



**STUDENTS' PERCEPTION ON THE USE OF GROUP WORK
TECHNIQUE IN SPEAKING V SUBJECT
(A Study of the Fifth Semester Students of English Teaching
Department of STAIN Batusangkar Registered in 2015/2016
Academic Year)**

THESIS

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to Obtain Bachelor Degree in English Teaching*

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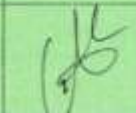
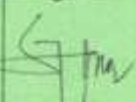
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ABSTRAK

HELDA FITRI, Reg.No. 11 104 009, judul skripsi: “**STUDENTS’ PERCEPTION ON THE USE OF GROUP WORK TECHNIQUE IN SPEAKING V SUBJECT (A Study of the Fifth Semester Students of English Teaching Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)**”, Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah adanya berbagai **macam** persepsi mahasiswa terhadap teknik kerja kelompok dalam mata kuliah *Speaking V*. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap teknik kerja kelompok yang diterapkan oleh dosen mata kuliah *Speaking V* STAIN Batusangkar tahun akademik 2015/2016.

Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Populasinya adalah seluruh mahasiswa semester lima yang **mengambil** mata kuliah *Speaking V* tahun akademik 2015/2016 yang berjumlah 86 orang. Sampel dari penelitian ini diambil menggunakan teknik *stratified proportional random sampling*, dimana 71 orang menjadi sampel penelitian dan 15 orang untuk uji coba. Dalam pengumpulan data, instrumen yang digunakan adalah angket. Dari angket yang diujicobakan didapat 38 item valid, 10 item revisi, and 2 item dibuang. Selanjutnya angket direvisi dan kemudian dibagikan kepada 71 orang sampel penelitian untuk mengumpulkan data.

Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap teknik kerja kelompok dalam matakuliah *Speaking V* adalah ada pada kategori **positif** dengan rata-rata **186.90**. Jika **dilihat** dari masing- masing aspek persepsi, persepsi mahasiswa terhadap *group work technique* yang digunakan oleh dosen dalam mata kuliah *Speaking V* adalah sebagai berikut: pada aspek **kognitif** persepsi mahasiswa adalah terletak pada kategori **positif** dengan rata-rata **92.90**, pada aspek **afektif** persepsi mahasiswa adalah terletak pada kategori **positif** dengan rata-rata **47.30**, dan pada aspek **konatif** persepsi mahasiswa adalah terletak pada kategori **positif** dengan rata-rata **46.69**.

Dari penjelasan diatas dapat disimpulkan bahwa persepsi mahasiswa terhadap terhadap kerja kelompok yang diterapkan oleh dosen mata kuliah *Speaking V* STAIN Batusangkar tahun **akademik** 2015/2016 adalah **positif**.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an important skill that should be mastered by students in foreign language learning. That's why speaking skill should be mastered by English Department students as foreign language learners. By speaking students carry out conversation, give ideas and exchange information with others. Speaking is the way to use language to communicate each other. It means to use a language one has to communicate through speaking that contains interaction between speaker and listener. Speaking English is not only useful to communicate in daily life but also academic situations. By Speaking English, will help students to get free discussion with friends, lectures, and people around them in their daily life and it can be as practicing of speak fluently. Beside that, Speaking English also helps students in following classroom activities. For example, in subject based discussion like Method of Teaching, English for Children, Linguistic and so forth, students should have a good speaking skill as a presenter.

Ideally, English Department students have to be able to speak by using English in the classroom appropriately. It is because in every sequence of speaking subject I until V they should have a good speaking ability in presentation. They need to have a good speaking ability start from speaking I until speaking V as a basic ability to help and to ease them in subject based discussion class. It means, they are expected to speak in English well. This is

reasonable because they are as the candidates of English teacher in the future that have to be able to give the best model to students especially in using English. Therefore, by using English, they will be successful students and teacher for the future.

Furthermore, as a candidate of English teacher for the future, English department students should have a good public speaking skill because they will teach their students later. The students will ignore the teacher if teacher does not give a good performance while sending idea or talking in front of the classroom. Teacher is expected to communicate well in the classroom in order that the learning process will run smoothly and ease the students in catching ideas or information that teacher gave.

To deal with the expectation, English Department of STAIN Batusangkar provides students with a series of speaking subjects. Speaking is a compulsory subject that should be taken by English Department Students. The students should take Speaking I until Speaking V continuously.

In Speaking I students are expected to develop their ability to speak English in basic level with particular emphasis on the accuracy of pronunciation. So it can ease them to continue to speaking II subject. Speaking II aims at developing their ability of intermediate level. It means after they are able to pronounce the word with a good accuracy and emphasis in speaking I they will be easy to practice it in speaking II. The next subject is Speaking III, this subject encourages them up to develop their ability to speak in job interview situations. It means after taking speaking I and speaking II subject

they will explore their speaking ability in speaking III through job interview situation. In the fourth semester English Department students take Speaking IV. The aim of this subject is to develop their public speaking skills through speech presentations. It means they will explore their speaking ability through speech presentations. The last series, Speaking V will extend their public speaking skills through storytelling, debates, master of ceremonies, seminars, news reading and the like materials with the extended concept of speaking in public.

Generally, the students who have taken five series of speaking class will be able to speak English well. However they still have some problems whenever they were asked to speak in front of the class, especially doing a public speaking. The problem that students faced such as: most of students are not confidence, felt nervous and fidgeted. For students who have chance at the time they seemed uncomfortable and they also wanted to end their performance as soon as possible. Students seemed to finish sooner their performance. Based on students' argument they confirmed that those problem gave a contribution in their speech performance, so they can not perform in front of class well. These problems also appear among English students who take Speaking V subject.

In speaking V subject, they are expected to provide with basic nature of public speaking and regular practice. It is expected that their ability in public speaking will be improved. After taking this subject students are expected to have good public speaking skill as a presenter, MC, news reader and so forth.

They will be able to speak in front of public places well. Contrastively, they showed some problems such as: most of students are not confidence, felt nervous and fidgeted. The students felt not confidence when they perform in front of the class and they do not focus when they perform because they have lack of confidence. The students felt nervous in front of the class and they will out of their idea and their performance are not good. Those problems happen because of they do not prepare and practice before they come to the real presentation in front of the class. It means that, they can not speak well in public places or in the performance in the class of speaking class subject and the goal of Speaking V subject is not achieved yet.

So, the lecturers of Speaking V subject of English Department of STAIN Batusangkar decided to use Group Work Technique for the first time in Speaking V subject at 2015/2016 academic year to reduce those problems. Actually, in English Department, group work technique is not a new technique that used by lecturer in teaching, but in Speaking subject it is the first time that the lecturer used group work technique. Based on the interview that researcher has done with the Speaking V subject's lecturer Mr.Zulhermindra M.Pd on Monday October 26th 2015, the lecturer said that by using group work technique hopefully can reduce students' problem in Speaking. The lecturer used group work technique because in Speaking V subject the students need some preparations before they come to the real presentation so they can perform well.

By having group work technique the lecturer hopes that the students can eclipse their lack of confidence, their feeling of nervous and fidgeted. The procedures that lecturer used in group work technique are: first, the lecturer divided the students into some groups that consist of 5-7 persons a group. According to Harmer (2003:117) that group work is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. In addition, the students can write a group story or role play a situation which involves five people. They can prepare a presentation or discuss an issue and come to the group discussion. In other words, the concept of group work is students in groups perhaps five or six people that do some activities such as discuss an issue and perform what they have discussed. It can be concluded that group work technique is a teaching technique where the students are divided into several group to do some assignments, task, discussion and presentation. The groups work that given by Speaking V lecturer is doing outside of classroom or the day before the real presentation in front of the class happen. It means that they do the group work as a medium for practicing before come to the real performance.

Moreover, the lecturer explains that in Speaking V subject, the lecturer gave a material to each group to be discussed outside of the classroom. Next, each member of the group should make a video about the material that the group has and the other members of the group should give assessment to the person who make the video as an evaluation or preparation before they come to the real presentation in front of the class. The students should collect their

video and the paper of assessment to the lecturer on the day they perform in front of the classroom.

The lecturer explained that they were material and psychological preparations. Material preparation means the cooperation in prepared the material before coming to presentation in front of classroom. Next, psychological preparation means individual preparation to practice their speaking ability and the group as the medium of the preliminary practice. By using group work technique the lecturer hopes the students can increase their confidence and perform better presentation in front of the class.

As a technique, group work has some advantages if the lectures apply it in learning process. Harmer (2001:117) explains that the advantages are: it promotes the amount of talking, it gives greater chance of different opinions and varied contributions than in pair work, it teaches students to cooperation and negotiation each other, students are free to make decision without being told what to do by the teacher and students can choose their level of participation. It means that, by using group work technique the students can explore their knowledge and can be more creative because they can show their opinion and their ability directly in their group. It is supported by Harker and Harker (2007:4) that there are several advantages of group work technique: better communication skills, an opportunity to learn each other, an opportunity to explore an aspect of a project more deeply.

Based on the explanation above, we can conclude that by using group work technique the students will be able to improve their speaking or

communication skill because they can convey their opinion and idea through their group. They also can improve their knowledge by group work technique because they can share their idea each other. And they also can have deeply comprehension about the material that they learn.

After conducting an observation in preliminary research with several students of English Department at fifth semester on October 16th , the results showed that there were different perception by the students toward the group work technique that applied by English lecturer in Speaking V subject. There were some students thought that using group work technique was useful to improve their speaking ability and help them be more confidence when they perform in front of class, and there were some students thought that group work technique that used by lecturer did not run well or not give any change to their speaking ability. It means that the students have positive and negative perception toward the group work technique that used by lecturer.

Richard (2010:436) states that perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). Perception helps sort out and organize the complex and varied input received by our senses of sight, smell, touch, taste, and hearing. The key word in this definition is *interpreting*.

It can be concluded that the students at fifth semester of English Department of STAIN Batusangkar have positive and negative perception toward group work technique that used by lecturer. Based on the perceptions by students on group work technique, the researcher is interested in

conducting research entitled: “Students’ Perception on the Used of Group Work Technique in Improving Their Speaking Ability”. This research is conducted to the fifth semester students of English Department of STAIN Batusangkar, Academic Year 2015/2016.

B. Identification of the Problem

Speaking practice might be the most dependable way to true communication in developing the learner’s ability. The speaking ability of the English Department students of STAIN Batusangkar can be considered good because some of them know how to express their feeling and ideas in speaking. But, some of students think that speaking is difficult than the other skill, they do not have braveness to practice their speaking in doing their task because of some reason, such as: most of students are not confidence, felt nervous and fidgeted.

Group work technique allows the students to practice their speaking well. By having group work technique the lecturer hopes that the students can eclipse their lack of confidence, their feeling of nervous and fidgeted. They can prepare a presentation or discuss an issue and come to the group discussion. In other words, the concept of group work is students in groups perhaps five or six people that do some activities such as discuss an issue and perform what they have discussed.

Based on the previous explanation, the researcher tries to find out the students perception on the use of group work technique in improving their speaking ability.

C. Limitation and Formulation of the Problem

Based on the background and identification of the problem above, the researcher would like to limit the problem on the students' perception on the use of group work technique in improving their speaking ability in Speaking V subject by the fifth semester students of English Department of STAIN Batusangkar registered in 2015/2016 academic year.

To be more specific, the formulation of the problem can be stated as follow:

1. What is the students' perception on the use of group work technique in Speaking V subject in term of cognitive component?
2. What is the students' perception on the use of group work technique in Speaking V subject in term of affective component?
3. What is the students' perception on the use of group work technique in Speaking V subject in term of conative component?

D. Definition of the Key Terms

To avoid ambiguity and mistake in understanding about the key terms that are used in this research, the defenition of the key terms are explained as following:

1. Students perception refers to the fifth semester of English Teaching Department students' opinion, responds and assumption on the use of group work technique in improving their speaking ability.
2. Group Work Technique refer to a technique that used by the lecturer in Speaking V subject where the lecturer assigned students together in a

group which involves five or more students to prepare presentation, discussion and finish some problems, tasks or assignments together in order to achieve the goals of learning process.

3. Speaking Ability is described as the fifth semester of English Teaching Department students' ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

E. Purpose of the Research

The purpose of this research is to find out the fifth semester of English Teaching Department Students' Perception on the Use of Group Work Technique in Speaking V subject.

F. Significance of Research

The result of this research is expectedly to be a useful reference for:

- a. Students

The result of this research may give some informations about their perception on the use of group work technique in Speaking V subject.

- b. English lecturers

The result of this research can give a positive income to English lecturers especially to speaking lecturers in preferring the problem around speaking subject and choose a good technique that can improve students speaking ability.

c. Researcher

This research gives valuable knowledge and experience to the researcher. In addition, this research is one of the requirements to get undergraduate degree (S. Pd. I) at STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking Ability

a. Definition of Speaking Ability

Speaking is one of four important skills in foreign language learning. There are some experts giving the definition of speaking: First, Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Then, Bihari (2013: 1) states that speaking is a way in express or exchange thoughts and feelings through using language. Next, Nunan (2003: 48) defines speaking as a productive aural or oral skill. Aural is related to the process of listening the message from somebody's talking; whereas oral is related to give the respond from the speaker's talking. It happen when they make a conversation or dialogue. One speaker will talk about something and the other will response it.

Furthermore, Hedge (2000: 261) defines speaking as a skill by which they [people] are judged while first impressions are being formed. Speaking defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney, 1988:13 and Gebhard, 1996:169).

Brown (2004: 140) says that speaking is a productive skill that can be directly and empirically observed. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking.

Moreover, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

Harris (1994) builds on this stating that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more

complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

Based on the definitions above, it can be concluded that speaking is a productive skill to construct meaning that involves producing, receiving and processing information which use popular expression either verbal or non-verbal symbols. By speaking we also accept information, process it and get the meaning of that information.

b. Elements of Speaking

Speaking has several elements. Those elements are support each other. It is supported by Harmer (2001:269) that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. He further said that among the elements further necessary for spoken production are the following:

1) Connected speaking

It is effective speaker of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech meaning. It means, as a speaker of English we should be able use the language that can understood by other and can connect what we are saying with the listener understanding.

2) Expressive devices

It is native speaker of English change the pitch and stress of particular part of utterances, very volume, speech and show by other physical and non verbal or they allow the extra expression of emotion and intensity. It means, the native speaker of English use several expression in speaking.

3) Lexis and grammar

It is spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. It can be understand that, the speaker of English should have ability in produce correctly grammatical used in speaking.

4) Negotiation Language

Negotiation Language is effective speaking benefits from the negotiators language we use to seek classification and show the structure of what we are say. It means that, the language that we used can be acceptable by the listener and the listener also can catch the meaning of what we are saying.

It can be conclude to speak fluently someone must know about elements necessary for spoken production. They are connected speech, expressive devices, lexis and grammar, and negotiation language. It means that the element is important in speaking English. All messages

that delivered will be acceptable by all communicants if mastered those elements.

c. The Importance of Speaking

The importance of speaking is more revealed with the integration of the other language skills. Speaking is important skill outside and inside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003: 05) support that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.

Ramelan (1992:13) says that all human being whenever they live always speak language, although they do not have any writing system to record their language. It means that human in every side of the world share their idea or exchange information through speaking although they do not have any writing or recording of what they have told before. Thus speaking capability can be measured whether a foreign language learner is successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also have to see from their competence in using the language.

Based on the explanation above, speaking is an important skill to be mastered by students outside and inside classroom. By mastering speaking skill, the students will have a good performance and will show their competence.

d. Principles on Teaching Speaking

In teaching speaking, teachers or lecturers are usually have several principles to make the speaking class run well and the goal of teaching speaking will be achieved.

As states by Nunan (2003: 55, 56) that there are at least four principles on teaching speaking. First, give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language. Second, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for us as language teachers to be aware of how much us talking in class so don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. Next, plan speaking tasks that involve negotiation for

meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. Last, Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When talking with someone outside the classroom, they usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Based on the explanation above, it can be conclude that there are four principles on teaching speaking. The principles are; Practice, group work or pair work, plan speaking tasks, and the last Design classroom activities.

2. Group Work Technique

a. Definition of Group Work Technique

A group has to have a membership of two or more people. Group work does not mean that students sit side by side at the same table to talk with each other. It does not mean assigning a report to a group of students where one student does all the work and the others just put their names on it. Jowers (2007:1) defines that a group is clearly more

than just a collection of people. Based on English Dictionary a group is a number of people or things gathered, placed, or classed together for some purpose. When think about working in a group, the key words are for some purpose.

Group Work is the most satisfactory method for teaching oral work and far more oral practice; it is an attempt to solve serious linguistic and pedagogical problems. Lewis (1977: 289) suggests that the group work technique has been utilized effectively to facilitate individual growth and to give students a chance to help one another, to learn from one another, and to communicate with one another. Each group member, the group leader, and the group as a whole set specific objects for the group process and reach agreement on the kinds of help that they will try to provide for one another.

Moreover, Salas (2004:1) argues that for many years English teachers have been using a variety of techniques to encourage interaction and participation among learners. Talking about techniques in teaching, many teachers assumed that technique has the important point. Many teachers establish rules, procedures and techniques at the beginning of the school year or at the early meeting. Iskandarwassid and Dadang (2010:66) explain that technique as trick, tactic or strategy that will be used by teachers or lectures to achieve the goal of learning process. They divided several techniques in the learning, there are: discussion techniques, group work techniques, discovery techniques,

simulation techniques, unit teaching techniques, brainstorming techniques, experiment techniques, lecture techniques, team teaching techniques and drill techniques.

One of example of teaching technique above is group work technique. Group work technique is not new in education. It is the common technique that used by teacher or lectures in learning process. Davis (1993:7) defines that group work technique can be used to achieve a range of teaching and learning goals (related to process and product). Furthermore, Harmer (2001:117) describes that students can work in group which involves five people or more. They can prepare a presentation or discuss an issue and come to a group decision. So, students do such task work that given by teacher or lecturer in group.

In addition, Iskandarwassid and Dadang (2010:68) argue that group work technique is kinds of activity where teacher divide their students become several groups that consist of five students or seven students. In group, they are expected to solve or finish some problems and task or assignment together. In school, college or university there are many forms of group work technique. Teachers or lectures can build groups to share the reading for assignments, to discuss assignment, presentation and others. Then Richard (2010:256) defined group work (in language teaching) a learning activity which involves a small group of learners working together. The group may work on a

single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group.

