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Making Use of Group Work Interaction Pattern in Learning English

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Abstract
This research was carried out to explore the implementation of group work to help students to participate well in learning English at Language Development Center of UIN Syahada Padangsidimpuan. Specifically, this study wanted to see how group work was implemented, to know its advantages and significances to enhance students' learning participation, and to find problems emerging and solution done during its implementation. The research used qualitative research. The research chose two English lecturers who teach at Language Development Center. The data were collected by doing observation and interview. The data were analyzed by transcribing and analyzing by using Miles and Hurbeman's framework. Related to the result, it was found that kinds of group work interaction pattern used by lecturers in teaching and learning are formal group work, informal group work and cooperative group work. The English lecturers used those kinds in teaching and learning group work interaction pattern because it effectively encouraged students more active in English teaching and learning. Finally, the finding also showed that some of the students did not participate well and the lecturers did monitoring to solve it.

Keywords: group work; interaction; patterns; learning;

INTRODUCTION
One of the issues related to the effectiveness of learning interaction is dealing with the ways to encourage the students to become active learners which means in order to develop their English communicative skill the students have to practice by talking to their classmates whether in pair or group work (Pratiwi, 2020). Many English as a foreign language learners get difficulty to use English because they have limited time to do language practice at class (Daar, 2020). In other words, the teachers still use teacher center teaching strategies.

Group work is one of interaction patterns which two or more people do something and have topic to discuss. The teaching-learning process depends heavily on the interaction, which also helps students and teachers communicate with one another. According to Brown (2000), interaction is a word of language teachers' communication; it is what communication is all about. Interaction

happens anywhere, at any time, even in a classroom, as long as people are speaking to one another, taking action, and reacting to it.

Group work interaction in the classroom is therefore necessary (Julana, 2018). The interaction between the teachers and the class will improve the students' language and social skills. According to Ellis (1999), through group work interaction, students get the chance to hear clear commentary and criticism from their interaction partners. Based on Walsh in Durotunnasihah (2013), interaction in the classroom is so important because it underpins everything that goes on in classrooms. It is essential to organize the numerous duties and activities that make up classroom procedures as well as to manage groups of people and the learning process.

Moreover, Muntner (2008) says that in order to create a positive learning environment, group work interaction in the classroom is crucial in today's educational system. Effective group work interaction is important for the learning process because it promotes a pleasant environment and positive relationships among the students. Additionally, it motivates students to develop their learning skills. It can be accomplished in a number of ways, including by establishing multiple students' and teachers' roles, exposing students to various classroom structures, using a range of activities, assisting students in expressing themselves, and supporting their use of communication techniques. When the two conclusions are combined, there will be a friendly classroom environment where students are attempting to converse in the foreign tongue.

There have been a lot of research finding that group work is a good and effective interaction patterns that can be implemented to support students' learning engagement and participation. Janna (2019) investigated students' perceptions on the use of group work activities in learning English and found how the students felt about learning English through group work activities and how successful they were at it. She concluded draw that the students' perspective of learning English through group work activities was classed as positive and this indicates that the students took pleasure in and loved participating in group projects in the class. In other words, students were motivated and interested in doing group work activities to learn English.

However, Taqi and Al-Nouh (2014) found that a few precautions were taken when organizing and working in a group, the benefits of group work outweighed the drawbacks. For instance, the groups may be established early in the semester to allow students an opportunity to get to know one another and feel more at ease participating in discussions. In order to promote cooperation and prevent the "one-member job" phenomenon, the instructor should also continuously monitor the group members' work. Additionally, it would be beneficial to educate students on the advantages of group projects and the crucial factors to take into account when organizing and working in a group.

Related to the previous studies mentioned before, both research have tried to investigate the importance of using group work as an interaction pattern to develop students' English communicative competences, yet the first study focus is limited only to knowing its significances from students' perception. Then, another research had one additional discussion related to some precautions needed to do before grouping the students. This research was different with the other two which

are not only directed to see the advantages, but the aims are also to know how the group work implemented, problems faced and solution done.

