

**INTERACTION BETWEEN INDONESIAN L2 LEARNERS'
GENDER AND ATTITUDES TOWARDS GROUP WORK**

SKRIPSI



by

Janice Aulita

Student Number: 81180037

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

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Nama : Janice Aulita
NIM : 81180037
Program studi : Pendidikan Bahasa Inggris
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(Janice Aulita)
NIM.81180037

**INTERACTION BETWEEN INDONESIAN L2 LEARNERS' GENDER
AND ATTITUDES TOWARDS GROUP WORK**

SKRIPSI

Presented as partial fulfilment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Language Education Department

by

Janice Aulita

Student Number: 81180037

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

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APPROVAL PAGE

The *Skripsi* written by

Name: Janice Aulita

NIM: 81180037

Title: Interaction between Indonesian L2 Learners' Gender and Attitudes Towards Group Work

has been approved for the *Skripsi* Defence.

Yogyakarta, 17 June 2022

Advisor,



Adaninggar Septi Subekti, M.Sc.

NIDN: 0504098902



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by


Janice Aulita
Student Number: 81180037

Defended before the Board of Examiners
on 18 July 2022
and Declared Acceptable

Chairperson: Paulus Widiatmoko, S.Pd., M.A.

Examiner I: Adaninggar Septi Subekti, S.Pd., M.Sc.

Examiner II: Lemmuella Alvita Kurniawati, S.Pd., M.Hum.



Yogyakarta, 29 Juli 2022

The Head of the English Language Education Department



Lemmuella Alvita Kurniawati, S.Pd., M.Hum.

NIDN: 0503118203

DUTA WACANA

STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

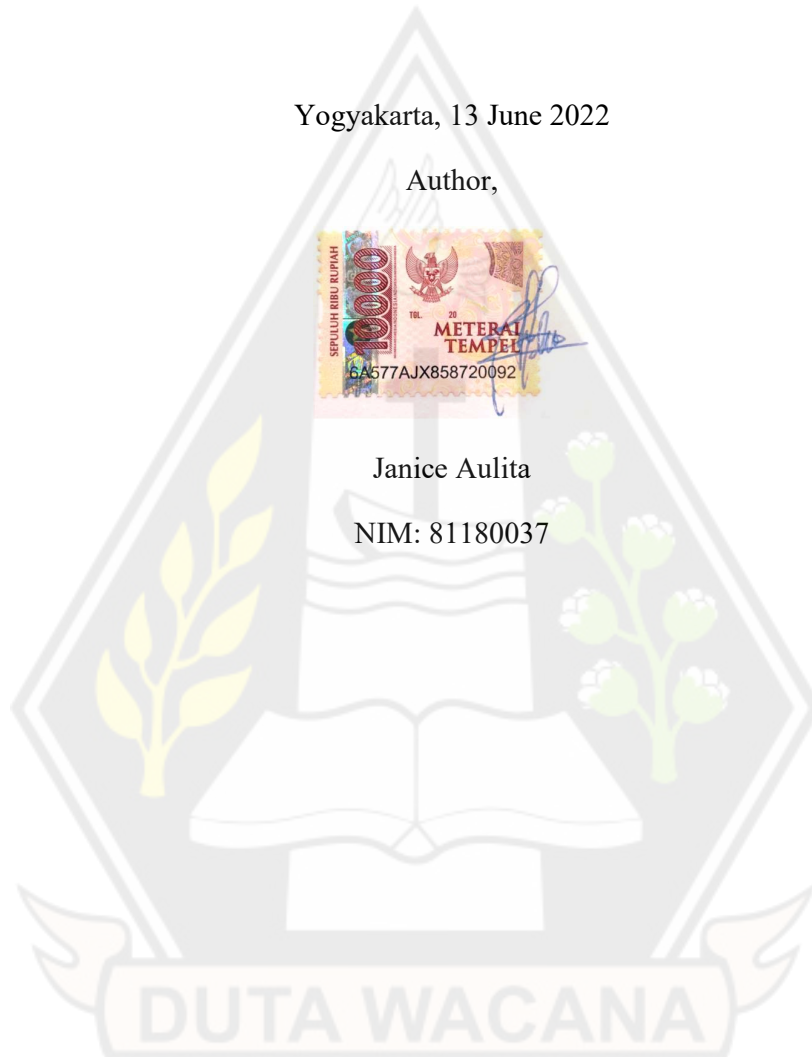
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Author,



Janice Aulita

NIM: 81180037



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In this *skripsi*, I have taken my effort to finish this. However, I was able to finish this *skripsi* because of all the support that I got. Therefore, I would like to thank everyone who supported me.