Several studies have presented empirical support for the effect of group work on developing students' language skills, Larcombe et al. (2007) evaluated a program for a writing group at the University of Melbourne in Australia to specify the benefits of developing the identity of thesis writers through group cooperation. They concluded that the writing groups gave writers the chance to give and receive feedback on their work and to develop their identity as thesis writers. Speaking received similar importance in Vietnam when Tuan and Neomy (2007) investigated group work pre-task planning and its effect on post planning individual oral presentation of 22 EFL second year college students at Hanoi who were enrolled in a four-year English program. Results showed group planning to focus on content rather than language and mixed proficiency grouping to benefit the most. Also in groups learners produced more ideas and learned more as more interaction took place. They concluded that group work aids students' in their oral presentation. As for reading skills, Wichadee (2007), in Thailand, wanted to find out the effect of group work technique on improving students' reading skill. A group work technique was implemented on 40 first year students of the School of Communication and Arts at Bangkok University who were enrolled in an English course. A pre-test, post-test technique, a questionnaire, cooperative

learning assessment, individual quiz and an interview were used. Wichadee reported that students benefited from group work in their reading comprehension, for example, their reading skill improved, their interaction increased, they felt at ease, learnt more, enjoyed their time and learnt how to work with one another.

More recently, Brown (2008) argued that group work teaches learners to respect the learning pace of other learners in the group and improve their English language skills. It also created a stress-free environment where learners feel at ease. Gibson (2004) in his research stated about the effectiveness of group working. He revealed that arranging the students in groups of four or five at the beginning of each class is the first step towards developing students' conversation abilities and effectively managing large classes. Supported by Kayi (2006), she agreed that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.

Richard and Nunan (1987), state that group work provides opportunities for children to talk freely, and it is generally accepted that this improves their language. To increase the amount of practice of each student, the teacher needs to divide students in the class into groups and give sample practice through relevant and realistic language activities.

From the explanation above, it can be concluded that group work technique is a technique where a teacher or a lecturer put students together in a group which involves five or more students to prepare presentation, discussion and finish some problems, tasks or assignments together in order to achieve the goals of learning process. By group work technique students also can improve their English language skills, developing students' conversation abilities and effectively managing large classes.

b. Types of Group Work Technique

Mulyono (2011:107) argues that there are several types of group work technique. They are short-term group and long-term group. Short-term group means that students only work at the time of learning process or incidental. Students only work a few minutes or an hour. After the task or assignment has finished the group will be dispersed by teacher or lecturer. On the other hand, long-term group deals with students not only work at the time of learning process, but will be continued the outside of class or specific time until task or assignment has been finished.

Furthermore, there are several basic types or models of groups, but a variety of ways in which these groups can be implemented. The first type is informal learning group deals with discussing in a lecture but only within a single class session. The second type is formal learning group are brought together to complete a designated task or assignment

which may occur over several weeks or until the assignment is graded. The third type is project teams are also more or less permanent, and feature mainly in construction and information system. The last type is self-managed work teams called “high performance work teams”. They are more permanent than the other types of group or team models mentioned above (Davis, 1993:2000).

The others types of group work technique can be seen through the members of group. Ahmadi (2005:92) classifies the group based on the amount of the members of a group. The first type is the small group. In the small group the members consist of two until three students. The second type is the medium group. In the medium group the members consist of three until seven students. The third type is the large group. It consists of nine until fifteen students. And the last type is ideal group. In ideal group consist of five until seven students.

In addition, Barkley, Cross and Major (2012:65) explain that a group can be formed on the goals of learning, activity and time. They divided three types of group. The first one is formal group. It is formed quickly and randomly only for short time. The second one is informal group. The goals of this group are to make paper and presentation. Students work in this group until they finished until several meetings or weeks. And the last one is basic groups. The members of group work together as long as one semester or one year. The goals are to do

many projects or assignments and to help teacher to achieve the goals of learning process.

c. Advantages and Disadvantages of Group Work Technique

As a technique, group work has advantages and disadvantages if teacher or lectures apply it in learning process. Harmer (2001:117) explains that the advantages are: it promotes the amount of talking, it gives greater chance of different opinions and varied contributions than in pair work, it teaches students to cooperation and negotiation each other, students are free to make decision without being told what to do by the teacher and students can choose their level of participation. On the other hand, the disadvantages are its very noisy, some students are not enjoying in group, and some students are passive whereas other dominates.

Moreover, Harker and Harker (2007:4) argue that there are several advantages and disadvantages of group work. The advantages are better communication skills, an opportunity to learn each other, an opportunity to explore an aspect of a project more deeply. And the disadvantages are personality clashes occur, a few members do most of the work, gain most of learning, others find it hard to participate fully, they may not face or structure their work to meet deadlines and member focus on the outcome and ignore the process.

Furthermore, Salas (2004:4) adds that group work also has disadvantages that are important to explore. It is relate to noise

problem. Students speak all at once trying to accomplish their task, and this causes noise that may bother other colleagues.

It can be concluded that group work technique has advantages and disadvantages when teachers or lectures apply it as technique in teaching in classroom. While, the disadvantages of group work technique can increase several problems in applying especially among the members.

d. Aspects in Group Work Technique

The structure of the interaction in group is created or decided by the aspect of group. Ahmadi (2005:89) says that there are five aspects in group-work technique. The first aspect is goals or objectives are the important point in group. If there is a clear and good goal or objectives, it will give contribution to the result of the group. The second aspect is the well group should have a leader. Every group should discuss who will be a leader in his or her group. Sometime, the leaders are pointed by teacher or lecturer. The third aspect is a group should have several norms. Where the norm can be from teachers or lecturers and even come from students that work in group. Through norm the quality and interaction in group can be done well. The fourth aspect is interaction should be built in each member of group. The interaction can be verbal or non verbal. And the last aspect is each member should have two levels of feeling. They are individual feeling and group feeling. The group feeling means a feeling that appears

because of each member have some responsibility to produce and finish a task or work.

Furthermore, Mulyono (2011:108) also classifies the aspects of group work. They are: group should have motivation to work, problems in group should be solved together, competition in group creates the students to work, and group should create good condition among the student.

In order to apply group work technique, teachers or lecturers should be considered when applying a technique in classroom. They should think about what kinds of technique that suitable with their subjects or their students. In using group work technique it should be considered when one or more of the following standards are met: (a) some goals of the course are best achieved through students working in groups (b) the task can only be carried out by a group (c) the task is too large or complex for one person resource limitations require group, for example because of limited equipment or limited time (University teaching Development Center: 2004). It can be summarized that in using group work technique teachers or lecturers should know several standards or norms to make sure whether it can be used in a subject or not.

There are several points that should be considered by teachers or lecturers in order to apply group work technique. This technique can be applied because of several requisites. Mulyono (2011:106) states

that this technique can be made based on the capability students in learning, the kinds of subjects or work that will be learnt, the region or place where they live to make easy the coordination of work, randomly, lottery without seeing or considering the other factors and the gender of the students.

Furthermore Barkley, Cross and Major (2012:69) classify that there are three method to decide the members of groups. The first method is randomly. It consist of freely, odd-even, mention number orderly, games card, from a line, and matching texts. The second method is students' choice. It consists of freely and the chairman of a class. And the last method is teacher or lecturers' choice. It consists of raise hand, essay, data, mark or score and study style.

Moreover, Ahmadi (2005:92) adds that there are several ways to divide students into group. They are based on the seating of students, gender, capability, the kinds of subjects or work that will be learnt and interest or talent of student.

It can be seen that there are many ways that can be done in order to apply group work technique. They are: based on capability, kinds of subjects, the region or place, randomly, lottery, students' choice, teacher or lecturers' choice, based on the seating of students, and gender.

3. Perception

a. Definition of perception

There are several opinions from the experts related to definition of perception. First, Gary and Alan (2000:74) defined that Perception is the process of interpreting the messages of our senses to provide order and meaning to the environment. Perception helps sort out and organize the complex and varied input received by our senses of sight, smell, touch, taste, and hearing. The key word in this definition is *interpreting*. Second, Desmita (2009:117) states that perception is the process of discriminating among stimuli and of interpreting their meaning. Next, Oxford dictionary (2013:1) mentions that perception is the ability to see, hear, or become aware of something through the sense. It is supported by Walgito (2004:87), that perception as a process of receiving the stimulus through the sense to get the conclusion about an object or event. Then Devito (2009:61) proposes that perception is the process by which you became aware of object, especially people through your senses: sight, smell, taste, touch, and hearing. It means that perception can appear if there is information from outside through in mind or brain. It can be understood that perception is a process to know or aware about something through our senses.

Moreover, Richard (2002:391) states that perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc). Then, Riza (2012:4) proposes that perception is a process of receiving the stimulus through the sense to get the conclusion about an object or event. It can be concluded that perception in the brain to get a summary about an event or object.

While, Fadhillah (2009:67-68) argues perception is a part cognitive of individual soul and also it is rather complex cognitive process. Beside Chaplin in Fadhillah (2009:68) defines that perception is a process for knowing and recognizing objects and also objective cases by helping of sense. While Rita in Fadhillah (2009:67-68) assumes that perception is a process in which we organizing and interpreting a stimulus in an environment. The last, Slameto (2003:102) defines perception as process that had correlated how to accept information in human brain.

Based on several explanations above, it can be concluded that perception is a process or ability of receiving, recognizing and understanding an object or event through the senses to get the conclusion about the object or the event. Human also makes their own perception about something that they received in their brain.

b. Principles of perception

According to Sobur (2012:8), principles of perception are complexity, proximity, unity and closure. In complexity, there is no relation between messages that enter our brain. In proximity, message that physically same each other. In unity, people make perception about everything they see together as unity. In closure, people make perception a picture that is not complete as a picture that is complete.

According to Slameto (2003:103), there are five basic principles of perception that the teachers need to know. Those principles are as follows:

- 1) Perception is relative not absolute. It means that a teacher can predict students' perception about the next lesson because the teacher had known students' perception about the previous lesson
- 2) Perception is selective. In this principle, a teacher must be able to emphasize a certain part of the lesson gain students attention
- 3) Perception has arrangement. This principle shows that a teacher must convey the subject systematically in teaching a subject.
- 4) Perception influenced by expectation and readiness. In this Principle, someone's expectation and readiness will influence her/his perception about an object or event around her or him
- 5) Perception is different both individual and group to another. In this principle, someone's perception or group perception is different

from other or group even though s/he is in the same situation or stimulus.

Based on explanation above, it can be summarized that there are nine principles of perception. Those principles are complexity, proximity, unity and closure, relative not absolute, selectivity, having arrangement, influenced by expectation and readiness and being different both individual and group to another.

c. Types of perception

Perception can be divided into some types. According to Richard (2002:391) states that there are three types of perception, namely: Visual; visual perception of information and stimulus means someone deals with visual object or event. Audio; audio perception of information and stimulus detect different kinds of caustic signals and to guide differences in acoustic characteristic as their frequency, amplitude, duration, order of occurrence and rate of presentation. And speech; speech perception is the understanding or comprehension of speech.

In addition, Jalaluddin (2007:55) states that there are two kinds of perception, positive and negative perception. The positive perception of perception or view of an object and leads to a situation in which subject perceive tend to accept objects arrested in accordance with his personal. Next, negative perception that perception or view of an object and refers to a state in which subjects perceive tend to reject

objects arrested for not suit his personality. It means that although it is often realized, the stimulus will be perceived always been a stimulus that are relevant and meaningful to him.

Table 1.
Comparative Table for Types of Perception

Richard (2002)	Jalaluddin (2007)
1) Visual perception : visual perception of information and stimulus means someone deals with visual object or event	1) Positive Perception : perception or view of an object and leads to a situation in which subject perceive tend to accept objects arrested in accordance with his personal
2) Audio perception: audio perception of information and stimulus detect different kinds of caustic signals and to guide differences in acoustic characteristic as their frequency, amplitude, duration, order of occurrence and rate of presentation	2) Negative Perception: perception or view of an object and refers to a state in which subjects perceive tend to reject objects arrested for not suit his personality.
3) speech perception: speech perception is the understanding or comprehension of speech.	

Based on the comparative table above, it can be concluded that there are several types of perception including visual, auditory, speech, positive and negative perception. Which is the tree types: visual, auditory, speech perception are classified consist of human sense including ear, eyes, and tongue. And the two types: positive and negative perceptions are classified consist of human feeling.

d. Factors Influencing Perception

People have different perception to object or event. It can be influenced by some factors. Shaleh (2004:128) states that there are four factors influencing perception, namely; selective attention, criterion of stimuli, value and need of individual, and experience. For selective attention, people always get many stimuli from their environment. But actually, they must not response all of the stimuli. They can select the stimulus that will be observed.

For criterion stimuli, the stimuli have different criterion. Usually, moving stimuli are more interesting than unmoving stimuli. Big stimuli are more interesting than little stimuli, and so on. For value and need of individual, teachers and singer will give different perception about method of teaching. And for the experience, the person who has experience about something will give different perception with person who does not have experience about it.

Furthermore, Walgito (2004:89) states that there are three factors that influencing perception, namely:

1) Object

Object can cause the stimulus that has contact with the senses or receptor. This stimulus can come from outside or inside of the person who give perception toward something but mostly it comes from outside of the person. For example, when a student gives his or her perception toward the teacher language use in teaching, it

can be states that the object in this case is teacher language. In other words, the stimulus comes from outside of the person.

2) The senses

The senses or receptor is the tool, to receive the stimulus. Besides, there is also sensory nerve as the tool to continue the stimulus to the central of nerve or brain. Then, there is also motoric nerve to respond or give reactor toward the stimulus. Its example is when people are asked to give perception toward a scenery painting, they can give that perception because they have shown the painting through their receptor that is the eyes. It is continued then to their brain and finally they can express their perception toward that painting.

Based on the theories above, it can be understood that many factors influences the perception. Differences person, difference characters, difference experience and other differences will influence how people perceive an object or event. So, different students' with different experience and other difference will give different perception towards group work that giving by speaking V lecturer.

e. Components of Perception

Perception is made by some parts. It is called components of perception. According to Walgito (2012:12) there are three components of perception. They are: cognitive, conative or action

component, and affective or emotional components. *First:* cognitive component, it is related to knowledge, opinion and belief, that is good things that relate how person's perception toward an object. It refers to how someone sees or interprets something or an object. *Second:* Conative or action component, it is related to action toward an object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward an object. The last one is affective components is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive and negative.

Furthermore, Masbow (2009: 4) states that there are three components of perception: Cognitive (perceptual), Affective (emotional), and Conative (emotional) component. First, Cognitive (perceptual) component is component that related to someone's knowledge, opinion, and belief toward attitude's object. Then, Affective component (emotional component) is component of perception that related to like and dislike toward attitude's object. The last, Conative component (action component) is component of perception that related to action tendency toward attitude's object.

It is supported by Baron in Byrne in Masbow (2009: 4) he stated that there are three components of perception. First, Cognitive is component of perception that related to someone's knowledge, opinion and belief toward attitude's object. Second, Affective component of

perception is related to like and dislike toward attitude's object. The human feeling toward something can positive and negative. Last, Conative is component of perception that related to action tendency toward attitude's object.

Table 2.
Comparative Table for components of Perception

Expert	Waligito (2004:108)	Masbow (2009: 4)	Baron in Byrne in Masbow (2009: 4)
1.	a. Cognitive component or perceptual is component that related to knowledge, opinion, belief, that is good things that related with how someone's perception about an object.	a. Cognitive component (perceptual component) is component that related to someone's knowledge, opinion, and belief toward attitude's object.	a. Cognitive is component of perception that related to someone's knowledge, opinion and belief toward attitude's object
2.	b. Affective component or emotional component is the component that related with like or dislike about an object. Like is positive value while dislike is negative value. This component showed the direct behavior, positive or negative.	b. Affective component (emotional component) is component of perception that related to like and dislike toward attitude's object	b. Affective component of perception that related to like and dislike toward attitude's object. The human feeling toward something can positive and negative

Expert	Walgito (2004:108)	Masbow (2009: 4)	Baron in Byrne in Masbow (2009: 4)
3.	c. Conative or action component is a component that related with tendency action about an object. This component showed intensity for behavior that show tendency of action big or small depends on object behavior	c. Conative component (action component) is component of perception that related to action tendency toward attitude's object	c. Conative that component of perception that related to action tendency toward attitude's object

Based on the comparative table above, it can be concluded that there are three components of perception: cognitive component that related with knowledge. Then affective component that related with like and dislike toward an object. And the last is conative component that related with an action toward an object.

B. Review of Relevant Studies

Some researchers have conducted studies related to this research. The first study is under title "*Students' Perception Toward the Principles of Group Discussion Technique (A Study in Linguistic for ELT II Class at STAIN Batusangkar in 2012/2013 Academic Year)*" done by Yanti Agutina (2013). She found : 45 (73.77%) students had positive perception toward the principle of 13 (21.31%) and 13 (21.31%) students had strongly positive perception toward the principle of Group Discussion Technique that is introduced in Linguistic for ELT II class, so they will serious and active in following the presentation of group discussion technique, consequently they will understand about the material and have a good achievement.

In the other hand, 5 (4.92%) students had negative perception toward Group Discussion Technique that is introduced in Linguistic for ELT II class, they will not participate in group discussion presentation; consequently they will not understand about the material and have bad achievement. The similarities between these researches with the research that will be done by the researcher are the first variable that's the *students' perception*. Those two researches are discussed about the same phenomenon that is about students' perception on something.

The differences of between these researches with the research that will be done by the researcher are the second variable that's *Principles of Group Discussion Technique*, because the researcher will be focus on group work technique. And the other difference is the informant of the research. Yanti

Agutina focused on *ELT II Class at STAIN Batusangkar in 2012/2013 Academic Year* but the researcher will focus on *the fifth semester students on Speaking V subject Class at STAIN Batusangkar in 2015/2016 Academic Year*.

