

**STUDENTS' PERCEPTION ON THE USE OF GROUP WORK
ACTIVITIES IN LEARNING ENGLISH**
*(A Descriptive Study at the Second Semester of English Department Students in
Muhammadiyah University of Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of Requirement for the Degree of
English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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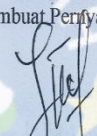
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MOTTO

“Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu, dan boleh jadi (pula) kamu menyukai sesuatu, padahal ia amat buruk bagimu; Allah mengetahui, sedang kamu tidak mengetahui.

Q.S Al-Baqarah 216

DEDICATION

Thanks to Allah SWT, the ruler of heaven and earth and all its contents. Our messenger, Muhammad SAW who has bring us from the darkness to the brightness. For all the achievement that I have now and specially of this thesis I dedicated for my beloved parents, my family, my friends and all the people who love and pray for me. Thank you so bad.

Abstract

Lisnawati.2019. *Students' Perception on the Use of Group Work Activities in Learning English (A Descriptive Study at the Second Semester of English Department Students in Muhammadiyah University of Makassar).* Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Amar Ma'ruf.

The objective of the research was to find out the students' perception in learning English using group work activities at the Second Semester of English Department in Makassar Muhammadiyah University in the year 2018/2019 from BG.IIF. The researcher used a descriptive quantitative research as design method because it was comparable to collect the data from students' perception, and gave questionnaire to collecting the data. The sample of this research was BG.IIF class of Makassar Muhammadiyah University which consist of 25 students. The sample was taken by used Purposive Sampling Technique.

Based on the findings, it was found that students gave positive perception on the use of group work activities in learning English, the positive response came from their experience in learning process. They enjoyed because they can share their knowledge and their experience to the other friends. The result of the research indicated that based on the likers score analysis there were 17 (68%) out of the students was categorized positive perception in learning English using group work activities which score classification is 61-100, it was categorized that group work activities still effective to applying at the Second Semester of English Department Students in Muhammadiyah University of Makassar.

Keywords : *Students' Perception, Group Work Activities*

Abstrak

Lisnawati. 2019. *Persepsi Siswa Tentang Penggunaan Kegiatan Kerja Kelompok Dalam Belajar Bahasa Inggris (Penelitian Deskriptif Pada Semester 2 Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar.* Dibimbing oleh Nur Qalbi dan Amar Ma'ruf.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa dalam belajar Bahasa Inggris menggunakan kegiatan kerja kelompok di Semester Kedua Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar pada tahun 2018/2019 di BG.IIF. Peneliti menggunakan penelitian kuantitatif deskriptif sebagai metode desain karena sebanding untuk mengumpulkan data dari persepsi siswa, dan memberikan kuesioner untuk mengumpulkan data. Sample penelitian ini adalah kelas BG IIF Universitas Muhammadiyah Makassar yang terdiri dari 25 siswa. Sample diambil dengan menggunakan Teknik Purposive Sampling.

Berdasarkan temuan, ditemukan bahwa siswa memberikan persepsi positif tentang penggunaan kegiatan kerja kelompok dalam belajar bahasa Inggris. Respon positif datang dari pengalaman mereka dalam proses pembelajaran. Mereka menikmati karena mereka dapat berbagi pengetahuan dan pengalaman mereka kepada teman-teman yang lain. Hasil penelitian menunjukkan bahwa dari analisis likers score terdapat 17 (68%) siswa dikategorikan termasuk memiliki persepsi positif dalam belajar bahasa Inggris menggunakan kegiatan kerja kelompok dengan klasifikasi skor 61-100, sehingga dapat dikategorikan bahwa kegiatan kerja kelompok masih efektif untuk diterapkan di Semester Kedua Jurusan Bahasa Inggris Di Universitas Muhammadiyah Makassar.

Kata Kunci: *Persepsi Siswa, Kegiatan Kerja Kelompok*

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In writing this thesis the researher found many difficulties, so the researher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you so much for the people who gave spirit, advice, suggestion, and helping to write as follows:

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Makassar, August 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

English as a foreign language is what being taught in Indonesian, even several countries in Asia such as Singapore and Malaysia. They have make it as second language. It means that indonesian people learn English generally in a formal education such as in school and classroom. Then, English is also use as tool to communicate in daily life. It is suggested by Robetson and Nunn (2007:241), in Indonesian, is a foreign language which as a required subject to be taught in all schools from lower to upper secondary school. The practice of English is no longer only limited to international purposes but also local communication. English as Foreign Language (EFL) like indonesian tend to talk in English more with their friends rather than with native speaker English.

The mastery of english becomes very important because almost of the source of global informatuion is various aspects of life use the english language. Indonesian people already know and use engslih in everyday life because english is the most widely use language in the world. Besides that, foreign language that has been taught in Indonesian in every level education

from primary 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.

Ideally, a teaching learning process should be based on a student-centered approach, where students become the active agents in the classroom discussion and teaching learning process. According to Jones (2007, pg.2), in a student-centered class, students don't depend on their teacher all the time, waiting for instructions, word of approval, correction, advice or praise. They don't ignore each other, but look at each other and communicate with each other. The teachers should create a classroom activity that can enhance the students' active and communicative learning. One of the activities that can provide student-centered learning is a group work activity. In the group activity, there will be a lot of chances for the students to actively use the language they learn.

Group discussion may be one of the ways of lecturers to help the students in their learning process. WBI evaluation (2007) mentions that "group discussion will help the group members build each other's comments and reactions". It is a useful technique to be used in teaching because the students can help his/her friends understand the material through the group discussion.

In fact, the engagement of the students in group work in learning English is one of hopes from the lecturers. The lecturers expect that all students can participate well during group work. Barkley (2009) stated in the National Survey on Student Engagement (NSSE) and the Community College Survey on Student Engagement (CCSSE) define engagement as “the frequency with which students participate in activities that represent effective educational practices, and conceive of it as pattern of involvement in a variety of activities and interactions both in and out of the classroom and through out student’s college career” (p.4).

Many experts in education field believe and prove that cooperative learning in the form of group work activities are very beneficial and give many good impacts to the students. This statement is supported by some studies. In the findings and discussion, the experts state that cooperative learning approach has more positive effects on the students’ achievement rather than the teacher-centered approach (Ebrahim, 2009; Ning, 2003). However, even though the result of the studies shows the significance of group work activities, there is a problem since the studies conducted do not show the students’ perception in learning English using group work activities. That is way, lecturers might not know about the students’ perception when they conduct cooperative learning in the form of group work.

According to Kumar (2010) the important to know the students perception is because perception as the process of how the information is acquired through the sensory receptor (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste or

touch. It is in line with the statement of Cherry (n.d) that perception involves human's five senses; there are hear, smell, taste, touch and sight. So that's way perception being an important thing to increase the lecturers' motivation to teach in learning process specially in group work activity.

Based on the problem above, the researcher wants to conduct the research about students' perception in group work activities. According to Robbins (2019) defines that perception is the process take by individuals to govern and to interpret perception of sensory to give significance in their enviroment. The nature of perception refers to the interpretation of sensory data from the experiences of researcher in Muhammadiyah University of Makassar, discussion method have often been carried out for several subjects in teaching and learning process specially at the second semester.

The reason of the researcher want to conduct of this research is because there is no one researcher that had been search about the same of topic in this university, they were more apply this research at the junior or senior high school. Therefore, the researcher chose this university cause based on the researcher experiences and this research is about quantitative 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 SecondSemester of English Department Students in Muhammadiyah University of Makassar*".

B. Problem Statement

Based on the background above, the question of the research is “What are the students’ perception in learning English using group work activities at the second semester of English Department Students in Makassar Muhammadiyah University?”

C. Objective of the Research

Based on the research question above, the objective of the research is to find out the students’ perception in learning English using group work activities at the second semester of English department students in Makassar Muhammadiyah University.

