieve the purpose of teaching. Based on the problem above, the researcher wants conduct the research about students' perception in group work activities. According to Robbins (2010) defines that perception is the process take by individuals to govern and to interpret perception of sensory to give significance in their environment. The nature of perception refers to the interpretation of sensory data. Based on the interview that has been before, eleventh grade of students in MA

Muallimin Muhammadiyah Makassar often use group work. Therefore, the researcher chose this school and this research is about descriptive qualitative design and is conducted to find out the students' perception in learning English using group work activities. Based on the background of this problem, the researcher will conduct the research with the title: *Students' Perception on the Use of Group Work Activities in Learning English at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar*.

B. Problem Statement

1. How is the students' Perception in learning English using group work activities at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar?
2. How is the students' achievement in learning English using group work activities at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar?

C. Objective of The Research

Based on the Problem Statements previously then the objectives are to find out:

1. The Students' Perception in learning English using group work activities at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar.
2. The students' achievement in learning English using group work activities at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar.

D. The Significance of the Research

1. For other Researchers

The result of this research is to provide new knowledge and as reference about students' perceptions in group work activities.

2. For Teacher

The research might provide information about the students' perception in group work activities and determine appropriate activities for the students'.

3. For Student

The result of this research for the students' is to promote motivation to learn English in the class by using group work activities.

E. The Scope of The Research

In this research, the researcher will focus to find out the student's perception on the use of group work activities in learning English. In group work activities, the researcher will used questionnaire and documentation of students' achievement or students' block score in learning English at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Research Finding

1. Nair (2012) states that the students' in group work activities give positive response in learning English because students' can be enjoyed and interested in learning. They also perceive it to be an effective of learning.
2. According to Kondo (2010) group work activities give positive responses. It also revealed the advantages such as helping each other, reducing the individual workload, encouraging the students to participate in the activity.
3. Burke (2011) states group work helps students develop teamwork skills and social interactions as well as learning about various backgrounds, cultures, beliefs, and attitudes.
4. Chiriac (2011) found that the students' have trouble in managing the curriculum and it is difficult to achieve learning objectives when applying group work activities and the teacher still lack of understanding of the group work.

The researcher finds some similarities and differences. The journal above and this research is to find out the students' perception in learning English using group work activities and the journal above used Cooperative Learning method but, the journal above there is also use collaborative learning method. While the differences is students' and teachers difficulties in apply the group work activities because they consider the group work can't achieve the learning objectives in English.

B. Some Pertinent Ideas

1. Group Work Activities

a) Definition of Group Work

- 1) Muhaenah in Richard (2010:134) found that the Group Work is a learning activities which involves a small group of learners working together in other to do particular purpose. The group work may work in single test or different part of large task. The member of the group often selects the task that will be discussed. That group work refers to the learning interaction in which students' from some groups in the classroom to discuss or to do learning that is given by teacher.
- 2) Kurnianingsih in Modjiono (2013) stated the Group Work is a format of teaching and learning that give priority to the interaction of members with other members in other group to complete learning task together.
- 3) According to Kurnianingsih in Clistrap (2013:15) Group Work is an activity a group of students' that usually amount small to work or complete a task.
- 4) Gillies in Chiriac (2011) revealed that Group Work is highly appreciated by students as a means of learning and preparing for future work and several studies also suggest that students who work together in groups tend to have better learning outcomes.
- 5) Hashemi in Taqi (2014) stated that Group work also depends on the attitude of the students, attitudes towards something is the extent to which

students accept the subject and their opinion towards and attitudes as ‘the way someone thinks and feels about somebody or something.

- 6) Hersey (2010) group work activities is a process or activity done in a group that can make the students more acted as a leader because they do procedures that are desired by each group to achieve the goals.

Based on the definition above, the researcher can conclude that group work is that is done by three to five students’ with the aim to discuss problems or topics. In this activity, students have to read and understand the material and answer the questions that have provided by teachers. Group work can develop a critical thinking in problem solving and develop the ability to socialize and communications. In addition, learning in group is also intended that students’ can understand and appreciate the others. In teaching and learning process, the teachers as educators have been prosecuted the profile certain qualifications in terms of knowledge, skills and attitude. Therefore, the teacher can develop various knowledge such as, psychology education, teaching method, the management of teaching and other knowledge that can be need to support the learning process.

b) Kinds of Group Work

Janssen (2014) stated that, there are 3 kinds of group work namely:

- 1) Short-term group work

Short-term group work is activity that are done which only takes approximately 15 minutes, and the aim to discuss issues that are specific.

2) Long-term group work

Long-term group work is activity that is done by using a long enough time and duration such as 2 days, a week, a month or even more depending on the number of tasks that must be completed students Mohtar (2010). The purpose is to discuss issues that really exist in the topic of the problem, motivation students' toward activity related to the topic and teaching students' to work together in collecting and discuss issues.

3) Mixed group work

According to Nugroho (2013) stated that, mixed group work is activity that is done by dividing the group in accordance with the students' learning ability. In this group the students are given the opportunity to complete their work base on the ability of each group. In order for group work to achieve the goal, teachers should pay attention and provide tasks or learning activities that are appropriate to the learning ability of each group, then each task is organized so that each group can work on their own without the help of others or teachers.

c) The Procedure of Group Work

According to Kurnianingsih in Moedjiono (2013:61), there are six procedure of Group Work, namely:

1) Election the topic or assignment of group work

Election the topic is about the first step the use of a method in group work and it can be implemented with the teachers choose and determine the topic

of learning by its self or the teacher choose and determine the topic with the students'.

2) The establishment of the group in purpose

This step is the obligation to the teacher to divide the class to be group based on the purpose want to achievement trough the group work.

3) The division of topics or task to be done by the group

In this step, request to the teacher to deliver the topic or task for each group, where a topic or a task given should be clear to the group so, that group work more effective.

4) The process of group work

This step each group carry out the completion of the task or topic given by the teacher, understanding of the task or topic and task completion.

5) Presents the result of group work

After the students' complete the task, then they are obliged to present the result of their work. This report may be made in writing or orally.

6) Assessment of the use of group work

Teachers need to conduct assessments to determine the success of the use methods of group work.

In group work, factors that play a role in determining the effectiveness of a teaching method namely, the factor of the teacher because if the teacher does not understand the use of group work then the learning activities will not be effective. The second is students' and the last factor is situation or environment where learning takes place. This also greatly affects the teaching and learning activities

because if a place and situation that is not good then the students' will not focus in receiving the material. Not only students' but teachers also will not focus in giving or conveying the material in the learning process.

d) Advantage and Disadvantage of Group Work

There are some advantage and disadvantage of group work:

1) Advantage of group work

- a. Dawson (2015) found that group work activities can provide the students' with the opportunity to use questioning skills and discuss a problem. It can provide the students' with more intensive opportunities to investigate a case or problem.
- b. Mary (2011) group work in the class teachers enable to pay more attention to students'.
- c. Kurnianingsih in Roestiyah N.K (2013) stated that group work activities giving students the opportunity to develop respect and appreciate the opinions of others.
- d. Ihromi (2010) teaching group work activities help to increase students interest and their motivation in learning process.

