

**STUDENTS BEHAVIORAL ENGAGEMENT OF GROUP WORK :
A CASE STUDY IN INDONESIAN CONTEXT
A THESIS**

Submitted to Fulfil the Requirements for *Sarjana Pendidikan* Degree
at English Education Department of Faculty of Educational Sciences and
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**STUDENTS BEHAVIORAL ENGAGEMENT OF GROUP WORK
A CASE STUDY : IN AN INDONESIAN CONTEXT
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Students' Behavioral Engagement of Group Work in an Indonesian Context " beserta seluruh isinya adalah sepenuhnya karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini, saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, September 2020

Yang membuat pernyataan,



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ABSTRAK

NENI FAUZIAH. 2020. *Students' Behavioral Engagement of Group Work. A Case Study In An Indonesian Context.* Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Penelitian ini bertujuan untuk mengetahui bagaimana keterlibatan perilaku siswa dalam belajar kelompok. Penelitian ini menggunakan studi kasus yang melibatkan satu grup terdiri dari lima orang siswa dan seorang guru sekolah menengah kejuruan. Data dikumpulkan melalui rekaman video dan dianalisis dengan menggunakan kualitatif analisis Miles, M. B., & Huberman, A. M. (1994). Berdasarkan temuan penelitian, dapat disimpulkan bahwa keterlibatan perilaku siswa dalam proses belajar mengajar dalam kerja kelompok ditunjukkan oleh tiga aspek utama yaitu perilaku siswa di kelas, partisipasi siswa dan minat siswa.

Kata Kunci: *Students Behavioral Engagement, Group Work, Case Study*

ABSTRACT

This study aims at investigating how students' behavioral engagement in group work. Using group learning strategy, the researcher find out the involvement of student behavior when learning using group learning strategies. A group consist of five member and one teacher at a vocational high school participated in this study. Data were collected through video recordings. Data were analyzed using qualitative analysis by Miles, M. B., & Huberman, A. M. (1994). The results of this study indicate how the involvement of students' behavior in group work in vocational high schools. Based on the research findings, it can be concluded that the involvement of student behavior in the teaching and learning process in group work has three main aspects, namely students conduct in groupwork showing positive and negative attitudes, student participation in group work and student interest.

Keywords: *Students Behavioral Engagement, Group Work, Case Study*

PREFACE

All praises are due to Allah *swt.*, the highest, the creator of the universe. Because of His grace, the researcher is able to finish writing her proposal entitled “Students’ Behavioral Engagement through Group Work in EFL Classroom: A Classroom Research Report” It is submitted to Fulfil the Requirements for writing a thesis at English Education Department of Faculty of Educational Sciences and Teachers’ Training of Siliwangi University, Tasikmalaya.

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The researcher welcomes suggestions and constructive criticism from the readers to improve towards her writing. Hopefully, this thesis can be useful and gives the advantages both for her and the readers.

Tasikmalaya, September 2020

Researcher,

TABLE OF CONTENTS

APPROVAL

PERNYATAAN

ABSTRAK

PREFACE..... i

TABLE OF CONTENTS..... iii

FIGURES LIST vi

TABLE LISTvii

ENCLOSURES LISTviii

CHAPTER I INTRODUCTION

A. Background 1

B. Formulation of Problem 2

C. Operational Definitions 2

D. Aim of the Research..... 3

E. Uses of the Research..... 3

1. Theoretical Use..... 3

2. Empirical Use 3

3. Practical Use 3

CHAPTER II THEORETICAL BACKGROUND

A. Group Work as A Cooperative Learning 4

B. Students' Behavioral Engagement 6

C. Engaging Students' Behavior through Group Work	7
D. Relevant Studies	10

CHAPTER III RESEARCH PROCEDURES

A. Research Method.....	12
B. Data Collection and Research Instrument	12
C. Setting and Research Participant	13
D. Techniques of Analyzing the Data	14
E. Research Timeline	15

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Students' Behavioral Engagement in Group Work	17
B. Students' Participation in Group Work.....	21
C. Students' Interest.....	24

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	26
B. Suggestions	26

REFERENCES	28
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ENCLOSURES

BIOGRAPHY

FIGURES LIST

Figure 1 The sample of drawing and verifying the data..15

TABLE LIST

Table 1 Students' Behavioral Engagement.....	12
Table 2 The Sample of Data Display in This Research.....	14
Table 3 Research Timeline.....	15

Excerpt List

Excerpt 1 Positive Behavior.....	18
Excerpt 2 Positive Behavior.....	20
Excerpt 3 Positive Behavior.....	22
Excerpt 4 Positive Behavior.....	24

ENCLOSURES LIST

Enclosure 1 Surat Izin Observasi	31
Enclosure 2 Video Transcription.....	32
Enclosure 3 Surat Keputusan	50
Enclosure 4 <i>Lembar Penetapan Proyek Tugas Akhir S-1</i>	51
Enclosure 5 Kartu Bimbingan Skripsi.....	54

CHAPTER I

INTRODUCTION

A. Background of The Study

A problem to get students engaged behaviourally in learning English in EFL classroom becomes a common phenomena for teachers. This phenomena occurs since they probably do not have enough English skills and interest in their academic task related to English (Cooper, 2014; Fredricks et al., 2004; Shernoff, 2013; Yazzie-Mintz & McCormick, 2012; as quoted in Nguyen, Cannata, & Miller, 2016), so that they are difficult to understand well what teachers explain if they do that fully in English. For that reason, they do not pay good attention to the learning process. As a result, they are no longer engaged behaviourally in the learning.

The teachers are required a suitable teaching strategy to make the students engaged behaviourally in the learning. Many of them apply group work as a strategy to promote the students' engagement on which "group work is a teaching strategy that promotes academic achievement and socialisation (Baines, Blatchford & Chowne, 2007; Gillies, 2003; Johnson & Johnson, 2004; Oliveira & Sadler, 2008; Summers, Beretvas, Svinicki & Gorin, 2005 as quoted by Forslund Frykedal, K., & Chiriac, E. H., 2014). By implementing group work, the students can interact with the other students during learning English. As a consequence, the teacher can stimulate the students' behavior to engage in the learning process.

A previous study related to group work implementation has been well-documented. The study of Pishghadam and Moghaddam (2011) focused on investigating the place of group work among children in current EFL classes in order to examine the effect of group work on the language performance of children. Then, the researcher realizes that the study provided a gap to fill. Since it had only one focus, the researcher of this study attempts to conduct a research with different focus about how group work engages students behaviourally in EFL classroom.

B. Formulation of the Problem

This research problem is formulation as: “How is students’ behavioral engagement in group work?”

C. Operational Definitions

Avoiding misunderstanding about keywords used in this research, operational definitions are provided, as follows:

1. Group work : It is a teaching strategy demanding students to work collaboratively including interaction among them to achieve learning objectives.
2. Behavioral Engagement: It is the involvement of students' positive and negative behaviour towards learning

activities.

It is a classroom in which English is learned

3. EFL Classroom : as a foreign language

D. Aim of the Research

This study aims at investigating the students' behavioral engagement in group works.