LITERATURE REVIEW

Interaction Patterns

Interaction is the creation of mutual communication between two or more individuals that might take the form of spoken language, non-verbal cues, or body language. According to Robinson in Mellany (2014), face-to-face communication can take the form of verbal, written, or non-verbal exchanges. The learning process is significantly impacted by classroom interaction in teaching methods. According to Flanders in Siregar (2020), classroom interactions are typical classroom scenarios where verbal contact is dominating, meaning that both the teacher and the student have a substantial impact on each other

Group Work

According to Brown (2000), group work is a general word that refers to a variety of methods when two or more pupils are given a job that requires teamwork and self-initiated language. Simply put, a group of two people is a pair. Additionally, it's crucial to keep in mind that group work typically entails "small" group work, which refers to groups of six pupils or fewer. Large groups undermine one of the main goals of group work, which is to provide pupils more possibilities

According To Johnson, there are three types of group work, as follow:

a) First, there are informal learning groups. In a single class period, for instance, students are brought together by being asked to turn to their neighbor and spend two minutes debating an issue posed to them. To focus students' attention on the topic to be learnt and to foster a positive learning atmosphere, use the informal learning group.

b) The second type is formal learning groups, which are formed to carry out specific tasks like conducting lab experiments, writing reports, finishing projects, or composing presentation papers.

c) The last is Study teams or cooperative based groups, the final type of group work consists of long-term, stable groups whose primary function is to provide students with support, encouragement, and assistance in finishing their course obligations and tasks

According to Brown (2000) there are five implementation of group work, as follow:

a) Evaluating classroom language
b) Selecting appropriate group technique
c) Planning group
d) Monitoring task
e) Debriefing

According to Brown there are four advantages of group work, they are:

a) Group work generates interactive language
b) Group work offers an embracing affective climate
c) Group work promotes learner responsibility and autonomy
d) Group work is a step toward individualizing instruction

According to Brown (2000), there are five drawbacks to doing group projects in the classroom. The difficulty in managing students, the reinforcement of mistakes made by students in the classroom, the difficulty in keeping track of all groups, and the last issue is a problem with the cognitive styles of the students. Some students might prefer to work independently.

METHOD

This study applied qualitative descriptive research. This research was conducted at Language Development Center of UIN Syahada Padangsidimpuan. It is located at Jl. Teungku Rizal Nurdin K.M 4,5b Sihitang, Padangsidimpuan Tenggara, North Sumatera, and Indonesia. The primary sources of data were students of Language Development Centers and the lectures in State Institute for Islamic (IAIN) Padangsidimpuan. The researcher got the data in Language Development center of IAIN Academic Year 2021-2022. To get the data researcher chose 2 teachers at Language Development Center of UIN Syahada Padangsidimpuan.

In order to collect data, researcher followed some steps that should be done by researcher. The research used these procedures in the collection of data consisted of observation and interview. The researcher used non-participant observation to get the data, acting as a bystander rather than an active participant. It suggests that the researcher was not taking part in discussion of the subject in the classroom. The participant observed is the English teacher at Language Development Center of IAIN Padangsidimpuan. The researcher conducted once observation in three different classes to saw the problem in implementing group work interaction pattern in reading activities.

Then, the researcher employed guided interviewing based on the interviewing technique described above. In this study, the researcher brought some already prepared questions before conducting the interview. The researcher created an interview guide as the instrument for gathering data. An interview guide is a collection of questions created by the researcher and used to collect data through interviews between the interviewer and the interviewee. The researcher asked five questions indicators of problems. The indicators are:
1. Problems in controlling students
2. Problems in reinforcing students
3. Problems in monitoring all groups
4. How often students using mother tongue during the group work

In analyzing the data, three ways were used
1. Data reduction; the researcher read the observation checklist on the group work interaction patterns before beginning to analyze the data, then listened to the interview's audio recording to understand more about the interaction patterns in reading instruction groups
2. Data Display; the researcher displayed or presented the data regarding the implementation of issues and fixes made in implementing group work interaction patterns in reading activities at the Language Development Center of IAIN Padangsidimpuan, both generally and specifically

3. Conclusion Drawing; the researcher came to a conclusion about the research's findings based on the theories and research difficulties that were employed

FINDINGS

In this part, this research presented the data collected from the result of interview and observation. Based on the observation and interview this research obtained some information from the subject related to the research questions.

