# Students' Group Work Learning Performance in English Offline Learning

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**Abstract**

This study aims to discover students' group work learning performance in offline learning. This research is a qualitative study using a descriptive qualitative method in collecting data which aims to explore the students' performance in group work during offline learning. The participants of this study were the students in grade XI MIPA 2 and one English teacher of SMAN 1 Pangkep. The instrument used in this study was an observation, with an observation checklist as the tool. The research found that based on the observation tool, the observation checklist, most of the students fulfilled the criteria, making their group work perform properly. There were six items with which most of the groups met with them. However, several items were not in group six's performance. Based on the findings, it can be concluded that the students had an adequate performance in group work based on the criteria of the observation. The students of SMAN 1 Pangkep are enthusiastic when working together to complete their tasks. They shared their roles and responsibilities with group members and encouraged each other to improve their communication skills and confidence.

Keywords: *Students' learning performance, group work, offline learning.*

## 1. Introduction

In the learning and teaching process, the teacher uses many methods and techniques in the learning process. One of the standard techniques that teachers always use is group work. Group activities do not necessarily resonate with students or raise expectations for learning from designers. Group work is often much more popular with teachers than students (Mason, 1998). Group work may be a helpful teaching method when it comes to the efficient use of teacher time and other resources. It might also be a method for allowing specific learning processes, such as group discussion. Despite these problems, group work is an essential component of teaching. Group work aims to collaborate for a common goal while sharing resources from the classroom and ideas with one another (Gödek, 2004).

According to several studies, students are more satisfied with their learning experiences when they work in groups rather than individually (Davis, 1993). According to Piezon and Donaldson (2005), group work requires more time and dependence on others. This often conflicts with distance learning as an independent learning environment and the student's perception of online learning. Group collaboration poses various problems for learners, especially with non-contribution group members, inadequate workloads, timing, and social or individual conflicts among the members of the group (Becker & Dwyer, 1998). However, during the learning process in the pandemic era, many opinions about group work must be conducted through online meetings.

There are several studies have been conducted which are related to the topic of this research.

One of them is the study conducted by Doolan and Barker (2015) comparing the performance of students utilizing group collaboration in online and offline classes. They used mixed methods (qualitative and quantitative) to examine the students' activities in group work. The findings of the quantitative investigation show that the students did better online than offline, according to the mean assessment scores. On the other hand, analyzing students' logbooks based on their experiences showed that their answers varied. The students gave a positive comment that was similar to online and offline group work. However, more negative comments explained that they preferred offline to online group work.

The following previous research is conducted by Musrianti (2020) about students' perception of group work. She found that most of the students agreed that with group work, they could help each other, exchange ideas and opinions, and make them closer to their friends. However, several students prefer individual work rather than group work. The reasons are that not all students participated in their group and felt uncertain about becoming group leaders.

The last previous study is by Kriflik and Mullan (2007). They researched strategies to improve student reactions to group work. The study aims to help students overcome group work challenges, highlight group work as an essential graduate attribute, and increase perceptions of group work's benefits. The result showed that there is a benefit to the revised approach. The students' comments and evaluations reflected acknowledgment of the benefits of working with peers, and some indicated that the experience positively influenced their performance.

From those several studies, the researchers find gaps the previous research. The first research emphasized comparing students' performance in group work online and offline, while this study will only focus on the students' performance. The second study described the students' perception toward group work, while this study will try to analyze the students' performance in group work. The last study explored the strategies for improving students' reactions toward group work, while this study only focused on the students' performance and the factors affecting it in offline learning.

## 2. Literature Review

## 2. 1. Definition of Learning

Some experts have defined learning in many ways of thinking. According to Hamalik (1983), learning is the process of evolution or change in specific individuals, expressed in new behaviors resulting from experience and practice. Schunk (2012) stated that learning is the act of obtaining and improving knowledge, skills, tactics, beliefs, attitudes, and behaviors. People learn to acquire cognitive, verbal, practical, physical, and social skills, which may take several different forms. Learning is assessed based on what people say, write, and do.

### 2. 1. 1. Offline Learning

Offline learning is a traditional form of education in which learners or students are not exposed to digital learning but use face-to-face learning. It is also the learning type that occurs without the use of the internet and frequently involves traditional activities, such as reading printed books and writing on paper (Jennings, 2021). Offline learning encourages character development and provides learning opportunities beyond the curriculum. Students from many cultures, backgrounds, and opinions come together in the classrooms as a melting pot (Biswas & Dey, 2021).