E. Uses of the Research

The research will hopefully contribute positively in some manners, as follows:

1. Theoretically, the research will provide additional input for existing theories and concepts related to this research topic, and will be valuable insight for other researchers taking the similar topic.
2. Practically, this research will encourage the teachers to apply group work to engage their students behaviourally in their own EFL classroom.
3. Empirically, this research will give empirical insight for the researcher herself of how group work engages students behaviorally in EFL classroom.

CHAPTER II

LITERATURE RIVIEW

A. Group Work as A Cooperative Learning

Group work is a part of cooperative learning which requires students to work together to maximize their own and each other's learning (Johnson & Johnson, 1993, p. 9, as quoted by Jacobs, 2004). It gives opportunity for them to learn English by sharing, interacting, and cooperating with the group members. Furthermore, by having the group work activity, the students are supplied one means of moving them away from dependence on teachers (Jacobs, 2004). As a consequence, they can have a better understanding of material learned and participation during learning process.

Implementing group work in teaching English however needs to be based on principles. According to Kagan (1994), as quoted by Jacobs (2004) the principles are heterogeneous grouping, collaborative skills, group autonomy, simultaneous interaction, equal participation, individual accountability, positive interdependence, and cooperation as a value.

- a. **Heterogeneous grouping** means that students are divided into some groups. Each group consists of one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence

- b. Collaborative skills. When learning in a group, the students are required to collaborate with members of the group. It can be done by asking and giving reasons.
- c. Group autonomy refers to encouragement for students to look to themselves for resources rather than relying solely on the teacher. This principle however requires teachers to have trust to their students that they can work together and complete learning tasks.
- d. Simultaneous interaction. When group activities are implemented in learning process, one student in each group is speaking. If there are ten groups in a class, then ten of the students representing each group are speaking simultaneously at the same time.
- e. Equal participation. A good group work will provide the same opportunity for each member of a group to participate in learning activities. There will be no domination inside the group.
- f. Individual accountability. Teachers should try to encourage each student to give their accountability when working in groups. The teachers may hope that every student will try to learn and to share their knowledge and ideas with others.
- g. Positive interdependence. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other member. By having the positive interdependence, the students

willingly work together with the others and help each other to fulfil learning tasks.

- h. Cooperation as a value. It involves taking the feeling of “all for one, one for all” and expanding it beyond the small classroom group to encompass the whole class.

Based on the explanations above, the group work must be implemented based on the principles in order that the teachers can help the students learn optimally and gain learning objectives.

B. Students' Behavioural Engagement

Students behavioral engagement refers to students' participation in a learning process. It is affirmed that students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour (Trowler, 2010).

Accordingly, Nguyen, Cannata, & Miller (2018) have a concept about behavioral engagement. It is student's conduct and participation in school-related activities as passive behavioural engagement (i.e., follows classroom expectations and participates in the classroom activity set forth by the teacher) and interest in the academic task as active behavioural engagement (i.e., moves beyond following expectations to ask questions, contribute to class discussion, persist despite distractions).

Table 2.2

Sub-indicators of Students' Behavioral Engagement

Students Behavioral Engagement : Indicators	Sub- Indicators :	Example :
Students conduct in class	students can either exhibit positive behaviors	when a student follows classroom or school expectations
	or they can exhibit negative behaviors	when a student is being disruptive in the classroom
		disobeying an administrator
Student participation in schoolrelated activities	student participation in the school	attendance,
		positive interactions
	or student participation within the classroom	pep rallies
		sports teams
		Clubs
		other extracurricular activities
students' interest in their academic task	classroom activities	Persistence
		Focus
		Asking questions
		Contributing to class discussion

C. Engaging Students' Behavior through Group Work

Group work is widely used in teaching and learning process since it has its own benefits. Group work can help the teacher manage the classroom and create an atmosphere that encourages successful behaviors(Morris, 2016). Besides, Pishghadam and Moghaddam(2011) said that if children assigned to group works, they will be better and longer in learning. In addition, the group work is a teaching strategy that promotes academic achievement and socialisation (Baines, Blatchford & Chowne, 2007; Gillies, 2003; Johnson & Johnson, 2004; Oliveira & Sadler, 2008; Summers, Beretvas, Svinicki & Gorin, 2005 as quoted by Forslund Frykedal, K., & Chiriac, E. H., 2014). In its implementation, the students are encouraged to have more interaction with other students. Using smaller group to meet classroom goals allows students to develop skills that are valuable in life and work, such as : talking about ideas, justifying opinions, collaborating with others, building consensus, handling conflict and disagreeing politely (Morris, 2016). It requires them to work together in doing task. As a consequence, most of the students will be engaged in the process of learning.

Group work refers to students' practices during learning process. Additionally, Rance-Roney (2010, as quote in Morris, 2016) describes group work as a classroom practice where “students work in teams to construct knowledge and accomplish tasks through collaborative interaction”. When the group work is implemented by teacher as the teaching strategy, the students are demanded to accomplish learning objectives by working together with their group members. Their interaction and sharing activity can support them to

enrich their knowledge. Therefore, the technique can lead them to have a good learning participation and learning objectives.

In this age, making students to be active in learning is one of important aspects in the learning process. By implementing group work to students, the students can be stimulated to participate actively in the group work. In addition, the group work is a student-centered way of teaching that emphasizes collaboration, cooperation, and teamwork (Morris, 2016). The students work collaboratively to achieve learning objectives. As a consequence, their work will help them improve their knowledge and support them to have good academic achievements.

Group work implementation can be a good stimulus for students to engage behaviorally. It stimulates them to involve themselves in the group work activity on which their effort, persistence, and participation commonly occur as substances of behavioural engagement (Davis, Summers & Miller, 2012). In addition, the behavioral engagement domain concerns questions regarding, student conduct in class, student participation in school-related activities, and student interest in their academic task (Cooper, 2014; Fredricks et al., 2004; Shernoff, 2013; Yazzie-Mintz & McCormick, 2012 as quoted in Nguyen, Cannata & Miller, 2016). As a consequence, when the students physically involve and participate in classroom activity such as group work, the students are categorized engaged behaviorally.

Students who participate actively in learning will tend to behave accordingly related to tasks they work on. In addition, behavioral engagement is the students' interest in their academic task, which refers to the tangible behavioral actions exhibited by the students to show their will to engage in classroom activities as well as their will to overcome challenging material (Birch & Ladd, 1997; Finn et al., 1995 as quoted in Nguyen, Cannata & Miller, 2016). Joining group work, the students can learn how to work with other students to solve the problems of the tasks since it demands them to participate behaviorally and share ideas each other, so that their behavior can engage in the learning.

Physical involvement is as the substance factor of the behavioural engagement. Trowler (2010) stated that the students' behavioural engagement as students who would typically comply with behavioural norms, such as attendance and involvement and demonstrate the absence of disruptive or negative behaviour (p. 5). Besides attending the class and working on the task to accomplish their learning targets and knowledge, students should act as good as they can to avoid actions that can lead them to failure in learning. Hence, based on the explanation, it is constructed that behavioral engagement refers to students' physical involvement in learning process in which the students participate in the learning process with other students to solve learning problems.