D. The Significance of the Research

1. The Lecturers

This research expects that the lecturers can see whether group discussion is effective or ineffective enough to be used as one of techniques in increasing students’ achievement on their process in learning English.

2. For Students

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

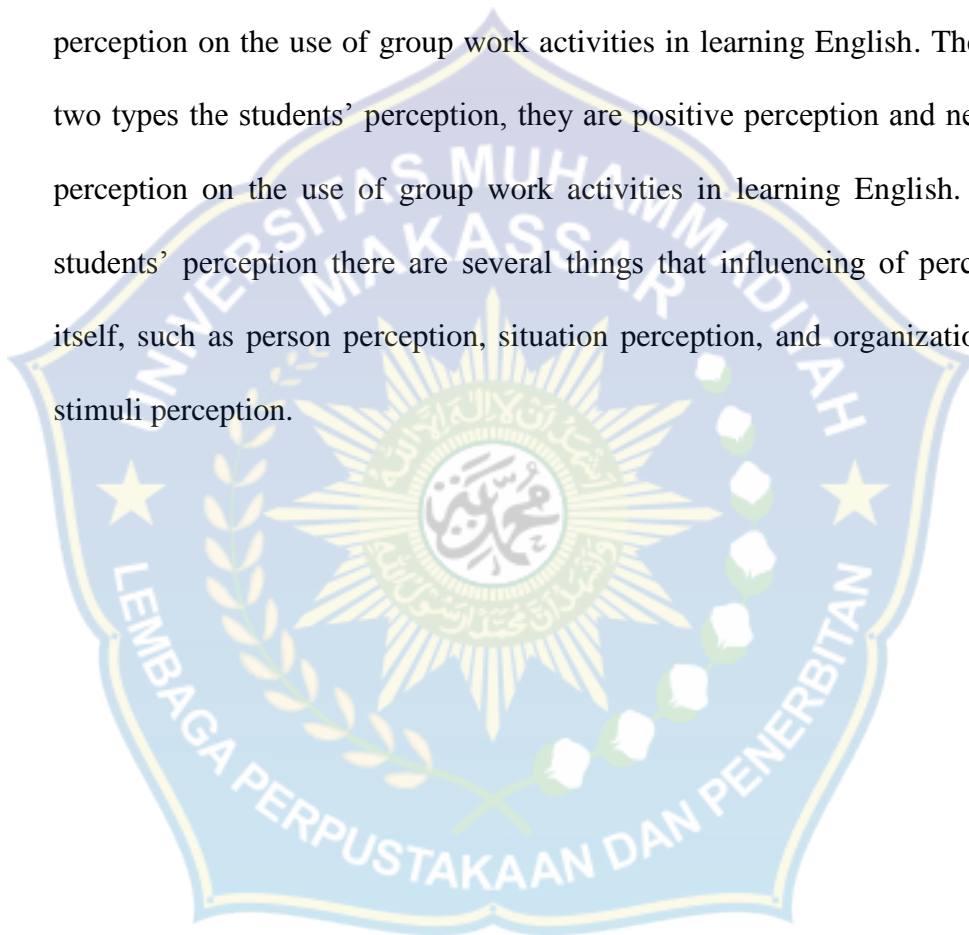
3. For Future Researchers

The result of this research hopefully can be used as referencess for other studies which are related to this topic. Since this research focus on the on perception, the future researchers can conduct a research about the use

group discussion in developing motivation, the effectiveness of group discussion and improvement of skill (reading, speaking, listening, writing) in group work.

E. The Scope of the Research

In this research, the researcher focused to find out the students' perception on the use of group work activities in learning English. There are two types the students' perception, they are positive perception and negative perception on the use of group work activities in learning English. In the students' perception there are several things that influencing of perception itself, such as person perception, situation perception, and organizational of stimuli perception.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Research Findings

To supports this research, the researcher provide some research findings as follows:

1. Yanse (2016) the result of the research about the students' perception were in positive responses. The students had positive perception on the use of group work discussion specially in the speaking sessions. Most of the students believed that group work was an interesting technique used by the lecturer in the classroom activity.
2. Wellington (2013) the students' perspectives regarding the references were positive. It meant, they liked and enjoyed doing group work activities. However, there were also some problems that students often encountered in doing group work activities where the most problematic problem was the presence of passive students.
3. Burke (2011) states group work helps students develop teamwork skills and social interactions as well as learning about various backgrounds, cultures, belief and attitudes.

4. Cellytadara (2018) group work bring some good influences to their spirit and to their achievement in the classroom. Group work give them the motivation to share their knowledge and to learn something new because in a group there are some friends with them to do the work together.

The researcher finds some similarities and differences. The journal above and this reasearch is to find out the students' perception in learning English using group work activities that effectively or ineffectively and the journal above used cooperative learning method and there is also used collaborative learning method. While the difference is the students and the teachers diffculties in aplyng the group work activities because they consider the group work can't achieve the learning objective in English. In addition, this research and the journal above have the differences of the subjects and the place to conduct.

B. Some Pertinent Ideas

1. Group Work Activities

a) Definition of Group Work

- 1) The statement of Sanjaya (2010:242). He found that group work is learning model using a small grouping system which consist of four to six people with different backgrouds of differrent academic, gender, race, or ethnic skills (heterogeneous).
- 2) Johnson and Stanne (2000), Group work is absorbed in the mainstream of educational practice because it is a theoretically-

based approach which has been proved to be highly effective in enhancing students learning and improving social relations compared to other non-cooperative instructional methods, and there are plenty of cooperative learning techniques available to be employed by teachers.

- 3) Taqi (2014) stated that group work also depends on the attitude of the students, attitudes toward 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.
- 4) 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 topic. Group work can develop critical thinking in problem solving and develop the ability to socialize and communication. 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, skill 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) Types of Group Work

There are two types of group work. They are “large-group discussion and small-group discussion”. (Borich, 1996, p.325).

1) Large-Group Discussion

Large-group discussion consists of all students in class which are discussing a topic. The students are guided by the teacher in the discussion. Sometimes this type of group discussion is difficult to be handled because there are many learners interacting. As a teacher, we may get difficulty to manage the class. In this type, the teachers lead the process of group discussion. So, the teachers can do such as teaching, demonstrating, explaining the topic, asking, and answering questions if the students have any.

2) Small-Group Discussion

Small-group discussion is helpful for the students to increase their participation or engagement in the group discussion. The member of the group is usually around five to ten people. The students will have big chance to speak up their opinions when they are in small numbers in group discussion. The students have much time to participate in the group discussion. Therefore, it can increase their communication skill within each group member.

c) Stages of Group Work

There are four stages of group work namely “ forming, storming, norming and performing” (Borich, 1996, p. 463-464).

1) Forming

This stage focuses on acceptance and responsibilities of the students. At this stage, the students are still trying to find out their social structure and find out what they are expected to do in the groups. At this stage of group formation, the students are curious about one another and begin to see how and with whom they fit in. this means that the students try to look and find their group members based on their consideration. After that, they unite in the group and start to do their tasks given.

2) Storming

The aim of storming is to help the learners feel secured and perceived themselves as the members of group. This stage concerns shared influences. Thus, there will be an agreement that students treat their teachers as the leader of the class. In fact, the students should follow the rules that the teacher makes during the group discussion activity.

3) Norming

This stage focuses on how the students’ work should be done. This means that norms direct how the students should feel, think, act or behave in the groups. Therefore, they must follow the rules that are implemented in the groups.