2) Disadvantages of group work

- a. Nair (2012) found that group work involves only capable or smart students' and strategies requiring different seating arrangements and different teaching styles.
- b. Robbins (2010) The success of group work strategies depends on the ability of the students' to lead the group or to work alone.

- c. Nelson (2010) stated that, most of the students became passive in waiting for instructions from the teacher

2. Group Work Activities in Cooperative Learning Method

Learning method as one of education component that need understood by the teacher for the process of learning in the classroom can be effective because by having or apply methods in the classroom, the students' will be more focused in receiving the material. Teachers can choose the right method for a material (competence) to be studied or achieved by students. Choosing the right method will be helpful students in the learning process in the classroom.

Sudjana (2012) method is a thorough planning for present language learning materials regularly. Sangidu (2012) method is the way that works system to carry out an assessment activity for achieved the intended purpose. Salamun (2012) method of learning is a different way to achieve different learning outcomes with different conditions. Base on the definition above the researcher can conclude definition of method is method is one of strategy or method used by teachers in the learning process in the form of real and practical activities to achieve effective learning objectives.

In this research, the researcher will use the method in group work activity is about Cooperative Learning. In cooperative Learning method, student work together in four member teams to master material initially presented by the teacher. Cooperative Learning is a learning activity conducted in groups consisting of 4-6 people to solve a problem. In general, cooperative learning is

more directed by teachers, where teachers assign tasks and questions and provide materials and information designed to help students solve problems.

According to Johnson and Sutton (2011), there are five essential elements in cooperative learning:

- a. Interdependent between students'. In cooperative learning methods students' work together to achieve goals.
- b. Improve students' interaction. Cooperative learning methods will increase the interaction between students'. The interaction that occurs in cooperative learning is in terms of exchanging ideas on shared issues.
- c. Individual responsibility. Individual responsibilities in group learning can be student responsibilities in terms of helping students who need help and students not only imitate the work of their group mates but all students must work together on the tasks assigned by the teacher.
- d. Interpersonal and small group skills. In cooperative learning methods other than required to study the material given, a student is required to learn how to interact with other students in group.
- e. Group process. Cooperative learning will not take place without group process because group process occurs when group members discuss how they will achieve goals well and create a good working relationship.

Cooperative learning is the cooperation between students, in addition to encouraging students to express ideas, students also practice to exchange ideas with other friends and improve student creativity. When students work together to achieve learning goals, it will motivate them to work harder for mutual success.

The purpose of cooperative learning method is to give benefits both to individuals and groups working together to complete academic tasks, providing opportunities for students from different backgrounds and conditions to respect each other and teach students skills work together.

Cooperative learning is different from other learning strategies because it can be seen from the learning process that emphasizes the process of cooperation in groups. The goal to be achieved not only academic ability but also the element of cooperation for mastery of the material. The existence of this cooperation is the typical characteristic of cooperative learning.

Johnson and Sutton (2011) revealed that, there are several characteristics of cooperative learning strategies, such as:

- a. Team learning. It's mean that, all team members must help each other to achieve the learning objectives. For that reason, the success criteria of learning is determined by the success of the team.
- b. Desire to work together. The success of cooperative learning is determined by group success. Therefore, cooperation should be emphasized in the cooperative learning process.
- c. Skills working together. The desire to cooperate is practiced through the activity of the tasks assigned by the teacher. Thus, students need to be encouraged to participate and be able to interact and communicate, so that each students' can convey ideas, express opinions, and contribute to the success of the group.

Table 2.1 steps of cooperative learning model

Phase	Teacher Activities
Convey goals and motivate students	The teacher presents all the lesson objectives to be achieved in the lesson and motivates the students
Presenting information	The teacher presents information to the students by way of demonstration or through reading material.
Organize students into cooperative groups	The teacher explains to the students how to form study groups and help each group to do transition efficiently.
Guiding group work and study	Teachers guide group learning as they discuss.
Evaluation	Teachers evaluate learning outcomes about the material they have learned or each group presents their work.
Give awards	Teachers seek ways to appreciate both individual and group effort and learning outcomes.

(Miftahul Huda (2017))

3. English as a Major Subject in the SMA Curriculum

One of the most important components of education is curriculum. The curriculum has a strategic position because in general the curriculum is a description of the vision, mission and educational goals of a nation. The curriculum is a learning that is designed and implemented individually or in groups and the curriculum is also a comprehensive effort designed specifically by the school to guide all students to obtain the results of the learning that is determined by each school. Curriculum in Indonesia especially at the Senior high school, requires adjustment because in learning English required the relation between component in the curriculum. According to Ahid Nur (2011:10-13) the purpose of teaching English in the curriculum:

- a. Develop the ability to communicate in the language both oral and written.
Such capabilities include listening, writing, reading and speaking.
- b. Cultivate awareness of the nature and importance of English as a foreign language to become the main tool of learning.
- c. Develop understanding between language and culture.

Curriculum as a strategy component that refers to the approach and methods and tools in the learning process. The strategy in learning is illustrated by the way in which the learning, assessment, implementation of guidance and organizing activities both general and specific. Implementation Strategies are teaching, assessment, guidance, and school activities. Achieving the goal, this required good execution in delivering learners to the learning objectives. The curriculum is a plan designed to smooth the learning process under the guidance and responsibility of schools or educational institutions and teaching staff. The curriculum not only covers all planned activities but events that occur under the supervision of the school.

Linda C. Hodges (2010), revealed there are several competencies that become reference of development of teaching materials that is:

- a. The competence of language acts is in the mastery of four language skills namely listening, speaking, reading and writing.
- b. Linguistic competence (language) is the ability to apply and understand the elements of grammar, vocabulary, pronunciation and spelling in the text correctly.

- c. The competence of the ability to express the message correctly and acceptable according to the socio-cultural context associated with communication activities.
- d. Competence strategy is the skill to apply various strategies to keep communication running effectively.
- e. Discourse competence is the ability to apply language elements.