D. Relevant Studies

This study is relevant with the study of Pishghadam & Pishghadam (2011) about Group Work in EFL Children's Classes. The study is focused on investigating and examining the effect of group work on the language performance of children. The second relevant study is the study of Taqi and Al-Nouh (2014) focusing on investigating effect of group work on EFL students' attitudes and learning in Higher Education. The third relevant study is conducted by Al Mamun, Lawrie & Wright (2016) about students' behavioural engagement in self-paced online learning. The study focused on investigate students' behavioural engagement with online learning modules without teacher supervision or peer support.

Considering the findings of each relevant study, the researcher finds a gap that students behavioural engagement through group work is required to study further. Hence, based on the previous studies' findings, this study will attempt to investigate how group work engages students behaviourally in EFL classroom.

CHAPTER III

RESEARCH PROCEDURES

A. Research Method

This research was applied descriptive case study method. The researcher believed that descriptive case study was appropriate for investigating a classroom phenomenon about students' behavioural engagement through group work. In addition, Widodo (2013) explain A descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon in the language classroom where the group work was implemented and the students behavioural engagement could be seen. Case study data can be gathered through interviews, classroom observations, document artifacts (e.g., diaries, documents) (Widodo, 2013).

B. Data Collection and Research Instruments

Classroom observation video recording was used to collect the data of the research. It was used to capture how group work engages students

behaviourally in EFL classroom is chosen as the data collection technique since it helps the researcher observe many facets of the participant's teaching quickly, and provides heuristic and accurate information for diagnosis (Hopkins, 2008, pp. 115-116). Additionally, the researcher was selected some students to participate in semi-structured interview to collect the data because it was often very productive sources of information for the researcher willing to verify observations before the interview (Hopkins, 2008, p. 110).

C. Setting and Research Participant

This study was conducted in July 2019 and it was taken from two meetings. The research was done at one of the Vocational High School in Tasikmalaya.

The participants of this research are students. In the first grade at vocational school in Tasikmalaya. The students were 15-16 years old having learning English for seven years.

The researcher choose the participants randomly. More importantly, they were agreed on taking part in this research as the participant, they also provided feasibility for the researcher to involve her in the research. Therefore, the researcher believed that they were could share information needed for this research.

D. Techniques of Analysing the Data

The data were implemented ‘qualitative analysis’ from Miles, M. B, and Huberman, A. M. (1994) as the data analysis technique. The technique was chosen since it is considered as it led the researcher to identify, analyse, and report patterns (themes) within data. in addition, it was help the researcher organize and describe her data set in (rich) detail collected by observation and interviews in relation to this research topic. In order to have a good qualitative analysis, the researcher must follow all steps of the technique, as follows:

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we’re making data stronger. (We stay away from data reduction as a term because that implies we’re weakening or losing something in the process.).

b. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

Table 3.1 The sample of data display in this research

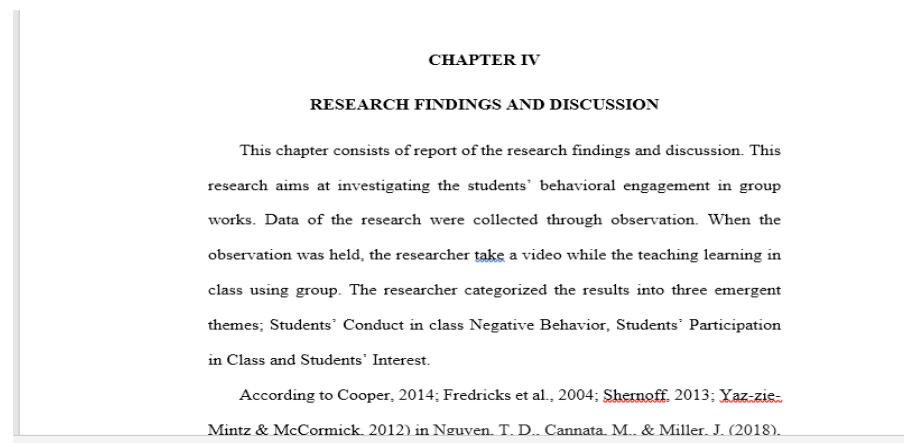
Sub- indicators	Minutes	Data
Participation	00:08:58	Start to do her group assignment by arrange the jumbled text into a good conversation with her group.

c. Drawing and Verifying Conclusions.

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions.

Figure 3.1

The sample of drawing and verifying the data.



E. Research Timeline

Figure 3.2

Research Timeline

N o	Activities	Mar 2018	Apr 2018	Mei 2018	June 2018	Jul 2018	Oct 2018
1	Proposing Research Topic						
2	Writing Research Background						
N o	Activities	Mar 2018	Apr 2018	Mei 2018	June 2018	Jul 2018	Oct 2018
3	Writing Literature Review						
4	Writing Research Procedures						
5	Proposal Approval						
6	Seminar Proposal Examination						

Figure 3.3

Research Timeline

No	Activities	July	Aug	Sept			

		2020	2020	2020			
7	Conducting the Research						
8	Writing Report						
9	Thesis Approval						
10	Thesis Examination						

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of the research findings and discussion. This research aims at investigating the students' behavioral engagement in group works. Data of the research were collected through observation. When the observation was held, the researcher took a video while the teaching learning process using groupwork. The result of video recording was transcribed to analyse as the data of this research.

The researcher categorized Students' Behavioral Engagement results into three emergent themes; *Students' conduct in group work exhibit*

negative behavior, Students' participations in group work and Students' interest. All of those indicators were analysed in this research based on the frequency of each data appearances and the types of behaviour engagements performed by the students in teaching and learning English process by implementing group work method.

A. Students' Conduct in Group Work

Students' conduct in group work can exhibit positive behavior and negative behavior. Based on the data analysis, there were several actions taken by students can exhibit positive behavior and negative behavior. The detailed as follow ;

1. Positive Behavior

The researcher categorized students that joined in a group yang consist of five member are exhibit positive behavior. The researcher also seen group were worked together to complete the task. Then have same opportunity to participate. Implementing group work in teaching English however needs to be based on principles. According to Kagan (1994), as quoted by Jacobs (2004) the principles are heterogeneous grouping, collaborative skills, group autonomy, simultaneous interaction, equal participation, individual accountability,

positive interdependence, and cooperation as a value. As the researcher seen on the picture :

Figure 4. Positive behaviors' picture



The result of observation as the research data figure 4. showed that some students did positive behavior in teaching learning process using group work. Students exhibit positive behavior performed by some students joined in a group to do the assignment from the teacher. As Kagan stated that quoted by Jacobs (2004), some of them included as *Heterogeneous Grouping*. In addition, the researcher also seen a group work by themselves rather than relying solely on the teacher on finished their assignment. It is included *Group Autonomy*. Then, as seen in a data table 4.1 a group provide the same opportunity for each member of a group to participate in learning activities. It is included *Equal Participation*. The

action that done by the students are categorized as positive behavior in a group work.