The next study is under title “*Students’ Perception on English Club as a Bridge to Build Students’ Speaking Ability and its Contribution to Their Speaking Achievement (A study of the Second Semester Students of English Department of STAIN Batusangkar Registered in 2012/2013 Academic Year)*” done by Silvia Ningsih (2013) the researcher got students’ perception on English Club as a bridge to build students’ speaking ability only contributes 3.88% toward their speaking achievement. The similarities between these researches with the research that will be done by the researcher are the first variable that’s the *students’ perception*.

Those two researches are discussed about the same phenomenon that is about students’ perception on something. The differences of between these researches with the research that will be done by the researcher are the second variable that’s *English Club as a Bridge to Build Students’ Speaking Ability and its Contribution to Their Speaking Achievement*, on the other hand the researcher will be focus on *group work technique*. And the other difference is the research design. Silvia Ningsih used quantitative research, on the other hand the researcher will use qualitative research.

The last is under title “*Students’ Perception Toward the Advantages of Diary Writing Technique by the Lecturer in Writing Class (A Study of Fifth Semester Students of English Department of STAIN Batusangkar Registered in*

2013/2014 Academic Year)” done by Tristia Handayani (2015). She found that there are three students perceptions toward advantages diary writing technique. They are cognitive perception, affective perception, and conative perception. The similarities between these researches with the research that will be done by the researcher are the first variable that’s the *students’ perception*. Those two researches are discussed about the same phenomenon that is about students’ perception on something. The differences of between these researches with the research that will be done by the researcher are the second variable that’s *the Advantages of Diary Writing Technique by the Lecturer in Writing Class*.

On the other hand the researcher will be focus on *group work technique*. And the other difference is the informant of the research. Tristia Handayani focused on the *Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2013/2014 Academic Year* but the researcher will focus on *the fifth semester students on Speaking V subject Class at STAIN Batusangkar in 2015/2016 Academic Year*.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used descriptive research. According to Gay (2000:11), descriptive research involves collecting data in order to answer questions about the current status of the subject or topic of study. It means that this research concerns to describe students' perception on the use of group work technique in improving their speaking ability of English department students at STAIN Batusangkar registered in 2015/2016 academic year.

B. Population and Sample

1. Population

According to Sudijono (2007:117), population is generalization area consist of object that has quality and specific characteristic which is determined as research and then having conclusion from the research. Gay (2000:122) states that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. The population in this research was 86 students of the fifth semester English Department at STAIN Batusangkar (See Appendix 1). They were divided into three classes. It can be seen in the following table:

Table 3.
The Description of the Population

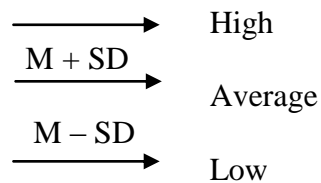
No	Classes	Number of Students
1	TBI A	25 students
2	TBI B	31 students
3	TBI C	30 students
Total of population		86 students

2. Sample

According to Gay (2000:121), sampling is the process of selecting number of individual for a study such a way that they represent the larger group from which they are selected. The purpose of the sampling is to gain information about the population by using sample. The samples of this research were 71 students for research sample and for tried out was 15 students of the fifth semester English Department Students of STAIN Batusangkar in 2015/2016 Academic Year.

The sample of this research has been taken by applying stratified proportional random sampling because the students have different ability in Speaking V subject. Gay (2000:126) states that stratified sampling is the process of selecting a sample in such way that identified subgroup in the population are represented in the sample in the same proportion that exists in the population. The researcher classified the sample into three groups. They were high, average, and low groups. These groups were classified based on the Mean Score (M) and Standard Deviation (SD) of their midterm test score in the Speaking V subject. Mean score and Standard Deviation of each class were: TBI A (M: 66, SD: 10), TBI B (M: 71, SD:

7), and TBI C (M 73, SD: 11). To classify criteria, the researcher used the formula from Anas (2005:176) as follow:



After conducting the ways suggested by Anas above, the researcher determined the sample size. To take sample researcher used formula that provided by Slovin in Sevilla in Bambang (2007:137), that is:

$$n = \frac{N}{1 + Ne^2}$$

Where :

n : Sample

N : Population

e : Limit of error (5% atau 0.05)

$$n = \frac{86}{1 + 0.215} = \frac{86}{1.215} = 71 \text{ (83\%)}$$

The numbers of sample were described in the following table:

Table 4.
Students to Try Out (TO) and to Sample of the Research

Class	Number of the Students	Population			Sample 83%			Total Sample	Sampling Technique
		H	A	L	H	A	L		
TBI A	25	2	20	3	2	17	2	Proportionate Stratified Random Sampling	
TBI B	31	4	24	3	3	20	2		
TBI C	30	5	21	4	4	18	3		
Total	86	86			71				71

Notes : Population : 86

Sample : 71

Try Out : 15

C. Technique of Data Collection

1. Research Instrument

The questionnaire was used as an instrument to know students' perception on the use of group work technique improving their speaking ability. According to Arikunto (2005:102), questionnaire is a collection of question of the research to be given to the respondents in order to get the respond of the question. The kinds of questionnaire that used were closed questionnaire.

The close questionnaire was used because of the main purpose of the questionnaire is to get information which relevant to the research purpose, so that the researcher limited the respondents answers by using close questionnaire. The instrument consisted of several items that expressed students' perception on the use of group work technique in improving their speaking ability. The items of questionnaire constructed in Bahasa Indonesia to make easier for the respondents to understand.

The administered of questionnaire for try out was on Monday-Saturday, January 18th – 23rd, 2016. There were 15 students taken as sample for tryout. The items of the try out questionnaire were 50 items. After analyzing the validity and reliability, the researcher got 38 items valid, 10 items revised, and 2 discarded. Then administered questionnaire of test was on Tuesday-Saturday, February 2nd – 13th, 2016. The samples of research were 71 students, and the items of the questionnaire were 48 items.

In order to score and measure the questionnaire, Likert Scale Technique was adopted. This scale used because the respondents choose one option that is best approval with their view. According to Gay (2000:156), a Likert scales ask participants to responds the series of statement they were strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD) with each statement.

The questionnaire consist of two types of statement, they are positive and negative statement. The score gave based on the type of each item. If the item was positive, the score arrange as follow; SA=5, A=4, U=3, D=2, SD=1. In contrast if the item is negative, the score arrange as follow; SA=1, A=2, U=3, D=4, SD=5.

In doing a research, there are important principles of instrument. According to Gay (2000:161), the most important principles of instrument are validity and reliability.

1. Validity

Validity is the most important characteristic of a test in order to get the appropriate of data collection. According to Gay (2000:161), validity is the most important characteristics of test or measuring instrument can posses. Validity is the degree to which a test measures what is supposed to be measure. In this case the researcher used questionnaire in collecting the data. It means that questionnaire arrange must measure what the purpose is to measure. Therefore, in measured the students' perception on group work technique to improve their

speaking ability by using questionnaire. To find out validity of the questionnaire, the researcher analyzed using construct validity. To validate in this case, the questionnaire was constructed based on relevant theories that were formulated on the table of specification that proposed by experts (See Appendix 2). Then, it was consulted to the advisors about indicator and item which consist of positive and negative statements. Besides that, the researcher analyzed the items by using SPSS 16. As the formula proposed by Sugiyono (2007:255):

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where: r_{xy} : coefficient correlation between variable X and Y

N : number of cases

$\sum X$: sum of item score square of score item

$\sum Y$: sum of total item

$\sum X^2$: sum of quadrate score of item

$\sum Y^2$: sum of quadrate of total score

Based on the use of the formula above, it was gotten 38 items valid, 10 items revised, and 2 items discarded. (See Appendix 7).

2. Reliability

According to Gay (2000:169) besides the validity, a good questionnaire should have reliability. It concern to what can depend on the result could be produced consistently. Next, Gay (2010:140) states “no test is perfectly reliable, but the smaller the measurement error, the more the test”. Reliability is a degree to which a test consistently measure.

To see the reliability of questionnaire, it was used indicators that relates with students' perception on group work technique to control the consistent of questionnaire. Next, it was constructed the questionnaire into negative and positive items. In analyzed the questionnaire, the researcher used SPSS 16. The researcher used Cronbach's Alpha formula. The formula can be seen as follow:

$$r_i = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum si^2}{\sum st^2} \right)$$

Where = : the reliability of the instrument

n : number of cases

si^2 : Varian of item statement

st^2 : varian of total statement

Based on the formula above the reliability was gotten 0.941. (See appendix 8)

2. Research Procedures

This research conducted by applying several steps. They were Preparation, Operation and Post-Operation.

a. Preparation

- 1) Focusing on the problem that researcher interested.
- 2) Collecting theories and references that are related to the research problem.
- 3) Preparing and writing the research proposal.
- 4) Consulted the research proposal with the advisors.
- 5) Revised the research proposal.

- 6) Had a seminar proposal.
 - 7) Prepared the instrument
- b. Operation
- 1) Did try out of questionnaire
 - 2) Analyzed tried out questionnaire
 - 3) Distributed the questionnaire to collect the data
 - 4) Collected the students' questionnaire
 - 5) Checked the questionnaire that the students have done
 - 6) Scored the questionnaire
 - 7) Analyzed the questionnaire
- c. Post-Operation
- 1) Interpret the data
 - 2) Took conclusion and suggestion

D. Technique of Data Analysis

After collecting the data, the researcher analyzed the data by using descriptive analysis. In this technique, the researcher used some steps. They are: giving code to the questionnaire (See Appendix 5), check the students' questionnaire, classified the students' answering, analyzed the students' answering and conducted percentages.

In analyzing the data, researcher used the descriptive quantitative analysis for calculating the percentage by using statistical data. The researcher used formulas proposed by Sudijono (2005:43). As follow;

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

It means : P = percentage of problem items

F = Frequency

N = Total Number of Respondents

For interpreting the result of the questionnaire, the researcher used the categories of interest and attitude suggested by Djemari et.al from Yogyakarta University page 28 as follow:

Table 5.
Data interpretation

Class Interval	Interpretation	F	%
$\geq(0.80 \times \text{max score})$	Strongly positive		
$(0.60 \times \text{max score}) - (0.80 \times \text{max score})$	Positive		
$(0.40 \times \text{max score}) - (0.60 \times \text{max score})$	Negative		
$< (0.40 \times \text{max score})$	Strongly Negative		

After calculating the percentage of each category of students' perception on the use of group work technique in improving their speaking ability, the researcher will draw the conclusion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter discusses data description, data analysis, and discussion about students' perception on the use of group work technique in improving their speaking ability by the fifth semester English Teaching Department students of STAIN Batusangkar in 2015/2016 Academic Years. The populations of the research were 86 students. There were 71 students taken as research sample by using Slovin's formula to determine sample size. The rest of them were as sample tried out. The sample data were collected by using questionnaire. To see the respondents respond's score about students' perception on the use of group work technique can be seen in the table below.

Table 6.
The Score of Students' Perception on the Use of Group Work Technique in Speaking V Subject

Respondents	Score	Respondents	Score
1	204	15	156
2	202	16	161
3	213	17	205
4	179	18	178
5	191	19	173
6	203	20	181
7	184	21	142
8	182	22	172
9	170	23	157
10	175	24	182
11	203	25	215
12	185	26	203
13	201	27	168
14	179	28	216

Respondents	Score	Respondents	Score
29	175	51	160
30	208	52	201
31	211	53	202
32	210	54	193
33	189	55	201
34	201	56	223
35	160	57	152
36	206	58	177
37	173	59	202
38	207	60	183
39	154	61	141
40	189	62	217
41	191	63	148
42	181	64	190
43	163	65	179
44	182	66	192
45	178	67	237
46	184	68	206
47	197	69	200
48	201	70	173
49	201	71	200
50	152		
Total			13270

Based on the table above, there was gotten the total score of students' perception on group work technique in Speaking V subject was 13270, which mean score was 186.90. Then the frequencies table of students' perception on the use of group work technique in speaking V subject was showed by frequency table.

Table 7.
The Frequency Table of Students' Perception on the Use of
Group Work Technique in Speaking V Subject

	Score	Frequency	Score	Frequency
Valid	141	1	163	1
	142	1	168	1
	148	1	170	1
	152	2	172	1
	154	1	173	3
	156	1	175	2
	157	1	177	1
	160	2	178	2
	161	1	179	3
	181	2	203	3
	182	3	204	1
	183	1	205	1
	184	2	206	2
	185	1	207	1
	189	2	208	1
	190	1	210	1
	191	2	211	1
	192	1	213	1
	193	1	215	1
	197	1	216	1
200	2	217	1	
201	6	223	1	
202	3	237	1	
		Total	71	

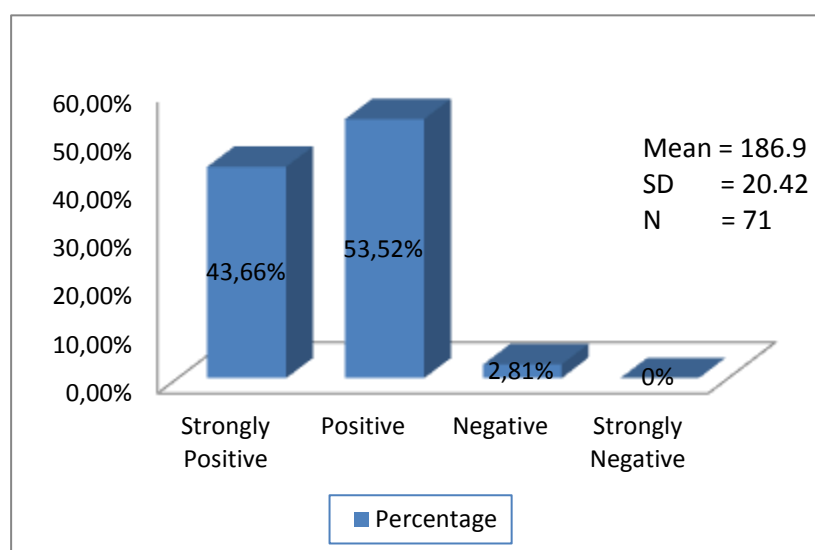
From the frequency above, it was gotten the intensity of students' perception on the use of group work technique in speaking V subject. The result can be seen in following table above:

Table 8.
The Frequency of Data Distribution of Students' Perception on the Use of Group Work Technique in Speaking V Subject

No	Class Interval	Frequency	Percentages	Interpretation
1	>192	31	43.66%	Strongly Positive
2	144-192	38	53.52%	Positive
3	96-144	2	2.81%	Negative
4	<96	0	0%	Strongly Negative
Total		71	100%	

Based on the table above there was 31 students (43.66%) had strongly positive perception on the use of group work technique in Speaking V subject, 38 students (53.52%) had positive perception on the use of group work technique in Speaking V subject, 2 students (2.81%) had negative perception on the use of group work technique in Speaking V subject, and none of student (0%) had strongly negative perception on the use of group work technique in Speaking V subject, which mean score 186.90.

Histogram 1.
The Percentage of Students' Perception on the Use of Group Work Technique in Improving Their Speaking Ability



C. Data Analysis

There is sub-variable dealing with students' perception on the use of group work technique in Speaking V subject, namely cognitive, affective, and conative. In this term, the data were analyzed the items of each sub-variable above. The data can be seen as follow:

1. Cognitive Components of Students' Perception on the Use of Group Work Technique in Speaking V Subject

Cognitive component or perceptual is component that related to knowledge, opinion, belief, that is good things that relate how person's perception toward object. There were twenty four items were constructed from this part. After getting the data, there was gotten the score of students' perception on the use of group work technique in Speaking V subject in cognitive component as follow:

Table 9.
The Score of Students' Perception on the Use of Group Work Technique in Speaking V Subject in Cognitive Component

Respondents	Score	Respondents	Score
1	104	16	83
2	98	17	101
3	108	18	91
4	88	19	89
5	97	20	92
6	102	21	63
7	90	22	85
8	89	23	74
9	80	24	91
10	88	25	86
11	104	26	103
12	95	27	75
13	97	28	107
14	90	29	85
15	77	30	107

Respondents	Score	Respondents	Score
31	103	52	104
32	104	53	99
33	99	54	102
34	97	55	100
35	83	56	111
36	104	57	78
37	87	58	91
38	106	59	100
39	76	60	91
40	92	61	70
41	92	62	108
42	89	63	76
43	80	64	97
44	90	65	88
45	88	66	94
46	92	67	117
47	99	68	101
48	100	69	96
49	101	70	84
50	74	71	103
51	85		
Total			6596

Based on the table above, there was gotten the total score of students' perception on group work technique in Speaking V subject in cognitive component was 6596, which mean score was 92.90. Then the frequencies table of students' perception on the use of group work technique in speaking V subject in cognitive component was showed by frequency table.

Table 10.
The Frequency Table of Students' Perception on the Use of
Group Work Technique in Speaking V Subject
in Cognitive Component

	Score	Frequency	Score	Frequency
Valid	63	1	92	4
	70	1	94	1
	74	2	95	1
	75	1	96	1
	76	2	97	4
	77	1	98	1
	78	1	99	3
	80	2	100	3
	83	2	101	3
	84	1	102	2
	85	3	103	3
	86	1	104	5
	87	1	106	1
	88	4	107	2
	89	3	108	2
	90	3	111	1
	91	4	117	1
Total			71	

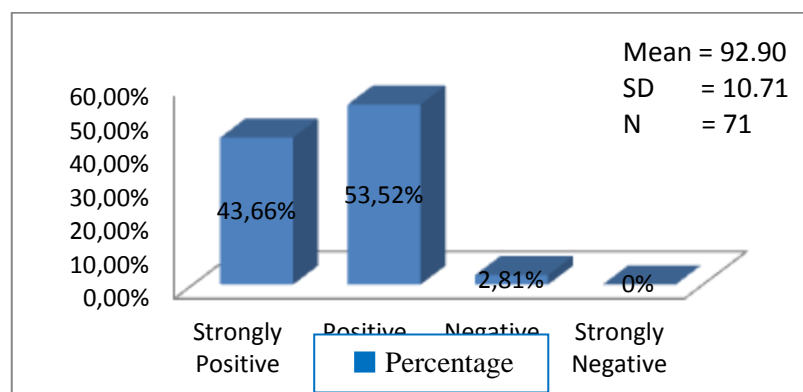
From the frequency above, there was gotten the intensity of students' perception on the use of group work technique in Speaking V subject in term of cognitive component. The result can be seen in following table below:

Table 11.
The Frequency of Data Distribution of Students' Perception on the Use of
Group Work Technique in Speaking V Subject
in Cognitive Component

No	Class Interval	Frequency	Percentages	Interpretation
1	>96	31	43.66%	Strongly Positive
2	72-96	38	53.52%	Positive
3	48-72	2	2.81%	Negative
4	<48	0	0%	Strongly Negative
Total		71	100%	

Based on the table above, there was gotten 31 students (43.67%) had strongly positive perception on the use of group work technique in Speaking V subject in term of cognitive component, 38 students (53.53%) had positive perception on the use of group work technique in Speaking V subject in term cognitive component, 2 students (2.81%) had negative perception on the use of group work technique in Speaking V subject in term of cognitive component, and none of students (0%) had strongly negative perception on the use of group work technique in Speaking V subject in term of cognitive component, which mean score 92.90.

