EFL Students' Perception of the Use of Group Work

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Abstract. *Group work is an important part of the student learning process because it is part of the learning method which involves students cooperatively. The study aims to determine students' perceptions of the implementation of group work in English class. Employing the survey design, the researcher distributed the questionnaire to 125 students of SMAN 2 Malang to gain information about their views on implementing group work during their language learning. Descriptive statistics were used to analyze the data gained from the questionnaire. The research findings explain that group work is the most preferred by students for improving reading and speaking skills. Students agree that group work can foster critical thinking skills, reasoning abilities, the ability to solve problems together, and a sense of dependence in positive terms. However, other influencing factors such as the ability of members, attitude, and desire to work together contribute as a team.*

Keywords. *Cooperative learning, the group work in class, students' perception*

Abstrak. Kerja kelompok merupakan bagian penting dalam proses belajar siswa karena merupakan bagian dari metode pembelajaran yang melibatkan siswa secara kooperatif. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap pelaksanaan kerja kelompok di kelas Bahasa Inggris. Dengan menggunakan desain survei, peneliti membagikan kuesioner kepada 125 siswa SMAN 2 Malang untuk mendapatkan informasi tentang pandangan mereka tentang penerapan kerja kelompok selama pembelajaran bahasa mereka. Statistik deskriptif digunakan untuk menganalisis data yang diperoleh dari kuesioner. Temuan penelitian menjelaskan bahwa kerja kelompok adalah yang paling disukai siswa untuk meningkatkan keterampilan membaca dan berbicara. Siswa setuju bahwa kerja kelompok dapat menumbuhkan kemampuan berpikir kritis, kemampuan bernalar, kemampuan memecahkan masalah bersama, dan rasa ketergantungan dalam hal yang positif. Namun, faktor lain yang mempengaruhi seperti kemampuan anggota, sikap, dan keinginan untuk bekerja sama memberikan kontribusi sebagai sebuah tim.

Kata kunci. *Pembelajaran Kooperatif, Kerja Kelompok di Kelas, Persepsi Siswa*

Introduction

The group work method has long been used in learning English in the classroom. Much research has been done on group work. The researcher has recommended small groups in second language classes. Group work can improve students' abilities if the teacher pays attention to the basics such as the structure of the assignments given and

group negotiating activities that are prepared interestingly. Working in groups is designed to improve students' capabilities, including their capacity to deal with dissatisfaction positively and healthily, work with others, make decisions, and contribute in ways to increase the ability of themselves and the group (Dhawan, 2015).

There is a relationship between group work and individual study. Some students can only focus when they are alone and have difficulty studying in groups. Teachers must concern about what students feel when studying in class. The researcher compares individual learners and group work learning in the class. Doughty and Pica (1984) found that group work gave significant results because they were shown to learn more about negotiating with their peers, compared to individual learning. Negotiation here is interpreted as a request for clarification, repeated confirmation, and checking the understanding of members whose frequency increased from 6 percent to 24 percent when students were tested learning from individuals to groups. Most students prefer group work; others feel it is unfair because they only rely on a handful of people (Situmorang, 2021). In other words, some students think they need help working with their group mates. Group work activities can facilitate and further motivate students, especially with small groups in classes (Kondo, 2010). Group work can boost the number of speaking activities, improve the quality of student conversation, individualize instruction, create a good environment in the classroom, and develop students' interest. Research presented by (Situmorang, 2021) found that group work was successfully implemented in EFL students because it provides readiness and increases students' confidence when given individual assignments in the future.

Although group work may not make students fully fluent in a second language because some students have trust issues with other students or they have a different way of learning, it can help them better develop their ability. Group work has several benefits: 1) improving the quality of second language practice, 2) increasing the number of opportunities for students to practice a second language, 3) creating a positive atmosphere in the classroom, and 4) increasing student learning motivation. Usually, students doing a conversation in class, and when students go home, often the second language is not used anymore. Face-to-face communication in small groups in daily activity that can train students in conversation. It is why group work can improve the quality of students' second language. The cooperative learning aims to make each strong and confident (Johnson & Johnson, 1994). Cooperative learning has a function to strengthen the individuals in it. Therefore, it is hoped that students will be better prepared to do similar tasks individually after cooperatively. Group work is the direct teaching approach used in schools and other academic institutions.

