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 themto 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 Jember. 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 1
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 school related 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 isa 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. Consequently, 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, they 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. Therefore, 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 investigating 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