Histogram 2.
The Percentage of Students' Score of Perception on the Use of
Group Work Technique in Improving Their Speaking Ability
in Cognitive Component



2. Affective Components of Students' Perception on the Use of Group Work Technique in Speaking V Subject

Affective or emotional component is component that related to like or dislike towards perception object. There are twelve items were constructed from this part. After getting the data, the researcher got the score of students' perception on the use of group work technique in speaking V subject in affective component as follow:

Table 12.
The Score of Students' Perception on the Use of Group Work Technique in Speaking V Subject in Affective Component

Respondents	Score	Respondents	Score
1	51	27	50
2	54	28	57
3	51	29	47
4	44	30	51
5	48	31	54
6	48	32	53
7	46	33	45
8	47	34	51
9	47	35	39
10	44	36	51
11	49	37	41
12	45	38	52
13	51	39	40
14	46	40	55
15	42	41	50
16	41	42	48
17	52	43	43
18	46	44	46
19	45	45	47
20	46	46	46
21	34	47	50
22	43	48	50
23	44	49	49
24	46	50	41
25	46	51	38
26	49	52	48

Respondents	Score	Respondents	Score
53	51	63	38
54	47	64	47
55	49	65	44
56	57	66	48
57	37	67	60
58	45	68	53
59	51	69	53
60	46	70	44
61	37	71	50
62	55		
Total			3359

Based on the table above, there was gotten the total score of students' perception on group work technique in Speaking V subject in affective component was 3359, which mean score was 47.30. Then the frequencies table of students' perception on the use of group work technique in speaking V subject in affective component was showed by frequency table.

Table 13.
The Frequency Table of Students' Perception on the Use of
Group Work Technique in Speaking V Subject
in Affective Component

	Score	Frequency	Score	Frequency
Valid	34	1	47	6
	37	2	48	5
	38	2	49	4
	39	1	50	5
	40	1	51	8
	41	3	52	2
	42	1	53	3
	43	2	54	2
	44	5	55	2
	45	4	57	2
	46	9	60	1
	Total			71

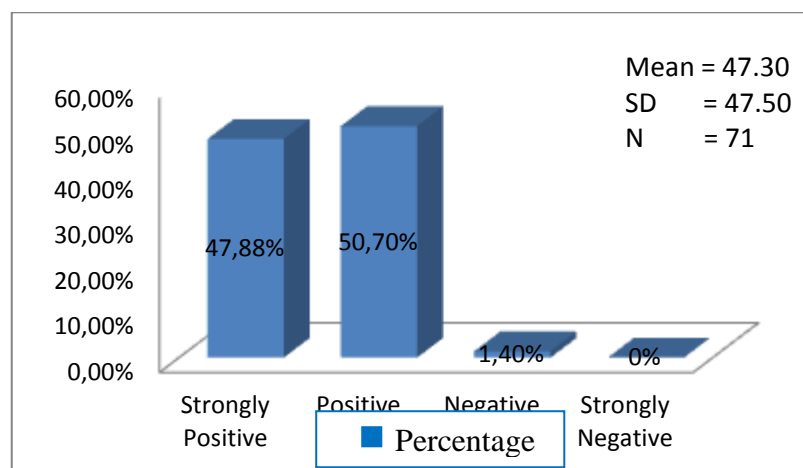
From the frequency above, there was gotten the intensity of students' perception on the use of group work technique in speaking V subject in affective component. The result can be seen in following table below:

Table 14.
The Frequency of Data Distribution of Students' Perception on the Use of Group Work Technique in Speaking V Subject in Affective Component

No	Class Interval	Frequency	Percentages	Interpretation
1	>48	34	47.88%	Strongly Positive
2	36-48	36	50.70%	Positive
3	24-36	1	1.40%	Negative
4	<24	0	0	Strongly Negative
Total		71	100%	

Based on the table above, there was gotten 34 students (47.88%) had Strongly Positive perception on the use of group work technique in Speaking V subject in term of affective component, 36 students (50.70%) had positive perception on the use of group work technique in Speaking V subject in term of affective component, 1 students (1.40%) had negative perception on the use of group work technique in Speaking V subject in term of affective component, and none of students (0%) had strongly negative perception on the use of group work technique in Speaking V subject in term of affective component, which mean score 47.30.

Histogram 3.
The Percentage of Students' Score of Perception on the Use of
Group Work Technique in Speaking V Subject
in Affective Component



3. Conative Components of Students' Perception on the Use of Group Work Technique in Speaking V Subject

Conative or action component that related to action tendency toward attitude's object. There are twelve items were constructed from this part. After getting the data, there was gotten the score of students' perception on the use of group work technique in speaking V subject in term of conative component as follow:

Table 15.
The Score of Students' Perception on the Use of Group Work Technique
in Speaking V Subject in Conative Component

Respondents	Score	Respondents	Score
1	49	37	45
2	50	38	49
3	54	39	38
4	47	40	42
5	46	41	49
6	53	42	44
7	48	43	40
8	46	44	46
9	43	45	43
10	43	46	46
11	50	47	48
12	45	48	51
13	53	49	51
14	43	50	37
15	37	51	37
16	37	52	49
17	52	53	52
18	41	54	44
19	39	55	52
20	43	56	55
21	39	57	37
22	44	58	41
23	39	59	51
24	45	60	46
25	83	61	34
26	51	62	54
27	43	63	34
28	52	64	46
29	43	65	47
30	50	66	50
31	54	67	60
32	53	68	52
33	45	69	51
34	53	70	45
35	38	71	47
36	51		
Total			3315

Based on the table above, there was gotten the total score of students' perception on group work technique in Speaking V subject in conative component was 3315, which mean score was 46.69. Then the frequencies table of students' perception on the use of group work technique in speaking V subject in conative component was showed by frequency table.

Table 16.
The Frequency Table of Students' Perception on the Use of
Group Work Technique in Speaking V Subject
in Conative Component

	Score	Frequency	Score	Frequency
Valid	34	2	47	3
	37	5	48	2
	38	2	49	4
	39	3	50	4
	40	1	51	6
	41	2	52	5
	42	1	53	4
	43	7	54	3
	44	3	55	1
	45	5	60	1
	46	6	83	1
Total				71

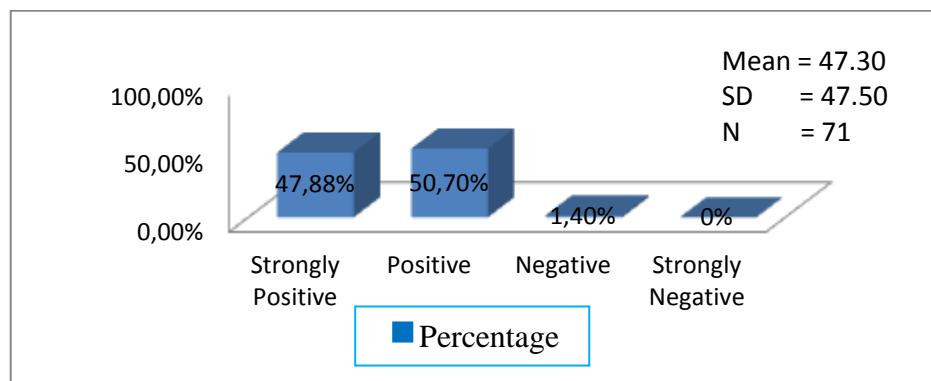
From the frequency above, there was gotten the intensity of students' perception on the use of group work technique in improving their speaking ability in term of conative component. The result can be seen in following table below:

Table 17.
The Frequency of Data Distribution of Students' Perception on the Use of
Group Work Technique in Speaking V Subject
in Conative Component

No	Class Interval	Frequency	Percentages	Interpretation
1	>48	31	43.66%	Strongly Positive
2	36-48	40	56.33%	Positive
3	24-36	0	0%	Negative
4	24	0	0%	Strongly Negative
Total		71	100%	

Based on the table above, there was gotten 31 students (40.85%) had strongly positive perception on the use of group work technique in Speaking V subject in term of conative component, 40 students (56.33%) had positive perception on the use of group work technique Speaking V subject in term of conative component, none of students (0%) had negative perception on the use of group work technique in Speaking V subject in term of conative component, and none of students (0%) had strongly negative perception on the use of group work technique in Speaking V subject in term of conative component, which mean score 46.69.

Histogram 4.
The Percentage of Students' Score of Perception on the Use of
Group Work Technique in Speaking V Subject
in Conative Component



4. Discussion

Based on the data analysis about students' perception on the use of group work technique in Speaking V subject, it had showed some assumption could be taken about students' perception on the use of group work technique in Speaking V subject (A Study the Fifth Semester of English Teaching Department of STAIN Batusangkar Registered in 2015/2016 Academic Year). There is a Likert Scale to describe the students' perception on the use of group work technique in Speaking V subject namely: strongly positive, positive, negative, and strongly negative.

Based on the data description and data analysis above, it can be seen that students' perception on the use of group work technique in Speaking V subject was in *positive* category which mean score **186.90**.

Specifically, these were students' perception on the use of group work technique in Speaking V subject based on the components of perception. First, the students' perception on the use of group work technique in Speaking V subject in term of cognitive component was in *positive* category which mean score **92.90**.

Second, the percentage of students' perception on the use of group work technique in Speaking V subject in term of affective component was in *positive* category which mean score **47.30**.

Third, the percentage of students' perception on the use of group work technique in Speaking V subject in term of conative component was *positive* category which mean score **46.69**.

Finally, students' perception on the use of group work technique in Speaking V subject was *positive* based on the research finding. The students think that the group work technique in Speaking V subject gave contribution in improving their speaking ability. It can be seen from the result of the questionnaire that shows the students perception on three aspects. The aspects were: cognitive, affective and conative.

First, cognitive aspect or from the students' knowledge, opinion and belief about group work technique, the perception was positive because the students' think that by using group work technique they can share their idea with friends, made them to be an active and cooperative person in the group, help them in comprehending the material, and so forth. It is line with Harmer (2001: 117) who explains that the advantages of group work are: it promotes the amount of talking, it gives greater chance of different opinion and varied contributions than in pair work, it teaches students to cooperation and negotiation each other, students are free to make decision without being told what to do by the teacher and students can choose their level of participation.

Second, affective aspect or students' like and dislike toward an object. The perception was positive because the students' feel that by using group work technique they were interested in comprehend the material, increasing their self confidence, and improving their speaking ability. It is in line with Harker and Harker (2007:4) who argue the advantages of group work are: better communication skills, an opportunity to learn each other, an opportunity to explore an aspect of a project more deeply.

Last, conative aspect or students' action tendency toward an object. The perception was positive because the students attitude or behavior in following group work technique in speaking V subject was in positive term. They gave a good contribution in the group, they share the suggestion each other to be better, etc.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and analysis, it can be concluded that the students' perception on the use of group work technique in improving their speaking ability was in *Positive* category. It was gotten from the result of the score of questionnaire that was given to the students who was taken Speaking V subject at STAIN Batusangkar in 2015/2016 academic year. The calculation of data showed that the students perception on the use of group work technique in Speaking V subject was at level of *positive* perception which mean score **186.90**.

Moreover, the details of students' perception on the use of group work technique in Speaking V subject can be concluded based on the three components:

1. Students' perception on the use of group work technique in Speaking V subject that related to cognitive component was in *positive* category which mean score **92.90**.
2. Students' perception on the use of group work technique in Speaking V subject that related to affective component was in *positive* category which mean score **47.30**.
3. Students' perception on the use of group work technique in Speaking V subject that related to conative component was in *positive* category mean score **46.69**.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. Lecturers of Speaking subject

From the result of the research, the students' perception on the use of group work technique in improving their speaking ability in Speaking subject in general was in *positive* category. Therefore, the researcher would like to suggest to the Speaking Lecturers to keep using group work technique in teaching speaking, because the technique give a good contribution in improving students speaking ability.

2. Students

For the students, hopefully they always have a positive perception on every technique that lecturers used in teaching, because by having a positive perception the students can follow the learning process successfully and their ability will be increase because of that.

3. Next Researcher


For the next researcher, it is hoped that she/he can conduct a research about the effectiveness of group work technique in teaching speaking.

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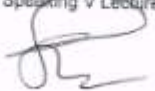
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Appendix 1

Students Mid-Term Test Mark			
TBI A			
No	NIM	NAMA	UTS 30.0%
1	13104003	AMALIA REZA PUTRI	60
2	13104005	ARFI MARDIA	60
3	13104006	ARIF RAHMAT ILAHI	60
4	13104007	AYU GUSTINA	64
5	13104008	CITRA YOHANA	61
6	13104009	CUT MELRISA	65
7	13104012	DIAN RAMADINI	65
8	13104013	DIMAS DICSA YUDISTAMA	60
9	13104016	EZI FADHILATURRAHMAH	75
10	13104017	FAHIMA	72
11	13104018	FATHMASIYAH	65
12	13104019	FAUZI ANTONI	60
13	13104020	FEBBY ANANDA ETRESIA	60
14	13104022	FEBY KURNIA PUTRA	60
15	13104024	FERLINA SAFITRI	65
16	13104026	FIRMA YULIA NENGSIH	64
17	13104027	ICHWANIAH	68
18	13104028	IFANA SYAHESTI	52
19	13104029	INDRA GUSTAMA	70
20	13104030	INTAN PERMATA INDRA	60
21	13104032	JANUARI KRISTI	60
22	13104033	JANUARIFA WILDA	65
23	13104036	LAILATUL HAIR	73
24	13104039	LUCKY MELAN SARI	75
25	13104040	M. RIDHA WALIDEN	73
			80
			Speaking V Lecturer
			
			Zulherindra, M.Pd

Students Mid-Term Test Mark			
TBI B			
NO	NIM	NAMA	UTS 30,0%
1	13104042	MAGHFIRA DALIANA	80
2	13104043	MARIYANI	70
3	13104044	MAULANI AGUSTIN	75
4	13104045	MEGA ASRIYANTI	70
5	13104046	MEGA PUSPITA SARI	75
6	13104047	MEKA EMAS LIRI	65
7	13104049	MELIA OKTAVINA	75
8	13104050	META RISYA	70
9	13104051	META WAHYUNI	85
10	13104055	MUTHIA HANDIKA	80
11	13104056	MUTIA PAJRI NENCI	70
12	13104057	MUTIARA SUKMA ARDI	60
13	13104058	NAIBATUL HUSNI	70
14	13104060	NOVIANI NURMITA SARI	70
15	13104061	NOVITA AMELIA	80
16	13104062	NOVITA MAISY	85
17	13104063	NOVRIZAL	70
18	13104064	OCHTA NOVELDI	70
19	13104065	PUTRI HIDAYATI	70
20	13104066	PUTRI MALINA	75
21	13104067	RAHMADANI	75
22	13104068	RAMA FEBRIAN	70
23	13104069	RANDI KURNIA	70
24	13104070	RANTI PUSPITA SARI	50
25	13104071	RESKI WULANDARI	65
26	13104072	RESTY ADRIANI	70
27	13104074	RIAN RIAN TO	70
28	13104076	RIKO RIFANDO	75
29	13104077	RINDY VIRADILLAH	65
30	13104078	RISDA HAYATI	70
31	13104079	RISNAWATI	70

Speaking V Lecturer

 Zulhermindra, M.Pd

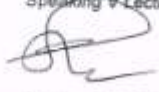
Students Mid-Term Test Mark			
TBI C			
NO	NIM	NAMA	UTS 30.0%
1	13104082	SARAH WILIA FELDI	90
2	13104083	SARI RAHAYU PUTRI	80
3	13104084	SEPRIMA UCIARI NINGSIH	60
4	13104085	SILVA NOVIKA	50
5	13104086	SILVARINA	70
6	13104087	SILVIA MATELMIA	90
7	13104089	SISKA SEPRIANTI	65
8	13104090	SODI METRIANTO	70
9	13104091	SRI AYU NINGSIH	70
10	13104092	SRI HUSNUL HAYATI	65
11	13104094	SRI WAHYUNI	80
12	13104096	SUBAGUS RIYANDIKA	75
13	13104097	SUCI ANUGRAH	75
14	13104099	SYAFRIZAL	65
15	13104101	SYAMRATUL FUADI	70
16	13104102	TAUFIQ	60
17	13104103	TESA WAHYUNI	75
18	13104104	TIARA OKTAVIA	70
19	13104106	TRI PUTRI MULYANI	65
20	13104107	TUKMA HANDAYANI	80
21	13104110	VIVI YANDRA LEONA ANGGRAINI	50
22	13104111	VIVI YULITA SARI	65
23	13104112	WAHYUNI RESTU AMALIA	75
24	13104113	YANI SURYANI	75
25	13104115	YULIANA	65
26	13104116	YUNDA SEPTARIO VIRGO	70
27	13104117	ZIKRA AMELIA	85
28	13104118	ZULFADLI	80
29	13104119	ZULMAI HAJJI RIANI BUR FAJR AI	85
30	13104120	ZULVI ASNY	70
			Speaking Lecturer  Zulhermindra, M.Pd

Table of Specification
 Students' Perception on the Use of Group Work Technique in Speaking V Subject
 (A Study of the Fifth Semester English Teaching Department Students of STAIN Batangkar in 2015/2016 Academic Year)

