

ABSTRACT

Fatikasari, Cindy Lovely. 2022. *The Implementation of Group Work in Teaching Speaking After COVID-19 Pandemic*. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Indah Werdiningsih, M. Pd. (2) Anita Fatimatul Laeli, M. Pd.

Key Word: Group Work, Teaching Speaking, COVID-19 Pandemic

The COVID-19 pandemic has had an impact on various sectors of life such as the economy, social, including education. Educational institutions require to carry out teaching-learning activities by online learning. As COVID-19 pandemic has been better, the teaching learning activities carried out offline with the capacity fifty percent of the capacity classroom. Offline classes encourage socialization through group work activities with other students and helping students increase their confidence and learn new skills. Conversely, online learning make students less in interaction and interested as they associate with lecturers and their friends only through online chatting and video conference application, without face-to-face interaction. Therefore, group work activities can help them to interact with their friends directly, exploring and discussing their ideas with their friends. Returning to study at school or university makes lecturer probably focus on helping students following classroom routines, reconnect with their friends and lecturer, and learn to work in peer groups again. Therefore, the role of lecturers is important to help them to interact with their friends directly, exploring and discussing their ideas with their friends, and build their confidence to speak and express their thoughts.

In this research, the problems are “How do lecturers implement group work in teaching speaking after the COVID-19 pandemic?” and “What kind of learning tasks are assigned for the group?”. The objective of this research referring to the research problem are to describe the implementation of group work by the lecturers in teaching speaking after the COVID-19 pandemic and to find out the learning tasks that are assigned for the group.

The design of this research is qualitative descriptive research. The research subject is two lecturers and seventeen students of English Education Program. The data are collected using observation and interview. The instrument in qualitative research is the researcher herself. Other instruments such as interview guide and observation guide are used as support for the researcher as the key instrument. In order to analyse the data, content analysis used. There are some phases, such as reduction, data display, and conclusion drawing. The researcher validity the data used methodological triangulation which used more than one instruments to avoid researcher bias and deficiencies.

Based on the research result, there were four stages in implementing they were planning of group work, action of group work, monitoring group work, and assessment of group work. The differences having group work between during COVID-19 pandemic and after COVID-19 pandemic is different. Differences are during COVID-19 pandemic the teaching-learning activities in speaking class

carried out online that used video conference application, like Zoom and Google Meet. Group work activities were role play, discussion, and project-based task. Students have to record video for their task or had break out room for discussion in Zoom. The lecturer did not really monitor students by herself. Besides, after COVID-19 pandemic, the teaching-learning activities in speaking class carry out offline. The group work activities that implemented in class were discussion and debate. The students have face-to-face interaction with their lecturers and students. They learn how share and exploring ideas, solving problem, construct new understandings, and build their confidence. The lecturers can monitor students by herself. Therefore, they can assess the progress of students' performance and process of learning in speaking class.