Perhaps the main reason for students' low performance in EFL classes is that they do not have enough time to practice. The study presented by Flanders (1970) says that often lessons begin in any subject the teacher speaks at least half or more of the total lesson time, not to mention adding administration at the beginning of the lesson which wastes the first 15 minutes of class. This is considered to make it difficult for students to practice a second language more. If the teacher makes study groups, at least students still have time to discuss, although limited. The concept of group work has long been

introduced, by prioritizing cooperation, discussing, and helping each other in class. (Meng, 2009). Most educators are used to using the cooperative learning strategy of group work in the EFL classroom, especially in the discussion tests and English teaching tasks. It is useful to gain knowledge, competence, and the capacity to cooperate as a team. Students must work together to do the activity or project.

Students who are quite shy and not confident academically will experience considerable pressure when they hear their name being called in front of the class by the teacher. Feelings of anxiety increased because they realized that they had to answer the teacher's questions precisely and quickly. Students will freeze for more than one second before responding (maybe even longer) if they don't know the answer. Students often feel that teachers tend to interrupt answers and/or repeat different questions and will move on to other students (Rowe, 1974; White and Lightbown, 1983). Indeed, not all teachers are like that, but this is recognized by most teachers. So to avoid this, the teacher tries to make groups and only asks each of these small groups because usually there will be a head of each group who can lead the group.

In its implementation, teachers need various ways to ensure that each student can be responsible for doing their fair in-group learning. Group work is now a significant component of contemporary pedagogy methodologies (Michael, 1985). Group working is frequently considered a big bowl for many other sorts of instruction. However, teamwork is a more general concept that can contain collaboration, which is more of a specific idea. Group work gives tutors a potent tool to attract students, raise the assignment's standard and difficulty, and provide reduced valuation loads while increasing students' opportunities for group work (Bentley & Warwick, 2013). Each member of a group must take responsibility when working together. The group may not succeed if one of them does not perform well. Group work allows students to practice their second language more and richer. This is because the needs of students are adjusted and carried out in a positive environment. To support this statement, the research conducted by Littlejohn (1983) found small group classes can increase motivation to learn Spanish among beginners. (Fitz-Gibbon and Reay, 1982), found implemented group work by bringing together 14-year-old non-native speakers to guide 11-year-old non-native students in groups. To create communication that can make it easier for beginners to learn.

Group work can be extremely beneficial in any situation. A study by (Daba, Ejersa, and Aliyi, 2017) found that their students prefer to complete work in groups rather than as individuals. They found that students' perceptions of the benefits of group work were positive in the classroom. In contrast, investigations by (Li and Campbell, 2007) of Asian students in New Zealand revealed the value of group work and several negative factors influencing group behavior, including group characteristics, students' competing priorities for time and attention, and variations in student nature. Abilities, and various cultural beliefs and values shared by all members. Based on studies that have been conducted by researchers in various countries and the realities they face, the authors consider that group work is a fairly effective alternative for learning in schools.

Considering that post-pandemic learning prioritizes cooperative learning, the author while teaching at SMAN 2 Malang also prioritizes the process of making decisions in groups and relationships between friends. Group work is an alternative way of learning, especially in improving students' reading and speaking skills in the classroom. Classroom learning includes theory to build students' knowledge and motivation individually, in addition to various examples so that students get used to hearing how native speakers speak. After that, the students were given the task of making dialogues in groups so that students explored a lot of new vocabulary and implemented the ability to speak in English. Last but not least students were given homework the purpose of group work is to prepare students when given independent assignments.