1. How the groups work implemented in teaching and learning process

The researcher did the observation to the teachers and found that the teacher used the kinds of group work interaction pattern in teaching and learning reading three times with the same topic in the different way.

a. Teacher 1

In the first activity, teacher explained the material about *Machu Pichu,* the teacher used informal group work. The informal group work is an activity in a small group work consisted of two or three student that called pair or partner. The teacher asked students to join with their partner next to them consist of two students and a group has three students. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom
   Before doing some activity the teacher made sure that the students had an appropriate of class language with which to carry out the group task. Teacher used the simple word when the teacher spoke with the students to make students understood with the language that means teacher used the language that the teacher often used when the teacher explain the material.
2. Selecting
   After evaluating language classroom, teacher used the pair work to do the task. Pair work is learners working together in pairs. Working in pair students have much time to learn more.
3. Planning
   After that, teacher asked the students to discuss with friends next to them, the pair work consisted of two students and a group had three students. The teacher asked students to find possible vocabulary in the picture with them partner. The teacher explained the material by spoken explanation, example of the activity:
   T: discuss with your partner and find what these possible vocabulary or thing in picture. Do you get it?
   S: get it mam (discussing)
4. Monitoring
   Teacher stood in front of the class and looked around the class.
5. Debriefing
   After students discussed with partner, the teacher asked one from each pairs to answer the question. Example of the activity is:
   T: please, tell us about "are there any city, jungle"
   S1: there is no city

In the second activity, teacher explained the same material about *Machu Pichu,* the teacher used formal group work. The formal group work is an activity in a small group work consisted of three or four students. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

   Evaluating language classroom is the first step before doing an activity, because teacher must know the students' mastery of language. Teacher used the language that the students understood.

2. Selecting

   The teacher used small group work to do task. Teacher made a group with different technique to make the students had another situation, and to make the students did not feel bored or sleepy with the material.

3. Planning

   After that, teacher divided the five groups, the group consisted of five students and a group has six students. Teacher asked the students to count one until five and then joined with the same number. Next, teacher asked students to find the information that teacher has written in the whiteboard. Teacher explained the material by written and spoken explanation. The example of the activity:

   T: please count one until five starts from middle side.

   S: (start to count)

   T: join with your group with the same number

   S: (Moving)

   T: read the text about *Machu Pichu* and find the information about this item (400, 300.000, 1911, 43, Mach Pichu, Hiram Bigham). I will count one until ten to find the answer, and one of every group come to front and write the answer on white board. What are you going to do?

   S: find information

   T: how many information?

   S: six items

   T: how many number I count?

   S: ten

4. Monitoring

   Teacher stood in front of the class and looked around the class.

5. Debriefing

   After all, teacher asked one of the students in every group to write the students about the information the students found on the text. After the students wrote the answer on whiteboard, teacher checked the correct answer with the students.

   T: how about Hiram Bigham, who is he?

   S: the American explorer of Hiram Bigham discovered of the raise of the city.

   T: that we call as Machu…

   S: Pichu

In the third activity, the teacher explained the material still about *Machu Pichu,* the teacher used cooperative group work. The cooperative group work is an activity in a

small group work and in group work, each students has their own tasks. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom
   Evaluating language classroom is the first step before doing an activity, because teacher must know the students' mastery of language. Teacher used the language that the students understood.

2. Selecting
   In this activity teacher still used the small group work with another task. Small group work is to provide students the opportunity to share their ideas without having addressed the entire class.