## 2. 2. Performance

Performance is viewed in different ways at different times and in different contexts. This can be seen in terms of students' personal development, in terms of students' personal-social development, in terms of test results, in terms of civic contributions, and more. Performance is defined by richer authentic

accomplishments, such as collaborative endeavors that are long-term in nature with significant audiences and impact in mind (Watkins, 2016). Performance concerns proving student's competence. These include the belief that skill leads to success, being concerned about being judged and performing, gratification from performing better than others, emphasis on normative standards, competition, and public assessment, and evaluating one's own negativity when the task is difficult. (Watkins, 2001).

### 2. 2. 1. Group Performance

Group performance depends on individual performance. The better the group members are, the group performance also will be better, and it also implies that what makes members better will also make the group better (Schulz-Hardt & Brodbeck, 2012). Hoppe in Winter and McCalla (2003) also states that by using the convergence of group members' user models as a guide to the performance of the group, he hypothesizes that various competencies of the group can be made from relatively accurate predictions. It also found that in group performance, the process gains and losses are possible; both are frequently explained by the situational and procedural context that differentially affect motivation and resource coordination (Kerr & Tindale, 2004).

### 2. 3. Teaching

Teaching has been defined by several experts. They express the definitions according to their beliefs but refer to the same meaning. According to Sequeira (2012), teaching is a sequence of actions beyond the students organized to help the education procedure. According to Maheshwari (2012), teaching is a complicated assignment that needs organized planning. Teaching requires various steps, and those steps build the process named the teaching phases. It is divided into three phases:

a. Pre-active Phase

The first phase consists of teaching planning. In this phase, the activities that the teacher will perform before teaching or entering the classroom are included.

b. Interactive Phase

The next phase is the interactive phase. The interactive teaching phase includes all the teacher's activities after entering a class.

c. Post-active Phase

The post-active phase involves the evaluation of the exercise. The activities include tests or monitoring students' reactions to questions, remarks, arrangements, and structured situations.

### 2. 4. Group Work

In learning, many techniques can be used by teachers in the learning process. One of the techniques that teachers often use is group work. Slavin (1986) explained that group work involves dividing the class into learning groups of four to six students of varying skill levels. In a similar proportion to the class, these groups also contain a mixture of males and females and students from various racial and ethnic backgrounds.

### 2. 4. 1. Element of Group Work

Four essential elements support group work according to Kagan and Kagan (1994):
a. Cooperative learning is predicated on positive interdependence. Positive interdependence can be defined as the foundation of collaborative education since it is beneficial to most organizations.
b. Individual accountability can be defined as every member being viewed as essential and responsible for contributing their portion of the task. Individual accountability emphasizes that each member is liable for their responsibilities.
c. Coequal participation highlights that members of the group must actively contribute to their group's work.

d. Concurrent interchange is an interaction in person, and it encourages the individual's outstanding result of learning in order to facilitate the students in sharing resources, assisting, and complementing each other's learning efforts.

## 3. Research Methodology

The design of the research in this study was descriptive qualitative research. The researchers chose the descriptive method because there was no control or treatment group. Descriptive research implicated the data that reflected events and then arranged the data collecting. The researcher used a descriptive approach to explore the students' performance when working in a group in offline learning and the factors that affected their performance in the learning process. This research used a single variable which is the students' group work learning performance. The subjects of this research were students in grade XI at SMAN 1 PANGKEP academic year 2022/2023 and one English teacher of SMAN 1 PANGKEP. The researchers took one class of grade XI as the research subject to observe. The research instrument of this study was observation. To analyze the data that had been collected, the technique of data analysis used for this research was from the theory of Miles, Huberman, and Saldana, (2014). According to their idea, there were several stages to analyzing qualitative research data. The stages were data collection, data condensation, data display, and conclusion drawing/verifying.

a. Data Collection

Data collection was the process after the researchers conducted the interview. It contained some information that had been collected from the participants. Data collection aimed to obtain valid data so that the research was not in doubt.

b. Data Condensation

Data condensation was specifying, concentrating, facilitating, summarizing, or altering the data that was manifested in the data collection. Condensing the information meant that it made the data more potent. The data condensation/conversion procedure continued after the fieldwork was completed until the final report was produced.

c. Data Display

The next stage was data display. The most common form of display data for qualitative research was narrative text. It was a systematic group of data that enabled the researcher to conclude and take action.

d. Conclusion Drawing/Verifying

The last stage of data analysis was to conclude and verify the data. In this step, the researchers drew a conclusion based on the data collection that had been processed. Findings were used to verify the analysis proceeds. It could be stated that the conclusion was used to verify the study's research questions.