SOURCES	VARIABLE	SUB-VARIABLE Advantages and Disadvantages of Group Work Technique	INDOCATOR	SUB-INDICATOR	NUMBER OF ITEMS		TOTAL ITEM	
					Positive (+)	Negative (-)		
BARON IN BYRNE IN MASBOW (2009: 4), BIMO WALGITO (2004:108), MASBOW (2009: 4) : <ul style="list-style-type: none"> • COGNITIVE: Component that related to knowledge, opinion, belief toward attitude's object that is good things that related with how someone's perception. 	STUDENTS' PERCEPTION ON THE USE OF GROUP WORK TECHNIQUE IN IMPROVING THEIR SPEAKING ABILITY	1. Advantages of Group Work Technique <ul style="list-style-type: none"> • Amount of talking • Chance opinion and idea • Cooperation • Better communication skill • Opportunity to learn each other • Explore an aspect of a project more deeply 2. Disadvantages of Group Work Technique <ul style="list-style-type: none"> • Very noisy • Some students are passive whereas other dominates • Some students are not enjoying in group 	COGNITIVE : <ul style="list-style-type: none"> • Knowledge Opinion Belief	- Pengetahuan mahasiswa terhadap group work technique yang di gunakan oleh dosen Pandangan mahasiswa terhadap group work technique yang di gunakan oleh dosen Keyakinan mahasiswa terhadap group work technique yang di gunakan oleh dosen	1,10,19,	28,37,46	6	
					2,11,20,29,38	3,12,21,30,39		10
					4,13,22,31,40	5,14,23,32,41		
AFFECTIVE: <ul style="list-style-type: none"> • Affective component or 			AFFECTIVE: <ul style="list-style-type: none"> • Like 	- Rasa senang mahasiswa	6,15,24,33,42,47		6	

Appendix 2: Table of Specification of Try Out Questionnaire

Table of Specification
 Students' Perception on the Use of Group Work Technique in Speaking V Subject
 (A Study of the Fifth Semester English Teaching Department Students of STAIN Batusangkar in 2015/2016 Academic Year)

emotional component is the component that related with like or dislike toward attitude's object. This component showed the direct behavior, positive or negative.		<ul style="list-style-type: none"> Dislike 	<ul style="list-style-type: none"> terhadap group work technique yang di gunakan oleh dosen Rasa tidak senang mahasiswa terhadap group work technique yang di gunakan oleh dosen 	7,16,25,34,43,48	6
CONATIVE: <ul style="list-style-type: none"> Conative or action component is a component that related with action tendency toward attitude's object, it showed intensity for behavior that show tendency of action big or small depends on object behavior. 		CONATIVE: <ul style="list-style-type: none"> Action 	<ul style="list-style-type: none"> Besarnya kecenderungan mahasiswa untuk berperan aktif dalam group work technique yang di gunakan oleh dosen Kecilnya kecenderungan mahasiswa untuk berperan aktif dalam group work technique yang di gunakan oleh dosen 	8,17,26,35,44,49	6
		JUMLAH		9,18,27,36,45,50	6
					50

QUESTIONNAIRE

Nama :

Nim :

Instrumen penelitian berikut berupa mahasiswa terhadap penggunaan Group Work Technique dalam meningkatkan kemampuan speaking mereka.

A. Prologaster

Angket ini bertujuan digunakan untuk mengetahui minat, pernyataan-pernyataan di bawah ini adalah beberapa hal yang berhubungan dengan persepsi siswa terhadap Group Work Technique untuk meningkatkan keterampilan speaking mereka. Jawablah angket ini apa adanya, bukan apa yang seharusnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjanya diharapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan Anda/Andari berdasarkan apa yang Anda rasakan dalam dan rasakan dengan memberikan tanda check list (✓) pada salah satu alternatif yang diberikan di bawah:

- SS : Sangat Setuju
- S : Setuju
- RR : Ragu-ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Pernyataan	Jawaban				
		SS	S	R	TS	STS
1	Berada saya, Group Work Technique yang di terapkan dalam mata kuliah Speaking V tidak hanya bermanfaat untuk kerjasama antar mahasiswa tapi juga berguna untuk meningkatkan kemampuan speaking mahasiswa secara individual.					

Pilihlah jawaban di atas artinya Anda Sangat Setuju bahwa Group Work Technique yang di terapkan dalam mata kuliah Speaking V mampu memberikan peningkatan terhadap kemampuan speaking anda.

Appendix J. Questionnaire for Try Out

Berilah pernyataan pernyataan di bawah ini dengan benar dan salah. Ceklislah salah satu dari jawaban di bawah ini sesuai dengan yang anda lakukan dan rasakan.

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Sangatlah saya, Group Work Technique yang di gunakan dalam dalam pembelajaran speaking V dapat membuat kesenangan kepada setiap mahasiswa untuk menyampaikan isi-ide mereka.					
2.	Menurut saya, Group Work Technique yang diterapkan oleh dosen tidak baik yang bagus di gunakan dalam pembelajaran Speaking V.					
3.	Group Work Technique yang diterapkan oleh dosen, menurut pembelajaran saya, kurang efektif untuk meningkatkan kemampuan speaking saya.					
4.	Saya percaya, Group Work Technique yang di gunakan oleh dosen Speaking V dapat memperbaiki, dan percaya diri tetap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.					
5.	Saya kurang yakin Group Work Technique yang di gunakan oleh dosen dapat memberikan dampak positif dalam pembelajaran Speaking V.					
6.	Saya merasa tertarik dengan diterapkannya Group Work Technique dalam pembelajaran Speaking V karena terlihat ada materi yang ada, saya pribadi saya dapat bertanya pada teman kelompok saya.					
7.	Saya merasa terganggu dengan adanya Group Work Technique dalam pembelajaran Speaking V karena menurut saya belajar dalam kelompok sangat kurang efektif.					
8.	Decapan diterapkannya Group Work Technique dalam pembelajaran Speaking V saya dapat membuat suasana yang bermakna bagi kelompok saya.					

9.	Saya akan kurang berperan aktif dalam kelompok jika teman sekelompok saya tidak memberikan feedback yang baik terhadap ide-ide saya.							
10.	Group Work Technique yang di terapkan oleh dosen, sangat yang saya ikuti, berjalan dengan disiplin sehingga dapat meningkatkan kemampuan speaking saya.							
11.	Dalam pembelajaran saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V dapat mendorong mahasiswa untuk berperan aktif dalam perkuliahan.							
12.	Menurut saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V kurang dapat meningkatkan rasa percaya diri saya ketika tampil di depan kelas.							
13.	Saya mengakui, dengan diterapkannya Group Work Technique oleh dosen, dapat meningkatkan wawasan saya dengan berbagai ide-ide atau saran lainnya dalam kelompok.							
14.	Saya yakin, Group Work Technique yang di terapkan oleh dosen Speaking V dapat meningkatkan motivasi dalam meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.							
15.	Dengan diterapkannya Group Work Technique oleh dosen Speaking V, saya dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika tampil di depan kelas dan saya sangat senang dengan hal tersebut.							
16.	Saya merasa kurang termotivasi dengan diterapkannya Group Work Technique oleh dosen karena saya kurang dapat berbagi pengalaman dengan teman-teman dalam kelompok saya.							
17.	Saya berumba untuk untuk meningkatkan kemampuan speaking saya dengan menunda waktu-waktu yang dibutuhkan dari teman sekelompok saya.							

18.	Motivasi saya sangat kurang untuk berperan aktif dalam kelompok, karena menurut saya hal tersebut tidak akan memberikan dampak apa-apa terhadap kemampuan speaking saya.							
19.	Karena di dalam Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V terdiri dari 3-6 orang dalam satu kelompok, waktu saya hal tersebut sangatlah efektif.							
20.	Menurut saya dengan diterapkannya Group Work Technique oleh dosen dapat membantu saya untuk meningkatkan kemampuan speaking saya.							
21.	Dalam pikiran saya dengan diterapkannya Group Work Technique oleh dosen dapat meningkatkan rasa percaya diri dalam meningkatkan rasa percaya diri saya ketika tampil di depan kelas.							
22.	Saya yakin, Group Work Technique yang di terapkan oleh dosen Speaking V sangatlah dapat meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.							
23.	Saya yakin, dengan diterapkannya Group Work Technique oleh dosen dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika tampil yang akan di pertunjukkan.							
24.	Saya merasa termotivasi dengan diterapkannya Group Work Technique pada perkuliahan speaking V karena dalam kelompok kami dapat berbagi ide-ide serta saling memberikan saran yang membangun sehingga dapat menjadi lebih baik untuk penampilan kami kedepannya.							
25.	Sebelum diterapkannya Group Work Technique oleh dosen Speaking V, saya merasa terganggu karena saya kurang dapat berbagi pengalaman dengan teman-teman dalam kelompok saya.							

43	Saya kurang senang dengan dinamikanya Group Work Technique dalam perkuliahan Speaking V karena ketika ada materi yang tidak saya pahami saya kurang dapat bertanya pada teman kelompok saya.								
44	Kemampuan speaking saya meningkat karena saya berperan aktif dalam memberikan masukan-masukan positif ketika saya belajar dalam kelompok.								
45	Dengan meminta umpan-balik dari teman sekelompok saya membuat saya jadi tidak beres-beres untuk meningkatkan kemampuan speaking.								
46	Siapa yang saya lihat, Group Work Technique yang di gunakan oleh dosen Speaking V hanya memberikan kemampuan kepada mahasiswa mahasiswa tertentu (mahasiswa-substansi yang priora) untuk memberikan pendapat dan ide-ide mereka.								
47	Saya sangat suka ketika teman kelompok saya dapat memotivasi ide-ide saya dengan baik sehingga mereka dapat meningkatkan kemampuan speaking mereka.								
48	Ketika teman sekelompok saya menginspirasi saya untuk memberikan ide-ide untuk meningkatkan kemampuan speaking mereka, saya merasa kurang senang.								
49	Saya akan lebih berperan aktif dalam kelompok jika semua sekelompok saya memberikan feedback yang baik terhadap ide-ide saya.								
50	Dengan dinamikananya Group Work Technique dalam perkuliahan Speaking V menginspirasi saya untuk dapat berperan aktif dalam kelompok dan dapat memberikan masukan yang bermanfaat bagi kelompok saya.								

Appendix 4: Attendance List of Try Out Questionnaire

ATTANDANCE LIST OF TRY OUT QUESTIONNAIRE

Title: *Students' Perception on the Use of Group Work Technique in Improving Their Speaking Ability (A Study of the Fifth Semester English Department Students of STAIN Batusangkar in 2015/2016 Academic Year)*

NO	NAME	REG.NO	DATE/TIME	PLACE	SIGNATURE
1	Dimas Disca Yudistama	13 104 013	January 20 th , 2016 09.00	AKAMA	
2	Ferlina Safitri	13 104 024	January 20 th 2016 11.00		
3	Ifana Syahesti	13 104 028	January 20 th , 2016 09.00	AKAMA	
4	Lucky Melan Sari	13 104 039	January 20 th , 2016 10.00	Akama	
5	Maghira Daiiana	13 104 042	January 20 th 2016 10.00	Akama	
6	Mariyani	13 104 043	January 20 th 2016 10.00	Akama	
7	Risnawati	13 104 079	January 20 th 2016	Kp Piarang Parbar	
8	Riko Rifando	13 104 075	January 19 th 2016		
9	Meta Risya	13 104 050		Akama	
10	Ranti Puspita Sari	13 104 070		Parbar	
11	Silvia Matelmia	13 104 087	January 23 rd 2016 / 08.00		
12	Siska Seprianti	13 104 089	January 18 th 2016	Kinali, Pasaman Barat	
13	Subagus Riyandika	13 104 095	January 18 th 2016	Credling M.	
14	Zulvi Asny	13 104 120	January 20 th 2016 10.00	Credling F.L	
15	Taufiq	13 104 102	January 20 th 2016	Luday	

RESEARCHER

HELDA FITRI
 11 104 009

QUESTIONNAIRE

Nama : 8
 NIM :

Instrumen penelitian tentang persepsi mahasiswa terhadap penggunaan Group Work Technique dalam meningkatkan kemampuan speaking mereka.

A. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah, penyusunan penelitian di bawah ini adalah beberapa hal yang dibutuhkan dengan tujuan siswa terhadap Group Work Technique untuk meningkatkan kemampuan speaking mereka. Isilah angket ini apa adanya, bukan apa yang seharusnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya disucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan Anda/mahasiswa/berdasarkan apa yang Anda rasakan/dalami dan rasakan dengan menuliskan tanda check list (✓) pada salah satu alternatif yang diberikan di bawah:

- SS : Sangat Setuju
- S : Setuju
- R : Ragu Ragu
- T : Tidak Setuju
- STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Pernyataan	Jawaban				
		SS	S	R	T	STS
1	Setelah saya, Group Work Technique yang di seapkan dalam mata kuliah speaking V tidak hanya bermanfaat untuk kerjasama antar mahasiswa tapi juga berguna untuk meningkatkan kemampuan speaking mahasiswa secara individual.	✓				

Pilihan jawaban di atas artinya Anda Sangat Setuju bahwa Group Work Technique yang di terapkan dalam mata kuliah speaking V mampu memberikan peningkatan terhadap kemampuan speaking anda.

Buatlah pernyataan pernyataan di bawah ini dengan benar dan teliti. Ceklislah salah satu dari jawaban di bawah ini sesuai dengan yang anda lakukan dan rasakan.

No	Pernyataan	Jawaban				
		SS	S	R	T	STS
1.	Seperguruan saya, Group Work Technique yang di pakukan dalam dalam perkuliahan speaking V dapat memberi kesempatan kepada setiap mahasiswa untuk meningkatkan ke-tir-nya mereka.	✓				
2.	Menurut saya, Group Work Technique yang diterapkan oleh dosen adalah teknik yang bagus digunakan dalam perkuliahan speaking V.	✓				
3.	Group Work Technique yang digunakan oleh dosen, menurut pandangan saya, kurang efektif untuk meningkatkan kemampuan speaking saya.				✓	
4.	Saya percaya, Group Work Technique yang di terapkan oleh dosen speaking V dapat meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.	✓				
5.	Saya sangat Group Work Technique yang di pakukan oleh dosen dapat memberikan dampak positif dalam pembelajaran speaking V.	✓				
6.	Saya merasa tertarik dengan diterapkannya Group Work Technique dalam perkuliahan speaking V karena lebih ada materi yang tidak saya pahami saya dapat bertanya pada teman kelompok saya.	✓				
7.	Saya merasa terganggu dengan adanya Group Work Technique dalam perkuliahan speaking V karena menurut saya belajar dalam kelompok sangatlah kurang efektif.				✓	
8.	Dengan diterapkannya Group Work Technique dalam perkuliahan speaking V saya dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.	✓				

Appendix 5: Result of Respondents' Try Out Questionnaire

18.	Motivasi saya sangat kurang untuk berperan aktif dalam kelompok, karena menurut saya hal tersebut tidak akan memberikan dampak apa-apa terhadap kemampuan speaking saya.								5
19.	Karena di dalam Group Work Technique yang digunakan dosen dalam perkuliahan speaking V terdiri dari 5-6 orang dalam satu kelompok, selain saya hal tersebut sangatlah efektif.			4					
20.	Kerumit saya dengan diterapkannya Group Work Technique oleh dosen dapat membantu saya untuk meningkatkan kemampuan speaking saya.					5			
21.	Menurut saya, setiap anggota kelompok dalam Group Work Technique yang diterapkan oleh dosen Speaking V menghambat kemampuan yang sama untuk berperan aktif selama proses perkuliahan.							4	
22.	Saya yakin, Group Work Technique yang di terapkan oleh dosen Speaking V sangatlah dalam meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.							4	
23.	Saya yakin, dengan diterapkannya Group Work Technique oleh dosen dapat meningkatkan saya terhadap materi yang akan di presentasikan.							4	
24.	Saya merasa termotivasi dengan diterapkannya Group Work Technique pada perkuliahan Speaking V karena dalam kelompok kami dapat berbagi ide-ide serta saling memberikan sumbu yang membangun sehingga dapat menjadi kokor akar untuk pencapaian kami kedepannya.					5			
25.	Secelah diterapkannya Group Work Technique oleh dosen Speaking V, saya merasa terganggu karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.							4	

9.	Saya akan kurang berperan aktif dalam kelompok jika teman sekelompok saya tidak memberikan feedback yang baik terhadap ide-ide saya.								4
10.	Group Work Technique yang di terapkan oleh dosen, sejauh yang saya lihat, berjalan dengan dinamis sehingga dapat meningkatkan kemampuan speaking saya.			4					
11.	Dalam pembelajaran saya, Group Work Technique yang digunakan dosen dalam perkuliahan speaking V dapat memborengi mahasiswa untuk berperan aktif dalam perkuliahan.					5			
12.	Menurut saya, Group Work Technique yang digunakan dosen dalam perkuliahan speaking V cenderung lebih pasif dan bergantung pada lawan yang dianggap lebih pintar.						3		
13.	Saya meyakini, dengan diterapkannya Group Work Technique oleh dosen, dapat membantu wawasan saya dengan berbagi ide-ide atau sama lainnya dalam kelompok.							4	
14.	Saya yakin, Group Work Technique yang di terapkan oleh dosen Speaking V dapat membantu mahasiswa dalam meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.							4	
15.	Dengan diterapkannya Group Work Technique oleh dosen Speaking V, saya dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika tampil di depan kelas dan saya sangat senang dengan hal tersebut.								5
16.	Saya merasa kurang termotivasi dengan diterapkannya Group Work Technique oleh dosen karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.								4
17.	Saya beresita untuk untuk meningkatkan kemampuan speaking saya dengan menuliskan semua-sesu yang membangun dari teman sekelompok saya.			4					