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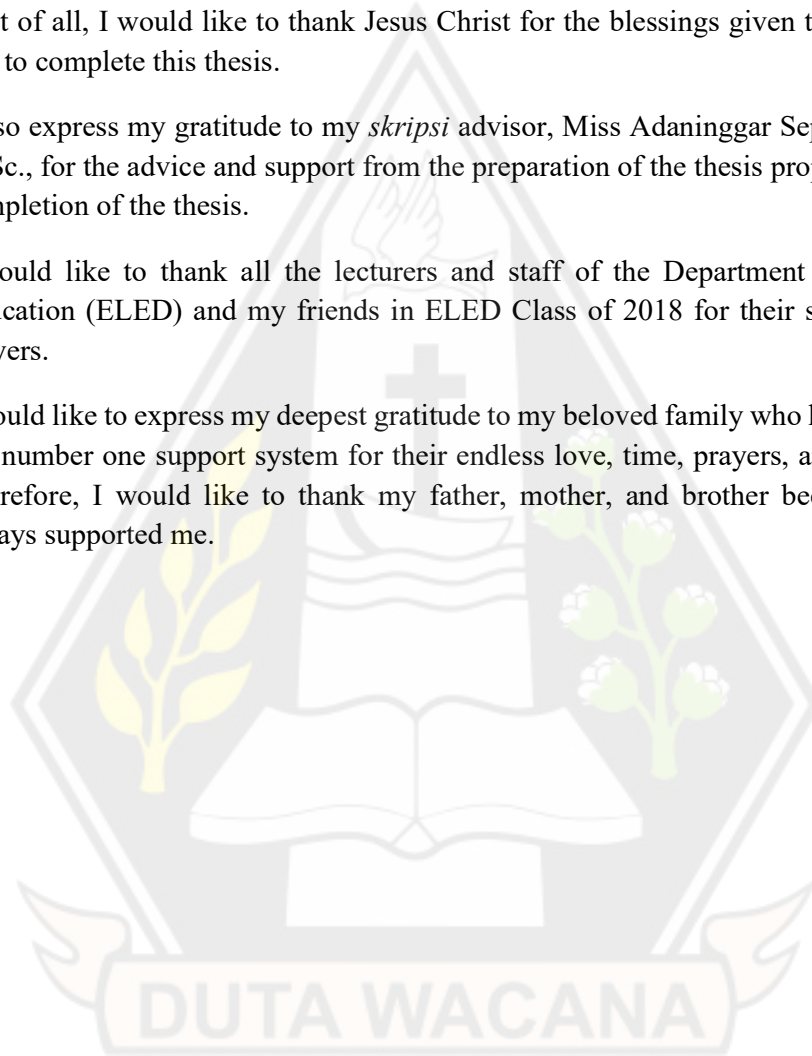