## 4. Findings

The researcher used the theory of Kagan and Kagan (1994) in terms of elements of group work to measure the students' performance in group work through an observation checklist as the observation tool. The items are 1) The members work together to complete the tasks given by the teacher, 2) Each group member has their roles or responsibilities in the group, 3) Group members are active in providing suggestions or input to the group, 4) During the learning process, each group members interact well with other group members, 5) The groups do the task given by teacher in accordance with the instruction given, and 6) Group work builds students' communication skills and increases their confidence.

### 4. 1. The members work together to complete the task given by the teacher

Based on the data obtained through the classroom observation, the members' contribution was significant when working in

a group. With the contribution of each member in solving the problem, the group work would achieve a good result in their learning achievement. The students were divided into six groups in the class that the researchers observed. The students arranged their seats according to which group they belonged. They had to complete their tasks without the help of Google Translate. From the observation, the researcher found that each group had a different work style. However, all the group members contributed when working as a group in completing the assignment, and the students had to make conversations about the invitation.

In group one, all members were active in giving their opinion. They sat in a circle and directly discussed the topic of the assignment. In group two, the members were enthusiastic about discussing the topic. Some group members were loud enough when they discussed the script of the conversation they were making. In group three, the students discussed their assignment in a quiet voice. They directly wrote the result of their discussion in the paper while discussing the dialogue of their conversation for the task. In group four, the members also discussed the task given by the teacher quietly to each other. Same with group three, the student immediately wrote the result of their discussion in the paper. In group five, the students actively quietly contributed to the group. The members discussed what they had to do in the conversation. In group six, the last group, all members were quiet in discussing their assignment. However, one student did not participate in the group, but most of the members actively contributed to the group.

## 4. 2. Each group member has their roles or responsibilities in the group

From the observation of the classroom, the researcher found that the group members had their respective roles or responsibilities in working as a group. All members were working together in the group. However, some of them had additional roles. For instance, one student acted as the group leader, one member wrote the result of their discussion on paper,

and the remaining members were actively looking for material and answers related to the assigned task. In group one, one male student acted as the group leader and directed group members to work together according to their respective roles—one of the female students was assigned to write the results of the discussions on paper. The rest of the students actively discussed the topic of the task, sometimes the other two members also helped them. In group two, the members chose one female student they valued as having good English skills. She directed her members to work on their assignments. One student wrote their discussion on the paper, and the other members discussed the dialogue of their conversation assignment. In group three, the students worked together to complete the assignment. However, two students were assigned to write the result of their discussion. One student worked on Bahasa Indonesia, while the other student was assigned to translate the result from Bahasa Indonesia to English.

In group four, all members worked together, the same in group three. One female and male student led the group discussion together. In their group, one student wrote the result of the discussion in a paper while the rest of the members discussed the problem together. In group five, the members of the group worked quietly. From the observation, all members had their responsibilities in the group. One student led the other members of the group, one student monitored the group work progress, one student was assigned to take notes on what they discussed, and another person reminded the other members of the remaining time. In the last group, the sixth group, not all members had their respective roles. Not all members had roles in the group. One male student led the discussion, and one student was entrusted to take notes of their discussion. The rest of the group members discussed the assignment given by the teacher. However, one student seemed too reluctant to participate in the group discussion.

## 4. 3. Group members are active in providing suggestions or input to the group

In group work, all members should be active or participate in giving their opinion or suggestion to the group, as the members' opinions given by the group members could give a new perspective on various sides of problems. Based on the observation checklist, most of the groups met the criteria. In group one, all members were active in giving and exchanging their ideas with each other members. The members discussed the problem enthusiastically. In group two, the group members were engaged in their discussion. Even though not all of them were skilled in English, they still participated in the group discussion. One female student led the others in their discussion and encouraged the other members to give their opinion.

In group three, the group members actively gave suggestions to the problem, although not as enthusiastic as in group two. Based on the observation, most of the group members seemed not confident in expressing their opinions. However, they encouraged each other to express their opinions. In group four, the students exchanged their opinions actively with each other. One student gave their idea, and the other students added suggestions to that idea. Two students took the role of the leader of the group to lead their group discussion. The same happened to group five. They enthusiastically exchanged their ideas with each other in the group. Nevertheless, only one student led the group discussion process. In the last group, there were some students who did not give their opinion in the group discussion. Consequently, only some members of the group did their tasks together.

## 4. 4. During the learning proves, each group member interacts well with the group members

The interaction between the members of the group is essential to their group performance. If the members had good interaction with the other members within the group, their group performance would run smoothly. From the class observation, most of the members of each group interacted well with each other. In group one, the members interacted with each other well. No members were isolated in the group, and they encouraged each other when discussing. In group two, the situation was the same with group one. All members worked well with each other and did the discussion enthusiastically. In group three, the members were relatively quiet when having a discussion. Nevertheless, the interaction among the members of the group went well. The same situation happened in group four. The members discussed the problem together in a quiet atmosphere. The interactions in their group ran well because they encouraged each other as group members. Group five also had their discussion in a quiet atmosphere. Their collaboration was good enough, according to the observation. In the last group, not all members of the group interacted well with each other. Two students interacted less with the other group members. They just sat and did the other business that had nothing to do with the task given.