When English learning process was underway the researcher saw the participants shown a positive behavior. They sat together in a group to do assignments. During the English lesson, they remain in the task group and even other group come to the front of the class to present the results of their discussion, this group were accountable as a group. Heterogeneous are learning into intense with three or four of their peers about a meety problem that they are jointly trying to solve- one that requires the attention and effort all of them (i.e., a group worthy task.) (Elisabeth G. Cohen, Rachel A. Lotan, 2014, ix). As the researcher seen on the data figure 4. Group are working by themselves to solved the problem of their assignment rather than relying solely on the teacher. They were struggled together on their own work until finished the assignment. Delegating authority in an instructional task is making students responsible for specific parts of their work; students are free to accomplish their task in the way they decide is best, but are still accountable to the teacher for the final project (Elisabeth G. Cohen, Rachel A. Lotan, 2014, 2). Beside that the researcher also seen they have same

opportunity to give their ideas and done the task together. There would be no domination inside the group. All of member need one another to some degree to finished the task. Students in a group communicate about their task with one another. They know should ask one another first as their own best resources before they seek outside assistance (Elisabeth G. Cohen, Rachel A. Lotan, 2014, x) so that for the value of each member heightens inclusion and participation.

In short, the researcher seen that students showed positive action in teaching learning process. Some of them were behaviorally engaged in learning English of group work as a *Heterogeneous Grouping, Group Autonomy and Equal Participation*.

2. Negative Behavior

Based on the result of data analysis, the researcher found that there were several actions done by students in group work that can be categorized into the students' negative behavior, included: did not pay attention, and look at other group. As stated in the data bellow:

Table 4.2 Students' Conduct in Class Exhibit Negative Behavior

Excerpt 1 Video transcription taken on Tuesday, 6th August 2019

<u>Minutes</u>	<u>Data</u>
00:00:30	<i>Look at other group when her group were discussing about the assignment</i>
00:00:40	<i>Does not listened to her group she is not focus.</i>

The result of observation as the research data (Table 4.2) showed that some students did some negative behaviors in the learning process which implemented group discussion. The type of students' conduct in class exhibit negative behaviour performed by some students such as look at other group when her group has been discussing, "Look at other group when her group discussing about the assignment" (00:00:30). Participant 5 also did not pay attention on the other group member when they were discussed, "Does not listened to her group she is not focus" (00:00:40). Those students' activities exhibited negative behaviour because its showed their negative behavioural engagement in the learning process.

Students conducted in class can exhibit negative behaviors. They can exhibit negative when the other students were disruptive in the classroom or disobeying an administrator. It was included students conduct in class exhibit negative behavior which are indicators of lower engagement or disengagement (Finn, 1993; Finn, Pannozzo, & Voelkl, 1995; Finn & Rock, 1997). The researcher found several actions including negative behavior carried out by students during the lesson using group work.

Some of the participant did not focus to pay attention in the learning English process using group work, she does not listened to other group presentation. According to Hidi & Renninger, 2006, p.113 cited in Swarat, S., Ortony, A., & Revelle, W. (2012) situational interest refers to a temporary state of interest elicited by certain aspects of the environment (eg, object, activity, context, etc.) - " focused attention and the affective reaction that is triggered in the moment by environmental stimuli."

Furthermore, the researcher seen that students showed negative action in teaching learning process. Some of them disobeying a group work administrator when they were did not focused on their discussion because they looked at other group and did not listen to her friend when group were discussed.

B. Students Participation in Group Work

The researcher found that there were several actions taken by students that were included in the *students' participation* based on the data, including: doing the assignment, share ideas. According to Lo (in Triyanto, 2019) aspects of participation that can be measured in the learning process are cooperation and involvement, asking questions, giving a response, providing conclusions, answering the questions, and working in front of the class. The data were tabulated below :

Tabel 4.2 Students' participations

Excerpt 2 Video transcription taken on Tuesday, 6th August 2019

Minutes	Data
00:08:58	Starting to do her group assignment by arranging the jumbled text into a good conversation with her group.
00:09:00	Sharing ideas with her group to arrange the jumbled text into a good conversation.
00:10:32	Explaining her ideas to her group. Asking question to clarify her ideas to her group
00:11:33	

Students' participations in group work were shown in table 4.2, the students exhibited some activities that included their participations in the teaching and learning process using groupwork. The students engaged to

participate in group work discussion in their own group. “Starting to do her group assignment by arranging the jumbled text into a good conversation with her group” and “Sharing ideas with her group to arrange the jumbled text into a good conversation” (00:08:58). In addition, the researcher also found that the participants shared ideas when they were learned English by group work. It supported by the data, “Share ideas with her group to arrange the jumbled text into a good conversation.” (00:09:00). When the teaching learning process using group work was held. The participants asked some questions to clarify their ideas to her partners and response their partners of the group. It supported by the data “Asking question to clarify her ideas her to her group” (00:11:33). It showed that the students exhibited some positive activities that included their participations in the teaching and learning process using groupwork.

When the group work was underway the researcher saw the participants involved and engaged with the group discussion by doing their assignments. When the teacher assigned assignments to each group, they immediately worked on the assignment. They tried to arrange the pieces of the sentence given by the teacher in each group into a correct conversation. It could help them increase the passion of the students in learning. It has related to Wilson, Brickman & Brame (2018), that group

work has been shown to improve the students' performance, persistence, attitudes, and gain a better understanding of themselves. Participation is represented as individuals and groups of having the right, the means, space, time, and the chance to declare their opinions, to be understood and to contribute to matters affecting them (Niia, Almqvist, Brunnberg & Granlund, 2015 in Triyanto, 2019). As the researcher saw from the data, the participants exchanged ideas while working on the assignment. They shared ideas with each other and explained what they thought to their group of friends. Group learning permitted students to express their views and clarify their ideas (Chiappetta & Koballa, 2009 in Triyanto, 2019). Furthermore, The researcher assume that groupwork was a good strategy for promoting students' involvement in the classroom. According to Lo (in Triyanto, 2019) aspects of participation that can be measured in the learning process are cooperation and involvement, asking questions, giving a response, providing conclusions, answering the questions, and working in front of the class. In this research the participants participated in the work group by asking some questions to convince their friends what they thought. Then, his group mates responded by nodding their heads indicating that she agreed with her friend's idea or opinion.

The student participations shown in Table 4.2 explain that they are engaged behaviorally in their group work. Furthermore, the students participated in groupwork when they were engaged to participate in group

work discussion in their own group, shared ideas with group and asking question to clarify their own opinion to other member of the group.

C. Students' Interest

The data in this research showed the type of behavioral engagement in the form of *students' interest*. According to Hidi & Renninger, 2006, p.113 cited in Swarat, S., Ortony, A., & Revelle, W. (2012) situational interest refers to a temporary state of interest elicited by certain aspects of the environment (eg, object, activity, context, etc.) -" focused attention and the affective reaction that is triggered in the moment by environmental stimuli '." The researcher found that there were several actions taken by students that were included in the students' interest in the data, including: listening and paying attention. As stated in the data below :

Table 4.4 Students' interest on pay attention

Minutes	Data
00:09:10	Student 3 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.
00:10:14	Student 3 pay attention on the students 1,2,3 and 4 that had been arranging the assignment.