C. Conceptual Framework

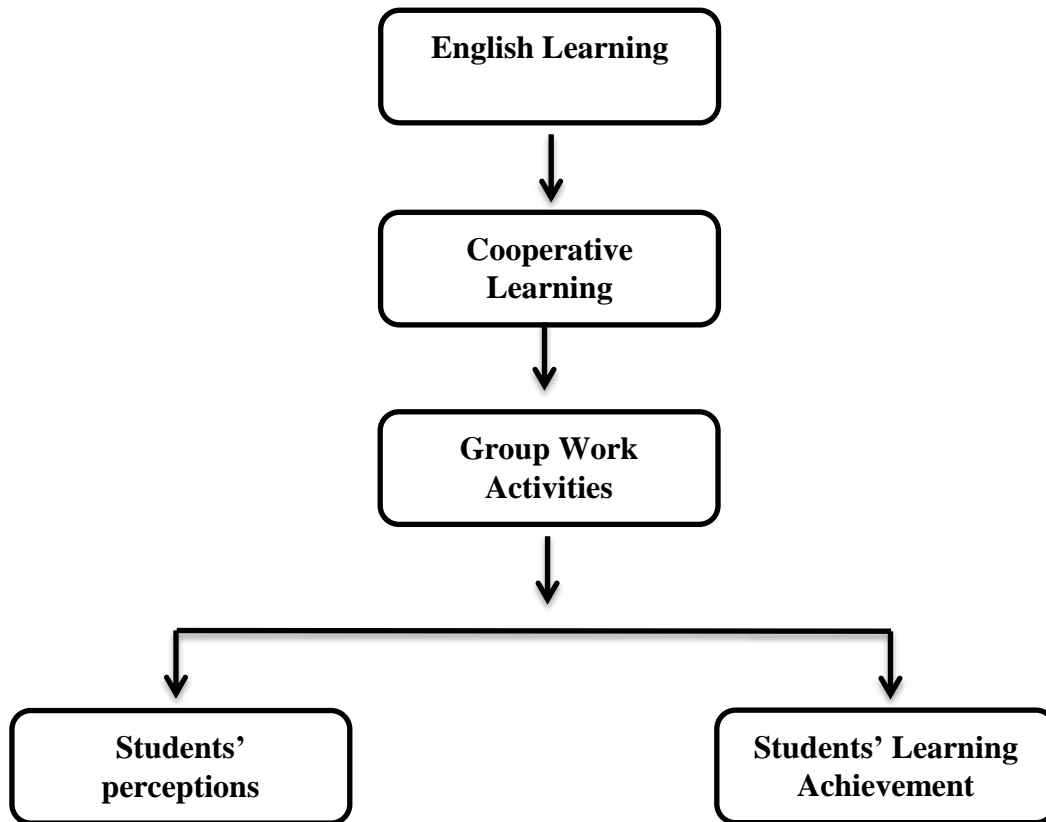


Figure 2.1 Conceptual Framework

This conceptual framework is representation of this research. The researcher focus on the students' perception in learning English using group work activity the research conducted in MA Muallimin Muhammadiyah Makassar. Students will be formed in a group work activities in learning English by applying cooperative learning method with the aim to find out the students' perception and students' achievement in learning English using group work activities.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a descriptive qualitative design and conducted to find out the students' perception in learning English using group work activities.

B. Research Variables

This research used two variables namely independent variable and dependent variable. Independent variable in this research was students' perception in learning English and dependent variable was group work activities.

C. Research Subject

In this research, the researcher used one class at the eleventh grade in MA Muallimin Muhammadiyah Makassar. It consisted of 30 students, 7 female students, 23 male students and aged average 15-16 years old. The subjects have been experienced being taught by using group work activities. The researcher chose this school based on the valid information from previous researcher. There were several classes that used group work activities.

D. Research Instrument

The research instruments used for data collection were questionnaire and documentation. The questionnaire was used to measure the students' perception in learning English using group work activities. The questionnaire was measured using Liker scale with five scales. Documentation was used to know the score of English achievement. Documentation was obtained from the achievements data of students in the eleventh grade in Ma Muallimin Muhammadiyah Makassar.

E. Procedure of Collecting the Data

Data collecting process had been carried out within two weeks. Before the students started to fill the questionnaire, the students was given instruction on how to respond the questionnaire. The students gave 15 minutes to fill the questionnaire and the researcher took documentation of students' achievement. After collecting the data, the researcher classified and analyzed the data from the students.

F. Data Analysis Technique

In this research, there was two types of data namely data from the questionnaire and data from the documentation of students' achievement.

1. Students' Perception on the Use of Group Work Activities

- a. Calculating the total score of each respondents from questionnaire

Table 3.1 Likert Scale and Scoring

Items	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2017:136)

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Maximum Score}} \times 100$$

(Sugiyono, 2017: 135)

- b. The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{F}{N} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

(Sudjna in Nuratika, 2018: 25)

- c. The category process of the students' perception on the use of group work activities characteristics classified into:

Table 3.2 Interpretation Score

No.	Category	Interpretation Score
1	Excellent	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	21-40
5	Very poor	<20

(Riduwan in Musdahariah, 2012:15)

The interpretation score above was to better understand the level of students' perception on the use of group work activities in the classroom. For instance, that interpretation score was in the range of 81 – 100 it means that the students had category positive, in the range of 61-80 it means that students had

good category, in the range of 41-60 it means that students had fair category, in the range of 21-40 it means that students had category poor and the range of <20 it means that students had very poor category.

2. Learning Achievement Measurement

The data of the students' achievement in English learning was taken from the documentation of students' block score.

The students' English achievement classified into the following criteria:

Table 3.3 Score Classification of Students' Achievement

Score Classification	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(Arikunto in Fitriani 2018:26)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The finding of the research presents the result of students' achievement and questionnaire on students' perception on the use of group work activities in learning English. The discussion of the research is further explanation of the findings.

A. Findings

In this part, the researcher described the result of data analysis based on the problem statement. In this research the researcher used questionnaire and documentation of students' achievement to obtain more accurate and valid data.

1. The students' perception on the Use of group work activities

The researcher used questionnaire to know students' perception on the use of group work activities. Classification of students' questionnaire for each item:

Table 4.1 By doing group work activities, the teacher pay more attention to students

No	Items	Frequency	Percentage (%)
1	Strongly Agree	17	56.67
2	Agree	10	33.33
3	Neutral	3	10
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		30	100%

Table 4.1 showed that most of students (56.67%) had strongly agree perception that group work activities the teacher pay more attention their students. The rest of the students (43.33%) were on agree and neutral perception.

Table 4.2 Group work activities help me to understand more about lesson in the class

No	Items	Frequency	Percentage (%)
1	Strongly Agree	9	30
2	Agree	15	50
3	Neutral	3	10
4	Disagree	3	10
5	Strongly Disagree	0	0
Total		30	100%

Table 4.2 showed that 24 students (80%) chose strongly agree and agree that group work activities help them to understand more about lesson in the class and most of students had neutral and disagree perception.

Table 4.3 Group work activities help me to increase my English speaking skills

No	Items	Frequency	Percentage (%)
1	Strongly Agree	13	43.33
2	Agree	10	33.33
3	Neutral	7	23.33
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		30	100%

Table 4.3 showed that 23 students (76.66%) chose strongly agree and agree that group work activities help them to increase English speaking skills and the other students were on neutral perception.