4) Performing

This stage will help the students build their confidence to perform in the groups. It includes the freedom, the control, and the self-regulation. Those three things are very important for the students in order to have a good performance. Moreover, at this stage, the teacher should give any feedback and evaluate the students' performances.

d) The Procedure of Group Work

According to Moedjiono (2013. pg, 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 to 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 uses of group work then the learning activities will not be effective. The second is the students, as we know the students are the important things in English learning process 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 material. Not only students but teachers also will not focus in giving or conveying the material in the learning process.

e) Advantages and Disadvantage of Group Work

According to Beebe and Masterson (2003), there are advantages and disadvantages to working in a group. By understanding the

benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success. There are six advantages to working in a group:

- 1) Groups have more information than single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
- 2) Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one”
- 3) People remember group discussions better. Group learning foster learning and comprehension. Students working in a small groups have a tendency to learn more of what is taught and retain in longer than when the same material is presented in other instructional formats.
- 4) Decisions that students help make yield greater satisfaction. The students who are engaged in a group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
- 5) Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
- 6) Team work is highly valued by employers. Well developed interpersonal skill were listened by employers among the top 10 skills sought after in university graduates.

Although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2013) list four disadvantages.

- 1) There may be pressure from group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
- 2) An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel to alienated in the decision making process.
- 3) Some members may rely to heavily on others to do the work. This is one of the most salient problems that face groups. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.
- 4) It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

Overall, effective student participation in group work is an important learning outcome for higher education courses (Elgort, Smith & Toland, 2008). Although many students feel as though they can accomplish assignments better by themselves rather than in a group, instructors find that group work helps the students apply

knowledge (Elgort, Smith & Toland, 2008). However, merely assigning a group does not itself create critical thinking outcomes. Therefore, the instructor must be cognizant of how best to facilitate effective collaborative learning environment.

2. Perception

Everyone has their own in seeing, viewing, and perceiving something in his or her life. The ways of seeing, viewing and perceiving things are called as perception. In fact, everyone might have different perception on something. The following part will discuss deeper about some aspects related to perception.

a. Definition of Perception

- 1) Schacter (2011) states that perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment.
- 2) Goldstein (2009) all perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves.
- 3) Robbins (2001) in his book *Organizational Behavior*, perception can be defined as a process by which individuals organize and

interpret their sensory opinions in order to give meaning to their environment (p.221).

- 4) On the other side, according to Oxford dictionary (2007) , perception is defined as the way you notice things, especially with the sense. Perception deals with the human sense that generate signals from the environment through sight (the eye), hearing (ears), touch (the parts of the body), smell (nose) and taste (tongue). It means that that perception of the human sense involve the organization of the acquired data of information. In other words, the human sense and reaction involved in human sense happened as instinct.

For example the speed with which and individual bats the eye lid on sighting on object moving rapidly in the direction of the eyes, the reaction of people to sound and sharp object that touches the skin are example of instinctive behavior based on processed information. Actually, all the definition above that stated by some expert are similar. One's perception can affect their act toward something in the life because through perception everybody can perceive the same thing in the different view or it will vary from person to person. Therefore the research conclude that the perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any another interaction.

Based on the definition above, the research can conclude that perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted, it shows a person's view of reality in his/her environment. In this study, perception is the way how the students perceive and show their feeling.

b. Indicators of Perception

1) According to Robbin (2003: 124-130) there are two kinds of perception indicators, namely:

a) Acceptance, the reception process is an indicator of the perception in physiological stages, namely the functioning of the senses to capture stimuli from the outside.

b) Evaluation, external stimuli that have been captured by the senses, then evaluated by individuals. This evaluation is very subjective. One individual considers stimulation as something difficult and boring. But other individuals value the same excitement as something nice and pleasant.

2) According to Hamka (2002: 101-106) there are two kinds of perception indicators, namely:

a) Absorb, is a stimulus that is outside the individual is absorbed through the senses, enters the brain, gets a place. The analysis process occurs, it is classified and organized with previously owned individual experiences. Therefore absorption is individually different from each other even though the stimulus absorbed is the same.

- b) Understand that is an indicator of perception as a result of the classification process and organization. This stage occurs in psychological processes. The results of the analysis are in the form of understanding. Understanding is also subjective, different for each individual.
- 3) According to BimoWalgito (1990: 54-55) the perception has the following indicators:
- a) Absorption of stimuli or objects from outside the individual. These stimuli or objects are absorbed or received by the five senses, both vision, hearing, touch, smell, and taste, individually or together. From the results of absorption or reception by sensory devices will get a picture, response, or impression in the brain. These images can be single or plural, depending on the object of perception observed. Inside the brain, there are images or impressions, both old and newly formed. Clear whether or not the picture depends on whether or not stimulation is clear, sensory normality and time, just or long ago.
- b) Understanding, after the images or impressions occur in the brain, the picture is organized, classified (classified), compared, interpreted, so that understanding or understanding is formed. The process of understanding or understanding is very unique and fast. The definition formed

depends also on the old images that have been owned by the individual before (called apperception).

- c) Assessment or evaluation, after understanding or is formed, there is an assessment of the individual. Individuals compare the understanding or understanding that has just been obtained with the criteria or norms that individuals have subjectively. Individual judgments are different even though the object is the same. Therefore perception is individual.

c. Factors Influencing Perception

Someone's perception can be influenced by several factors.

Altman et al (1985) state that four of the most important factors are (a) selection of stimuli, (b) organization of stimuli (c) the situation and (d) the person's self-concept.

1) Selection of Stimuli

There are many stimuli that will come up to our surrounding. We must focus on only a small number of all the stimuli. This process is called as selection. In this process, people try to select certain stimuli and filter out the others. As a result, people will perceive things differently because each person might select specific signals.

2) Organizational of Stimuli

The second factor that can influence perception is organization.

The stimuli that have been selected must be arranged. The stimuli are arranged into a screening process. Therefore, it will be

meaningful information. In fact, the arrangement of the stimuli affects the perception.

3) The Situation

Another factor influencing perception is the situation. A person's familiarities, expectation, and experiences in his or her past might affect what that person perceives about a certain thing. Moreover, perceiving situation is also related to the way how well a person adapts is or her behavior to the situation. For example, a person who is just graduated from college might find difficulty to understand the norms and values in his or her new workplace because he or she has no experience yet in which he or she work.

4) The Person's Self-Concept

The last factor influencing perception is the self-concept. The way people see and perceive themselves are usually called perception. These ways can affect their perception on things in the world around them. The self-concept is important because the person mental picture might affect much of what they see and perceive in their life.

In this research, those factors influencing perception are important to be used as the basis information of implementation toward the students' perceptions on the use of group work activities in learning English.

d. Positive and Negative Perception

According to Robbins (2002: 14) that positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules. The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being source of perception, the existence of individual ignorance and absence individual experience of the object being perceived and vice versa, the cause of the emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.

Rahmat (2005) states that perception is divided into two forms, positive and negative. If the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, then humans will perceive positively or tend to like and respond according to the perceived object. If it is not in accordance with appreciation, the perception is negative or tends to reject and respond in the opposite direction to the object of perception. Robbins (2002) adds that positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the

object perceived or from the existing rules. Meanwhile, negative perceptions are individual perceptions of certain objects or information with negative views, contrary to what is expected from the object perceived or from existing rules.

The emergence of a person's negative perception can arise because of individual dissatisfaction with the object that is the source of their perception, the existence of ignorance of the individual and the absence of individual experience of the object being perceived and vice versa. the cause of the emergence of positive perceptions of a person because of the individual satisfaction of the object that is the source of perception, the existence of individual knowledge, and the existence of individual experiences of perceived objects.

According to Walgito (2004) individuals tend to look at things that they think will satisfy their needs, and ignore things that are considered harmful or disturbing. The psychological state becomes very important in the process of interpretation the stimulus, so it is very possible that an individual's perception will be different from other individuals, even though the object or stimulus is the same. Thomas (2007) adds that interpretation is strongly influenced by the personal characteristics of perceptual actors, including attitudes, motives, needs, interests, past experiences and expectations. The process of perception involves interpretation resulting in the results of perception between one person and another person is different (individualistic).