3. Planning
   In this activity, the students still worked with their groups, because, there is no much time to make the new group. So, the time used to the activity, and students had more time to do the task. After that, teacher explained the material and still about *Machu pichu*. The teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken explanation. The example of the activity is:
   T: read the text and answer the question exercise two in one paper. I give you three minutes to answer the question.
   S: (start to read and answer the question)

4. Monitoring
   Teacher walked around the group to monitor the students who did not discuss with their group.

5. Debriefing
   After all, teacher asked the students one by one to answer the question. The example of the activity is:
   T: swap your group answer with the other group.
   S: (swap the answer)
   T: have you swap your group answer to other group?
   S: yes mam
   T: who wants to answer number one??
   S: (raise his hands)
   T: ok, what is the answer?
   S1: Machu Pichu was built in 1911
   T: true or false?
   S: False
   T: it's false, so what it is in 1911?
S: discovered of Machu Pichu

b. Teacher 2

Related to the second teacher, the researcher found that the teacher used the kinds of group work interaction pattern in teaching and learning reading twice with the same topic in the different way.

In activity one teacher explained the material about *Coffee Break,* the teacher used informal group work. The informal group work is an activity in a small group work consisted of two or three student that called pair or partner. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom
   The first step before doing an activity the teacher made sure that the students had an appropriate of class language with which to carry out the group task. Teacher used the simple word when the teacher spoke with the students to make students understood with the language it meant teacher used the language that the teacher often used when the teacher explained the material. So, the students feel easy to understand, because students familiar with words.
2. Selecting
   After evaluating language classroom, teacher used the pair work to do the task. Pair work is learners working together in pairs. Working in pair students have much time to learn more.
3. Planning
   After that, teacher asked the students to discuss with friends next to them, the groups consisted of two students and a group had three students. The teacher asked students to discuss with their partners to match the pictures a, b, c, d, e to the paragraph 1, 2, 3, 4, 5. The teacher made sure the students understood with the instruction and teacher asked the students what they will do. The teacher explained the material by spoken explanation, example of the activity:
   T: look at the picture, next to the text or article. How many pictures?
   S: Five (a, b, c, d, e)
   T: now, read the article and match the pictures a, b, c, d, e to the paragraph 1, 2, 3, 4, 5. I give you four minutes to match the paragraph. What are you going to do? Writing or reading?
   S: reading
   T: complicating or matching?
   S: matching
   T: how many times do you have?
   S: four minutes.
   T: start now
   S: (discussing)
4. Monitoring
   Teacher walked the around class to monitor the students who did not discuss with their partner.
5. Debriefing
   After that, the teacher asked one from each pairs to answer the question. Example of the activity is:
   T: Picture A, which paragraph is it?
   S: four
   T: what is the clue?
   S1: people
   T: any other?
   S2: Voltaire
   T: look at the pictures; we can see that French waters Balzag, Voltaire, coffee lover, and him.

In activity two, the teacher explained the material still about *coffee break,* the teacher used cooperative group work. The cooperative group work is an activity in a small group work and in group work, each students has their own tasks. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

    Evaluating language classroom is the first step before doing an activity, because teacher had to know the students' mastery of language. Teacher used the language that the students understand.

2. Selecting

    In this activity teacher used the small group work with another task. Small group work is to provide students the opportunity to share their ideas without addressed the entire class. Teacher made a group with different technique to make the students had another situation, and to make the students did not feel bored or sleepy with the material.

3. Planning

    After that, teacher made the group with A, B, C and the same letter made one line but the same letter is not a group. The group consisted of three students. Teacher made this technique to make the students active in the group because they had their own task. Next, teacher explained the material and still about *Coffee Break*. The teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken explanation. The example of the activity is:

    T: please say A, B, C start from right side.

    S: (start to say A, B, C)

    T: who is A?

    SA: (hand up)

    T: bring your text book no pen, no paper just text book. And sit on the floor in one line.