Table 4.4 Group work activities help me in increasing my social skills in discussion

No	Items	Frequency	Percentage (%)
1	Strongly Agree	10	33.33
2	Agree	14	46.68
3	Neutral	4	13.33
4	Disagree	1	3.33
5	Strongly Disagree	1	3.33
Total		30	100%

Table 4.4 showed that 24 (80.01%) chose strongly agree and agree that group work activities help them to increase social skills in discussion. The others students (19.99%) were on neutral, disagree and strongly disagree perception.

Table 4.5 Group work activities can develop the talent of leadership

No	Items	Frequency	Percentage (%)
1	Strongly Agree	8	26.67
2	Agree	12	40
3	Neutral	8	26,67
4	Disagree	0	0
5	Strongly Disagree	2	6,66
Total		30	100%

Table 4.5 showed that 20 (66.67%) chose disagree and agree that group work activities develop the talent of leadership. The rest of the students (33.33%) were on neutral and strongly disagree perception.

Table 4.6 Doing group work activities in class, the teaching learning process becomes very unpleasant and bored

No	Items	Frequency	Percentage (%)
1	Strongly Agree	4	13.34
2	Agree	3	10
3	Neutral	1	3.33
4	Disagree	9	30
5	Strongly Disagree	13	43.33
Total		30	100%

Table 4.6 showed that 22 (73.33%) chose disagree and strongly disagree that group work activities in class made them in learning process becomes very unpleasant and bored. The other students (26.67%) were on strongly agree, agree and neutral perception.

Table 4.7 Group work activities make me lazy to train responsibility in the tasks

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.67
2	Agree	4	13.33
3	Neutral	6	20
4	Disagree	10	33.33
5	Strongly Disagree	8	26.67
Total		30	100%

Table 4.7 showed that 18 (60%) chose disagree and strongly agree that group work activities made them lazy to train responsibility in the task. The rest of the students (40%) were on strongly agree, agree and neutral perception.

Table 4.8 Group work activities in class, doesn't help me to increase the motivation in learning

No	Items	Frequency	Percentage (%)
1	Strongly Agree	1	3.33
2	Agree	3	10
3	Neutral	5	16.67
4	Disagree	12	40
5	Strongly Disagree	9	30
Total		30	100%

Table 4.8 showed that 21 (70%) chose disagree and strongly disagree that group work activities did not help them to increase motivation in learning. The other students (30%) were on strongly agree, agree and neutral perception.

Table 4.9 Group work activities teaches how to appreciate other people's opinions

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	10
2	Agree	15	50
3	Neutral	5	16.67
4	Disagree	7	23.33
5	Strongly Disagree	0	0
Total		30	100%

Table 4.9 showed that 18 (60%) chose strongly agree and agree, that group work activities teaches them how to appreciate other people's opinions. The rest of the students (40%) were on neutral and disagree perception.

Table 4.10 Doing group work activities in class can give the opportunity to ask questions freely

No	Items	Frequency	Percentage (%)
1	Strongly Agree	13	43.34
2	Agree	9	30
3	Neutral	7	23.33
4	Disagree	0	0
5	Strongly Disagree	1	3.33
Total		30	100%

Table 4.10 showed that 22 (73.34%) chose strongly agree and agree that group work activities gave them opportunity to ask questions freely. The rest of the students (26.66%) were on neutral and strongly agree perception.

Table 4.11 Group work involves only the students' smart and active

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.66
2	Agree	5	16.67
3	Neutral	5	16.67
4	Disagree	8	26.67
5	Strongly Disagree	10	33.33
Total		30	100%

Table 4.11 showed that 18 (60%) chose disagree and strongly disagree, that group work activities involves only the students smart and active. The other students 12 (40%) were on strongly agree, agree and neutral perception.

Table 4.12 Group work requires the conducive situation

No	Items	Frequency	Percentage (%)
1	Strongly Agree	13	43.34
2	Agree	6	20
3	Neutral	6	20
4	Disagree	3	10
5	Strongly Disagree	2	6.66
Total		30	100%

Table 4.12 showed that 19 (63.34%) chose strongly agree and agree that group work activities requires the conducive situation. The rest of the students (36.66%) were on neutral, disagree and strongly disagree perception.

Table 4.13 In short-term group work, I can understand the subject matter

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	6.67
2	Agree	3	10
3	Neutral	7	23.33
4	Disagree	11	36.67
5	Strongly Disagree	7	23.33
Total		30	100%

Table 4.13 showed that 18 (60%) chose disagree and strongly disagree that short-term group work students can understand the subject matter. The other students (40%) were on strongly agree, agree and neutral perception.

Table 4.14 In long-term group work better to have more task

No	Items	Frequency	Percentage (%)
1	Strongly Agree	6	20
2	Agree	15	50
3	Neutral	0	0
4	Disagree	8	26.67
5	Strongly Disagree	1	3.33
Total		30	100%

Table 4.14 showed that 21 (70%) chose strongly agree and agree, that long-term group work gave the students many tasks. The rest of the students (30%) were on disagree and strongly disagree perception.

Table 4.15 In mixed group work better to have the task based on the ability of each group

No	Items	Frequency	Percentage (%)
1	Strongly Agree	10	33.33
2	Agree	12	40
3	Neutral	2	6.67
4	Disagree	5	16.67
5	Strongly Disagree	1	3.33
Total		30	100%

Table 4.15 showed that 22 (73.33%) chose strongly agree and agree that mixed group work better to have tasks based on the ability of each group. The rest of the students (26.67%) were on neutral, disagree and strongly disagree perception.

Based on the findings, the result of students' perception on the use of group work activities can be categorized in the following table:

Table 4.16 Category of Students' Perception on the Use of Group Work Activities

Frequency	Percentage (%)	Score Classification	Category
6	20	81-100	Excellent
23	76.67	61-80	Good
1	3.33	41-60	Fair
0	0	21-40	Poor
0	0	<20	Very Poor
30	100%		

The table above showed that, 31 students (96.67%) had excellent and good category on the use of group work activities in learning English and 1 student (3.33%) had fair category. Therefore, the result of students' perception in group work activities at the eleventh grade in MA Muallimin Muhammadiyah Makassar had good category perception.

2. Students' Learning Achievement

Students' learning achievement was taken from students block score at the eleventh grade in MA Muallimin Muhammadiyah Makassar. Learning achievement was used to know score of students in learning English using group work activities. Students' block score it can be seen in the table below that the students at MA Muallimin Muhammadiyah Makassar had a value good, excellent and poor. There were some students who have highest a value such us (30%) students had score 77 (13%) students had score 80, and (7%) students had score 80.