43	Saya kurang senang dengan diterapkannya Group Work Technique dalam pembelajaran Speaking V kerana ketika ahli rusteri yang tidak saya pahami saya kurang dapat bertanya pada teman kelompok saya.				4 ✓
44	Kemampuan speaking saya meningkat kerana saya berperan aktif dalam memberikan masalah-masalah positif ketika saya bekerja dalam kelompok.	4 ✓			
45	Dapat meminta saran-saran dari teman sekelompok saya membuat saya jadi tidak berseduaput untuk meningkatkan kemampuan speaking.	3 ✓			
46	Sejauh yang saya lihat, Group Work Technique yang di terapkan oleh dosen Speaking V hanya memberikan kesempatan kepada mahasiswa-mahasiswa tertentu untuk mendominasi makludawanya.				4 ✓
47	Saya sangat suka ketika teman kelompok saya dapat memotivasi ide-ide saya dengan baik sehingga mereka dapat meningkatkan kemampuan speaking mereka.	4 ✓			
48	Ketika teman sekelompok saya menghalangi saya untuk memberikan ide-ide untuk meningkatkan kemampuan speaking mereka, saya merasa kurang senang.				4 ✓
49	Saya akan lebih berperan aktif dalam kelompok jika teman sekelompok saya memberikan feedback yang baik terhadap ide-ide saya.	4 ✓			
50	Dengan diterapkannya Group Work Technique dalam perkuliahan Speaking V menghalangi saya untuk dapat berperan aktif dalam kelompok dan dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.				4 ✓

Appendix Appendix 7 : Validity of Tried Out Questionnair

Comparative Table of Questionnaire Item

No	Item of Questionnaire For Try Out	Validity	Interpretation	No	Item of Questionnaire For Test
1.	Sepengetahuannya saya, <i>Group Work Technique</i> yang di gunakan dosen dalam perkuliahan Speaking V dapat memberi kesempatan kepada setiap mahasiswa untuk menyampaikan ide-ide mereka.	0.695	Valid	1.	Sepengetahuannya saya, <i>Group Work Technique</i> yang di gunakan dosen dalam perkuliahan Speaking V dapat memberi kesempatan kepada setiap mahasiswa untuk menyampaikan ide-ide mereka
2.	Menurut saya, <i>Group Work Technique</i> yang diterapkan oleh dosen adalah teknik yang bagus digunakan dalam perkuliahan Speaking V.	0.089	Revised	2.	<i>Group Work Technique</i> yang diterapkan oleh dosen dalam perkuliahan Speaking V menurut pendapat saya adalah teknik yang bagus untuk digunakan dalam perkuliahan.
3.	<i>Group Work Technique</i> yang digunakan oleh dosen, menurut pandangan saya, kurang efektif untuk meningkatkan kemampuan speaking saya.	0.498	Valid	3.	<i>Group Work Technique</i> yang digunakan oleh dosen, menurut pandangan saya, kurang efektif untuk meningkatkan kemampuan speaking saya.
4.	Saya percaya, <i>Group Work Technique</i> yang di terapkan oleh dosen Speaking V dapat meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.	0.729	Valid	4.	Saya percaya, <i>Group Work Technique</i> yang di terapkan oleh dosen Speaking V dapat meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.
5.	Saya kurang yakin <i>Group Work Technique</i> yang di gunakan oleh dosen dapat memberikan dampak positif dalam pembelajaran Speaking V.	0.438	Valid	5.	Saya kurang yakin <i>Group Work Technique</i> yang di gunakan oleh dosen dapat memberikan dampak positif dalam pembelajaran Speaking V.

13.	diri saya ketika tampil di depan kelas. Saya meyakini, dengan diterapkannya <i>Group Work Technique</i> oleh dosen, dapat memperluas wawasan saya dengan berbagi ide-ide satu sama lainnya dalam kelompok.	0.534	Valid	13.	saya ketika tampil di depan kelas. Saya meyakini, dengan diterapkannya <i>Group Work Technique</i> oleh dosen, dapat memperluas wawasan saya dengan berbagi ide-ide satu sama lainnya dalam kelompok.
14.	Saya yakin, <i>Group Work Technique</i> yang di terapkan oleh dosen Speaking V dapat menghalangi mahasiswa dalam meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.	-0.176	Discarded	14.	
15.	Dengan diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V, saya dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika tampil di depan kelas dan saya sangat senang dengan hal tersebut.	0.357	Valid	15.	Dengan diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V, saya dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika tampil di depan kelas dan saya sangat senang dengan hal tersebut.
16.	Saya merasa kurang termotivasi dengan diterapkannya <i>Group Work Technique</i> oleh dosen karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.	0.270	Revised	16.	Motivasi saya berkurang setelah diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.
17.	Saya berusaha untuk meningkatkan kemampuan speaking saya dengan meminta saran-saran yang membangun dari teman sekelompok saya.	0.770	Valid	17.	Saya berusaha untuk meningkatkan kemampuan speaking saya dengan meminta saran-saran yang membangun dari teman sekelompok saya.

No	Item of Questionnaire For Try Out	Validity	Interpretation	No	Item of Questionnaire For Test
18.	Motivasi saya sangat kurang untuk berperan aktif dalam kelompok, karena menurut saya hal tersebut tidak akan memberikan dampak apa-apa terhadap kemampuan speaking saya.	0.512	Valid	18.	Motivasi saya sangat kurang untuk berperan aktif dalam kelompok, karena menurut saya hal tersebut tidak akan memberikan dampak apa-apa terhadap kemampuan speaking saya.
19.	Karena di dalam <i>Group Work Technique</i> yang digunakan dosen dalam perkuliahan Speaking V terdiri dari 5-6 orang dalam satu kelompok, setuju saya hal tersebut sangatlah efektif.	0.328	Valid	19.	Karena di dalam <i>Group Work Technique</i> yang digunakan dosen dalam perkuliahan Speaking V terdiri dari 5-6 orang dalam satu kelompok, setuju saya hal tersebut sangatlah efektif.
20.	Menurut saya dengan diterapkannya <i>Group Work Technique</i> oleh dosen dapat membantu saya untuk meningkatkan kemampuan speaking saya.	0.243	Revised	20.	<i>Group Work Technique</i> yang di terapkan oleh dosen pada mata kuliah Speaking V menurut pendapat saya dapat membantu saya dalam meningkatkan kemampuan speaking saya.
21.	Dalam pikiran saya dengan diterapkannya <i>Group Work Technique</i> oleh dosen menghalangi saya dalam meningkatkan rasa percaya diri saya ketika tampil di depan kelas.	0.648	Valid	21.	Dalam pikiran saya dengan diterapkannya <i>Group Work Technique</i> oleh dosen menghalangi saya dalam meningkatkan rasa percaya diri saya ketika tampil di depan kelas.
22.	Saya yakin, <i>Group Work Technique</i> yang di terapkan oleh dosen Speaking V menghalangi dalam meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat menghalangi meningkatkan kemampuan speaking mereka.	0.114	Revised	22.	Dengan di terapkannya <i>Group Work Technique</i> dosen Speaking V saya yakin bahwa hal ini menghalangi mahasiswa untuk meningkatkan rasa percaya diri sehingga dapat menghalangi meningkatkan kemampuan speaking mereka.
23.	Saya yakin, dengan diterapkannya <i>Group Work Technique</i> oleh dosen dapat menghalangi saya dalam meningkatkan pemahaman saya terhadap materi yang akan di presentasikan.	0.615	Valid	23.	Saya yakin, dengan diterapkannya <i>Group Work Technique</i> oleh dosen dapat menghalangi saya dalam meningkatkan pemahaman saya terhadap materi yang akan di presentasikan.

24.	Saya merasa termotivasi dengan diterapkannya <i>Group Work Technique</i> pada perkuliahan Speaking V karena dalam kelompok kami dapat berbagi ide-ide serta saling memberikan saran yang membangun sehingga dapat menjadi tolak ukur untuk penampilan kami kedepannya.	0,486	Valid	24.	Saya merasa termotivasi dengan diterapkannya <i>Group Work Technique</i> pada perkuliahan Speaking V karena dalam kelompok kami dapat berbagi ide-ide serta saling memberikan saran yang membangun sehingga dapat menjadi tolak ukur untuk penampilan kami kedepannya.
25.	Setelah diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V, saya merasa terganggu karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.	0,586	Valid	25.	Setelah diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V, saya merasa terganggu karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.
26.	Saya bersemangat memberikan saran-saran yang bermanfaat bagi teman-teman kelompok saya sehingga kami dapat memaksimalkan kemampuan kami ketika tampil di depan kelas.	0,761	Valid	26.	Saya bersemangat memberikan saran-saran yang bermanfaat bagi teman-teman kelompok saya sehingga kami dapat memaksimalkan kemampuan kami ketika tampil di depan kelas.
27.	Setelah di terapkannya <i>Group Work Technique</i> oleh dosen Speaking V, saya merasa kurang bersemangat mengikuti perkuliahan karena memberikan kontribusi terhadap kemampuan speaking saya.	0,739	Valid	27.	Setelah di terapkannya <i>Group Work Technique</i> oleh dosen Speaking V, saya merasa kurang bersemangat mengikuti perkuliahan karena menurut saya tidak dapat memberikan kontribusi terhadap kemampuan speaking saya.
28.	<i>Group Work Technique</i> yang digunakan oleh dosen dalam perkuliahan Speaking V sejauh yang saya ketahui menghalangi mahasiswa untuk dapat menyampaikan ide-ide mereka.	0,437	Valid	28.	<i>Group Work Technique</i> yang digunakan oleh dosen dalam perkuliahan Speaking V sejauh yang saya ketahui menghalangi mahasiswa untuk dapat menyampaikan ide-ide mereka.
29.	Dalam pandangan saya, <i>Group Work Technique</i> yang digunakan dosen dalam perkuliahan Speaking V efektif karena terdiri	0,374	Valid	29.	Dalam pandangan saya, <i>Group Work Technique</i> yang digunakan dosen dalam perkuliahan Speaking V efektif karena terdiri

30.	dari 5-7 orang perkelompok. <i>Group Work Technique</i> yang digunakan dosen dalam perkuliahan Speaking V, menurut pendapat saya kurang dapat mendorong mahasiswa untuk berperan aktif dalam perkuliahan.	0.732	Valid	30.	dari 5-7 orang perkelompok. <i>Group Work Technique</i> yang digunakan dosen dalam perkuliahan Speaking V, menurut pendapat saya kurang dapat mendorong mahasiswa untuk berperan aktif dalam perkuliahan.
31.	Dengan diterapkannya <i>Group Work Technique</i> oleh dosen saya meyakini bahwa hal itu dapat membantu saya dalam meningkatkan pemahaman saya terhadap materi yang akan di presentasikan.	0.631	Valid	31.	Dengan diterapkannya <i>Group Work Technique</i> oleh dosen saya meyakini bahwa hal itu dapat membantu saya dalam meningkatkan pemahaman saya terhadap materi yang akan di presentasikan.
32.	Dengan diterapkannya <i>Group Work Technique</i> oleh dosen saya kurang meyakini bahwa hal tersebut dapat memperluas wawasan saya dengan berbagi ide-ide satu sama lainnya dalam kelompok.	-0.432	Discarded	32.	
33.	Saya senang mengikuti perkuliahan Speaking V karena diterapkannya <i>Group Work Technique</i> oleh dosen yang dapat menjadi wadah dalam membantu saya mengekspresikan ide-ide yang saya miliki.	0.919	Valid	33.	Saya senang mengikuti perkuliahan Speaking V karena diterapkannya <i>Group Work Technique</i> oleh dosen yang dapat menjadi wadah dalam membantu saya mengekspresikan ide-ide yang saya miliki.
34.	Ketika teman-teman sekelompok saya memberikan kritikan dan saran-saran terhadap saya merasa terganggu.	0.016	Revised	34.	Saya merasa terganggu ketika teman sekelompok saya memberikan kritikan dan saran terhadap penampilan speaking saya di depan kelas.
35.	Saya rajin bertanya kepada teman-teman kelompok saya tentang performance saya, sehingga saya dapat memperbaikinya jika masih ada kesalahan yang terjadi selama saya tampil.	0.685	Valid	35.	Saya rajin bertanya kepada teman-teman kelompok saya tentang performance saya, sehingga saya dapat memperbaikinya jika masih ada kesalahan yang terjadi selama saya tampil.
36.	Karena saran-saran saya kurang di terima dengan baik oleh teman-teman kelompok	0.250	Revised	36.	Saya kurang bersemangat memberikan saran-saran yang bermanfaat bagi teman-teman

	saya, membuat saya menjadi kurang bersemangat memberikan saran-saran yang bermanfaat bagi mereka.				sekelompok saya karena saran-saran saya kurang diterima dengan baik oleh mereka.
37.	Sepergetahuan saya, <i>Group Work Technique</i> yang di terapkan oleh dosen kurang berjalan dengan disiplin sehingga menghalangi saya dalam meningkatkan kemampuan speaking saya.	0,857	Valid	37.	Sepergetahuan saya, <i>Group Work Technique</i> yang di terapkan oleh dosen kurang berjalan dengan disiplin sehingga menghalangi saya dalam meningkatkan kemampuan speaking saya.
38.	Menurut saya, setiap anggota kelompok dalam <i>Group Work Technique</i> yang diterapkan oleh dosen Speaking V memiliki kesempatan yang sama untuk berperan aktif selama proses perkuliahan.	0,721	Valid	38.	Menurut saya, setiap anggota kelompok dalam <i>Group Work Technique</i> yang diterapkan oleh dosen Speaking V memiliki kesempatan yang sama untuk berperan aktif selama proses perkuliahan.
39.	Menurut saya, setiap anggota kelompok dalam <i>Group Work Technique</i> yang diterapkan oleh dosen Speaking V kurang memiliki kesempatan untuk berperan aktif selama proses perkuliahan.	0,417	Valid	39.	Menurut saya, setiap anggota kelompok dalam <i>Group Work Technique</i> yang diterapkan oleh dosen Speaking V kurang memiliki kesempatan yang sama untuk berperan aktif selama proses perkuliahan.
40.	Saya yakin dengan diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V mendorong setiap mahasiswa untuk bekerjasama dengan teman sekelompok mereka.	0,224	Revised	40.	Dengan diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V saya merasa yakin bahwa hal tersebut dapat mendorong setiap mahasiswa untuk bekerjasama dengan teman sekelompok mereka.
41.	Saya yakin dengan diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V hanya memberikan kesempatan kepada mahasiswa-mahasiswa tertentu (mahasiswa-mahasiswa yang pintar) untuk meningkatkan kemampuan speaking mereka.	0,434	Valid	41.	Saya yakin dengan diterapkannya <i>Group Work Technique</i> oleh dosen Speaking V hanya memberikan kesempatan kepada mahasiswa-mahasiswa tertentu (mahasiswa-mahasiswa yang pintar) untuk meningkatkan kemampuan speaking mereka.

42.	Saya sangat menyukai ketika teman-teman sekelompok saya memberikan kritikan dan saran-saran terhadap penampilannya saya didepankelas.	0.237	Revised	42.	Ketika teman-teman sekelompok saya memberikan kritikan dan saran-saran terhadap penampilan saya didepankelas saya sangat menyukai hal tersebut.
43.	Saya kurang senang dengan diterapkannya <i>Group Work Technique</i> dalam perkuliahan Speaking V karena ketika ada materi yang tidak saya pahami saya kurang dapat bertanya pada teman kelompok saya.	0.524	Valid	43.	Saya kurang senang dengan diterapkannya <i>Group Work Technique</i> dalam perkuliahan Speaking V karena ketika ada materi yang tidak saya pahami saya kurang dapat bertanya pada teman kelompok saya.
44.	Kemampuan speaking saya meningkat karena saya berperan aktif dalam memberikan masukan-masukan positif ketika saya bekerja dalam kelompok.	0.674	Valid	44.	Kemampuan speaking saya meningkat karena saya berperan aktif dalam memberikan masukan-masukan positif ketika saya bekerja dalam kelompok.
45.	Dengan meminta saran-saran dari teman sekelompok saya membuat saya jadi tidak bersemangat untuk meningkatkan kemampuan speaking.	0.149	Revised	45.	saya menjadi tidak bersemangat untuk meningkatkan kemampuan speaking ketika saya harus meminta saran-saran dari teman sekelompok saya.
46.	Sejauh yang saya lihat, <i>Group Work Technique</i> yang di terapkan oleh dosen Speaking V hanya memberikan kesempatan kepada mahasiswa-mahasiswa tertentu (mahasiswa-mahasiswa yang pintar) untuk memberikan pendapat dan ide-ide mereka.	0.483	Valid	46.	Sejauh yang saya lihat, <i>Group Work Technique</i> yang di terapkan oleh dosen Speaking V hanya memberikan kesempatan kepada mahasiswa-mahasiswa tertentu (mahasiswa-mahasiswa yang pintar) untuk memberikan pendapat dan ide-ide mereka.
47.	Saya sangat suka ketika teman kelompok saya dapat menerima ide-ide saya dengan baik sehingga mereka dapat meningkatkan kemampuan speaking mereka.	0.723	Valid	47.	Saya sangat suka ketika teman kelompok saya dapat menerima ide-ide saya dengan baik sehingga mereka dapat meningkatkan kemampuan speaking mereka.
48.	Ketika teman sekelompok saya menghalangi saya untuk memberikan ide-ide untuk	0.420	Valid	48.	Ketika teman sekelompok saya menghalangi saya untuk memberikan ide-ide untuk

	meningkatkan kemampuan speaking mereka, saya merasa kurang senang.				meningkatkan kemampuan speaking mereka, saya merasa kurang senang.
49.	Saya akan lebih berperan aktif dalam kelompok jika teman sekelompok saya memberikan feedback yang baik terhadap ide-ide saya.	0,723	Valid		Saya akan lebih berperan aktif dalam kelompok jika teman sekelompok saya memberikan feedback yang baik terhadap ide-ide saya.
50.	Dengan diterapkannya <i>Group Work Technique</i> dalam perkuliahan Speaking V menghalangi saya untuk dapat berperan aktif dalam kelompok dan dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.	0,132	Revised		Setelah diterapkannya <i>Group Work Technique</i> dalam perkuliahan Speaking V saya merasa terhalangi untuk dapat berperan aktif dalam kelompok dan dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.