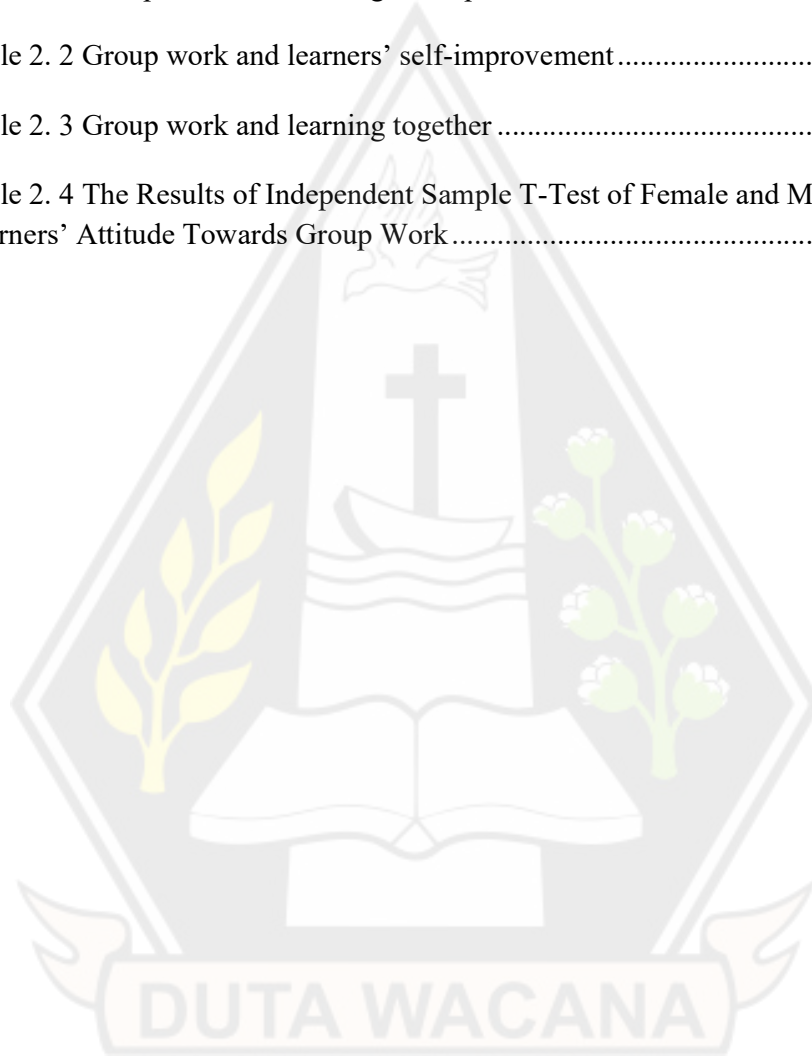
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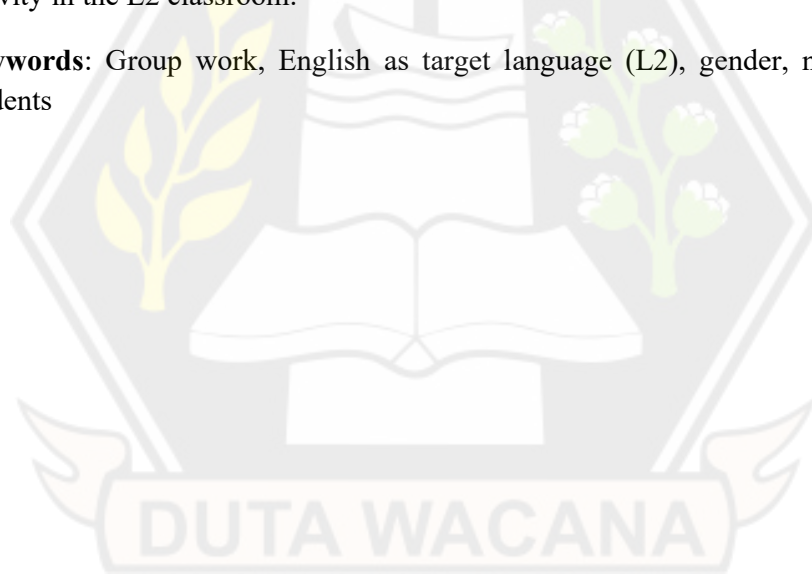
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ABSTRACT

This study was conducted to investigate the interaction between the attitude of female and male students of non-English majors in Indonesia toward group work in the English as target language (L2) classroom. A quantitative method by distributing questionnaire was applied to collect the data. The number of the participants were 187 participants of non-English major university students in Indonesia. Data collection has been carried out for twelve weeks from September 2021 to January 2022. The study found that male and female students had a positive attitude toward the use of group work to enable a better learning atmosphere. The participants of this study had a positive attitude toward group work for their self-improvement. The study also found that male and female students had a high attitude toward learning together with their classmates in group work activities. Furthermore, this study found that there was no significant difference between the attitudes of male and female university students of non-English majors in Indonesia towards the use of group work in L2 classrooms. Additionally, this study could become a reference for students and teachers while implementing group work activity in the L2 classroom.