Based on the definition described above, the researcher can conclude that positive perception is a positive way of looking at individuals in the stimulus in the environment through processes of cognition and affective processes that are influenced by various things such as prior knowledge, needs, educational moods and other factors so as to give positive meaning towards the object that it perceives. Whereas negative perceptions are ways of looking at or evaluating an individual against an object with considerations that are not in individual accordance, expected or different from what their desired.

C. Conceptual Framework

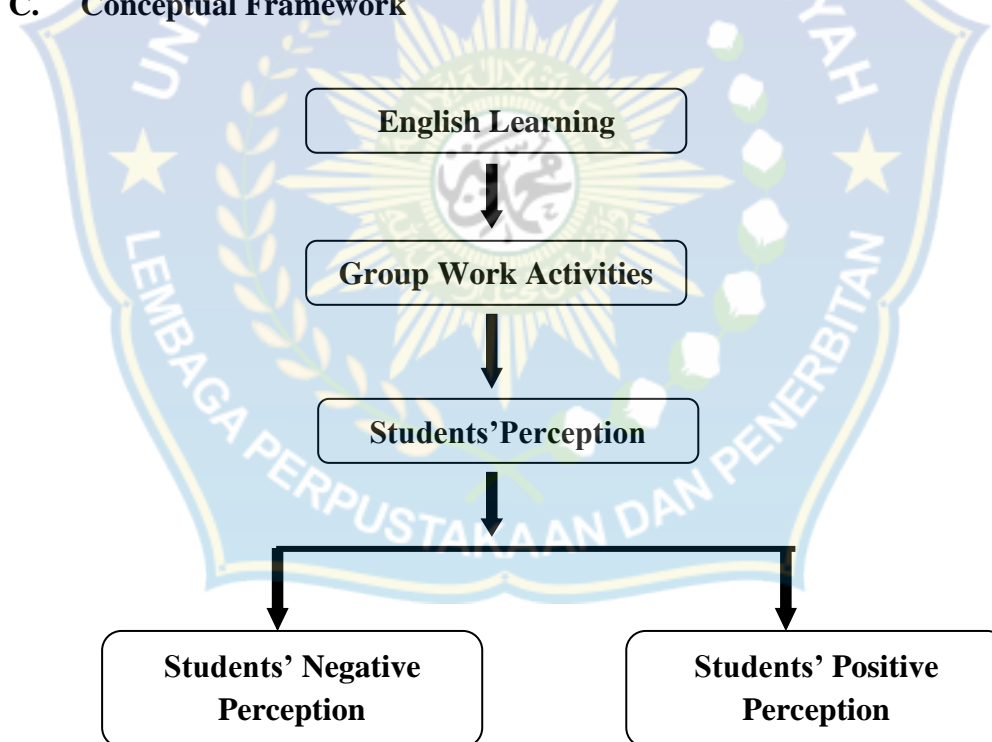


Figure 2.1. Conceptual Framework

This conceptual framework is representation of this research. This research will conduct in Muhammadiyah University of Makassar at the second semester of English Department students. The researcher will focus on the two types of students' perception in learning English using group work activity. The first type is the students' negative perception on the use of group activities in learning English, and the second type is the students' positive perception on the use of group work activities. The students will be asked about their perception their filling on the use of group activities through questionnaire.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive quantitative which is written words or saying words from people who can be observed. The researcher came to the collage as a nonparticipant researcher to observe directly and then take the data from questionnaire.

B. Research Variables

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

C. Population and Sample

1. Population

The population of this research was the Second Semester of English Department Students in Muhammadiyah University of Makassar in

academic year 2018/2019 that consisted of 210 students in 8 classes (Simak of English Department 2019).

2. Sample

In this research, the sample were taken by Purposive Sampling Technique which the researcher selected one class and taken 25 sample at the class selected.

D. Research Instrument

The research instrument used for data collection is questionnaire. The questionnaire was used to find out the students' perception in learning English using group work activities. The students had to answer honestly what they felt about the statements or questions. There were 15 statements that the students were answers.

E. Procedure of Collecting the Data

In this research, the researcher collected the data by using questionnaire. Before the students start to fill the questionnaire, the researcher gave instruction on how to respond the questionnaire and was given 15 minutes to answer the questionnaire. After collecting the data, the researcher classified and analyzed the data from the students.

F. Data Analysis Technique

In this research, the type of data namely data from the questionnaire to find out the students' perception on the use of group activities.

1. 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)

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

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

(Sugiyono, 2017:135)

2. The Results Questionnaires are Analyzed by Using the Following Percentage System.

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

(Sudjana, 2012:25)

3. The Category Process of the Students' Perception on the Use of Group Work Activities Characteristic Classified into:

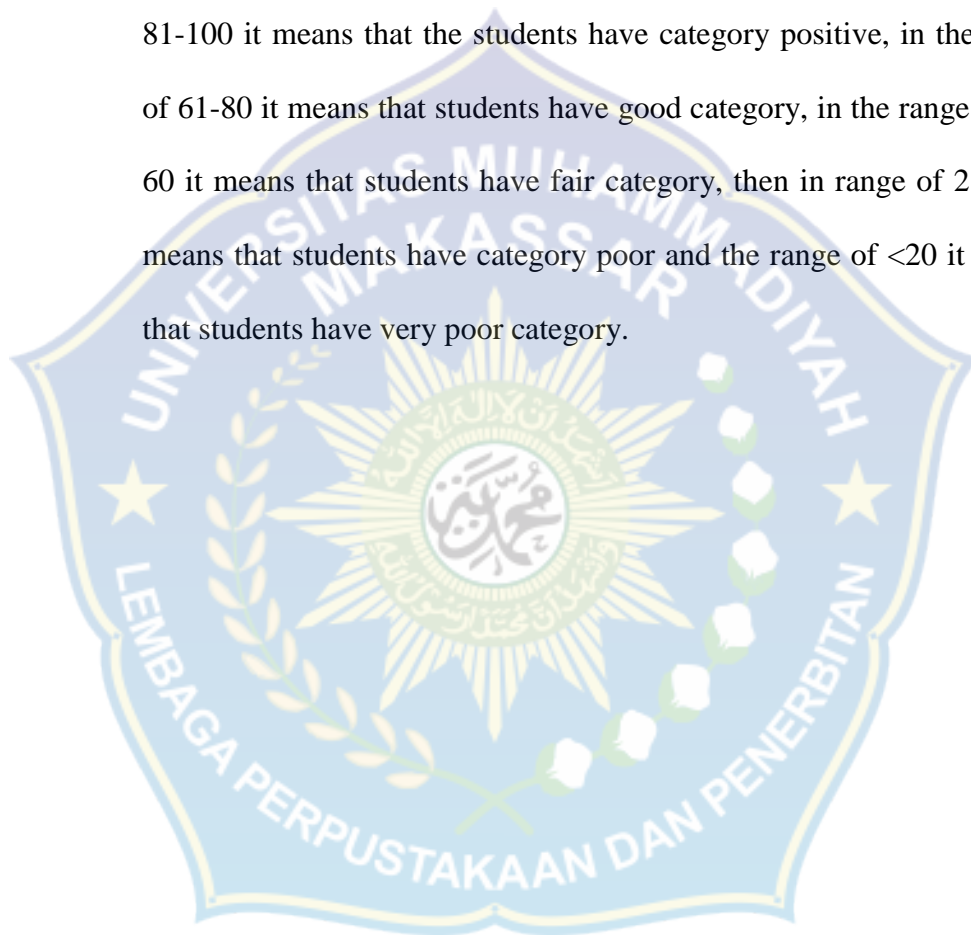
Table. 3.2 Interpretation Score

No	Category	Interpretation Score
1	Excellent	81-100
2	Good	61-80

3	Fair	41-60
4	Poor	21-40
5	Very Poor	<20

(Sudarmono, 2012:15)

The interpretation score above is to better understand the level 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 have category positive, in the range of 61-80 it means that students have good category, in the range of 41-60 it means that students have fair category, then in range of 21-40 it means that students have category poor and the range of <20 it means that students have very poor category.