Table 4.17 Students' Learning Achievement

No	Score	Frequency	Percentage %
1	78	2	7
2	37	1	3
3	77	9	30
4	80	4	13
5	19	2	7
6	79	4	13
7	20	2	7
8	21	1	3
9	81	2	7
10	84	2	7
11	83	1	3
Total		30	100 %

**Source: Students' Block Score at MA Muallimin Muhammadiyah
Makassar**

Based on the table above it can be categorized as follow:

Table 4.18 Classification of Students' Achievement

Frequency	Percentage %	Score Classification	Category
9	30	80-100	Goog to Excellent
15	50	60-79	Average to Good
0	0	50-59	Poor to Average
6	20	0-49	Poor
30	100%		

The table above shows that there were 9 students (30%) was categorized as students who had good to excellent achievement in learning English. There were 15 students (50%) was categorized as students who had average to good achievement in learning English and there were 6 students (20%) who were categorized as students had poor achievement in learning English. It means that, at

the eleventh grade in MA Muallimin Muhammadiyah Makassar had average to good achievement in learning English.

B. Discussion

1. Students' Perception on Group Work Activities

The result of findings found that group work activities most of students gave positive response in learning process because group work activities help to increase students' communication and develop teamwork skills. If the students used group work activities in the class thus students can understand how to express the ideas, opinions and help each other to solve problems in learning. It's related with the theory Kondo (2010) stated that, group work activities give positive response and it also revealed the advantages such as helping each other, reducing the individual workload, encouraging the students to participate in the activity.

Group work activities is a method for discussing a particular topic by expressing the opinions of each individual to solve a problem by discussion and group work activities help to increase students interest and motivation their students. According to Gillies in Chiriac (2011) revealed that group work is highly appreciated by students as a means of learning and preparing for future work and several studies also suggest that students who work together in groups tend to have better learning outcomes and involves a small group of learners working together in other to do particular purpose in learning . This theory same with the result of observation the researcher that found, group work activities gave the students more information or knowledge because students received input from

their friends or teacher therefore the students can understand the subject matter and automatically students were had better learning achievements.

The teacher pay more attention to students in group work activities, most of the students (56.67%) had strongly agree perception. It's related with the result of observation researcher that students prefer to given attention to the teacher during the learning process because it can make them more active in learning process and students more focused on receiving material. The same finding is proved by Mary (2011) stated that group work activities in the class teachers enable to pay more attention to their students.

Students agree that group work activities help students to understand more about lesson because based on the result observation researcher, before the teacher apply group work activities the teacher present how to use the method and the teacher evaluate learning outcomes about the material they have learned or each group presents their task therefore, the students easy to understand more about the lesson.

Help students to increase English speaking skills, there were (43.33%) had strongly agree perception because in group work activities every students had different ability in discussion therefore the students can exchange the ideas, their opinion and helping each other to solve of problems. This result it's related with the theory of Kondo (2010) stated that, group work activities give positive response and it also revealed the advantages such as helping each other, reducing the individual workload, encouraging the students to participate in the activity.

Increasing social skills in discussion, according to Moedjiono (2013) stated group work activities is a format of teaching and learning that give priority to the interaction of members with other members in other group to complete learning task together. The result of the researcher was found that group work activities students able to speak in front of their friends to giving advice in discussion therefore most of students (46.68%) chose agree perception.

Group work activities can develop the talent of leadership, most of students (40%) chose agree perception. According to Hersey (2010) group work activities is a process or activity done in a group that can make the students more acted as a leader because they do procedure that are desired by each group to achieve the goals. Same with the observations researcher that, group work activities students trained to had a responsibility and became chief for themselves and another people.

Group work activities in class become very unpleasant and bored. There were 13 students (43.33%) had strongly disagree perception because in group work activities only one or two students active while, the other students jus expect their friends. The result of the researcher was made the students passive and students bot free to express their opinions. It's related with the theory of Nelson (2010) group work activities have disadvantages is about most of the students became passive in waiting for instruction from the teacher.

In this statement most of the students (33.33%) had disagree perception that group work activities made students lazy but, students agree that group work activities train responsibility of students. While in statement eight, group work

activities help students to increase motivation to learn. It's related with the theory of Ihromi (2010) stated that group work activities help to increase students interest and their motivation in learning process.

Group work activities teaches how to appreciate other people's opinions, most of students (50%) chose agree perception that group work activities teaches how to appreciate other people opinions because according to Kurnianingsih in Rostiyah N.K (2013) advantages group work activities one of them is about giving the students opportunity to develop respect and appreciate the opinions of others people. It same with the result of observation researcher that in group work activities the students was taught to the teacher how to appreciate the opinion their friends.

Group work activities in class give the opportunity to ask freely, most of students (43.34%) chose strongly agree because in group work activities the students easy to ask their friends than their teacher because the students can use a language that is often used when talk to their friends. The same finding is proved by Dawson (2015) group work activities can provide the students with the opportunity to use questioning skills and discuss a problem.

Group work activities involves only the students smart and active, there were (33.33%) chose strongly disagree perception because in group work activities not only involving the active students but every students must active in discussion. According to Kurnianingsih in Roestiyah N.K (2013) stated that group work activities giving students the opportunity to develop respect and appreciate the opinions.

Group work activities require the situation that is conducive, most of students (43.34%) chose strongly agree perception because in learning process had conducive situations automatically students will effective and students can be enjoyed to accept material. It's related with the theory of Nair (2012) states that, the students in group work activities give positive response in learning English because students can be enjoyed and interested in learning and they also perceive it to be an effective of learning.

Short-term group work the students understand the subject matter, there were (36.67%) had disagree perception because according to Janssen (2014) short-term group work is activity that are done only takes approximately 15 minutes. Based on the observation, students can't discuss freely to their friends and can't accept input from the learning process because the students had little time to discuss with their friends or group.

Long-term group work just give the more task, most of the students (50%) had agree perception. If the students had many task to discussion automatically they had many time to finished their task. The same findings is proved by Mohtar (2010) long-term group work is activity that is done by using a long enough time and duration such as 2 days, a week, a month or even more depending on the number of tasks that must be completed by students.

Mixed group work giving the task based only on the ability of each group, (40%) had agree perception that mixed group work better to had task based on the ability of each group because distribution of the task in a balance between their group with other group. According to Nugroho (2013) mixed group work is

activity that is done by dividing the group in accordance with the students learning ability and students in group given the opportunity to complete their task based on the ability of each group.

The data obtained from questionnaire most of the students had positive response in group work activities. Therefore the researcher can conclude at the eleventh grade in MA Muallimin Muhammadiyah Makassar had good category perception on the use of group work activities in learning English.

2. Students' Learning Achievement

Students' learning achievement it was take from students at the eleventh grade in MA Muallimin Muhammadiyah Makasar and description of data was collected through documentation of students' achievement. The result of students' achievement it showed at the percentage from the table 4.18. Based on the result of data analysis of students' achievement, it was found that students at eleventh grade in MA Muallimin Muhammadiyah Makassar had average to good achievement in learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result and the discussion of the findings previously, the researcher can conclude as follow:

1. The students' perception in learning English using group work activities at the eleventh grade in MA Muallimin Muhammadiyah Makassar was categorized good perception in learning English using group work activities. It means that, the students liked and enjoyed doing group work activities in the class.
2. The students' achievement in learning English in group work activities at the eleventh grade in MA Muallimin Muhammadiyah Makassar was categorized average to good achievement in learning English. It means that, in group work activities the students had motivation and interested in learning English using group work activities.