Most teaching and learning activities in the classroom use English, although the teacher has to explain bilingually because at SMAN 2 Malang the motivation of students to use English is still weak. In contrast to Javanese and Indonesian which are their mother tongues. However, the teachers inspire students to get used to hearing English conversations and give their needs while in class. During the research period, teachers were encouraged to choose strategies that were adequate for the needs of the class. There were two forms of student personality, introverted those who liked to study independently, there were also students who preferred to study in pairs or groups. The existence of differences in the way students learn in class is a challenge for teachers to try to be wise and continue to carry out their roles as teachers and parents at school. The researcher chose the group study method because it was the most suitable. There were fewer independent learners so students who were not interested in group study could get special treatment such as placing them in the front line so that the teacher could reach them more easily. Group work is the main choice even though it often encounters obstacles for the teacher himself.

Several previous studies have compared and obtained significant results that group work is indeed the best strategy and is proven to be more effective in improving English learning in the classroom. Why group work will be easier to apply at the high school level because they are starting to mature. They realize that they need to compete with their classmates, and the desire to be the best in class and the spirit of friendship is very great. Students have started not to depend on their parents, the need for friendship in this phase is greater than their needs with their parents, and needs to be underlined that they can be responsible for themselves and can lead groups. When the researchers looked at the situation at SMAN 2 Malang, they were more motivated by the presence of young teachers who had the most up-to-date learning methods. This was conveyed by the senior teacher there who warmly welcomed the researcher as a beginner.

Group work is seen as a way out, but it is also often an obstacle because several things are missed and a teacher is required to be able to reach all students to understand the material being conveyed at one time. Along with the various challenges faced, it does not eliminate the many benefits of using study groups in the classroom. The teacher maintains his function and looks for ways for students to learn more effectively through group work. This study investigates the perceptions of class XI students of SMAN 2 Malang who use group work in English classes.

Literature Review

Cooperative Learning

Cooperative learning is a method that prioritizes group learning activities as a place where students can learn without feeling pressured. Cooperative learning promotes students working together in small groups to help each other learn new words or things. Later, students are expected to be able to independently do a common level of assignments and succeed in taking exams. At all levels of the educational system, cooperative learning is used as a learning approach. (Taqi & Al-Nouh, 2014) Found that students with various skill levels in small groups as part of the group work instructional technique and work together to finish an exam. Most of the training is prioritized to help teachers manage interactions between students and materials (books, curriculum programs), and much time is spent for teachers to interact with students, but how students perceive each other and interact with one another is often neglected (Johnson & Johnson, 1994). Interaction in cooperative learning has a positive value because it emphasizes students' interdependence in group acceptance. Students will collaborate closely to assist one another in deciding whether to "sink" or "run" together. Cooperative learning has a common goal that must be accepted, where members are valued for their efforts, and each group member must understand the material to succeed.

To be successful in cooperative learning environments, students need to be prepared to take responsibility for their work and monitor the progress of their peers. What students can do together now, they can do by themselves in the future. Based on Vygotsky's (1962) study found by (Lew et al., 1986a, 1986b; Mesch et al., 1986a; Mesch et al., 1986b) in their study of the implementation of long-term cooperative learning regarding the success of cooperative learning in groups increases when accompanied by the increasing number of students who are socially skilled and supported by the high attention given by the teacher in teaching and respecting students' social skills. More than one individual works together to complete a project or task as a group. Students must engage with each other and work in groups to complete assignments in turn. Ward and Masgoret (in Daba, Ejersa, & Aliyi, 2017) state that group work often occurs; constructive learning has spread to all educational institutions, including schools. It is currently common practice in educational institutions, and the terms cooperative, peer, community, and constructive learning are often used interchangeably.