CHAPTER IV

FINDINGS AND DISCUSSION

After gathering all the data, there were some results the writer got. In this chapter consists of findings and discussion of the research. The finding of the research presents the result of students' questionnaire on the 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 the students to obtain more accurate and valid data.

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

The researcher used of questionnaire to know the students' perception on the use of group work activities in learning English at the second semester of English Department Students in Muhammadiyah University of Makassar.

Classification of students' questionnaire for each item are:

Table 4.1 I have more spirit to finish my English task in group work

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	8
2	Agree	9	36
3	Neutral	7	28
4	Disagree	5	20
5	Strongly Disagree	2	8
Total		25	100

Table 4.1 shows that 2 (8%) out of students chose strongly agree (SA), 9 (36%) chose agree (A), 7 (28%) chose neutral, 5 (20%) chose disagree (D) and 2 (8%) out of the students chose strongly disagree (SD). It means most of students think that group work activities make them more enjoyable and fun in learning English process.

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

No	Items	Frequency	Percentage (%)
1	Strongly Agree	4	16
2	Agree	10	40
3	Neutral	7	28
4	Disagree	3	12
5	Strongly Disagree	1	4
Total		25	100

Table 4.2 shows that 14 students (56%) chose strongly agree (SA) and agree (A) that group work activities in learning English help them to understand more about lesson in the class and there 7 (28%) out of students chose neutral (N) and the

other students 4 (16%) chose disagree (DS) also strongly disagree (SD) perception.

Table 4.3 By doing group work activities, the teacher pay more attention to the students

No	Items	Frequency	Percentage (%)
1	Strongly Agree	1	4
2	Agree	5	20
3	Neutral	9	36
4	Disagree	9	36
5	Strongly Disagree	1	4
Total		25	100

Table 4.3 shows that only one students chose strongly agree (SA) out of students perception, 5 (20%) chose agree (A) 9 (36%) chose neutral (N) and the others students, 10 (40%) chose disagree (DA) and strongly disagree (SD). It means that the students felt group work activities had teachers didn't pay more attention to the students.

Table 4.4 Group work makes me more confident to speak my ideas

No	Items	Frequency	Percentage (%)
1	Strongly Agree	6	24
2	Agree	14	56
3	Neutral	4	16
4	Disagree	1	4
5	Strongly Disagree	0	0
Total		25	100

Table 4.4 shows that 6 (24%) out chose strongly agree (SA), 14 (56%) chose agree (A), 4 (16%) chose neutral and 1 (4%) out

of the students chose disagree (D) and none chose strongly disagree (SD). It means that most of students more confident to talk in the public and share their knowledge in group work activities.

Table 4.5 Group work activities help me in increasing my social skills in discussion

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	12
2	Agree	14	56
3	Neutral	3	12
4	Disagree	3	12
5	Strongly Disagree	2	8
Total		25	100

Table 4.5 shows that 17 (68%) out of students chose strongly agree (SA) and agree (A), 3 (12) chose neutral (N) and the others students, they were 5 (20%) chose disagree (D) and strongly disagree (SD). It means that the students easier to increase their social skill in group work activities.

Table 4.6 I prefer to ask my friends about something I do not know than ask my teacher

No	Items	Frequency	Percentage (%)
1	Strongly Agree	4	16
2	Agree	8	32
3	Neutral	7	28
4	Disagree	5	20
5	Strongly Disagree	1	4
Total		25	100

Table 4.6 shows that 4 (16%) out of students chose strongly agree (SA), 8 (32%) chose agree (A), 7 (28%) chose neutral (N) and there 5 (20%) out of students chose disagree (D) then 1 (4%) chose strongly disagree (SD). It means that the students had enjoy to ask their friends anything at the anytime.

Table 4.7 Group work involves only the students' smart and active

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	12
2	Agree	10	40
3	Neutral	8	32
4	Disagree	3	12
5	Strongly Disagree	1	4
Total		25	100

Table 4.7 shows that 3 (12%) out of students chose strongly agree (SA), 10 (40%) chose agree, 8 (32%) the students chose neutral (N), 3 (12%) chose disagree (D) and 1 (4%) chose strongly disagree (SD). It means that the students felt that group work activities just involve only the students' smart and active.

Table 4.8 By doing group work activities in class, the teaching learning process becomes unpleasant bored

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	12
2	Agree	6	24
3	Neutral	6	24
4	Disagree	6	24
5	Strongly Disagree	4	16
Total		25	100

Table 4.8 shows that 9 (36%) out of the students chose strongly agree (SA) and Agree (A), 6 (24) chose neutral (N) and 10 (40%) out of the students chose disagree (D) and strongly disagree (SD). It means that by doing group activities in class, the teaching learning process becomes bored.

Table 4.9 It would be easier for me to share and learn something new in a group work activities

No	Items	Frequency	Percentage (%)
1	Strongly Agree	4	16
2	Agree	10	40
3	Neutral	7	28
4	Disagree	4	16
5	Strongly Disagree	0	0
Total		25	100

Table 4.9 shows that 4 (12%) out of the students chose strongly agree (SA), 10 (40%) chose agree (A), 7 (28%) chose neutral (N) 7 (28%) chose disagree (D) and none of the students chose strongly disagree (SD). It means that the students had perception that group work activities made them be easier to share and learn something new in a group work activities.

Table 4.10 Group work activities make me lazy to train responsibility in the task

No	Items	frequency	Percentage (%)
1	Strongly Agree	2	8
2	Agree	6	24
3	Neutral	5	20
4	Disagree	9	36
5	Strongly Disagree	3	12

Total	25	100
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Table 4.10 shows that 8 (32%) out of the students chose strongly agree (SA) and agree (A), 5 (20%) chose neutral and 9 (36%) chose disagree (D) then 3 (12%) strongly disagree (SD). It means that the responsibilities of the students still there at themselves in group work activities in learning English process.

Table 4.11 Group work activities can develop the talent of leadership

No	Items	Frequency	Percentage (%)
1	Strongly Agree	4	16
2	Agree	7	28
3	Neutral	8	32
4	Disagree	4	16
5	Strongly Disagree	2	8
Total		25	100

Table 4.11 shows that 4 (16%) out of the students chose strongly agree (SA), 7 (28%) chose agree (A), 8 (32%) chose neutral (N), 4 (16%) chose disagree (D) and 2 (8%) out of the students chose strongly disagree (SD). It means that group work activities can develop the talent of leadership the students.

Table 4.12 By doing group work activities in class, can give the opportunity to freely ask

No	Items	Frequency	Percentage (%)
1	Strongly Agree	4	16
2	Agree	11	44
3	Neutral	4	16
4	Disagree	5	20
5	Strongly Disagree	1	4
Total		25	100

Table 4.12 shows that 15 (60%) out of the students chose strongly agree (SA) and agree (A), 4 (16%) chose neutral (N), 5 (20%) chose disagree (D) and 1 (4%) the students chose strongly disagree (SD). It means that the students felt free and fun to tell all about their arguments to public in learning English.