B. Suggestion

From the findings presented in chapter four, there are some suggestions as follow:

1. The teacher were expected helped the students more active in learning process and used method and model that are like by the students because if the teacher used method and model that are like by the students automatically students achievement also increases.
2. Students should increase their knowledge in learning process and more understand the method and model that used by teacher.

3. To know students' perception on the use of group work activities in learning English the researcher used questionnaire and documentation of students' achievement. For the other researcher it is better if the next researcher used interview to collect the data of students.

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A

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S

1. Instrument of Questionnaire

INSTRUMENT OF QUESTIONNAIRE

Name :

Class :

Petunjuk pengisian Questionnaire:

1. Tulis nama dan kelas pada kolom yang telah disediakan!
2. Jawablah pertanyaan dengan cara memilih salah satu dari 5 alternatif jawaban yang telah disediakan dengan memberi tanda (√)!

Ket: 1 : (Strongly Disagree) 3 : (Neutral)

2 : (Disagree) 4 : (Agree)

5 : (Strongly Agree)

No	Items	1	2	3	4	5
1	By doing group work activities, the teacher pay more attention to students (Dengan kerja kelompok, guru lebih memperhatikan siswanya)					
2	Group work activities help me to understand more about lesson in the class (Kegiatan kerja kelompok membantu saya lebih memahami					

	tentang pelajaran di dalam kelas)					
3	Group work activities help me to increase my English speaking skills (Kegiatan kerja kelompok membantu saya untuk meningkatkan keterampilan berbicara bahasa inggris)					
4	Group work activities help me in increasing my social skills in discussion (Kegiatan kerja kelompok membantu saya meningkatkan keterampilan sosial didalam berdiskusi)					
5	Group work activities can develop the talent of leadership (Kerja kelompok dapat mengembangkan bakat kepemimpinan)					
6	By doing group work activities in class, the teaching learning process becomes very unpleasant bored (Dengan melakukan kegiatan kerja kelompok dikelas, proses belajar mengajar menjadi sangat tidak menyenangkan)					
7	Group work activities make me lazy to train responsibility in the tasks					

	(Kegiatan kerja kelompok membuat saya malas untuk melatih tanggungjawab didalam mengerjakan tugas)					
8	Group work activities in class, doesn't help me to increase the motivation in learning (Kegiatan kerja kelompok dikelas, tidak membantu saya untuk meningkatkan motivasi belajar)					
9	Group work activities teaches how to appreciate other people's opinions (Kerja kelompok mengajarkan bagaimana menghargai pendapat orang lain)					
10	By doing group work activities in class, can give the opportunity to freely ask (Dengan melakukan kegiatan kerja kelompok di kelas, dapat memberikan kesempatan untuk bebas bertanya)					
11	Group work involves only the students' smart and active(kerja kelompok hanya melibatkan siswa yang cerdas dan aktif)					
12	Group work require the situation that is					

	conducive (Kerja kelompok membutuhkan tempat dan situasi belajar yang kondusif)					
13	With short-term group work, I can understand the subject matter (Dengan kerja kelompok jangka pendek, saya lebih memahami materi pelajaran)					
14	With long-term group work, just give the more task (Kerja kelompok jangka panjang hanya memberikan tugas yang lebih banyak)					
15	With mixed group work, giving the task based only on the ability of each group (Kerja kelompok campuran pemberian tugasnya hanya berdasarkan kemampuan setiap kelompok)					

*2. Instrument Questionnaire of
Students'*

1

INSTRUMENT OF QUESTIONNAIRE

Name : Abdul Malik

Class : X-115

Petunjuk pengisian Questionnaire:

1. Tulis nama dan kelas pada kolom yang telah disediakan!
2. Jawablah pertanyaan dengan cara memilih salah satu dari 5 alternatif jawaban yang telah disediakan dengan memberi tanda (✓)!

Ket: 1 : (Strongly Disagree) 3 : (Neutral)
2 : (Disagree) 4 : (Agree)
5 : (Strongly Agree)

No	Items	1	2	3	4	5
1	By doing group work activities, the teacher pay more attention to students (Dengan kerja kelompok, guru lebih memperhatikan siswanya)	✓				✓
2	Group work activities help me to understand more about lesson in the class (Kegiatan kerja kelompok membantu saya lebih memahami)		✓		✓	

	tentang pelajaran di dalam kelas)					
3	Group work activities help me to increase my English speaking skills (Kegiatan kerja kelompok membantu saya untuk meningkatkan keterampilan berbicara bahasa inggris)				✓	
4	Group work activities help me in increasing my social skills in discussion (Kegiatan kerja kelompok membantu saya meningkatkan keterampilan sosial didalam berdiskusi)			✓		
5	Group work activities can develop the talent of leadership (Kerja kelompok dapat mengembangkan bakat kepemimpinan)					✓
6	By doing group work activities in class, the teaching learning process becomes very unpleasent bored (Dengan melakukan kegiatan kerja kelompok dikelas, proses belajar mengajar menjadi sangat tidak menyenangkan)			✓		
7	Group work activities make me lazy to train responsibility in the tasks					

	(Kegiatan kerja kelompok membuat saya malas untuk melatih tanggungjawab didalam mengerjakan tugas)		✓			
8	Group work activities in class, doesn't help me to increase the motivation in learning (Kegiatan kerja kelompok dikelas, tidak membantu saya untuk meningkatkan motivasi belajar)				✓	
9	Group work activities teaches how to appreciate other people's opinions (Kerja kelompok mengajarkan bagaimana menghargai pendapat orang lain)					✓
10	By doing group work activities in class, can give the opportunity to freely ask (Dengan melakukan kegiatan kerja kelompok di kelas, dapat memberikan kesempatan untuk bebas bertanya)					✓
11	Group work involves only the students' smart and active(kerja kelompok hanya melibatkan siswa yang cerdas dan aktif)			✓		
12	Group work require the situation that is					

	conducive (Kerja kelompok membutuhkan tempat dan situasi belajar yang kondusif)					
13	With short-term group work, I can understand the subject matter (Dengan kerja kelompok jangka pendek, saya lebih memahami materi pelajaran)		✓			
14	With long-term group work, just give the more task (Kerja kelompok jangka panjang hanya memberikan tugas yang lebih banyak)					✓
15	With mixed group work, giving the task based only on the ability of each group (Kerja kelompok campuran pemberian tugasnya hanya berdasarkan kemampuan setiap kelompok)					✓

2

INSTRUMENT OF QUESTIONNAIRE

Name : andi muhammad fatwa

Class : xi ffs

Petunjuk pengisian Questionnaire:

1. Tulis nama dan kelas pada kolom yang telah disediakan!
2. Jawablah pertanyaan dengan cara memilih salah satu dari 5 alternatif jawaban yang telah disediakan dengan memberi tanda (✓)