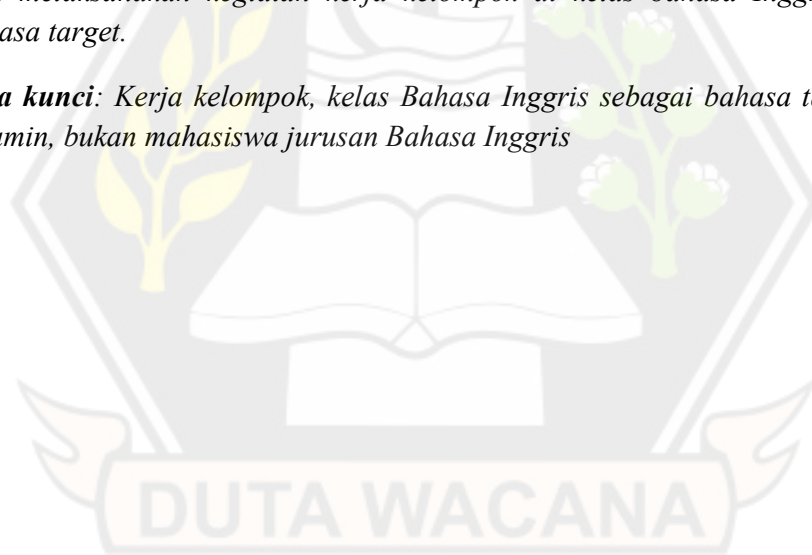
Keywords: Group work, English as target language (L2), gender, non-English students



INTISARI

Penelitian ini dilakukan untuk mengetahui interaksi antara sikap mahasiswa perempuan dan laki-laki jurusan yang bukan Bahasa Inggris di Indonesia terhadap kerja kelompok di kelas bahasa Inggris sebagai bahasa target. Metode kuantitatif dengan menyebarkan kuesioner diterapkan untuk mengumpulkan data. Jumlah peserta adalah 187 peserta mahasiswa yang bukan jurusan Bahasa Inggris universitas di Indonesia. Pengumpulan data telah dilakukan selama dua belas minggu dari bulan September 2021 sampai Januari 2022. Hasil data angket menemukan bahwa siswa laki-laki dan perempuan memiliki sikap positif yang tinggi terhadap penggunaan kerja kelompok untuk memungkinkan suasana belajar yang lebih baik. Partisipan penelitian ini memiliki sikap positif terhadap kerja kelompok untuk peningkatan diri mereka. Penelitian ini juga menemukan bahwa siswa laki-laki dan perempuan memiliki sikap yang tinggi terhadap belajar bersama dengan teman sekelasnya dalam kegiatan kerja kelompok. Selanjutnya, penelitian ini menemukan bahwa tidak ada perbedaan yang signifikan antara sikap mahasiswa laki-laki dan perempuan jurusan yang bukan Bahasa Inggris di Indonesia terhadap penggunaan kerja kelompok di kelas bahasa Inggris sebagai bahasa target. Selain itu, penelitian ini dapat menjadi referensi bagi siswa dan guru saat melaksanakan kegiatan kerja kelompok di kelas bahasa Inggris sebagai bahasa target.

Kata kunci: *Kerja kelompok, kelas Bahasa Inggris sebagai bahasa target, jenis kelamin, bukan mahasiswa jurusan Bahasa Inggris*



CHAPTER I INTRODUCTION

This chapter discusses an introduction that contains the research background, research questions, research objectives, and research benefits.

1. Research background

There are many ways of teaching English as target language (L2). The target language is the language which is being learned by someone who is not a native speaker of that language. One of the teaching activities for teaching target language was through group work. The aims of group work are to develop the understanding of teamwork, improve collaboration, coordination, sharing, contribution, and dedication to students' skill (Li & Campbell, 2006). The use of group work gives more comfortable and create a positive environment in the classroom than individual work to the students (Tolessa et al., 2017). Al Mashjari (2012) added that group work could effectively encourage students to active learning and give motivation to students. Group work helps to engage the students in the course material, because students will engage in the classroom activity and learn from each other (Foldnes, 2016). Li and Campbell (2008) stated that students need to work as a team in group work, and each students' scores are depending on their group performance. It means that the better the group performance, the better students' score.

The use of group work has advantages and disadvantages in the classroom. Group work in the classroom could help students to improve their communication skills and students can freely share their thoughts (Gupta, 2004). The use of group work in classroom also could improve and sharpen the students' critical thinking (Fung & Howe, 2012). Savela (2018) added that the use of group work could increase the learning achievements of students in the English classroom. That means group work have good impact for the students in English as a foreign language (EFL) classroom. Meanwhile, Taqi and Al-Nouh (2014) stated that group work depends on students' attitudes while they work on the group project. From that, if students have negative attitudes through the use of group work, thus, group work will have a negative impact on student achievement in the EFL class. There are some factors that could influence the relation of group work, such as attitude, perception of each member, and member's willingness to contribute and cooperate as a team (Tolessa et al., 2017).