Appendix 8 : Item-Total Statistics of Tried Out Questionnaire

Item-Total Statistics

Item	Corrected Item-Total Correlation	r pada taraf 5%	Interpretasi
Item 1	.695	0,284	Valid
Item 2	.089	0,284	Revised
Item 3	.498	0,284	Valid
Item 4	.729	0,284	Valid
Item 5	.438	0,284	Valid
Item 6	.731	0,284	Valid
Item 7	.789	0,284	Valid
Item 8	.449	0,284	Valid
Item 9	.404	0,284	Valid
Item 10	.530	0,284	Valid
Item 11	.820	0,284	Valid
Item 12	.683	0,284	Valid
Item 13	.534	0,284	Valid
Item 14	-.176	0,284	Discarded
Item 15	.357	0,284	Valid
Item 16	.270	0,284	Revised
Item 17	.770	0,284	Valid
Item 18	.512	0,284	Valid
Item 19	.328	0,284	Valid
Item 20	.243	0,284	Revised
Item 21	.648	0,284	Valid
Item 22	.114	0,284	Revised
Item 23	.615	0,284	Valid
Item 24	.486	0,284	Valid
Item 25	.586	0,284	Valid
Item 26	.761	0,284	Valid

Item	Corrected Item-Total Correlation	r pada taraf 5%	Interpretasi
Item 27	.739	0,284	Valid
Item 28	.437	0,284	Valid
Item 29	.374	0,284	Valid
Item 30	.732	0,284	Valid
Item 31	.631	0,284	Valid
Item 32	-.432	0,284	Discarded
Item 33	.919	0,284	Valid
Item 34	.016	0,284	Revised
Item 35	.685	0,284	Valid
Item 36	.250	0,284	Revised
Item 37	.857	0,284	Valid
Item 38	.721	0,284	Valid
Item 39	.417	0,284	Valid
Item 40	.224	0,284	Revised
Item 41	.434	0,284	Valid
Item 42	.237	0,284	Revised
Item 43	.524	0,284	Valid
Item 44	.674	0,284	Valid
Item 45	.149	0,284	Revised
Item 46	.483	0,284	Valid
Item 47	.723	0,284	Valid
Item 48	.420	0,284	Valid
Item 49	.723	0,284	Valid
Item 50	.132	0,284	Revised

Valid = 38

Revised = 10

Discarded = 2

Taraf signifikansi 5% angka kritik adalah 0,284

Appendix 9: Reliability of Tried Out Questionnaire**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.934	.941	50

Appendix 10: r Table

Azer, Julandi ©2007
<http://www.azeryulandi.com/teaching/>

Tabel r

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0,987	0,999	27	0,381	0,487	55	0,268	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,387	0,470	65	0,244	0,317
6	0,811	0,917	30	0,381	0,483	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,668	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,458	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Sumber: Sugiyono (1999), Metode Penelitian Bisnis, Bandung: Alfabeta

Appendix 11: Picture of Student's Try Out Questionnaire

Picture of Student's Try Out Questionnaire



Table of Specification
Students' Perception on the Use of Group Work Technique in Speaking V Subject
(A Study of the Fifth Semester English Teaching Department Students of STAIN Batangkar in 2015/2016 Academic Year)

SOURCES	VARIABLE	SUB-VARIABLE	INDOCATOR	SUB-INDICATOR	NUMBER OF ITEMS		TOTAL ITEM
					Positive (+)	Negative (-)	
BARON IN BYRNE IN MASBOW (2009: 4), BIMO WALGITO (2004:108), MASBOW (2009: 4) : <ul style="list-style-type: none"> COGNITIVE: Component that related to knowledge, opinion, belief toward attitude's object that is good things that related with how someone's perception. 	STUDENTS' PERCEPTION ON THE USE OF GROUP WORK TECHNIQUE IN IMPROVING THEIR SPEAKING ABILITY	Advantages and Disadvantages of Group Work Technique 1. Advantages of Group Work Technique <ul style="list-style-type: none"> Amount of talking Chance opinion and idea Cooperation Better communication skill Opportunity to learn each other Explore an aspect of a project more deeply 2. Disadvantages of Group Work Technique <ul style="list-style-type: none"> Very noisy Some students are passive whereas other dominaten Some students are not enjoying in group 	COGNITIVE : <ul style="list-style-type: none"> Knowledge Opinion Belief 	<ul style="list-style-type: none"> Pengertian mahasiswa terhadap group work technique yang di gunakan oleh dosen Pandangan mahasiswa terhadap group work technique yang di gunakan oleh dosen Keyakinan mahasiswa terhadap group work technique yang di gunakan oleh dosen 	1,10,18, 2,11,19,28,36 4,13,21,30,28	27,35,44 3,12,20,29,37 5,22,39	6 10 8

Table of Specification
Students' Perception on the Use of Group Work Technique in Speaking V Subject
(A Study of the Fifth Semester English Teaching Department Students of STAIN Batusangkar in 2015/2016 Academic Year)

<p>AFFECTIVE:</p> <ul style="list-style-type: none"> Affective component or emotional component is the component that related with like or dislike toward attitude's object. This component showed the direct behavior, positive or negative. 		<p>AFFECTIVE:</p> <ul style="list-style-type: none"> Like Dislike 	<ul style="list-style-type: none"> Rasa senang mahasiswa terhadap group work technique yang di gunakan oleh dosen Rasa tidak senang mahasiswa terhadap group work technique yang di gunakan oleh dosen 	<p>6,14,23,31,40,45</p> <p>7,15,24,32,41,46</p>	<p>6</p> <p>6</p>
<p>CONATIVE:</p> <ul style="list-style-type: none"> Conative or action component is a component that related with action tendency toward attitude's object, it showed intensity for behavior that show tendency of action big or small depends on object behavior. 		<p>CONATIVE:</p> <ul style="list-style-type: none"> Action 	<ul style="list-style-type: none"> Besarnya kecenderungan mahasiswa untuk berperan aktif dalam group work technique yang di gunakan oleh dosen 	<p>8,16,25,33,42,47</p>	<p>6</p>

Appendix 13: Questionnaire for Research

Berilah pernyataan pernyataan di bawah ini dengan benar dan tidak. Ceklislah salah satu dari jawaban di bawah ini sesuai dengan yang anda lakukan dan rasakan.

No	Pernyataan	Jawaban				
		SS	S	RS	TS	STS
1	Sepergaulan saya, Group Work Technique yang di gunakan dalam perkuliahan Speaking V dapat memberi kesempatan kepada setiap mahasiswa untuk menyampaikan ide-ide mereka.					
2	Group Work Technique yang diterapkan oleh dosen dalam perkuliahan Speaking V memberi peluang saya adalah teknik yang bagus untuk dipelajari dalam perkuliahan.					
3	Group Work Technique yang digunakan oleh dosen, sangat menolong saya, kurang efektif untuk meningkatkan kemampuan speaking saya					
4	Saya percaya, Group Work Technique yang di terapkan oleh dosen Speaking V dapat meningkatkan ran percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka					
5	Saya bingung yakin Group Work Technique yang di gunakan oleh dosen dapat memberikan dampak positif dalam pembelajaran Speaking V.					
6	Saya sangat tertarik dengan diterapkannya Group Work Technique dalam perkuliahan Speaking V karena ketika ada materi yang tidak saya pahami saya dapat bertanya pada teman kelompok saya.					
7	Saya merasa terganggu dengan adanya Group Work Technique dalam perkuliahan Speaking V karena menurut saya belajar dalam kelompok sangatlah kurang efektif					
8	Dengan diterapkannya Group Work Technique dalam perkuliahan Speaking V saya dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.					
9	Saya akan kurang berprestasi jika dalam kelompok jika teman sekelompok saya tidak memberikan feedback yang baik terhadap ide-ide saya.					
10	Group Work Technique yang di terapkan oleh dosen, sangat yang saya lihat, berguna dengan tingginya sehingga dapat meningkatkan kemampuan speaking saya.					

QUESTIONNAIRE

Nama :

No :

Instrumen penelitian tentang persepsi mahasiswa terhadap penggunaan Group Work Technique dalam meningkatkan kemampuan speaking mereka

A. Pengantar

Angket ini secara-rata digunakan untuk kepentingan riset, pernyataan pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan penelitian ini. Berilah Group Work Technique untuk meningkatkan kemampuan speaking mereka. Berilah angket ini agar adanya, baik apa yang sebenarnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diharapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan anda/menandai berisikukan apa yang sesuai/bandari dalam dan rasion dengan memberikan tanda check list (✓) pada salah satu alternatif yang diberikan di bawah.

- SS : Sangat Benar
- S : Benar
- RS : Ragu-ragu
- TS : Tidak Benar
- STS : Sangat Tidak Benar

C. Contoh Pengisian

No	Pernyataan	Jawaban				
		SS	S	RS	TS	STS
1	Sejalan saya, Group Work Technique yang di terapkan dosen dalam materi kuliah Speaking V tidak hanya bermanfaat untuk kerjasama antar mahasiswa tapi juga berguna untuk meningkatkan kemampuan speaking mahasiswa secara individual.	✓				

Pilihlah jawaban di atas sesuai Anda Sangat Benar atau Sangat Benar Group Work Technique yang di terapkan dosen dalam mata kuliah Speaking V mampu memberikan peningkatan terampil kemampuan speaking anda.

21.	Dengan di terapkannya Group Work Technique dosen Speaking V saya yakin bahwa hal ini mengahilangi malaise untuk meningkatkan rasa percaya diri sehingga dapat meningkatkan semangat dalam speaking materi							
22.	Saya yakin, dengan diterapkannya Group Work Technique oleh dosen dapat meningkatkan saya dalam meningkatkan pemahaman saya terhadap materi yang akan di presentasikan.							
23.	Saya merasa terbantu dengan diterapkannya Group Work Technique pada perkuliahan Speaking V karena dalam kelompok kami dapat berbagi ide-ide serta saling memberikan saran yang membangun sehingga dapat menjadi tolak ukur untuk penempatan kami kedepannya.							
24.	Berdasarkan diterapkannya Group Work Technique oleh dosen Speaking V, saya merasa terinspirasi karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.							
25.	Saya bersemangat memberikan saran-saran yang bermanfaat bagi teman-teman kelompok saya sehingga kami dapat meningkatkan kemampuan kami ketika terjun di depan kelas.							
26.	Berdasarkan terapkannya Group Work Technique oleh dosen Speaking V, saya merasa kurang bersemangat mengikuti perkuliahan karena menurut saya tidak dapat memberikan kontribusi terhadap kemampuan speaking saya.							
27.	Group Work Technique yang digunakan oleh dosen dalam perkuliahan Speaking V sangat yang saya sukai karena mengahilangi malaise untuk dapat menyampaikan ide-ide mereka.							
28.	Dalam pandangan saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V efektif karena terdiri dari 5-7 orang perkelompok.							
29.	Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V, menurut pendapat saya kurang dapat mendorong mahasiswa untuk berpartasi aktif dalam perkuliahan.							
30.	Dengan diterapkannya Group Work Technique oleh dosen saya berharap bahwa hal ini dapat membantu saya dalam meningkatkan pemahaman							

11.	Dalam pandangan saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V dapat mendorong mahasiswa untuk berpartasi aktif dalam perkuliahan.							
12.	Menurut saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V kurang dapat meningkatkan rasa percaya diri saya ketika terjun di depan kelas.							
13.	Saya menyukai, dengan diterapkannya Group Work Technique oleh dosen, dapat memperbaiki wawasan saya dengan berbagi ide-ide atau saran kritiknya dalam kelompok.							
14.	Dengan diterapkannya Group Work Technique oleh dosen Speaking V, saya dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika terjun di depan kelas dan saya sangat senang dengan hal tersebut.							
15.	Menurut saya kekurang adalah diterapkannya Group Work Technique oleh dosen Speaking V karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.							
16.	Saya berminat untuk meningkatkan kemampuan speaking saya dengan meminta saran-saran yang membangun dari teman sekelompok saya.							
17.	Menurut saya sangat kurang untuk berpartasi aktif dalam kelompok, karena menurut saya hal tersebut tidak akan memberikan dampak apa-apa terhadap kemampuan speaking saya.							
18.	Karena di dalam Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V terdiri dari 5-6 orang dalam satu kelompok, terlihat saya hal tersebut sangatlah efektif.							
19.	Group Work Technique yang di terapkan oleh dosen pada saat kuliah Speaking V menurut pendapat saya dapat membantu saya dalam meningkatkan kemampuan speaking saya.							
20.	Dalam pikiran saya dengan diterapkannya Group Work Technique oleh dosen mengahilangi saya dalam meningkatkan rasa percaya diri saya ketika terjun di depan kelas.							

40	Ketika teman-teman selangkah saya memberikan kritikan dan saran-saran terhadap penampilan saya di depan kelas saya sangat menyukainya hal tersebut.								
41	Saya kurang semangat dengan diterapkannya Group Work Technique dalam pelaksanaan Speaking V karena ketika ada teman yang tidak saya pikirkan saya kurang dapat berantusias pada teman kelompok saya.								
42	Kemampuan speaking saya meningkat karena saya berpuasa aktif dalam memberikan masalah-masalah positif ketika saya bekerja dalam kelompok.								
43	Saya menjadi tidak bersemangat untuk meningkatkan kemampuan speaking ketika saya harus menerima saran-saran dari teman sekelompok saya.								
44	Sigaud yang saya lihat, Group Work Technique yang di terapkan oleh dosen Speaking V hanya memberikan kemampuan kepada mahasiswa-mahasiswa tersebut (mahasiswa-mahasiswa yang pintar) untuk memberikan pendapat dan ide-ide mereka.								
45	Saya sangat suka ketika teman kelompok saya dapat menerima ide-ide saya dengan baik sehingga mereka dapat meningkatkan kemampuan speaking mereka.								
46	Ketika teman sekelompok saya mengaharangi saya untuk memberikan ide-ide untuk meningkatkan kemampuan speaking mereka, saya merasa kurang semangat.								
47	Saya akan lebih berprestasi aktif dalam kelompok jika teman sekelompok saya memberikan feedback yang baik terhadap ide-ide saya.								
48	Sebelum diterapkannya Group Work Technique dalam pelaksanaan Speaking V saya merasa terbelah untuk dapat berperan aktif dalam kelompok dan dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.								

31	saya terhadap materi yang akan di presentasikan. Saya sangat menyukai pembahasan Speaking V karena diterapkannya Group Work Technique oleh dosen yang dapat menjadi wadah dalam membantu saya mengkapabilitas ide-ide yang saya miliki.								
32	Saya merasa terganggu ketika teman sekelompok saya memberikan kritikan dari saran terhadap penampilan speaking saya di depan kelas.								
33	Saya ingin bertanya kepada teman-teman kelompok saya tentang performance saya, sehingga saya dapat memperbaiki jika masih ada kesalahan yang terjadi selama saya tampil.								
34	Saya kurang berantusias memberikan saran-saran yang bermanfaat bagi teman-teman sekelompok saya karena saran-saran saya kurang diterima dengan baik oleh mereka.								
35	Sepengalaman saya, Group Work Technique yang di terapkan oleh dosen kurang berjalan dengan diupitinya sehingga mengaharangi saya dalam meningkatkan kemampuan speaking saya.								
36	Misalnya saya, setiap anggota kelompok dalam Group Work Technique yang diterapkan oleh dosen Speaking V memiliki kemampuan yang sama untuk berperan aktif selama proses perkuliahan.								
37	Misalnya saya, setiap anggota kelompok dalam Group Work Technique yang diterapkan oleh dosen Speaking V kurang memiliki kemampuan yang sama untuk berperan aktif selama proses perkuliahan.								
38	Dengan diterapkannya Group Work Technique oleh dosen Speaking V saya merasa yakin bahwa hal tersebut dapat meningkatkan semangat mahasiswa untuk berpartisipasi dengan teman sekelompok mereka.								
39	Saya yakin dengan diterapkannya Group Work Technique oleh dosen Speaking V hanya memberikan kemampuan kepada mahasiswa-mahasiswa tersebut (mahasiswa-mahasiswa yang pintar) untuk meningkatkan kemampuan speaking mereka.								

Appendix 14: Attendance List for Questionnaire

ATTANDANCE LIST FOR QUESTIONNAIRE

Title: *Students' Perception on the Use of Group Work Technique in Improving Their Speaking Ability (A Study of the Fifth Semester English Department Students of STAIN Batusangkar in 2015/2016 Academic Year)*

NO	NAME	REG.NO	DATE/TIME	PLACE	SIGNATURE
1	AMALIA REZA PUTRI	13 104 003	11 Februari 2016 19.00	Litkaur	@Mera
2	ARFI MARDIA	13 104 006	Gedung 2	akama IAIN	Arfi
3	ARIF RAHMAT ILAHI	13 104 006		BKM	Arif
4	AYU GUSTINA	13 104 007		Gedung 2	Ayu
5	CITRA YOHANA	13 104 008	02 Februari 2016 10.00	akama IAIN	Citra
6	CUT MELRISA	13 104 009			Cut
7	DIAN RAMADINI	13 104 012	05 Februari 2016 10.00	akama IAIN	Dian
8	EZI FADHILATURRAHMAH	13 104 016	02 Feb 2016 15.00	akama IAIN	Ezi
9	FAHIMA	13 104 017	02 Februari 2016 13.00	akama STAIN	Fahima
10	FATHMASIYAH	13 104 018	13.00 07. Februari 2016	Gedung 2	Fath
11	FAUZI ANTONI	13 104 019		Gedung 2	Fauzi
12	EBBY ANANDA ETRESIA	13 104 020	02 Februari 2016 10.00	akama STAIN	Eby
13	FEBY KURNIA PUTRA	13 104 022	14	akama IAIN	Febby
14	FIRMA YULIA NENGSIH	13 104 026	13.30 09 Februari 2016	Cafe D3	Firma
15	ICHWANIAH	13 104 027	02 Februari 2016 15.00	akama STAIN	Ichwaniah
16	INDRA GUSTAMA	13 104 029	10 Februari 2016 15.30		Indra
17	INTAN PERMATA INDRA	13 104 030	09 Februari 2016	Cafe D3	Intan
18	JANUARI KRISTI	13 104 052	09 Februari 2016	Cafe D3	Januari