Ket: 1 : (Strongly Disagree) 3 : (Neutral)

2 : (Disagree) 4 : (Agree)

5 : (Strongly Agree)

No	Items	1	2	3	4	5
1	By doing group work activities, the teacher pay more attention to students (Dengan kerja kelompok, guru lebih memperhatikan siswanya)					✓
2	Group work activities help me to understand more about lesson in the class (Kegiatan kerja kelompok membantu saya lebih memahami			✓		

	tentang pelajaran di dalam kelas)					
3	Group work activities help me to increase my English speaking skills (Kegiatan kerja kelompok membantu saya untuk meningkatkan keterampilan berbicara bahasa inggris)					✓
4	Group work activities help me in increasing my social skills in discussion (Kegiatan kerja kelompok membantu saya meningkatkan keterampilan sosial didalam berdiskasi)	✓				
5	Group work activities can develop the talent of leadership (Kerja kelompok dapat mengembangkan bakat kepemimpinan)					✓
6	By doing group work activities in class, the teaching learning process becomes very unpleasent bored (Dengan melakukan kegiatan kerja kelompok dikelas, proses belajar mengajar menjadi sangat tidak menyenangkan)	✓				
7	Group work activities make me lazy to train responsibility in the tasks	✓				

	(Kegiatan kerja kelompok membuat saya malas untuk melatih tanggungjawab didalam mengerjakan tugas)				
8	Group work activities in class, doesn't help me to increase the motivation in learning (Kegiatan kerja kelompok dikelas, tidak membantu saya untuk meningkatkan motivasi belajar)		✓		
9	Group work activities teaches how to appreciate other people's opinions (Kerja kelompok mengajarkan bagaimana menghargai pendapat orang lain)			✓	
10	By doing group work activities in class, can give the opportunity to freely ask (Dengan melakukan kegiatan kerja kelompok di kelas, dapat memberikan kesempatan untuk bebas bertanya)				✓
11	Group work involves only the students' smart and active(kerja kelompok hanya melibatkan siswa yang cerdas dan aktif)	✓			
12	Group work require the situation that is				✓

	conducive (Kerja kelompok membutuhkan tempat dan situasi belajar yang kondusif)					
13	With short-term group work, I can understand the subject matter (Dengan kerja kelompok jangka pendek, saya lebih memahami materi pelajaran)				✓	
14	With long-term group work, just give the more task (Kerja kelompok jangka panjang hanya memberikan tugas yang lebih banyak)				✓	
15	With mixed group work, giving the task based only on the ability of each group (Kerja kelompok campuran pemberian tugasnya hanya berdasarkan kemampuan setiap kelompok)			✓		

INSTRUMENT OF QUESTIONNAIRE

Name : AHolih Ramadan

Class : XI IPS

Petunjuk pengisian Questionnaire:

1. Tulis nama dan kelas pada kolom yang telah disediakan!
2. Jawablah pertanyaan dengan cara memilih salah satu dari 5 alternatif jawaban yang telah disediakan dengan memberi tanda (✓):

Ket: 1 : (Strongly Disagree) 3 : (Neutral)

2 : (Disagree) 4 : (Agree)

5 : (Strongly Agree)

No	Items	1	2	3	4	5
1	By doing group work activities, the teacher pay more attention to students (Dengan kerja kelompok, guru lebih memperhatikan siswanya)					✓
2	Group work activities help me to understand more about lesson in the class (Kegiatan kerja kelompok membantu saya lebih memahami					✓

	tentang pelajaran di dalam kelas)					
3	Group work activities help me to increase my English speaking skills (Kegiatan kerja kelompok membantu saya untuk meningkatkan keterampilan berbicara bahasa inggris)					✓
4	Group work activities help me in increasing my social skills in discussion (Kegiatan kerja kelompok membantu saya meningkatkan keterampilan sosial didalam berdiskusi)				✓	
5	Group work activities can develop the talent of leadership (Kerja kelompok dapat mengembangkan bakat kepemimpinan)					✓
6	By doing group work activities in class, the teaching learning process becomes very unpleasent bored (Dengan melakukan kegiatan kerja kelompok dikelas, proses belajar mengajar menjadi sangat tidak menyenangkan)				✓	
7	Group work activities make me lazy to train responsibility in the tasks				✓	

	(Kegiatan kerja kelompok membuat saya malas untuk melatih tanggungjawab didalam mengerjakan tugas)				
8	Group work activities in class, doesn't help me to increase the motivation in learning (Kegiatan kerja kelompok dikelas, tidak membantu saya untuk meningkatkan motivasi belajar)		✓		
9	Group work activities teaches how to appreciate other people's opinions (Kerja kelompok mengajarkan bagaimana menghargai pendapat orang lain)			✓	
10	By doing group work activities in class, can give the opportunity to freely ask (Dengan melakukan kegiatan kerja kelompok di kelas, dapat memberikan kesempatan untuk bebas bertanya)			✓	
11	Group work involves only the students' smart and active(kerja kelompok hanya melibatkan siswa yang cerdas dan aktif)		✓		
12	Group work require the situation that is	✓			

	conducive (Kerja kelompok membutuhkan tempat dan situasi belajar yang kondusif)					
13	With short-term group work, I can understand the subject matter (Dengan kerja kelompok jangka pendek, saya lebih memahami materi pelajaran)					✓
14	With long-term group work, just give the more task (Kerja kelompok jangka panjang hanya memberikan tugas yang lebih banyak)					✓
15	With mixed group work, giving the task based only on the ability of each group (Kerja kelompok campuran pemberian tugasnya hanya berdasarkan kemampuan setiap kelompok)					✓

3. The Result of Students' Perception on Group Work

THE RESULT OF STUDENTS' PERCEPTION ON THE USE OF GROUP WORK ACTIVITIES AT THE ELEVENTH GRADE OF MA MUALLIMIN MUHAMMADIYAH MAKASSAR