Male and female students have different roles that influence in learning (target language) L2 (Zoghi et al., 2013). The study from Shehadeh (1999) indicated that in learning L2 male and female students have differences in how they produce L2

input and output. Male students use conversation to produce comprehensible output, while female students see conversation to get more understandable input (Shehadeh, 1999). From that, both male and female students had different roles in learning activities especially in how they see group work in EFL classroom. The study from Šerić and Praničević (2018) involving 30 participants from differences nationalities found that in group work activity male and female students had a different focus. Even though they have a different focus on group work, they have the same goals regarding group projects. Thus, male and female students had influenced on the process towards the goals of group work. Therefore, from those statement it can be see that there is any importance of gender in group work of EFL classroom.

Study about group work in L2 learning is not new. Study about group work has been conducted in Indonesia's context and other countries' context. Masruddin (2018) has researched the use of group work to teach speaking to students in Indonesia. Mallipa (2018) found the perspective and problems of implementing the use of group work for English education students in Papua. The other study was by Ziauddin (2013) who researched the importance of group work for Bangladesh students. The present study looks over male and female non-English major university students of Indonesia in the Indonesian context. The participants of this study are on the highest level of education. Thus, students on the highest level have lots of experience in the learning process, one of which is the use of group work activities.

The different of this present study to those previous studies is that this present study give more focused-on gender comparison. Those three previous studies used a quantitative method to collect the data from the participants. The quantitative method that those three researchers used was conducting questionnaires for more than 50 participants. This present study uses the same method as those three studies, which was a quantitative method by distributing a questionnaire to survey and collected the information from the participants. This present study discussed about group work like those three studies (Mallipa, 2018; Masruddin, 2018; Ziauddin, 2013), yet it gives more focus on the gender of the students. Quantitative method is a method that collecting the data by numerical data and analyse it mathematically to explaining the phenomena (Aliaga & Gunderson, 2002). This present study uses survey research by distributed questionnaire to the participants. There are lots of studies with group work topic using questionnaire items to gather the data (Fehling, 2001; Kemaloglu-Er & Özata, 2020; Mallipa, 2018; Saleh, 2019; Ziauddin, 2013). Moreover, survey research is useable to finds comparisons between groups

(Sukamolson, 2007). Thus, survey research can be used to obtain data for this present study, to compares the results of male and female L2 students.

2. Research Questions

Related to the research background mentioned before, this study has two following research questions:

- a. How are male and female L2 students' attitude towards group work?
- b. Is there a significant difference between the attitudes of male and female L2 students towards group work?

3. Research Objectives

The objectives of this study are:

1. To find the male and female L2 students' attitudes toward group work in L2 classroom.
2. To see whether there is a significant difference between male and female L2 students' attitudes towards group work.

4. Research Benefits

The research benefits of this study focused on three targets, such as teachers, students, and readers or other researchers.

- a. Teachers: For teachers, after knowing male and female students' perspective toward group work, they could improve and manage learning activity (group work) to be more efficient and effective in L2 classroom. The teachers can differentiate the implementation of group work depending on students' gender.
- b. Students: Students can understand their friends' perspective toward group work. It can help them to build a good team work to improve their skills in the L2 classroom.
- c. Researchers: There were not many studies about group work in terms of gender in Indonesia. Therefore, this study can help other researchers as the references in a similar topic.

CHAPTER V CONCLUSION

This chapter discusses a summary, implication and contribution, limitation, and future studies.

1. Summary

This study was conducted to discover the interaction between female and male EFL learners' attitudes toward group work. The response of the participants indicated that they had a high attitude positive attitude towards group work as a medium to facilitate a better learning atmosphere. Secondly, the present study also found that participants had a high attitude toward group work as a medium for self-improvement. The last, the present study found that participants had a positive attitude towards learning together in group work activities. The study found that there was no significant difference between female and male university students' attitudes toward the implementation of group work in EFL classrooms.

2. Implication and contribution

Based on the results of this study, there will be several implications. First, from the research question number 1, there were several attitudes that students felt about group work. The results from research question number 1, it was good for the teacher to use group work in teaching and learning activities. It has proven that students have a positive attitude towards group work. However, the teacher needs to pay attention to student's abilities in a group. Group members with various abilities have a good impact on learning activities. From the result, group work with different ability students plays a good role in students' self-improvement. The results from research questions number 2 showed that gender did not play a big role in group work. Hence, the teacher could divide the group regardless of students' gender. For the students, the results of this study could help them understand their group members from the field of gender.