Table 4.13 Group work activities teaches how to appreciate other people's opinion

No	Items	Frequency	Percentage (%)
1	Strongly Agree	6	24
2	Agree	12	48
3	Neutral	3	12
4	Disagree	2	8
5	Strongly Disagree	2	8
Total		25	100

Table 4.13 shows that 6 (24%) out of the students chose strongly agree (SA), 12 (48%) chose agree, 3 (12%) chose neutral (N), 2 (8%) chose disagree (D) and 2 (8%) out of the students chose strongly disagree (SD). It means that most of students had perception agree that group work activities teach how to appreciate other people's opinion.

Table 4.14 Group work activities in the class, doesn't help to increase the motivation in learning

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	8
2	Agree	4	16
3	Neutral	6	24
4	Disagree	9	36
5	Strongly Disagree	4	16
Total		25	100

Table 4.14 shows that 6 (24%) out of the students chose strongly agree (SA) and agree (A), 6 (24%) chose neutral (N), 9 (36%) chose disagree (D), and 4 (16%) out of the students chose strongly disagree (SD). It means that most of the students didn't agree about the perception that group work activities doesn't help the students to increase their motivation in learning English.

Table 4.15 I am sure group work activities can increase my achievement in the classroom

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	12
2	Agree	13	52
3	Neutral	6	24
4	Disagree	3	12
5	Strongly Disagree	0	0
Total		25	100

Table 415 shows that 3 (12%) out of the students chose strongly agree (SA), 13 (52%) chose agree, 6 (24%) chose neutral (N) and 3 (12%) of the students chose disagree (D) and none chose strongly disagree (SD). It means that the students felt that group work activities help them to increase their achievement in the classroom.

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

Table 4.16 Category of the students' perception on the use of group work activities

Frequency	Percentage	Score Classification	Category
2	8	81-100	Excellent
15	60	61-80	Good
8	32	41-60	Fair
0	0	21-40	Poor
0	0	<20	Very poor
25	100 %		

The table above showed that 17 (68%) had excellent and good category on the use of group work activities in learning English and 8 students (32%) had fair category. Therefore, the result of students' perception in group work activities at the second semester in Muhammadiyah University of Makassar had category good perception.

B. Discussion

This research was conducted at the second semester in Muhammadiyah University of Makassar with population BG2F. The objectives of this research was to know the students' perception on the use of group work activities in learning English.

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, opinion 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 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 Chiriac (2011) revealed that group work is highly appreciated by students as a means of learning and preparing for future work and several studies as 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 that students can understand the subject matter and automatically students were had better learning achievements.

Students' perception of group work (Nuralia, 2016) the result of this research conducted that teaching English by used cooperative method in form of group work activities has been proved effective in learning, more serious and students active in the class XI IPA of Madrasah Aliyah Muhammdiyah Limbung. Utilizing method has given a positive perception. In could

concluded that using group work method enough time to prepare, very practically students appropriate in teaching.

According to Sadiq (2007), learners with positive conditions can regulated the work of the organs in order to receive a stimulus in getting ideas or consideration. Instead learners' negative conditions to be achieved difficulty of stimulation, the idea or consideration. Reinforced by Ramanove (2011:6) perceptions is feelings, ideas and thoughts. However, the fact that there was in class BG2F in Muhammadiyah University of Makassar has positive condition and a very good perception of doing the learning in class.

In used group work activities in learning English gave students many benefits as they understand the more enjoy, serious, and active in the class. Therefore, the implemented of group work activities method can motivation the students in learning. Motivation is one needed in learning. According Mulyasa (2003), motivation is the driving or towing force that causes their behavior towards particular goal. The description of the data collection through the test as explained in the previous section showed that the students' perception used group work activities was better after giving instrument by questionnaire that the students mean score data was 80.

The data obtained from questionnaire most of the students had positive response in group work activities. Therefore the researcher can conclude at the second semester in Muhammadiyah University of Makassar had category perception on the use of group work activities in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion on findings of the research and the other one deal with suggestion.

A. Conclusion

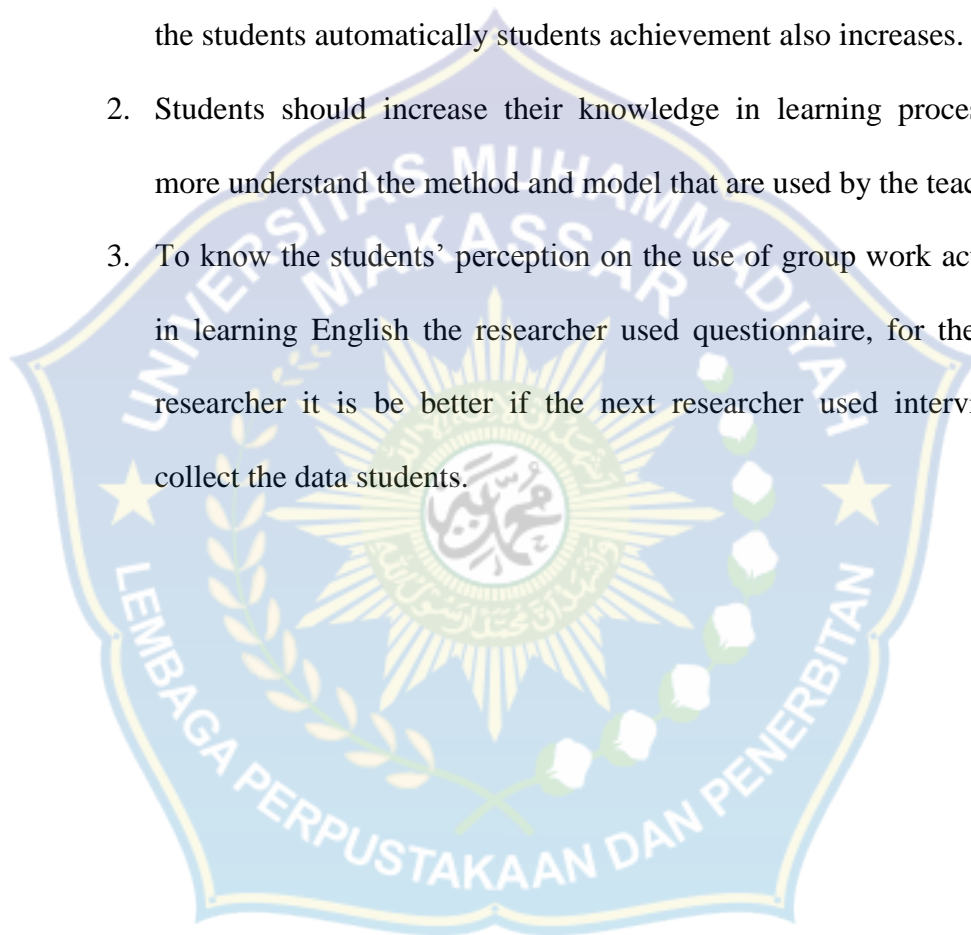
Based on the findings and discussion in the previous chapter, the researcher drew the conclusion as follow:

The students' perception in learning English using group work activities at the second semester of English Department Students in Muhammadiyah University of Makassar had positive perception. It was proved by the result of the likers score analysis, it was indicated that 2 (8%) out of the students had category excellent which score classification is 81-100 and 15 (60%) out of the students had category good which score classification is 61-80, then there were 8 (32%) out of the students had fair category which score classification is 41-60. So the mean score of the student's questionnaire was indicated that there were 17 (68%) out of the students was categorized positive perception in learning English using group work activities. It means that, the students liked and enjoyed doing group work activities in the class and this method still effective to be used in learning English process.

B. Suggestion

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

1. The lecturer 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 are used by the teacher.
3. To know the students' perception on the use of group work activities in learning English the researcher used questionnaire, for the other researcher it is be better if the next researcher used interview to collect the data students.



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INSTRUMENT OF QUESTIONNAIRE

Name :

Class :

Reg. Number :

Instructions For Filling of Questionnaire

1. Write down the name and the class and reg. number in the column that have been provided
2. Answer the questions by choosing one of the five alternative answers that have been provided by giving a sign (√)!