Table 4.5 Students' interest on listened to

Minutes	Data
00:09:22	Student 1 listening to student 2 that had been share her ideas
00:09:59	Student 2 listened to the student 1 that had been share her ideas.

Students' interests in the classroom were shown in this data. The students listened to her friend ideas in teaching process "Student 1 listening to student 2 that had been share her ideas" (00:09:22). Then, student pay attention on her friend "Student 3 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation"(00:09:10) The data showed that the students *listened and paid attention* on her group member when her friend tried to explain her ideas about the assignment to arrange jumbled sentence into a good conversation.

Students' behavioral engagement in the form students' interests was performed by the students through listening and paying attention on her friend explanation about what her thought. According to Hidi & Renninger, 2006, p.113 cited in Swarat, S., Ortony, A., & Revelle, W. (2012) situational interest refer to a temporary state of interest elicited by certain aspects of the environment (eg, object, activity, context, etc.) - "

focused attention and the affective reaction that is triggered in the moment by environmental stimuli.”

Learning can be considered as a process of getting knowledge. Students’ interests are important in learning. Students’ interests also play an important role in developing students’ thinking abilities. Therefore, the students’ behavioral engagement in the form of students’ interest will lead them to focus on the lesson in learning English.

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings, it can be concluded that students' behavioural engagement in teaching and learning process by implementing groupworks have three main aspects: *students' conduct in group work; exhibit positive behavior and negative behaviour, students' participation in group work, Students' interest*. Several actions were done by students in groupwork that can be categorized into the *students' conduct in group work positive behavior*, included: students divide into a group as a heterogeneous grouping, group work by themselves as a group autonomy and students have same opportunity to participate as an equal group. Then, actions were done by students in the classroom that can be categorized into the *students' conduct in group work negative behavior*, included: talked with friends, did not pay attention, and play mobile phone. In addition, some actions were taken by the students that can be categorized into the *students' participation in group work* including: doing the assignment, share ideas. The actions were done by the students that can be categorized into the *students' interest* included: paying attention to her friend that had been explain her ideas.

B. Suggestions

Considering to the findings of the research, it is suggested for other researchers to conduct a deeper research about similar topic which involves more media in learning using group work. More media will lead

to have more various and richer data of the ways to improve the students behavioral engagement in learning English using groupwork. In additional, it is suggested for the teacher to guide and to stimulate the students to involve their behaviour engagement in learning English using groupwork.

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Enclosure 1

Consent Form

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS SILIWANGI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Siliwangi Nomor 24 Tlp. (0265) 323532 Fax. 323532 Tasikmalaya - 46115
E-mail : fkip_unsil@yahoo.com Web Site : fkip.unsil.ac.id

Nomor : 129/UN58.10/KM/2019
Lampiran : -
Perihal : Izin Observasi/ Penelitian

Kepada Yth. : Kepala Sekolah SMK Muhammadiyah Tasikmalaya
Di Tempat

Dalam rangka penyusunan Skripsi sebagai salah satu syarat dalam menempuh / menyelesaikan program pendidikan, mahasiswa kami,

Nama : Neni Fauziah
Nomor Pokok : 132122091
Program Studi : Pendidikan Bahasa Inggris

bermaksud untuk mengadakan penelitian / observasi di SMK Muhammadiyah Tasikmalaya yang Bapak/Ibu Pimpin.

Adapun Judul Skripsi :


STUDENTS' BEHAVIOURAL ENGAGEMENT IN GROUP WORK: A CLASSROOM REPORT IN AN INDONESIAN CONTEXT.

Untuk maksud tersebut di atas, kami mohon bantuan kesediaan Bapak/Ibu agar mahasiswa kami dapat memperoleh data yang diperlukan.

Atas segala perhatian dan partisipasi Bapak/Ibu, kami mengucapkan terima kasih.

Tasikmalaya, 13 Maret 2019

a.n. Dekan
Wakil Dekan I



Dr. Hj. Iis Lisnawati, M.Pd.
NIP 196106021985032002

Enclosure 1

Video Transcription

Student 1

S1	Video	Minutes	Students' do
	Video take 3	00:08:33	Teacher asks the student 1 to gather with the group.
		00:05:36	Student 1 talking with student 2 when the teacher had been speaking.
		00:06:10	Student 1 listening to the teachers' explanation about task at Edmodo.
		00:08:58	Student start to do her group assignment by arrange the jumbled text into a good conversation with her group.
		00:08:59	Students 1 contribute to arrange the jumbled sentence.
		00:09:00	Student 1 share her ideas to other member of the group.
		00:09:22	Student 1 listening to student 2 that had been share her ideas.
		00:09:25	Student 1 look at other group when her group were discussed
		00:10:32	Student 1 explaining her ideas to her group.
		00:11:33	Student 1 asking question to clarify her ideas her to her group
	Video	00:00:09	Student 1 finished her

	take 4		group task by discussing with other member then re-check the result of the group assignment with her group.
		00:00:30	Student 1 re-read the result of the group assignment with her group
	Video take 5	00:00:04	Student 1 make sure again the result of the group assignment with her group.
		00:01:14	Student 1 was busy to tidy up the result of the group assignment when other group were discussed
		00:01:44	Student 1 listen to the teacher that had been corrected the result of the group presentation.
		00:02:18	Student 1 response to the teachers' question about expression of suggestion
		00:03:24	Student 1 talking with her group when teacher and other group presentation was discussed.
		00:04:00	Student 1 listen and pay attention on other group presentation
		00:05:23	Student 1 give applause for another's group presentation
		00:06:07	Student 1 talking with student 3 and student 4 when other group had been presenting.
		00:11:43	Student 1 talking with student 3 when other group

			had been presenting.
		00:11:53	Student 1 listen and pay attention again.
		00:13:27	Student 1 talking with student 2 when other group had been presenting.
	Video take 7	00:02:56	Student 1 listen and pay attention to the group presentation.
		00:09:37	Student 1 answer the teachers' question about expression of suggestion, she could mention the expression of suggestion.

Student 2

S2	Video	Minutes	Students' do
	Video take 3	00:08:33	Teacher asks the student 2 to gather with the group.
		00:05:36	Student 2 talking with student 1 when the teacher had been speaking.
		00:06:10	Student 2 listen to the teachers' explanation about task at Edmodo.
		00:08:40	Student 2 start to do her group assignment by reading "potongan" sentence.
		00:09:10	Student 2 involve in discussion by arranging the jumbled conversation to be a good conversation.
		00:09:33	Student 2 share ideas with her group to arrange the jumbled text into a good conversation.
		00:09:59	Student 2 listened the student 1 that had been share her ideas
		00:10:15	Student 2 help her group to solve the assignment .
	Video take 4	00:00:09	Student 2 finished her group task by discussing with other member then re-check the result of the group assignment with her group.