Moreover, this study has contributed to the study of gender comparison attitudes of group work in the Indonesian context. The participants of this study were non-English major university students from various islands in Indonesia. Thus, it provided a wide range of demographic participants that was helpful for other researchers to find the source in the Indonesian context. The study about gender comparison in the field of group work is not many. Therefore, this study will be helpful for the researcher as a reference in the same field of gender comparison in group work

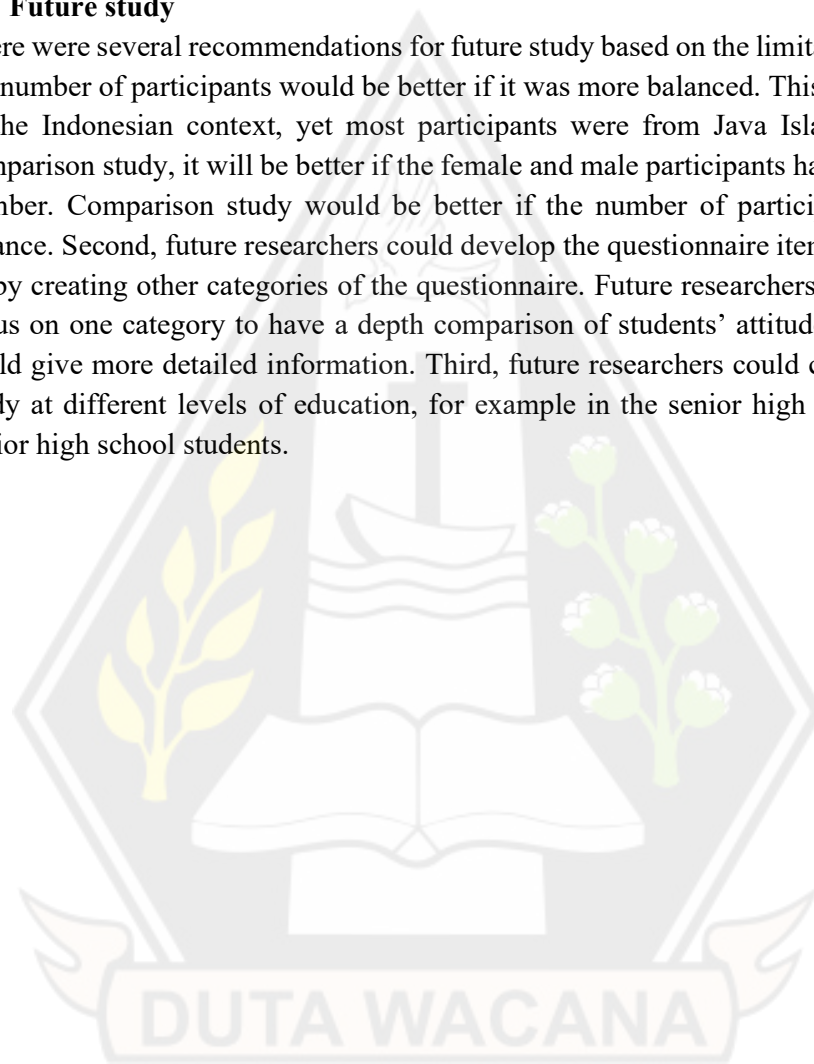
3. Limitation

Despite the implication and contribution of this study, there were also several limitations of this study. First, the number of participants in this comparison study

was not balanced between male and female students. Even though it is not balanced, the differences number of participants was not many. It did not have an impact on the quality of the data. Second, the source of this study about gender comparisons in group work was still limited. Thus, there were not many sources to compare with this study.

4. Future study

There were several recommendations for future study based on the limitation. First, the number of participants would be better if it was more balanced. This study was in the Indonesian context, yet most participants were from Java Island. In the comparison study, it will be better if the female and male participants had the same number. Comparison study would be better if the number of participants were balance. Second, future researchers could develop the questionnaire items. It could be by creating other categories of the questionnaire. Future researchers also could focus on one category to have a depth comparison of students' attitudes. Thus, it could give more detailed information. Third, future researchers could conduct the study at different levels of education, for example in the senior high school and senior high school students.



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