

## THE IMPLEMENTATION OF TEAM-BASED LEARNING FOR ENGLISH DEPARTMENT STUDENTS

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**Abstract:** The purpose of this study is to explore English Education Department students' perceptions and experiences about the implementation of Team-Based Learning for their class. The study was carried out using a qualitative methodology, and five students were used as the sample population for an interview. The total number of participants who took part in this study was 33 students who came from the second grade from semester 6. Participants were given a close-ended questionnaire to collect their perceptions about team-based learning. According to the survey, the majority of students believed that group projects enhanced learning, although some challenges persisted. As a consequence of the interview findings, it was discovered that several of the issues raised by the students were brought on by the group's members. Some students preferred working by themselves had varying levels of skill, found it challenging to speak with others, did not respect differing viewpoints, did not want to collaborate (students who study more slowly), and did not want to learn.  
**Keywords:** *team-based learning, group work, group-based learning, writing, students perception*

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## INTRODUCTION

Developing educational standards and students' competency outcomes is a complex task, because the education system in Indonesia must address several problems in the teaching and learning process. Especially for students in higher education, students work incredibly hard to raise the quality of their graduates. Based on Djamaluddin and Wardana (2019), learning is the guidance for teachers to teach the learners so that they can acquire knowledge, master skills, develop character, and also develop attitudes and beliefs. Yuberti (2014) defines learning as an ongoing effort whose plans are directed toward predetermined goals before the learning process is carried out, and its implementation is controlled with the intention that learning occurs in a person. In learning activities, it must design external situations in such a way as to activate, support, and maintain the internal processes contained in each learning activity to maximize learning outcomes. Various kinds of learning methods are applied to maximize the learning process and the output that will be obtained by students.

The TBL (Team-Based Learning) method is one of the learning methods that is quite popular in the world of education.

Team-based learning is a topic that has received much attention in the educational field over the last decade. Team-based learning has the same pattern as group-based learning, meaning that this method uses activities in group work/teamwork. Team-based learning (TBL) is an approach that implements the delivery of teaching materials more effectively, especially in classes with a large number of students. Michaelsen & Sweet (in Pardamean et al., 2017) states that the use of TBL to provide learners with both intellectual and practical knowledge. The term "team-based learning" (TBL) in this context refers to a process that incorporates interaction between individuals with comparable interests and the activity of a group of individuals toward a shared goal that calls for coordination, collaboration, and communication (Jackson et al., 2015, p. 29). Team-based learning can increase problem-solving and decision-making skills, as well as cooperation, communication, concept, and knowledge skills in both the classroom and the workplace (Gallagher, & Long, 2001; Harris & Klein, 2002; Malone, Senior & Swailes, 2004). In Tyas (2017) view, by the implementation of the By using the Team-Based Learning (TBL) method, students are able to improve their analytical and critical thinking skills in dealing with difficulties, as well as their interaction and collaboration skills. The use of TBL enables students to collaborate in a team setting, promotes the exchange of ideas, and gives students the chance to learn how to make use of the complementary skills of others. The group should aid students in discovering knowledge for themselves through contact with one another. It is with the aim that by encouraging students to work in teams, the team structure will provide social support and motivation for individual activities (Alavi, 1994; Maxwell, 2003).

Brown (2001:178) states that teamwork promotes students' responsibility and autonomy. Moreover, group work fosters social relationships and abilities in students (Payne et al., 2004:441) that are required for social practice and enhance students' performance (Gomleksize, 2007:613, Arumugam et al., 2013:81). Additionally, students feel more motivated to succeed when working together than when working independently (Gillies 2003:35). Through teamwork, students can learn more effectively and get experience studying in their own ways. Working with others does present some challenges, though, such as differences in work, communication styles, unmotivated colleagues, task management issues, discontent with group assessments, bad impressions, unpleasant attitudes, and emotions (Zschocke et al., 2015:359). Teachers must recognize the issues in order to realize the potential advantages of using a team in the teaching and learning process. In the previous research, it was found that student attachment to peers in groups can have impacts such as lack of time, experience, and abilities, ineffective team members, or negative group processes (Whatley, Staniford, et al., 1999). Livingstone and Lynch (2000) took the view that empowering students in groups will combat sentiments of control loss, which frequently result in negative feelings about group work, by giving them resources, support, and some challenge in their tasks.