Which:

1: (Strongly Disagree)

3: (Neutral)

2: (Disagree)

4: (Agree)

5 (Strongly Agree)

No	Items	1	2	3	4	5
1	I have more spirit to finish my English task in group work					
2	Group work activities help me to understand more about lesson in the class					
3	By doing group work activities, the teacher pay more attention to the students					
4	Group work makes me more confident to speak my ideas					

5	Group work activities help me in increasing my social skills in discussion					
6	I prefer to ask my friends about something I do not know than ask my teacher					
7	Group work involves only the students' smart and active					
8	By doing group work activities in class, the teaching learning process becomes unpleasant bored					
9	It would be easier for me to share and learn something new in a group work activities					
10	Group work activities make me lazy to train responsibility in the task					
11	Group work activities can develop the talent of leadership					
12	By doing group work activities in class, can give the opportunity to freely ask					
13	Group work activities teaches how to appreciate other people's opinion					
14	Group work activities in the class, doesn't help to increase the motivation in learning					
15	I am sure group work activities can increase my achievement in the classroom					

INSTRUMENT OF QUESTIONNAIRE

Name : Yusti Mutha Yusuf

Class : BG2F

Reg. Number : 105351114518

Instructions For Filling of Questionnaire

1. Write down the name and the class and reg. number in the column that have been provided
2. Answer the questions by choosing one of the five alternative answers that have been provided by giving a sign (√)!

Which:

1: (Strongly Disagree)

3: (Neutral)

2: (Disagree)

4: (Agree)

5 (Strongly Agree)

No	Items	1	2	3	4	5
1	I have more spirit to finish my English task in group work			√		
2	Group work activities help me to understand more about lesson in the class			√		
3	By doing group work activities, the teacher pay more attentions to the students				√	
4	Group work makes me more confident to speak my ideas			√		

INSTRUMENT OF QUESTIONNAIRE

Name : Tri Nur Indriani

Class : B22F

Reg. Number : 105351104310

Instructions For Filling of Questionnaire

1. Write down the name and the class and reg. number in the column that have been provided
2. Answer the questions by choosing one of the five alternative answers that have been provided by giving a sign (√)!

Which:

1: (Strongly Disagree)

3: (Neutral)

2: (Disagree)

4: (Agree)

5 (Strongly Agree)

No	Items	1	2	3	4	5
1	I have more spirit to finish my English task in group work				√	
2	Group work activities help me to understand more about lesson in the class				√	
3	By doing group work activities, the teacher pay more attention to the students			√		
4	Group work makes me more confident to speak my ideas				√	

5	Group work activities help me in increasing my social skills in discussion				✓	
6	I prefer to ask my friends about something I do not know than ask my teacher			✓		
7	Group work involves only the students' smart and active				✓	
8	By doing group work activities in class, the teaching learning process becomes unpleasant bored					✓
9	It would be easier for me to share and learn something new in a group work activities			✓		
10	Group work activities make me lazy to train responsibility in the task			✓		
11	Group work activities can develop the talent of leadership				✓	
12	By doing group work activities in class, can give the opportunity to freely ask					✓
13	Group work activities teaches how to appreciate other people's opinion					✓
14	Group work activities in the class, doesn't help to increase the motivation in learning				✓	
15	I am sure group work activities can increase my achievement in the classroom					✓

Appendix III

THE RESULT OF STUDENTS' PERCEPTION ON THE USE OF GROUP WORK ACTIVITIES AT THE SECOND SEMESTER IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR

Subject	Questions Number															Total score	Final score	Category
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
1	3	4	2	4	5	3	2	3	4	2	5	3	5	5	4	54	72	Good
2	4	4	3	4	4	3	3	2	4	2	3	4	4	2	4	51	68	Good
3	3	4	2	5	4	2	3	4	3	4	3	4	4	2	4	51	68	Good
4	3	2	3	4	4	4	2	4	4	2	4	4	5	1	4	50	66,67	Good
5	3	3	2	4	2	4	3	1	3	4	4	2	3	2	3	43	53,33	Fair
6	4	4	4	5	4	5	4	4	5	1	5	5	5	3	4	63	82	Excellent
7	4	4	3	4	4	3	4	5	2	2	3	4	5	3	4	54	72	Good
8	3	3	4	3	4	4	5	4	3	3	4	4	4	2	4	54	72	Good
9	4	4	4	4	1	2	2	1	2	5	1	3	5	4	3	45	60	Fair
10	5	4	1	5	5	5	5	1	5	1	5	5	5	1	5	58	77,33	Good
11	3	3	3	4	4	4	3	4	3	3	3	3	2	5	5	52	69,33	Good
12	3	3	2	3	3	4	4	2	3	3	3	3	3	3	3	45	60	Fair
13	4	4	3	4	4	4	4	2	4	3	3	4	4	2	4	53	70,67	Good
14	4	5	3	3	5	5	4	3	5	4	4	4	4	5	5	63	84	Excellent

15	5	5	4	5	4	3	1	2	3	2	3	5	3	1	3	49	65,33	Good
16	4	5	5	4	3	3	3	4	4	2	4	4	2	3	4	54	72	Good
17	1	1	3	4	4	4	5	5	5	4	4	3	1	2	2	48	64	Good
18	2	4	3	4	2	3	3	3	4	4	4	2	2	2	3	45	60	Fair
19	4	3	4	5	2	3	4	2	3	2	1	1	3	4	4	45	60	Fair
20	2	4	4	3	1	1	2	2	2	3	5	4	4	4	5	45	61,33	Good
21	2	1	4	2	3	2	4	5	2	4	3	2	4	2	3	43	57,33	Fair
22	2	4	2	4	4	3	1	5	4	1	2	5	3	2	3	46	60	Fair
23	4	5	5	5	4	2	3	3	3	2	2	4	4	3	2	52	68	Good
24	1	3	4	4	4	4	4	3	4	4	2	2	4	3	3	49	65,33	Good
25	2	2	3	4	4	2	4	3	4	2	2	3	3	3	2	43	57,33	Fair

Which ; **Excellent** = 2 Students **Fair** = 8 Students **Very Poor** = -
 Good = 15 Students **Poor** = -