		00:00:30	Student 2 re-read the result of the group assignment.
	Video take 5	00:00:04	Student 2 make sure again the result of the group assignment with her group.
		00:02:29	Student 2 talking with student 1 when another group has been presenting.
		00:03:22	Student 2 ignoring teacher's question about the expression of suggestion that present by another group. She is talking with her group.
		00:03:47	Student 2 look and listen again to other group presentation.
	Video	00:05:23	Student 2 give applause for another's group presentation
		00:11:40	Student 2 listen and pay attention to another group that is presenting
		00:11:50	do not pay attention to another group presentation. Talking with student 1 and student 3.
		00:11:56	Student 2 listen again to another is presenting
		00:13:31	Student 2 do not pay attention to another group presentation Talking with student 1

		00:15:13	Student 2 do not pay attention to another group presentation. Talking with student 1 when other group has been presenting.
		00:15:21	Student 2 pay attention again to the presentation.
	Video take7	00:00:55	Student 2 pay attention
		00:09:06	Student 2 listen to the teacher had been reviewing the material.

Student 3

S3	Video	Minutes	Students' do
		00:08:33	Teacher asks the student 3 to gather with the group.
	Video take 3	00:06:31	Students 3 talked with student 1 when the teacher explain about the task at Edmodo.
		00:07:07	Student 3 Listened to the teacher explanation about group assignment.
		00:08:36	Students 3 start to do her group assignment by reading a pieces of the sentence.
		00:09:10	Student 3 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.
		00:09:37	Student 3 paying attention on students 1,2 and 4 that had been arranging the conversation.
		00:09:59	Student 3 listened to the student 1 that had been share her ideas
		00:10:14	Student 3 pay attention on

			the students 1,2,3 and 4 that had been arranging the assignment.
		00:11:33	Student 3 responded to the student 1 that asking about her ideas.
	Video take 4	00:00:09	Student 3 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
	Video take 5	00:00:15	Student 3 re read her group assignment with her group.
		00:00:29	Student 3 look at another group when her group had been discussing.
		00:00:50	Student 3 pay attention on her group that had been rereading the assignment.
		00:01:29	Student 3 pay attention on other group presentation.
		00:02:30	Student has another attention . She is playing a plastic.
S3		00:03:25	Student 3 ignore teacher's question about the expression of suggestion that present by other group. She is talking with her group.
		00:05:11	Student 3 listening to the teachers' explanation about the result of other group.

		00:05:19	Students 3 listen to other group who is presenting .
		00:05:23	Student give applause for other's group presentation
		00:07:20	Student pay attention on another group had been presenting
	Video take 7	00:02:55	Response to the teacher direction to translate other group assignment.

Student 4

S4	Video	Minutes	Students' do
		00:08:33	Teacher asks the student 4 to gather with the group.
		00:09:10	Student 4 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.
	V3	00:006:12	Listen to the teacher explanation about the task at Edmodo.
		00:06:30	Talking with student 3. Do not pay attention to the teachers' explanation.
		00:08:35	Start to do her group assignment by reading the chunk of the conversation.
		00:08:59	Arranging the jumbled conversation into a good

			conversation with her group.
		00:09:27	Student look at other group when her group were discussed
		00:11:09	Student look at other group when student 1 were shared her ideas
	Video take 4	00:00:09	Student 4 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
	Video take 5	00:01:03	Pay attention to the group who had been presenting.
		00:05:23	Give applause for the result of the group presentation.
		00:15:00	Pay attention to the teacher and group presentation.
	Video take 7	00:09:25	Listen to the teacher had been reviewing the material.

Student 5

S4	Video	Minutes	Students' do
		00:08:33	Teacher asks the student 5 to gather with the group.
	Video take 3	00:006:12	Listen to the teacher explanation about the task at Edmodo.
		00:08:56	Start to do her group assignment by reading the chunk of the conversation.
		00:08:59	Arranging the jumbled conversation into a good conversation with her group.
		00:09:11	Student 5 pay attention on student 1 and 2 that had tried to arrange the jumbled conversation.
		00:09:55	Pay attention to the students 1,2 and 3 that

			had been arranging the conversation.
		00:10:14	Involve on arranging the jumbled conversation into a good conversation.
	Video take 4	00:00:09	Student 5 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
	Video take 5	00::00:40	Student 5 has another attention, she looks at another group when her group had been discussing.
		00:01:15	Pay attention to the group who had been presenting.
		00:03:29	Talking with her group when other group had been presenting.
		00:04:00	Does not pay attention to the group who is presenting. Look at above and play a tissue.
		00:04:07	Does not pay attention to the group who is presenting, she looks at to the window.
		00:05:10	Pay attention to the group who had been presenting
S4	Video	Minutes	Students' do
		00:06:07	Pay attention to the group who had been presenting

		00:09:51	Does not pay attention who is presenting, she absently.
		00:11:34	Pay attention to the group who had been presenting.
		00:12:24	Does not pay attention to the group who is presenting, she open the book.
		00:12:40	Pay attention to the group had been presenting
		00:12:49	Disobeying to the presenter and the teacher, she looks to her book.
		00:13:17	Pay attention to the group had been presenting.
		00:15:00	Pay attention to the group that had been presenting.
		00:15:14	Disobeying to the group presentation. She looks at to the window.
		00:15:25	“Culingak- celinguk”
		00:15:39	Play her phone.
	Video take 7	00:09:26	Listen to the teacher that had been reviewing the material.

Students Behavioral Engagement in Group Work

Sub-Indicators		Minutes	Data
Students Conduct in Class	Exhibit Positive	00:08:33	Teacher asks the student 1 to gather with the group.
		00:08:59	Students 1 contribute to arrange the jumbled sentence.
		00:00:09	Student 1 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
		00:08:33	Teacher asks the student 2 to gather with the group.
		00:09:10	Student 2 involve in discussion

			by arranging the jumbled conversation to be a good conversation.
		00:00:09	Student 2 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
		00:08:33	Teacher asks the student 3 to gather with the group.
		00:08:59	Students3 contribute to arrange the jumbled sentence.
		00:00:09	Student 3 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
		00:08:33	Teacher asks the student 4 to gather with the group.
		00:08:59	Students 4 contribute to arrange the jumbled conversation into a good conversation with her group.
		00:00:09	Student 4 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
		00:08:33	Teacher asks the student 5 to gather with the group.
		00:08:59	Student 5 involve in discussion by arranging the jumbled conversation to be a good conversation
		00:00:09	Student 5 finished her group task by discussing with other member then re-check the result of the group assignment with her group.
	Exhibit Negative Behavior	00:09:25	Student 1 look at other group when her group were discussed
		00:00:29	Student 3 look at another group when her group had been

			discussing.
		00:09:27	Student 4 look at other group when her group were discussed
		00:11:09	Student 4 look at other group when student 1 were shared her ideas
		00::00:40	Student 5 has another attention, she looks at another group when her group had been discussing.
		00:08:58	Start to do her group assignment by arrange the jumbled text into a good conversation with her group.
		00:09:00	Share ideas with her group to arrange the jumbled text into a good conversation.
		00:10:32	Explain her ideas to her group.
		00:11:33	Asking question to clarify her ideas her to her group
		00:00:09	Re-check the result of the group assignment with her group.
		00:00:30	Re-read the result of the group assignment.
		00:00:04	Make sure again the result of the group assignment with her group.
		00:02:18	Response to the teachers' question about expression of suggestion.
		00:05:23	Give applause for another's group presentation
		00:09:37	Answer the teachers' question about expression of suggestion, she could mention the expression of suggestion.