The Group Work

There is a difference to recognize between having students work in groups versus organizing a group of students to work cooperatively. Because there is no positive interdependence, a group of students sitting at the same table doing their work but free to chat with each other as they work must be arranged to be a cooperative group. Students tend to feel bored if the learning method is monotonous, so working in groups is expected to increase their motivation to sharpen their English speaking skills. Students had the opportunity to teach and learn from each other through group projects. Group work has several benefits (Albaqshi, 2016); he said it would open up more opportunities for students to participate in large classes; develop responsibility and autonomy of learners; build awareness to contribute, which will encourage greater participation from students,

and students will learn how to interact with peers. As (Pardede, 2019) proposed that participating in group activities helps students enhance their integrated language skills.

Working in teams could significantly cut the preparation process. In writing, group work can motivate students to discuss the topic because this approach sometimes helps students enhance their writing abilities on the issue of feeling uncomfortable and having some difficulties in English classes, notably when making a clause. Group work during the writing process will make writing more straightforward, better, and more successful, as Reid stated (in Rochmawati, 2007). Badache (2011) provides a recent definition of group working as an instruction method in which learners of various levels form small numbers and collaborate towards a specific goal. Learners take responsibility for their progress as well as the learning of others in the group, so the success of one member is the success of all members.

Even though group learning is expected to have a positive impact, it must be connected with several obstacles. For example, when only one group member dominates the others, it can be concluded that the performance of one member can represent the results of the group's work as a whole. Or the chance that some group members will be unwilling to work with one another. This is a phenomenon that often occurs when implementing group learning. There are various disadvantages of group work. According to (Taqi and Al-Nouh, 2014), some students in a group may focus on their task while others tend to ignore other students or vice versa. Some students feel that they can skip assignments because usually, only one or two people do the task, and the distribution of tasks in group work is considered difficult to be fair because usually, someone gets an easy one, while others get the difficult task. It makes assessing each group member more challenging and highlights that some students work harder than others. Some students might prefer to avoid following directions from their group members due to different tendencies.

The Effective Group Work
Group learning is considered a strategy that is quite effective and reliable. As Topping (1996) points out, teaching and explaining back to others is like learning twice. Group work can consist of pairs, then small groups of 3-4 people, and large groups of more than 5 people. As explained earlier, group work has many benefits that are not only felt by students but teachers also feel helped. When studying individually and in groups, researchers found that group work had a big impact by prioritizing negotiation and communication that occurred between students.

Other research shows group work can maximize work and save students time. The research presented by (Daba, Ejarsa, and Aliya 2016) said that their students prefer group study because it is related to time and is flexible. Their students feel that group work can allow them to do other work. Research presented by (Kondo, 2010) also said that the use of group work in English classes in Japan provides many benefits, and group study helps students who have difficulty learning English because their mother tongue is Japanese, where the majority have difficulty using English in class.

The same thing happened to research by (Situmorang, 2021) conducted research at SMA 17 August 1945 in Jakarta and found that group work had a big impact, especially on high school students. It can be concluded that senior high school is a level that is mature enough to take orders, can work well together, and can even lead small groups. A high sense of responsibility and empathy has arisen in them. So group work is very suitable for use at the high school level.

The Benefits of group work for Reading and speaking skills

Group work is the most selected learning method by teachers. Group work has many positive impacts that help teachers and students collaborate. According to (Meteetham, 2001; Gomleksisize, 2007; Al-Sheedi, 2009; Hendry et al., 2005) group work improves student learning and performance. Group work has many positive effects on learning, especially helping to improve reading and speaking skills.

Group work allows students to practice their focus to receive varied reading instructions. Group work has a big impact on reading classes. For example, when reading a story, the members will be divided into several paragraphs. Learning becomes more effective because members can share their part and it will be easier for the teacher to ensure that each student understands what they are reading. As (Risharyani, 2010) stated, teaching reading to senior high school students requires proper methods to encourage engagement and creativity in reading classes. Group work also allows the teacher to let students make mistakes and learn to correct them.

Not only in reading class, but group work is also useful in speaking class. Group work also aims to help introverted students be more active and blend with other students. Group work makes speaking needs a partner so that the topic of conversation can be more communicative. For example, students can exchange ideas and share their experiences and new vocabulary to increase their knowledge. Group work can impressively help students in speaking class. First, face-to-face interaction in a small group is a nice environment for conversation. Second, two or more pupils cooperatively discuss for ten minutes they do not have to produce rushed.