19	JANUARIFA WILDA	13 104 033	February 02 th , 2016 10.30 WIB	Gedung F	Handing
20	LAILATUL HAIR	13 104 036	February, 09 17.37 WIB	dy cafe	Handing
21	M. RIDHA WALIDEN	13 104 040	February 11, 2016 15.15 WIB	Akrama	Handing
22	MAULANI AGUSTIN	13 104 044	10 Februari, '16	K.4	Handing
23	MEGA ASRIYANTI	13 104 045	10 Februari 2016 11.40 WIB	K.4	Handing
24	MEGA PUSPITA SARI	13 104 046	10 Februari 2016 11.40 WIB	K.1	Handing
25	MEKA EMAS LIRI	13 104 047	February 10. 2016 - 11.20	Gedung K-4 Ruang Dosen	Handing
26	MELIA OKTAVINA	13 104 049	February 10. 2016	Gedung K.4	Handing
27	META WAHYUNI	13 104 051	Feb/10 '2016	K.4 Ruang Dosen	Handing
28	MUTHIA HANDIKA	13 104 055	February 29 th 2016 12.20 WIB	Gedung K	Handing
29	MUTIA PAJRI NENCI	13 104 056	February, 10 th 2016 12.00 WIB	UPB	Handing
30	MUTIARA SUKMA ARDI	13 104 057	February 9 th 2016 11.30 WIB	K.3.5	Handing
31	NAIBATUL HUSNI	13 104 058	-	Gedung K.3.5	Handing
32	NOVIANI NURMITA SARI	13 104 060	Feb 10 2016 12.00 WIB	UPB	Handing
33	NOVITA AMELIA	13 104 061	Feb 10 2016 12.00 WIB	UPB	Handing
34	NOVITA MAISY	13 104 062		Kor/sms pondok	Handing
35	NOVRIZAL	13 104 063	10 Feb 2016 13.00	Akrama	Handing
36	OCHTA NOVELDI	13 104 064			Handing
37	PUTRI HIDAYATI	13 104 065	February 09 th , 2016 12.30 WIB	Gedung K	Handing
38	PUTRI MALINA	13 104 066		Gedung Labor	Handing
39	RAHMADANI	13 104 067	February 1 st 2016 2.15 WIB	Gedung Labor	Handing
40	RAMA FEBRIAN	13 104 068	7/02/2016	Lintau	Handing
41	RANDI KURNIA	13 104 069	Februari 10/2016 15.00	Akrama	Handing
42	RESKI WULANDARI	13 104 071	11.00 Februari 10, 2016	Akrama	Handing

43	RESTY ADRIANI	13104072	Feb 4 th 2016, 14.12	Gedung labor	Resty
44	RIAN RIAN TO	13104074	Feb, 5 th 2016 09.00am	Ruang Dosen	[Signature]
45	RINDY VIRADILLAH	13104077	Feb 2 nd 2016 10.00	Ruang dosen K4	[Signature]
46	RISDA HAYATI	13104078	Feb 2016 11.00	Ruang dosen K4	[Signature]
47	SARAH WILIA FELDI	13104082	February 10 th 2016 11.00	Ruang Dosen	[Signature]
48	SARI RAHAYU PUTRI	13104083	February 2 nd 2016 11.00		[Signature]
49	SEPRIMA UCIARI NINGSIH	13104084	February 2 nd 2016 12.30	Gedung L.3	[Signature]
50	SILVA NOVIKA	13104085	February 10.2016 11.00	Ruang Dosen	[Signature]
51	SILVARINA	13104086	10.2.16		-Phyl
52	SODI METRIANTO	13104090		g. g.1	[Signature]
53	SRI AYU NINGSIH	13104091		OH	[Signature]
54	SRI HUSNUL HAYATI	13104092	10/02/16 9 ^{am} 2016 - 10.30	L001-K	[Signature]
55	SRI WAHYUNI	13104094	Feb 10 th 2016		[Signature]
56	SUCI ANUGRAH	13104097	04/02/16/10.00	Ruang dosen K4	[Signature]
57	SYAFRIZAL	13104099	February 4 th 2016 - 10.00	K.3.5	[Signature]
58	SYAMRATUL FUADI	13104101	04/02/16/10.30	Ruang dosen K-4	[Signature]
59	TESA WAHYUNI	13104105	February 4 th 2016/10.07	Ruang Dosen K.1V	[Signature]
60	TIARA OKTAVIA	13104104	February 4 th 2016/10.05	Ruang dosen K.1V	[Signature]
61	TRI PUTRI MULYANI	13104106	4, Feb	11	[Signature]
62	TUKMA HANDAYANI	13104107	04/02/2016 11.30	K.1V	[Signature]
63	VIVI YANDRA LEONA ANGGRAIN	13104110	Feb 10/2016 1.30	Gedung K.	[Signature]
64	VIVI YULITA SARI	13104111	February, 4, 2016	Ruang K.15	[Signature]
65	WAHYUNI RESTU AMALIA	13104112	February 1 st 2016 10.30	Gedung f	[Signature]
66	YANI SURYANI	13104112	February 4.2016 12.00	Gedung K.3.6	[Signature]

67	YULIANA	13 104 115	february, 4 th 2016 09:30	kuang dara K. 3.4	Yuliana
68	YUNDA SEPTARIO VIRGO	13 104 116	february, 09 th 2016 13:00	dj's cafe	(Yes)
69	ZIKRA AMELIA	13 104 117	February, 23 rd 2016 18:30		Amelia
70	ZULFADLI	13 104 118	February, 10 th 2016 11:25	K. 3. VII	Zulfadli
71	ZULMAI HAJJI RIANI BUR FAJR AI	13 104 119	*	K. 3. VII	Zulmai

RESEARCHER



HELDA FITRI
11 104 009

Appendix 15: Result of Respondents' Research Questionnaire

QUESTIONNAIRE

Nama :

1

Nim :

Instrumen penelitian tentang persepsi mahasiswa terhadap penggunaan *Group Work Technique* dalam meningkatkan kemampuan speaking mereka.

A. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah, pernyataan-pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan persepsi siswa terhadap *Group Work Technique* untuk meningkatkan kemampuan speaking mereka. Isilah angket ini apa adanya, bukan apa yang seharusnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan saudara/saudari berdasarkan apa yang saudara/saudari alami dan rasakan dengan memberikan tanda check list (√) pada salah satu alternatif yang diberikan dimana:

- SS : Sangat Setuju
 S : Setuju
 RR : Ragu-Ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Pernyataan	Jawaban				
		SS	S	R	TS	STS
1	Setahu saya, <i>Group Work Technique</i> yang di terapkan dosen dalam mata kuliah Speaking V tidak hanya bermanfaat untuk kerjasama antar mahasiswa tapi juga berguna untuk meningkatkan kemampuan speaking mahasiswa secara individual.	√				

Pilihan jawaban di atas artinya Anda Sangat Setuju bahwa *Group Work Technique* yang di terapkan dosen dalam mata kuliah Speaking V mampu memberikan peningkatan terhadap kemampuan speaking anda.

Berilah pernyataan pernyataan di bawah ini dengan benar dan salah. Ceklislah salah satu dari jawaban di bawah ini sesuai dengan yang anda lakukan dan rasakan.

No	Pernyataan	Jawaban				
		SS	S	BB	TS	STS
1.	Seperguruan saya, Group Work Technique yang di gunakan dosen dalam perkuliahan Speaking V dapat memberi kesempatan kepada setiap mahasiswa untuk menyampaikan ide-ide mereka.	✓				
2.	Group Work Technique yang diterapkan oleh dosen dalam perkuliahan Speaking V membuat pendapat saya adalah teknik yang bagus untuk digunakan dalam perkuliahan.	✓				
3.	Group Work Technique yang digunakan oleh dosen, menurut pandangan saya, kurang efektif untuk meningkatkan kemampuan speaking saya.				✓	
4.	Saya percaya, Group Work Technique yang di terapkan oleh dosen Speaking V dapat meningkatkan rasa percaya diri setiap mahasiswa sehingga dapat meningkatkan kemampuan speaking mereka.		✓			
5.	Saya kurang yakin Group Work Technique yang di gunakan oleh dosen dapat memberikan dampak positif dalam pembelajaran Speaking V.				✓	
6.	Group Work Technique dalam perkuliahan Speaking V karena ketika ada materi yang tidak saya pahami saya dapat bertanya pada teman kelompok saya.		✓			
7.	Saya merasa terganggu dengan adanya Group Work Technique dalam perkuliahan Speaking V karena menurut saya bekerja dalam kelompok sangatlah kurang efektif.				✓	
8.	Dengan diterapkannya Group Work Technique dalam perkuliahan Speaking V saya dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.		✓			
9.	Saya dan kurang berperan aktif dalam kelompok jika teman sekelompok saya tidak memberikan feedback yang baik terhadap ide-ide saya.					✓
10.	Group Work Technique yang di terapkan oleh dosen, sejauh yang saya lihat, terapan dengan baik sehingga dapat meningkatkan kemampuan speaking saya.		✓			

11.	Dalam pandangan saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V dapat mendorong mahasiswa untuk berperan aktif dalam perkuliahan.	✓						
12.	Menurut saya, Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V kurang dapat meningkatkan rasa percaya diri saya ketika tampil di depan kelas.			✓				
13.	Saya menyukai, dengan diterapkannya Group Work Technique oleh dosen, dapat memperbaiki wawasan saya dengan berbagi ide-ide satu sama lainnya dalam kelompok.				✓			
14.	Dengan diterapkannya Group Work Technique oleh dosen speaking V, saya dapat meningkatkan rasa percaya diri dan kemampuan speaking saya ketika tampil di depan kelas dan saya sangat senang dengan hal tersebut.	✓						
15.	Melalui saya berkurang sedikit diterapkannya Group Work Technique oleh dosen speaking V karena saya kurang dapat berbagi pengetahuan dengan teman-teman dalam kelompok saya.					✓		
16.	Saya berniat untuk untuk meningkatkan kemampuan speaking saya dengan meminta saran-saran yang membangun dari teman sekelompok saya.	✓						
17.	Menurut saya sangat kurang untuk berperan aktif dalam kelompok, karena menurut saya hal tersebut tidak akan memberikan dampak apa-apa terhadap kemampuan speaking saya.						✓	
18.	Karena di dalam Group Work Technique yang digunakan dosen dalam perkuliahan Speaking V terdiri dari 2-4 orang dalam satu kelompok, menurut saya hal tersebut sangatlah efektif.						✓	
19.	Group Work Technique yang di terapkan oleh dosen pada mata kuliah Speaking V membuat pendapat saya dapat membantu saya dalam meningkatkan kemampuan speaking saya.	✓						
20.	Dalam pikiran saya dengan diterapkannya Group Work Technique oleh dosen, terapan dengan baik dalam meningkatkan rasa percaya diri saya ketika tampil di depan kelas.							✓

41	Ketika teman-teman sukadipok saya memberikan kritikan dan saran-saran terhadap penampilan saya dipendekkan saya sangat menyukai hal tersebut.	✓				
42	Saya kurang senang dengan dinamikananya Group Work Technique dalam perkuliahan Speaking V karena ketika ada materi yang tidak saya pahami saya kurang dapat bertanya pada teman kelompok saya.					
43	Kemampuan speaking saya meningkat karena saya berperan aktif dalam memberikan masukan-masukan positif ketika saya bekerja dalam kelompok.	✓				
44	Saya merasa tidak berkarya untuk meningkatkan kemampuan speaking ketika saya harus menuntun teman-teman dari teman sekelompok saya.	✓				
45	Sejauh yang saya lihat, Group Work Technique yang di terapkan oleh dosen Speaking V hanya membekali kemampuan kepada mahasiswa-mahasiswa tertentu (mahasiswa-mahasiswa yang pintar) untuk memberikan pendapat dan ide-ide mereka.	✓				
46	Saya sangat suka ketika teman sekelompok saya dapat memberikan ide-ide saya dengan baik sehingga mereka dapat meningkatkan kemampuan speaking mereka.	✓				
47	Ketika teman sekelompok saya mengundang saya untuk memberikan ide-ide untuk meningkatkan kemampuan speaking mereka, saya merasa kurang senang.	✓				
48	Saya akan lebih berperan aktif dalam kelompok jika teman sekelompok saya memberikan feedback yang baik terhadap ide-ide saya.	✓				
49	Setelah dinamikanya Group Work Technique dalam perkuliahan Speaking V saya merasa terbalik untuk dapat berperan aktif dalam kelompok dan dapat memberikan kontribusi yang bermanfaat bagi kelompok saya.	✓				

Appendix 16: Picture of Student's Research Questionnaire

Picture of Student's Research Questionnaire



Appendix 17 : Syllabus of Speaking V Subject

COURSE SYLLABUS

A. GENERAL INFORMATION

- a. Subject : Speaking V
- b. Code : ING
- c. Credit : 2
- d. Semester/Year : VI/2012
- e. Faculty/Dept : Tarbiyah/Tadris Bahasa Inggris
- f. Prerequisite : Speaking IV
- g. Lecturer : Zahernindra, M. Pd.

B. COURSE DESCRIPTION

The ability to communicate effectively and efficiently in various public speaking activities in English requires high level skills and sufficient preparations. Such ability does not only help students in this subject, but also prepares them to be more communicative in situations in which this ability is needed, such as in seminar based subjects and in practice teaching as well.

This course is therefore aimed at providing the students with basic nature of public speaking. Through comprehensive understanding toward the nature of public speaking and regular practice, it is expected that their ability in public speaking will be improved. To be specific, this course discusses principles of public speaking. Students are required to comprehend, summarize, applies the principles into their speech projects and practice them at home before presenting in class presentation

C. COURSE OBJECTIVES

After completing the course, the students are expected to have theoretical knowledge and practical skills as well dealing with various kinds of public speaking activities.

D. COURSE ACTIVITIES

The activities of the course are as follow: Lecturing, classroom discussion, speech presentation and evaluation.

E. EVALUATION

The final mark of the course will be based on the following aspects:

- 1. Presentation 20%
- 2. Weekly assignment 10%
- 3. Midterm Project 30%
- 4. Final Project 40%

Appendix 17 : Syllabus of Speaking V Subject

F. TOPICS

PERTEMUAN	TOPIK BAHASAN	REFERENSI
1	2	3
1	1. Course Orientation: <ul style="list-style-type: none"> • Syllabus Discussion • Classroom Policy and Procedure 2. Review: Public Speaking	
2	Preview: Principles, Presentations and Evaluations <ul style="list-style-type: none"> • Storytelling • News Broadcasting • Debate • Master of Ceremony Seminar	
3	Storytelling: Anecdotes/Folktales	
4	English News Broadcasting	
5-7	Debates: <ul style="list-style-type: none"> • Debates on Controversial Issues (Whole Class Debates) • Debates on Controversial Issues (Six-person and singles Debates) 	
8	MID TERM TEST	
9-11	Master of Ceremony: <ul style="list-style-type: none"> • Master Of Ceremony for Formal Occasions • Master Of Ceremony for Semi- 	

Appendix 17 : Syllabus of Speaking V Subject

	Formal Occasions
12-14	Seminar: <ul style="list-style-type: none"> • Seminar on Issues in Language Teaching (Group Presentation) • Seminar on Issues in Language Teaching (Individual Presentation)
15	Review
16	FINAL TEST

G. REFERENCES**A. COMPULSORY**

1. Carlile, Clark S. and Arlie V. Daniel. (1986) *Project Tests for Public Speaking*. Oxford: Oxford University Press.
2. Mayuni, Ilsa. et al. 1995. *Speaking III*. Padang: Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.
3. Mayuni, Ilsa. 1996. Sample Materials for MC Program
4. Vasallo, Wanda. 1990. *Speaking with Confidence: A Guide for Public Speaker*. Crozet: Betterway Publications, Inc.
5. Gregory, Hamilton. 1990. *Public Speaking for College and Career*. New York: McGraw-Hill Publishing Company.
6. Dale, Paullets, and James C. Wolf. 1988. *Speech Communication for International Students*. Englewood Cliffs: Prentice Hall Regents.
7. Verdeber, Rudolph F.: 1979. *The Challenge of Effective Speaking: Fourth Edition*. Belmont: Wadsworth Publishing Company, Inc.
8. Barrett, Harold. 1981. *Practical Uses of Speech*. New York: Holt, Rinehart and Winston.

B. OPTIONAL

1. Mulyana, Yayan. G. H. 2000. *A Practical Guide English for Public Speaking* (terjemahan). Jakarta: Visipro
2. Goodale, Malcolm. 1995. *The Language of Meeting: Effective and Efficient Role taking in English Speaking Meeting*. Jakarta: Gramedia.
3. Indapurel. 1991. *Pelatihan Master of Ceremony*.

Appendix 18: Recommendation Letter



**SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR**
PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT

*Jl. Sudirman No.137 Kabupaten Lima Kawan Batubankar 27213, Telp. (0752) 71150, Ext.133, Fax. (0752) 71879
http://www.stainbatubankar.ac.id e-mail: p3m.stainbatubankar@gmail.com*

SURAT IZIN PENELITIAN

Nomor : St.02/IX/TL.00 /2016

Berdasarkan surat Saudara/i Nomor Surat: Istimewa pada 14 Januari 2016 perihal Mohon Izin Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batubankar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

Nama / NIM : Helda Fitri / 11104009
Tempat, Tanggal Lahir : Plasna Lima, 27 Januari 1992
No. KTP : 1312106701920001
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Alamat : Plasna V Blok D Jorong Giri Majo Nagari Koto Baru Kecamatan Luhuk Nan Duo Kabupaten Pasaman Barat
Judul : *Students' Perception on the Use of Group Work Technique in Improving Their Speaking Ability (A Study of the Fifth Semester English Department Students of STAIN Batubankar in 2015/2016 Academic Year)*
Lokasi Penelitian : STAIN Batubankar
Waktu Penelitian : 16 Januari s.d. 16 Maret 2016
Dosen Pembimbing 1 : Zulherminda, M.Pd.
Dosen Pembimbing 2 : Rini Anita, M.Pd.

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan Surat Keterangan/Rekomendasi Penelitian ini kepada Ketua Jurusan, Ketua Program Studi atau Kepala Unit yang terkait.
3. Menatuhi dan menghormati semua peraturan yang berlaku di STAIN Batubankar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Surat Keterangan/Rekomendasi Penelitian ini akan *DICABUT* kembali.
5. Surat Keterangan/Rekomendasi Penelitian ini berlaku dari tanggal 16 Januari s.d. 16 Maret 2016.
6. Melaporkan Hasil Penelitian kepada Ketua STAIN Batubankar Cq. Kepala P3M.

Batubankar, 15 Januari 2016


 Ghyasul Huda, S.H., M.Hum.
 NIP. 1951031999031004

Yasman ditunjuk sebagai Tim:

1. Ketua STAIN Batubankar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batubankar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batubankar.
5. Peringkat