## 4. 5. The groups do the task given by the teacher in accordance with the instructions given

In completing a task, it should be done according to the order. It was the same as the assignment given by the teacher. The students should work according to the instructions to complete the assignment properly and correctly. From the observation in the class and the observation checklist, most of the groups did the task given by the teacher following the instructions. The instructions were first, the teacher gave them the topic of the group's task, then the students should discuss it with their group members, and last, they should write their discussion results on paper and submit their tasks to the teacher.

In group one, the members of the group had good management. They understand their task and directly discuss the topic with the members of the group. The group discussion lasted long

enough. They then wrote the result on paper. In this process, the members gave their opinion and suggestions to the students assigned. In group two, similar to group one, they discussed the topic directly after the teacher gave the instruction. They then wrote it down on paper after several attempts. Their performance in working as a group was good. In group three, as most members seemed to be quiet students, the students worked quietly. However, they carried out the discussion simultaneously by taking notes on paper. They also asked the teacher several times about things they did not know. Although not sequentially, they completed the assigned task correctly.

In group four, it was the same in group three. Although it did not look as enthusiastic as groups one and two, they still worked well with each other. They did the task according to the instructions and completed it on time. The same situation happened in group five. The members worked well, corresponding with the instructions. In group six, they worked according to the instruction of the teacher properly. They worked a bit slower than other groups, but they did the assignment well.

## 4. 6. Group work builds students' communication skills and increases their confidence

Working in a group has several advantages, including increasing the students' confidence and improving communication skills. Good communication could lead to a better group environment. At the same time, confidence allowed students to speak concisely and clearly. In group one, most of the group members had good communication skills, so their communication ran smoothly. All group members were confident in delivering their opinion and suggestion in the group discussion. In group two, most of the members had the same level of confidence as group one. They encouraged each other to speak their opinion freely, thus helping the students increase their confidence. Students' communication skills in the group were also excellent. In group three, the same as group two, they encouraged themselves and their friends to give their

opinion or suggestion in the discussion process, as well as with their communication skills.

In group four, at first, their communication did not go smoothly. However, as the discussion progressed, their communication improved, and the process went well. Their confidence also improved along with their communication. As a result, they could deliver their ideas and suggestions. The same happened with group five. They gained confidence as the group discussion progressed. Their communication skills also improved as they encouraged each other. In group six, at first, the discussion needed to progress appropriately. However, one student started their discussion and encouraged the other to give their opinion on the topic even though there were students whose communication and confidence still needed to improve.

## 5. Discussions

In the first item, all groups fulfilled the criteria and the members worked together in completing the assignment. It's supported by Suprapto (2017) that the group's cooperation and the group's effectiveness improve the group's performance. In the second item, the group members must have their respective roles in conducting group work. The groups in the classroom that the researchers observed had their share of responsibilities when working in a group. Dooreward, Hotegem, and Huys (2002) supported this by saying that responsibilities in a group were essential to analyze the influence of the team's responsibility structure and the performance of the team. In the third item, most members of each group gave their opinion actively. Some members were also active in giving suggestions about the other members' ideas. Ulum (2022) supports that in collaborative learning, the group members give their ideas, suggestions, responses, opinions, and skills to increase the group members' understanding so they can help the group work process. The fourth item is that each group member interacts well with others during the learning process. The interaction between group members was essential to their group performance. If they

did not interact well with each other, their groups' progress would also be disturbed.

The students should do their tasks in accordance with the instruction to get excellent and correct results. Most of the groups worked together, corresponding with the direction. The groups first determined the themes they wanted to discuss. They then discussed the themes that had been chosen with their group members and wrote the results of their discussion on paper. All groups were performing their duties well based on the observation. The last item, group work, builds students' communication skills and increases their confidence. Group work enables students to improve their communication skills and increase their confidence. According to the findings, there were some students who did not voice their opinions. However, the other group mates encouraged their friends to express their opinions confidently.

## 6. Conclusions

Some conclusions could be presented from the findings and discussion that were explained before. Based on the observation in the classroom using the observation checklist, the student's performance was good enough when working in a group. The students of SMAN 1 Pangkep are enthusiastic when working together to complete their tasks. They shared their roles and responsibilities with group members and encouraged each other to improve their communication skills and confidence.

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