Instead, they can participate in cohesive and coherent word patterns, gaining language competency rather than (at best) sentence form. According to (Yanse, 2016), group work is a successful strategy for raising student involvement and enhancing students' speaking abilities. If students approach the situation as if they were in the place where the language they studied is utilized, speaking can be comprehended and mastered. To give the students an accurate representation of the English-speaking environment, teachers, for instance, role-play (group work) when teaching speaking. It can be concluded that group work can help students' needs in improving reading and speaking skills.

Methods

This study aims to determine the perceptions of high school students toward the implementation of group work in English classes. Researchers used the survey method as a design in this study. A cross-sectional study was used to analyze the relationship

between factors that influence students' perceptions with the use of group work methods, by observation to get data collection in English class (Notoatmodjo, 2012). Which is done from August to October 2022.

The participants of this research are from SMAN 2 Malang. Which involved 125 students, consisting of 68 females and 57 males from 5 classes of eleventh grade. Since schools have returned to normal after the pandemic, and this is the first semester for their offline or face-to-face meetings after the pandemic ended. So students can fill out the questionnaires in the class.

The research employed a questionnaire which is adopted from Situmorang (2021). The questionnaire design used a Likert scale from 1 to 4. It was chosen because it avoids neutral answers to get objective data about students' perceptions of the use of group work in class. The results showed that Cronbach's Alpha Reliability value for the 21 statement items was 0.76, which means it was valid for use in data collection. Descriptive statistics were used to analyze the data gained from the questionnaire. The questionnaire consists of five aspects: students' experiences in group work; advantages of using group work; implementation of group work by the teacher; the effectiveness of using group work; inhibiting factors for group work; and 21 statements. The scale starts from 1 (strongly agree), 2 (agree), 3 (disagree), and 4 (strongly disagree). The participants had to choose one of four options: strongly agree, agree, disagree, and strongly disagree.

Findings and Discussion

Findings
The following is a collection of data that has been collected and has been processed.

Table 1. Students' perception of the experiences of group work

No	Statements	SA	A	D	SD
1	I prefer group work to other types of learning strategies	32 (25.6%)	67 (53.6%)	22 (17.6%)	4 (3.2%)
2	I prefer working in a group to working individually because of the higher grade	28 (22.4%)	54 (43.2%)	36 (28.8%)	7 (5.6%)
3	Assignments	33 (26.4%)	62 (49.6%)	24 (19.2%)	6 (4.8%)
	∑	**93**	**183**	**82**	**17**
	%	**22.40%**	**57.60%**	**18.40%**	**1.60%**

Table one explains the experiences of the participants using group work in language class. The table shows that 22,40% of the participants strongly agree and 57,60% of students agree that they prefer group work to working individually. On the contrary, 18,40% of the students choose to disagree, and 1,60% strongly disagree. From the tables, it can be concluded that group work has a positive impact because more than 50% of participants choose to agree. They are more adept when doing assignments in groups in class rather than doing assignments individually. Meanwhile, some of the students have the worst experiences while doing the task in pairs or groups.

Table 2. Students' Perception of the Advantages of Using Group Work

No	Statements	SA	A	D	SD
1	Group work taught me to take responsibility.	73 (58.4%)	46 (36.8%)	6 (4.8%)	0 (0%)
2	Group work taught me to manage tasks effectively	51 (40.8%)	55 (44%)	16 (12.8%)	3 (2.4%)
3	Group work taught me to negotiate with other group members.	51 (40.8%)	68 (54.4%)	5 (4%)	1 (0.8%)
4	Group work taught me to respect the feelings, opinions, and ideas of other students.	69 (55.2%)	52 (41.6%)	1 (0.8%)	3 (2.4%)
5	Group work taught me to work with other students who are different.	59 (47.2%)	62 (49.6%)	3 (2.4%)	1 (0.8%)
6	Group work taught me to solve problems together.	75 (60%)	42 (33.6%)	7 (5.6%)	1 (0.8%)
	∑	**378**	**325**	**38**	**9**
	%	**40.80%**	**56.80%**	**2.40%**	