Respondent	Question Number															Total Score	Final Score	Category
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
1	5	4	3	3	5	5	4	2	5	5	3	5	2	4	5	60	80	Good
2	5	3	5	1	4	5	4	4	4	5	5	5	2	5	5	62	82.66	Excellent
3	5	5	4	3	5	5	4	4	3	3	4	1	4	4	2	56	74.66	Good
4	5	2	5	4	5	2	2	1	4	5	1	5	2	4	2	49	65.33	Good
5	5	4	3	4	5	5	3	5	4	5	3	5	1	4	2	58	77.33	Good
6	5	4	5	3	3	1	1	4	2	3	3	2	3	2	2	43	57.33	Fair
7	5	2	5	5	4	5	5	4	4	4	4	2	3	4	2	58	77.33	Good
8	5	4	5	5	4	1	1	4	4	3	5	3	2	5	4	55	73.33	Good
9	5	3	5	4	1	3	2	3	4	4	2	3	2	4	1	46	61.33	Good
10	5	4	4	4	3	4	5	5	2	3	5	1	4	2	4	55	73.33	Good
11	5	4	4	3	4	4	3	2	5	5	2	5	1	2	4	53	70.66	Good
12	5	4	3	5	3	1	2	5	3	4	5	3	2	5	4	54	72	Good
13	5	5	3	4	4	5	3	5	3	3	1	5	3	4	4	57	76	Good
14	5	4	5	4	4	2	5	3	4	4	4	3	3	4	3	57	76	Good
15	5	5	5	4	3	4	4	5	2	4	4	4	2	4	3	58	77.33	Good
16	5	5	4	4	4	4	4	5	2	1	3	3	5	4	5	58	77.33	Good
17	5	4	4	5	3	4	5	4	2	3	5	3	2	5	5	59	78.66	Good
18	4	5	5	4	4	5	3	4	2	4	4	4	5	2	5	60	80	Good
19	4	4	4	5	4	5	3	4	4	5	4	5	2	2	5	60	80	Good
20	4	4	5	4	3	4	4	4	2	4	2	5	2	4	5	56	74.66	Good
21	4	5	4	5	3	4	4	5	3	5	4	4	1	2	5	58	77.33	Good

22	4	4	3	5	5	5	4	5	4	5	5	4	3	1	5	62	82.66	Excellent
23	4	5	5	4	4	5	4	3	4	5	3	5	1	5	4	61	81.33	Excellent
24	4	5	4	4	5	5	5	4	4	4	4	4	1	4	4	61	81.33	Excellent
25	4	4	5	4	3	4	4	5	3	3	2	5	4	5	4	59	78.66	Good
26	4	5	3	5	5	5	5	4	4	5	2	4	3	4	4	62	82.66	Excellent
27	4	4	4	5	4	1	2	2	5	5	5	5	1	2	4	53	70.66	Good
28	3	2	3	4	1	2	5	3	4	4	5	5	2	4	4	51	68	Good
29	3	3	5	5	5	4	3	4	4	5	5	2	1	2	4	55	73.33	Good
30	3	4	4	2	4	5	5	3	4	5	5	5	3	4	5	61	81.33	Excellent

4. Students' Block Score

STUDENTS' BLOCK SCORE XI IIS

No	Initials	Gender	Score
1	AM	L	78
2	AMF	L	37
3	AK	L	77
4	AR	P	80
5	AS	L	77
6	EW	L	19
7	HD	L	19
8	HDI	L	79
9	HDT	L	80
10	IW	P	79
11	IF	L	77
12	MDA	L	77
13	MD	L	78
14	MF	L	77
15	MAA	L	20
16	MRI	L	80
17	MR	L	77
18	MHW	L	79
19	RD	L	21
20	RL	L	77
21	RA	P	81
22	SM	P	81
23	SW	P	84
24	SWI	P	79
25	SAQ	L	20
26	WD	L	77
27	WR	L	77
28	WL	P	80
29	AK	L	83
30	DW	L	84

5. Documentation

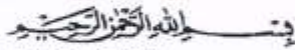
DOCUMENTATION







**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**



Nomor : 1228/FKIP/A.1-II/X/1440/2018
Lampiran : 1 (Satu) Rangkap Proposal
Hal : Pengantar LP3M

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : **WARDIATUL JANNA**
NIM : 10535 5905 14
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Skarda N No. 27 A

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **"Students' Perception on the Use Of Group Work Activities in Learning English"**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Oktober 2018

Dekan,

Erwin Akib, M.Pd., Ph.D.
NBM. 860-934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : **WARDIATUL JANNA**
 NIM : **10535590514**
 Judul Penelitian : **"STUDENTS' PERCEPTION ON THE USE OF GROUP WORK
 ACTIVITIES IN LEARNING ENGLISH"**
 Tanggal Ujian Proposal : **19/10/2018**
 Tempat/Lokasi Penelitian : **MA Muallimin Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	28/09/2018	Persiapan (1217 melakukan Penelitian)	Musbalikh Y. S.Pd	<i>[Signature]</i>
2	01/10/2018	Konsultasi dgn guru pembng dan menemui siswa yang mau diteliti	Musbalikh Y. S.Pd	<i>[Signature]</i>
3	08/10/2018	Menjelaskan kepada siswa mengenai Penelitian yang akan dilakukan	Musbalikh Y. S.Pd	<i>[Signature]</i>
4	08/10/2018	Menyebarkan Angket (questionnaire) kepada siswa	Musbalikh Y. S.Pd	<i>[Signature]</i>
5				
6				
7				
8				
9				
10				

....., 2018

Mengetahui,


 Ummi Khatirati Syam, S.Pd., M.Pd
 NBM. 977 807


 Pimpinan/Kepala sekolah,
 IBRAHIM SULAIMAN, S.Pd., M.Pd.I
 NBM. 824 227



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
MADRASAH MUALLIMIN MUHAMMADIYAH
TINGKAT ALIYAH CABANG MAKASSAR
AKREDITASI "A"

Jl. Muhammadiyah No. 51 B. Telp. 0411 - 3611163 Makassar 90171



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN

NOMOR : 060/KET/IV.4.AU/F/2018

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Muallimin Muhammadiyah Cabang Makassar menerangkan bahwa:

Nama : WARDIATUL JANNA
Tempat/Tgl Lahir : Sinjai, 05 April 1997
NIM : 10535590514
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian mulai 27 September – 27 Oktober 2018 pada Madrasah Aliyah Muallimin Muhammadiyah Cabang Makassar dalam rangka penyusunan skripsi yang berjudul :

"STUDENTS' PERCEPTION ON THE USE OF GROUP WORK ACTIVITIES IN LEARNING ENGLISH"

Demikian Surat Keterangan ini dibuat sesuai dengan keadaan yang sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Makassar, 27 November 2018

Kepala Madrasah,



[Signature]
Sulaiman, S. Ag., M.Pd.I

0824 227

CURRICULUM VITAE



Wardiatul Janna was born on April 5th, 1997 in Sinjai. She is first child of marriage between Usman and Suheriah. She has three brothers and one sister (Agung Izzulhaq, Mumtazzaki, Ahmad Syarif and Athifah Fazilah). She started education in TK Idhata and finished 2002. In 2002-2008 she continued her study in Elementary school at SDN 76 Pussanti. Then she continued her junior high school at SMP Negeri 2 Sinjai Barat and graduated in 2011. Then she continued her senior high school at SMA Negeri 1 Sinjai Barat and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student English Department of Faculty of Teacher Training and Education.

At the end of her study, blessing of Allah Swt, Prophet Muhammad Saw and thanks to my parents prayer she could finished her thesis in 2019 entitle *“Students Perception on the Use of Group Work Activities in Learning English (A Descriptive Study at Eleventh Grade in MA Muallimin Muhammadiyah Makassar)”*.