    SA: (moving)

    T: put your text book in front of you.

    SA: (putting)

    T: B takes a piece of paper and pen, no text book. Sit here in front of your friends

    SB: (moving)

    T: next, C no book, no pen, no paper. Sit in front of your friends.

    T: the instruction, A as readers, B as writers, C as runners. Mam will put these balls in front of you. And look at there is the labels of countries. There are ten countries, mam mention one of the colors. Example; orange, the runners come here and look at which countries. Next you speech to the reader "Jamaika" you look at Jamaika what is the connection with coffee and dictate to your friends. If you have finishedstand in line. Get it?

    S: Get it.

    T: runners you have two tasks, what are you going to do?

    S: take the balls and say to reader and stand in line

    T: readers, what are you going to do? Writing or running? Writing or reading?

S: just read

T: writers, what are you going to do?

S: write and give to runners.

S: (start to read and answer the question)

4. Monitoring

Teacher walked around the class and looked to student who cheated on the group.

5. Debriefing

After that, teacher asked the students the correct answer. The example of the activity is:

T: what is the answer?

S: Indonesia

T: what is the connection of Indonesia with coffee?

S: especially fond of coffee beans and Kopi Luwak

T: what is the connection? The most expensive coffee in the world.

2. Problems faced by teachers in implementing group work interaction pattern in teaching and learning reading

In this study the researcher interviewed two teachers in English classroom of Language Development Center of IAIN Padangsidimpuan. Every teacher got five questions with the same question to find out the problem and the solution implementing group work interaction patterns.

1. Do you have problems in controlling students? What are they?
   a. Teacher 1 said that actually, she did not have a big problem might be a little difficult to make the students faster to join with their group.
   b. Teacher 2 said that she did not have problem. Because, that class is level A and that's a quite easy to control the students especially in reading. But, she really had to monitor the students' whole of activities.

2. Do you have problems in reinforcing students? What are they?
   a. Teacher 1 said that some of the students did not know about the meaning of some vocabularies. So, the students asked me and she answered.
   b. Teacher 2 said that to make students strength to be strong, no, she did not. however, sometimes in reinforcing the students she needed to give the instruction clearly and step by step so the students could understand about the instruction or the activity that the students what to do for their activity of reading. Next, as a teacher especially reading not easy for she had to make sure all of the instruction of reading activity were clear. So, made sure that students could understand.

3. Do you have problem to monitor all groups? What are they?
   a. Teacher 1 said that when she was monitoring students, some of the students read aloud and some of the students did silent reading. So, she had them to do the same thing, students had to silent reading.

b. Teacher 2, said that for controlling the students no, she did not have any problem. However, she had to be extremely active at monitoring group by group and then helped maybe there was a group or some member of the group needed a help if the students did not understand about the question or the activities of the reading. So, for monitor maybe because that's a group teacher had not notice all of the group, and before doing that one to us easy in monitoring, so made sure the instruction clear and made concept checking. So, it would be easy for us for monitor the students.

4. Do the students use their mother tongue during the group work? How often?
   a. Teacher 1 said that some of the students but just for maybe just for interruption, for activity their used English but for interruption or for joking they spoke in their mother tongue or in bahasa but only one or twice.
   b. Teacher 2 said that the students did not used mother tongue during the group work. But sometimes that's unexpectedly that not all of the students strong maybe a member of students of the group used mother tongue but if she heard that she directly remained that to use English.

5. Do the students prefer to work alone? How often?
   a. Teacher 1 said that a few of the students, just in the beginning of the activity.
   b. Teacher 2 said that students did not work alone. The students prefer to work in pairs or small groups not big groups. They seem more interesting, interactive with their partner and friends and to be active.