Table two explains the advantages of using group work. The table shows that 40,80% of the students strongly agree that group work is advantageous, and 56,80% agree. Meanwhile, there are still 2,40% of the students who choose to disagree and strongly disagree. Some students feel that group work is not suitable for them. Some students have different ways of learning, for example, they can not study in crowded places and usually, they are independent even in class. Some students felt group work provides no benefit for introverted personalities, so they choose to disagree.

Table 3. Teachers' Implementation of Group Work in Teaching

No	Statements	SA	A	D	SD
1	The teacher always gives group work or group assignments.	54 (43.2%)	55 (43.2%)	56 (43.2%)	57 (43.2%)
2	The teacher always makes small groups in classroom teaching and for outside class works	45 (36%)	68 (54.4%)	11 (8.8%)	1 (0.8%)
3	From group work, students have a chance to share ideas with others.	63 (50.4%)	55 (44%)	6 (4.8%)	1 (0.8%)
	∑	**162**	**178**	**73**	**59**
	%	**38.40%**	**56.80%**	**4.80%**	

Table three explains the implementation of group work when teaching. The table shows that 38,40% of the participants strongly agree teachers always make groups, and

56,80% of the students agree. However, 4.80% of the students decided to disagree. Group work is proven to reduce drop-out rates on campus. As said (Topping, 1996) group work can reduce the drop-out rate and improve the quality of teaching and learning. Meanwhile, 4.80% of students felt that the teacher relied too much on group work so students found it difficult during exams. Group study should be balanced with individual assignments to maximize students' abilities when given exams in class.

Table 4. The Effectiveness Of Group Work

No	Statements	SA	A	D	SD
1	The assignment becomes easier when I work with other students.	51 (40.8%)	63 (50.4%)	10 (8%)	1 (0.8%)
2	The assignment takes a shorter time to finish when I work with other students.	46 (36.8%)	54 (43.2%)	22 (17.6%)	3 (2.4%)
3	It is easy to share work among the members equally.	27 (21.6%)	62 (49.6%)	31 (24.8%)	5 (4%)
4	A Group grade is fair.	26 (20.8%)	48 (38.4%)	41 (32.8%)	10 (8%)
	∑	**150**	**227**	**104**	**19**
	%	**15.20%**	**60.00%**	**24.80%**	

Table four explains the effectiveness of group work in class. The table shows that 15,20% of the participants strongly agree group work is effective, and 60,00% of the students agree. While this is happening, 24,80% of the students choose to disagree and strongly disagree. The number of students who vote for disagreeing on the effectiveness of group work is still high. It explains that some students may have difficulty while in a group because of their personalities and the way they learn. According to (Taqi and Al-Nouh, 2014) Some students in the class felt that group work was ineffective because it only relied on a few students, the division of tasks was unfair, and there was too much chatting so they played more than they studied.

Table 5. Factors Hindering Group Work

No	Statements	SA	A	D	SD
1	Some members do not participate	39 (31.2%)	55 (44%)	17 (13.6%)	14 (11.2%)
2	The task can be completed even if all members do not contribute.	25 (20%)	43 (34.4%)	29 (23.2%)	28 (22.4%)
3	Group members do not share work equally	13 (10.4%)	56 (44.8%)	41 (32.8%)	15 (12%)
4	Some members get good grades without doing work	42 (33.6%)	40 (32%)	16 (12.8%)	27 (21.6%)
5	One student does the group assignment.	20 (16%)	37 (29.6%)	36 (28.8%)	32 (25.6%)

	∑	139	231	139	116
	%	7.20%	51.20%	36.80%	4.80%

Table five explains the factors that make students hinder group work. The table shows that 7,20% of the students strongly agree that group work is helpful, and 51,20% agree. Meanwhile, 36,80% of the students prefer to disagree, and 4,80% strongly disagree. It means that group work positively impacts students even though some students hinder group work for some reason. Usually, students avoid group work because it is ineffective. Some members are often absent, they cannot share tasks equally, and usually only rely on several members.