Students' participation in group work	00:08:40	Start to do her group assignment by reading "potongan" sentence.
	00:09:10	Involve in discussion by arranging the jumbled

		conversation to be a good conversation.
	00:09:33	Share ideas with her group to arrange the jumbled text into a good conversation.
	00:10:15	Help her group to solve the assignment .
	00:00:49	Recheck the result their assignment
	00:00:30	Re-read the result of the group assignment.
	00:00:04	Make sure again the result of the group assignment with her group.
	00:05:23	Give applause for another's group presentation
	00:08:36	Start to do her group assignment by reading "potongan" sentence.
	00:11:33	Response to the student 1 that asking about the assignment.
	00:00:35	Recheck the result their assignment
	00:00:15	Re read her group assignment
	00:05:23	Give applause for another's group presentation
	00:02:55	Response to the teacher direction to translate other group assignment.
	00:08:56	Start to do her group assignment by reading the chunk of the conversation.
	00:08:59	Arranging the jumbled conversation into a good conversation with her group.
	00:10:14	Involve on arranging the jumbled conversation into a good conversation.
	00:00:30	Recheck her group assignment.

Students' interest	00:09:22	Student 1 listening to student 2 that had been share her ideas.
	00:09:59	Student 2 listened the student 1 that had been share her ideas
	00:09:10	Student 3 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.
	00:00:50	Student 3 pay attention on her group that had been rereading the assignment.
	00:09:10	Student 4 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.
	00:09:10	Student 5 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.
	00:09:37	Student 3 paying attention on students 1,2 and 4 that had been arranging the conversation.
	00:09:59	Student 3 listened to the student 1 that had been share her ideas
	00:10:14	Student 3 pay attention on the students 1,2,3 and 4 that had been arranging the assignment.
	00:09:10	Student 3 pay attention on the student 1 and 2 that had been arranging the jumbled sentence into a good conversation.

	00:09:11	Student 5 pay attention on student 1 and 2 that had tried to arrange the jumbled conversation.
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Enclosure 3
Surat Keputusan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SILIWANGI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Siliwangi No.24 Kota Tasikmalaya Kode Pos 46115 Kotak Pos 164
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Laman :

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
NOMOR : 1039/UN58.04/AK/2020

TENTANG

PEMBIMBING SKRIPSI/TUGAS AKHIR
MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Menimbang : a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan dan ilmu pendidikan perlu menunjukan Dosen Pembimbing.
- b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi;
- Mengingat : 1. Undang-Undang Republik Indonesia :
- a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
- b. Nomor 14 tahun 2005 tentang Guru dan Dosen;
- c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;
2. Peraturan Pemerintah Republik Indonesia :
- a. Nomor 19 tahun 2005 tentang Standar Nasional
- b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;
4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.
5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.
6. Keputusan Rektor Universitas Siliwangi Nomor 936/KAUS-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

MEMUTUSKAN

- Menetapkan : Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Siliwangi
- KESATU : Menunjuk kepada yang namanya tersebut dibawah ini :
1. Nama : H. Soni Tantan Tandiana Dr., S.Pd.,
NIDN : 0415097002
2. Nama : Melisa Sri S.Pd., M.Pd. (Reviewer)
NIDN : 0402018202
- Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :
- N a m a : NENI FAUZIAH
N P M : 132122091
- KEDUA : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah di tentukan.
- KETIGA : Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.
- KEEMPAT : Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 01 Desember 2017 s.d 01 Desember 2020 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.
- KELIMA : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya
Pada tanggal : 11 September 2020



Dr. H. Soni Tantan Tandiana Dr., S.Pd.,
NIP. 196304091989111001

Tembusan. :

1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi
2. Bendahara Pengeluaran Pembantu Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi



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Lembar Pelebaran Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa : Neni Fauziah

NIM : 132122091

telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

Tema Penelitian (Maksimal 5 Kata Kunci)

Group Work, Behavioral Engagement, English Foreign Language, Classroom Research.

Centumkan tema penelitian maksimal 5 kata kunci yang memberi gambaran riset Anda secara keseluruhan.

Judul Riset Tentatif (Maksimal 21 Kata)

Students' Behavioral Engagement through Group Work in EFL Classroom: A Classroom Research Report

Tuliskan judul riset yang menggambarkan apa yang Anda ingin kaji atau teliti. Judul riset sementara maksimal 21 kata.

Rasional (40-70 Kata)

A problem to get students engaged behaviourally in learning English in EFL classroom becomes a common phenomenon for teachers. This classroom phenomenon occurs since they probably don't have enough English skills, so that they are difficult to understand well what teachers explain if they do that fully in English. For that reason, they don't pay good attention to the learning process. They are no longer engaged behaviourally in the learning. Many of them apply group work as their strategy to promote the students engagement on which "Group work is a teaching strategy that promotes academic achievement and socialisation (Baines, Blatchford & Chowne, 2007; Gillies, 2003; Johnson & Johnson, 2004; Oliveira & Sadler, 2008; Summers, Beretvas, Svinicki & Gorin, 2005). Therefore, I attempt to conduct a research about how the group work engages students behaviourally in EFL classroom.

Jelaskan alasan atau rasional pentingnya tema penelitian ini untuk dilakukan serta jelaskan isu-isu utama yang melandasi proyek penelitian ini dengan singkat. Tentunya, rasional ini mengacu pada situasi di lapangan dan kajian pustaka yang berbasis empiris di dalam konteks pengajaran dan pembelajaran Bahasa Inggris secara nasional dan internasional. Sebutkan konteks riset yang akan dituju.

Rumusan Masalah (20-40 Kata)

How does group work engage students' behaviourally in EFL classroom?

Jelaskan dengan singkat permasalahan yang ingin dikaji berupa pernyataan atau pertanyaan. Rumusan masalah ini menjadi landasan desain riset yang sesuai untuk mengkaji permasalahan.

Landasan Teori dan Konsep (20-40 Kata)

1. Group work is a teaching strategy that promotes academic achievement and socialisation (Baines, Blatchford & Chowne, 2007; Gillies, 2003; Johnson & Johnson, 2004 as cited in)
2. By interacting with others, students learn to inquire, share ideas, clarify differences and construct new understandings (Oliveira & Sadler, 2008; Summers, Beretvas, Svinicki & Gorin, 2005).
3. Students are also more motivated to achieve when working in groups as opposed to working individually (Gillies, 2003).
4. Group work provides opportunities for children to talk freely, and it is generally accepted that this improves their language (Richard and Nunan, 1987). When teachers make students work in small groups, students are offered safely to take risks in trying and testing new behavior (Jacques, 1991).
5. Behavioral engagement is a student's effort, persistence, participation, and compliance with school/classroom rules and structures (Davis, H. A., Summers, J. J., & Miller, L. M., 2012)

Cantumkan teori dan konsep yang melandasi riset yang diusulkan beserta justifikasi pemilihan teori/konsep ini.