3. The solution done by the teachers to solve the problems

To know how the students solved the problems related to the implementation of group work in teaching, two teachers as research respondent were interviewed.

a. Teacher one
The teacher did not have much problem to implementing group work interaction pattern in teaching and learning reading. However, the students a little bit difficult to make them faster to join with their group. So, the teacher gave time one or two minutes to make them earlier to join with their group. Sometimes, when teacher explained the instruction some of students did not understands because of lack of vocabulary, so the students asked the teacher and the teacher explained it back. When the teacher monitored the group some of students read aloud and some of students did silent reading. To make the students comfortable the teacher asked the students to do silent reading.

b. Teacher two
The teacher did not have much problem when the teacher implemented group work interaction pattern in teaching and

learning reading, because the class was level A so the teacher did not have much problem. However, the teacher must extremely active at monitor group by group and then helped maybe there was a group or some member of the group needed a help if they did not understand about the question or activities of the reading. Before doing the activity made sure the students understand the instruction to make it easy when monitoring.

DISCUSSION

Based on the research findings, the researcher found that some of teachers used informal and cooperative group work in teaching and learning reading because it made the students active in the group. However, when teacher used the formal group work some of students did not do the task or just two or three students active in the group. The researcher found some different findings with the others researchers.

Based on the interview data, this study sees that teachers can find many advantages from implementing group work in teaching and learning including students' active participation, motivation increase, and learning engagement improvement. Taqi and Al-Nouh also see the evident effect of group work i.e. the increase of motivation. The kids that participated in group projects arrived early and were very excited to collaborate. Students said that they preferred taking group tests over individual exams because of the competitive aspect of the task, which made it more engaging. The dominance of one person in the group was the primary drawback of group work, though. It was discovered that if a few precautions were taken when organizing and working in a group, the benefit of group work outweighed the drawback. For instance, the groups may be established early in the semester to allow students an opportunity to get to know one another and feel more at ease participating in discussions.

Rambe (20016), in her research found that there are ten interaction patterns including group work, full-class interaction, close and open-ended inquiry, choral replies, and individual work, were observed as being predominately used by the teacher. Additionally, there are several benefits that students can gain from the various interaction patterns, including the ability to: (1) share ideas with peers and encourage them to be active; (2) have numerous opportunities to practice English; and (3) make studying engaging and enjoyable.

In addition, this study also perceives that group work is an effective interaction pattern to create active learning atmosphere. Related to this argument, Zainuddin (2009) thinks that the use of group work techniques was successful in setting up and controlling classroom activities to create an engaging and active learning environment. It was also successful in connecting students with one another for group learning. Furthermore, because it allowed pupils to interact intensely while sitting face to face in circle, the round table technique was the most successful group activity for teaching reading (Septianingsih, 2015)

However, this research thinks that in order to create effective group work implementation, the teachers must do some actions like monitoring the activity, controlling students' learning process, and assessing the process objectively. Then, Teachers had to clearly explain the instructions and supervise and regulate students while they participated in formal group work, informal group work, and cooperative group work.

CONCLUSION

The findings revealed that formal group work, informal group work, and cooperative groups were all used in the English classroom at the Language Development Center of IAIN Padangsidimpuan to teach and acquire Engilsh through group work interaction patterns. According to the research's findings, some teachers employed informal and cooperative group work to teach and help students to learn English since it got them involved in the class. However, when the teacher used formal group work, some of the students either did not complete the activity or there were only two or three active participants.

The results showed that when the teacher applied the group work interaction patterns, there were certain issues. The students took a little while to join their group. To get the students to join their group more quickly, the teacher instructed them to "hurry up." The next issue is that occasionally students break the regulations because they lack of understanding. Therefore, in order to make the instructions easier to follow, the teachers had to convey them gradually or step by step. Some of the students broke the regulations and then forced the groups to cheat. Teachers had to keep an eye on them, walking around the group and asking the kids or group they thought they understood what to do. Some pupils spoke in their native tongue in class. The teachers can still insist that they use English in class, though. Because they would get bored and drowsy while learning, students found it boring to work alone. Teachers therefore had to vary the learning activity and do monitoring intensively.

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