Discussion

The findings regarding the effectiveness of cooperative learning illustrate that most students prefer to work in groups rather than individually. This is successful because, in practice, group work motivates them to make studying more fun. After all, the burden can be shared. This is closely related to the time they use; if they work in groups, they can use the remaining time to chit-chat or share ideas with their chair mate whom students like. Group work was chosen as a learning method expected to facilitate the completion of assignments and shorten the time in doing tasks (Situmorang, 2021).

The findings showing the benefits of cooperative learning in the English class indicated that most of the eleventh-grade students agreed and were helped by group work. Group work aims to build self-confidence, socialize, and increase learning motivation. Other findings show that group learning helps students to learn to exchange thoughts and care about other peers. Cooperative learning provides many benefits, especially for students who still need help in education; this is considered to make it easier for the teacher to ensure students understand the material that has been conveyed. Group work helps them solve problems cooperatively, build awareness, take responsibility, and negotiate with peers (Ibnian, 2012). This study proves that the group learning method dramatically affects the development of positive attitudes that students have.

The data collected from students' perceptions about implementing group work in English classes emphasize the teacher as a pillar in learning activities. In carrying out teaching and learning activities, most students agreed that teachers during this pre-pandemic period always used group work in language classes. It is done because group work allows them to share insights with their friends. Teaching and learning activities after the pandemic require new adjustments between teachers and students. The adjustments over two years ago resulted in passive students and difficulties in increasing their learning motivation. Therefore, group work is expected as a place for students to build their learning motivation again. (Wahyuningsih, 2018) found that using group work in the classroom can foster and enhance students' sense of competitiveness, and respect, and most importantly, build their self-confidence.

The findings of students' perceptions of the inhibiting factors of group work indicated no severe obstacles in applying for group work in English classes. However, some students are reluctant to work in groups because one of the members is always unwilling to participate, so this is considered a problem. The reason most often

encountered next is that some students likely get good grades without having to do assignments or do too little of these things, which are often considered to hinder learning in group work. This finding has similarities to the class studied (Kondo, 2010) found that students with less skilled or slightly lagging types prefer and will be more suitable if group work is applied in their class for effective reasons. This is noticeable when they are required to work independently; they will struggle to finish the assignment. With the recorded results, the perception of class XI students at SMAN 2 Malang about group work in English class is positive and very interesting.

Conclusion

From the results of the data collected, it can be found that group work is very often carried out in language classes. Students' perceptions of SMAN 2 Malang about the benefits of group work show positive results, they agree with the application of group work in English classes. Students feel more comfortable with group assignments than individual ones. Proponents of cooperative learning believe that diversity must work together and that students will benefit from active participation in a supportive atmosphere. In addition to teaching the value of teamwork through practice, students acquire the theoretical and practical knowledge they need through cooperative learning (Johnson-& Johnson, 1989a).

However, there is a misunderstanding among students about the meaning of group work only as a means of getting high scores rather than as a learning process. Students' perceptions of factors that hinder group work show that unfairness of group grades, burden work for some members, difficulty adapting with friends, lack of individual knowledge about the material, differences in learning way, lack of students' ability to manage time, and confidence to compete with dominant students makes the source of the causes of students who are not interested in group work.

Group work allows students to read in groups, this is beneficial to practice their reading skills. Students are trained in understanding instructions in groups and sharing new vocabulary in reading class. Practice speaking with opponents to be more communicative and efficient in speaking classes when using group work. Teachers must prepare students to receive individual learning by combining groups and individuals (Situmorang, 2021). It is hoped that this method can build a sense of responsibility and build their self-confidence when required to carry out tasks independently.

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