Desain Penelitian

This research applies classroom research as the design. I, as the teacher and also the researcher believes that the design is appropriate for my classroom phenomenon. This research design tries to look at classroom phenomena (e.g., teacher talks, students' talks, teacher-student interactions, seating arrangements) without providing any pedagogical treatments in the classroom. This research attempts to examine naturally occurring phenomena in the language classroom (Widodo, 2013)

Metode Pengambilan Data (20-30 kata)

Classroom observation using video recording application on my mobile phone capturing how group work engages students behaviourally in EFL classroom is chosen since it helps the teacher to observe many facets of my teaching quickly, and provides heuristic and accurate information for diagnosis (Hopkins, 2008, pp. 115-116). Additionally, the researcher will select some students to participate in semi-structured interview because it is often very productive sources of information for me as the researcher willing to verify observations I make before the interview (Hopkins, 2008, p. 110).

Tujuan dan Kontribusi (20-40 Kata)

This study has an aim at investigating how group work engages students behaviourally in EFL classroom. In addition, the research will hopefully contribute positively in some manners, theoretically as additional input for existing theories and concepts related to this research topic, empirically as valuable insight for other researchers taking the similar topic, and practically as teachers' encouragement to apply group work to engage their students behaviourally in their own EFL classroom.

Jelaskan dengan singkat tujuan riset secara keseluruhan dan cantumkan kontribusi riset ini secara teori, empiris, dan praktis.

Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

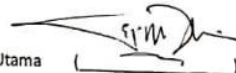
- Davis, H. A., Summers, J. J., & Miller, L. M. (2012). *An interpersonal approach to classroom management: Strategies for improving student engagement*. Corwin Press
- Frykedal, K. R. (2011). *Group Work Management in the Classroom*. Department of Behavioural Sciences and Learning, University of Linköping, Linköping, Sweden.
- Nair, Gopala Krishnan Sekharan. et al. (2012). *Group Work in the Secondary ESL Classroom*. Malaysia.
- Taqi, H. A & Al-Nouh, A. N. (2014). *Effect of Group Work on EFL Students' Attitudes and Learning in Higher Education*. Kuwait: English Language Department, CBE, Ardhya.

Lampirkan Daftar Referensi yang melandasi proyek penelitian yang dipilihkan. Buatlah Daftar Referensi berdasarkan gaya selingkung APA. Buatlah daftar pelaksanaan tugas akhir sampai penyerahan laporan skripsi.

Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.

Tanda Tangan Kesiediaan

Nama : Dr. Soni Tantan Tandiana, S.Pd., M.Pd. sebagai Pembimbing Utama



Nama : Melisa Sri, S.Pd., M.Pd. sebagai Pembimbing Pendamping



Terima kasih atas kesediaan Bapak/Ibu atas kesediaan untuk memberi pembimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)* Ketua/Sekretaris/Anggota


Metty Agusthi P.

English Education Department

3 | Page

Enclosure 5

Kartu Bimbingan



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JUDUL

"STUDENTS' BEHAVIORAL ENGAGEMENT IN GROUP WORK:
A CLASSROOM REPORT IN AN INDONESIAN CONTEXT"

PEMBIMBING I	PEMBIMBING II
Hari/Tanggal : Materi Bimbingan : <u>sk. chapters proposal</u> Paraf: 	Hari/Tanggal : Materi Bimbingan : <u>Konsultasi project</u> Paraf:
Hari/Tanggal : Materi Bimbingan : <u>sk. proposal</u> Paraf: 	Hari/Tanggal : <u>26/4/2018</u> Materi Bimbingan : <u>Project konsultasi minor revision, sk. dan ke pen. I</u> Paraf:
Hari/Tanggal : Materi Bimbingan : <u>proposal ke 18/7-2018</u> Paraf: 	Hari/Tanggal : <u>3/5/2018</u> Materi Bimbingan : <u>Prolegram</u> Paraf:
Hari/Tanggal : Materi Bimbingan : <u>ke revisi</u> Paraf: 	Hari/Tanggal : <u>25/5/2018</u> Materi Bimbingan : <u>literary review & method participant sk. dan ke pen. I. sk. dan ke pen. I.</u> Paraf:
Hari/Tanggal : Materi Bimbingan : Paraf: 	Hari/Tanggal : <u>19/7/2018</u> Materi Bimbingan : <u>Minor revisi</u> Paraf:
Hari/Tanggal : Materi Bimbingan : Paraf: 	Hari/Tanggal : <u>19/7/2018</u> Materi Bimbingan : <u>ke proposal</u> Paraf:

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Prodi : Pend. B. Inggris NIDN :

TENTATIVE TITLE

STUDENTS' BEHAVIORAL ENGAGEMENT IN GROUP WORK : A CLASSROOM
REPORT IN AN INDONESIAN CONTEXT.

PEMBIMBING I		PEMBIMBING II	
Hari/Tanggal : Minggu, 14 April 2019	Paraf	Hari/Tanggal : Kamis, 09 September 2019	Paraf
Materi Bimbingan : Revisi Proposal		Materi Bimbingan : Revisi Proposal	
Hari/Tanggal : Rabu, 02 Oktober 2019	Paraf	Hari/Tanggal : Jumat, 20/9/19	Paraf
Materi Bimbingan : Pembinaan penelitian		Materi Bimbingan : Langkah akhir proposisi seleksi skripsi	
Hari/Tanggal : Kamis, 3 Januari 2020	Paraf	Hari/Tanggal : Kamis, 3 Januari 2020	Paraf
Materi Bimbingan : Revisi Proposal		Materi Bimbingan :	
Hari/Tanggal : Minggu, 9 Februari 2020	Paraf	Hari/Tanggal :	Paraf
Materi Bimbingan : Revisi Proposal		Materi Bimbingan :	
Hari/Tanggal :	Paraf	Hari/Tanggal :	Paraf
Materi Bimbingan :		Materi Bimbingan :	
Hari/Tanggal :	Paraf	Hari/Tanggal :	Paraf
Materi Bimbingan :		Materi Bimbingan :	

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PEMBIMBING I		PEMBIMBING II	
Hari/Tanggal : Senin	Paraf	Hari/Tanggal : 5/3/2020	Paraf
Materi Bimbingan : Hort. penelitian		Materi Bimbingan : Rencana ke lapangan 4 & 5. 80 ng.	
Hari/Tanggal : Materi Bimbingan : Chapter IV		Hari/Tanggal : Materi Bimbingan : na chapter	
Hari/Tanggal : Selasa, 25 Agustus 2020	Paraf	Hari/Tanggal : 16-09-2020	Paraf
Materi Bimbingan : Chapter IV		Materi Bimbingan :	
Hari/Tanggal : Rabu, 2 September 2020	Paraf	Hari/Tanggal : Materi Bimbingan :	Paraf
Materi Bimbingan : All chapters			
Hari/Tanggal : Kamis, 10 September 2020	Paraf	Hari/Tanggal : Materi Bimbingan :	Paraf
Materi Bimbingan : All chapters			
Hari/Tanggal : 14-09-2020	Paraf	Hari/Tanggal : Materi Bimbingan :	Paraf
Materi Bimbingan : See All chapters			
14 Sept 2020			

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Religion : Islam

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