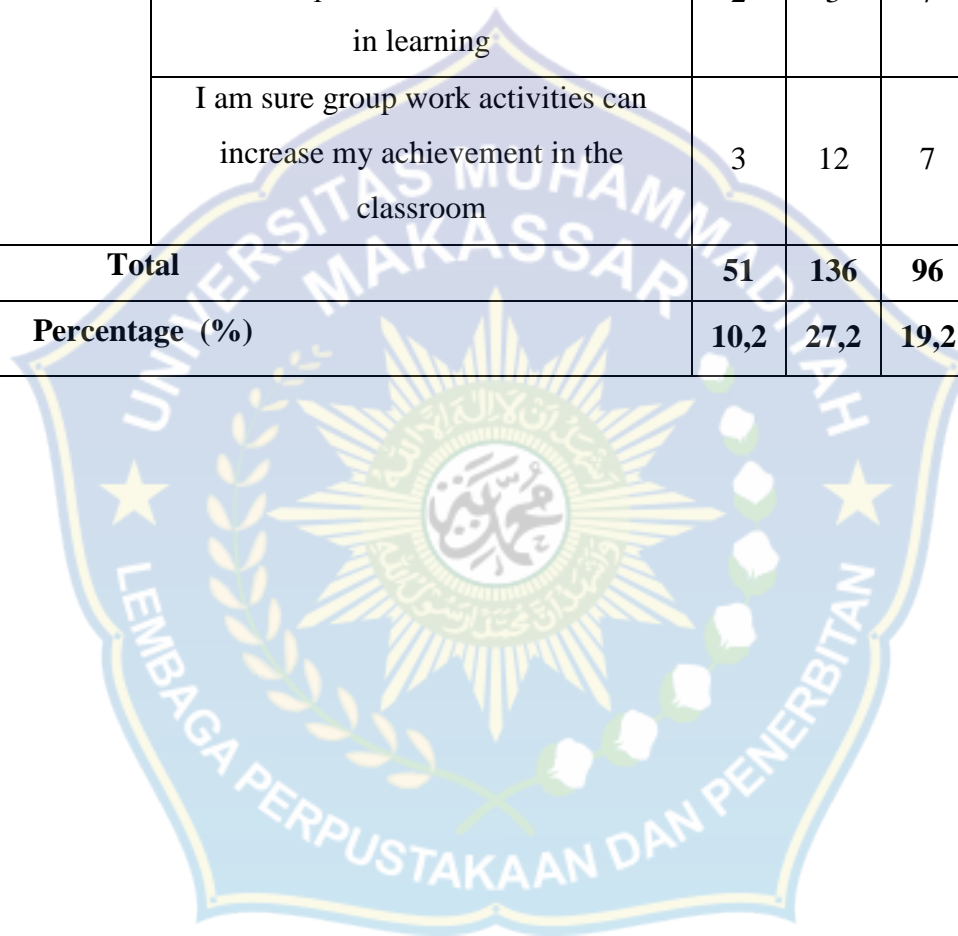
Appendix IV

THE STUDENTS' BLOCK SCORE

No	Aspect	Indicators	Questionnaire	SA	A	N	D	SD	Categories
1	Individual Adopted (A.G. Sheard 2001)	Roles and responsibilities	I have more spirit to finish my English task in group work	2	9	7	5	2	Positive perception
2			Group work activities help me to understand more about lesson in the class	4	10	7	2	2	Positive perception
3			By doing group work activities, the teacher pay more attention to the students	2	5	9	8	1	Negative Perception
4		Self-awarenes	Group work makes me more confident to speak my ideas	6	14	4	1	0	Positive perception
5			Group work activities help me in increasing my social skills in discussion	3	14	3	3	2	Positive perception
6				I prefer to ask my friends about something I do not know than ask my	3	8	8	5	1

			teacher						
7	Group	Leadership	Group work involves only the students' smart and active	3	10	8	3	1	Positive perception
8			By doing group work activities in class, the teaching learning process becomes unpleasant bored	3	6	6	6	4	Negative Perception
9			It would be easier for me to share and learn something new in a group work activities	4	10	7	4	0	Positive perception
10	Adopted (Safari 2003)	Communication	Group work activities make me lazy to train responsibility in the task	1	7	5	9	3	Negative Perception
11	Environment	Achievement	Group work activities can develop the talent of leadership	4	8	8	4	1	Positive perception
12			By doing group work activities in class, can give the opportunity to freely ask	4	10	5	5	1	Positive perception
13	Adopted		Group work activities teaches how to appreciate other people's opinion	6	10	5	3	1	Positive perception

14	(Hijzen D 2007)	Infrastructure	Group work activities in the class, doesn't help to increase the motivation in learning	2	3	7	9	4	Negative Perception
15			I am sure group work activities can increase my achievement in the classroom	3	12	7	3	0	Positive Perception
Total				51	136	96	69	22	Positive Perception
Percentage (%)				10,2	27,2	19,2	13,8	4,4	





UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

Jl. Sultan Alauddin Km.7 No.259 Telp.0411-866972/Fex.0411-865588 Makassar 90221

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 071A.4-VIII/V/1440H/2019M
Lamp : -
2019M

23 Syawal 1440H
27 Juni 2019M

Tgl : Izin Penelitian

Kepada Yth.

Bapak Ketua LP3M Unismuh Makassar

di-

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Lembaga Penelitian Pengembangan dan Pengabdian Kepada Masyarakat Nomor; 2109/05/C.4-VIII/V/1440H/2019M perihal permohonan Izin Penelitian, dengan data lengkap mahasiswa yang bersangkutan:

Nama : Lisawati
No. Stambuk : 10535 5640 15
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Alamat : Makassar
Pekerjaan : Mahasiswa

Kami dari Lembaga Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar pada dasarnya mengizinkan kepada yang bersangkutan untuk mengadakan penelitian/pengumpulan data dan memanfaatkan bahan pustaka yang ada dalam rangka penulisan skripsi dengan judul : "Students' Perception On The Use Of Group Work Activities In Learning English (A Descriptive Study at the Second Semester of English Departement in Muhammadiyah University of Makassar)." Yang akan dilaksanakan pada tanggal, 29 Juni 2019 s/d 29 Agustus 2019 dengan ketentuan mentaati aturan dan tata tertib yang berlaku pada Lembaga yang kami bina.

Demikianlah kami sampaikan, dengan kerjasama yang baik diucapkan banyak terima kasih.

Kepala Perpustakaan,
Nursinah, S.Hum
NBM 864 591

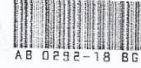
Tembusan:
Rektor Unismuh
Mahasiswa yang bersangkutan
Arsip



UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU
 PENDIDIKAN
 PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860837/860132 (Fax)
 Email : fkip@unismuh.ac.id
 Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : LISNAWATI
 NIM : 10535640615
 Judul Penelitian : "STUDENTS' PERCEPTION ON THE USE OF GROUP ACTIVITIES IN LEARNING ENGLISH (A DESCRIPTIVE STUDY AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR)"
 Tanggal Ujian Proposal : 15 Februari 2019
 Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	SENIN 24. Juni. 2019	Questionnaire	Hinda Harid, Spd. M.Pd	[Signature]
2	TRABU 26. Juni. 2019	Questionnaire	Hinda Harid, Spd. M.Pd	[Signature]
3	SENIN 01. Juli. 2019	Questionnaire	Hinda Harid, Spd. M.Pd	[Signature]
4				
5				
6				
7				
8				
9				
10				

05, Agustus 2019

Mengetahui,

Ketua Jurusan,

 Ummi Khaerati Syam, S.Pd., M.Pd
 NBM: 977 807

Pimpinan/Kepala sekolah,

 Erwin Agus, Spd., M. Pd., Ph. D
 NBM: 860 934



SURAT KETERANGAN PENELITIAN

Nomor : 2440/FKIP/05/A.5-VI/VIII/1440/2019

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

Nama : Lisnawati
NIM : 10535 6406 15
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2018/2019 terhitung sejak 24 Juni s/d 01 Juli 2019 dalam rangka penyusunan skripsi dengan judul:

"Students' Perception on The use of Group Activities in Learning English (A Descriptive Study at The second Semester of English Department Students in Muhammadiyah University of Makassar)".

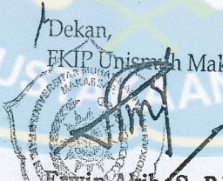
Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

5 Dzulhijjah 1440 H

Makassar

06 Agustus 2019 M

Dekan,
FKIP Unismuh Makassar,


Erwin Akib, S. Pd, M.Pd. Ph.D.
NPM: 866 934

DOCUMENTATION











CURRICULUM VITAE



LISNAWATI was born on December, 24th 1996 in Pangkep. She is the fourth daughter of Muh. Idris Dg. Sitaba and Darawati. She has four sisters and two brothers. She started her study at SDN 9 Pulau Sumanga and graduated in 2009. She continued her study at SMPN 1 Minasatene and graduated in 2012. Then she studied in SMAN 1 Pangkajene and finished in 2015. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Department in 2015.

At the end of her study, she could finish with her thesis under the title “Students’ Perception on the Use of Group Work Activities in Learning English (A Descriptive Study at the Second Semester of English Department Students in Muhammadiyah of Makassar)”