This study examines the implementation of team-based learning as a learning method in English education. The findings provide insightful data regarding teamwork perspectives that teachers may adopt and use to create a better curriculum. This study will especially aid colleges and educators in enhancing educational programs.

Team-based learning or group-based learning is cooperative learning that places an emphasis on interaction between students in a classroom. The social constructivist theory of Vygostky (1978:89) that emphasizes the role of social interaction in learning, serves as the foundation for this concept. The two stages of learning are the interpersonal level and the personal level. As students interact with others, they learn on an interpersonal level (interpsychological), where they internalize and develop their social communication. This contrasts with how they learn on a personal level to develop their cognitive skills. By working together in a group with friends, this strategy enables teachers in tertiary institutions to involve students in the learning process.

As Beebe and Masterson (2003) pointed out, work completed in groups can take longer than work completed individually. Teachers or lecturers must have a well-thought-out strategy when adopting group work to increase their opportunities for time savings. The four stages of group work include preparation, implementation, monitoring, and assessment. The teacher designs group work tasks and outlines them in the curriculum during the initial stage of preparation. Implementing group work in the educational process is the second level. It is the teacher's decision regarding how to organize the students. The three most common methods for grouping students are instructor-assigned, self-selected groups, and random groups. While dividing the class into groups, it is important to take the size of each group into account. The third stage is monitoring. At this stage, the teacher or lecturer assesses the level of participation from each student and records the progress of their development made by the groups over the course of the semester. The fourth stage is assessment. The teacher evaluates the group project's development and results at this stage. To evaluate the students' progress and achievement, the teacher can use a variety of methods, including a shared group grade, individual grades based on product, group process, and individual effort.

Daba et al. (2017), in their research about students' perceptions toward the use of group work in the classroom, found that students' perceptions of group assignments could be positive or negative. It can be positive because students prefer group assignments to individual assignments. This can be seen because group assignments are more flexible and can save a lot of time for students. Other perceptions of group work are negative, such as unfair group values due to the teacher's lack of ability to assess assignments in groups, keeping them busy because not all members work actively in the group, increasing their workload, and the difficulty of gathering outside their class, which can affect participation.

Team-based learning has increasingly become a topic of interest in the education field because of its contribution to the development of a variety of learning styles in the classroom. Team-based learning (TBL) is widely applied to the learning process within the scope of undergraduate students. TBL is used to engage, enhance, and motivate students to work harder and solve more challenging issues than those that are presented to them in the same class using other active-learning pedagogies (Espey, 2012; Hettler, 2015; Imazeki, 2015). One of the primary goals of implementing TBL is to foster a sense of classroom community among students in both face-to-face and online courses. Along the same lines, Palinesh's study in (2021) found that learners who take part in TBL courses will have positive working relationships with the teammates they are assigned to, and TBL is also intended to foster team cohesion. Parrish, based on his research, added that approximately 40% of students taking non-TBL classes online said they interacted with their classmates quite rarely or not at all. During the academic year 2020–2021, Elnibras (2022) conducted an online survey by using

questionnaires to 39 sixth-year medical students who had experienced TBL teaching methods during the COVID–19 pandemic lockdown. Overall, the modified online TBL is a successful educational approach, according to both the male and female cohorts (mean score: 3.51). (mean score: 3.96).

Most of the earlier studies on the Team-based learning method employed quantitative approaches. In contrast, in this study, researchers used a different approach, namely a qualitative method, whereas in the implementation, the researchers did not conduct any experiment or treatment for the participants. This study only uses an online questionnaire as a technique for collecting data. Most of these studies about Team-Based learning were done before 2020, which means they occurred before the COVID era. This study was carried out after the COVID era, which is the post-COVID era. Whereas many educational institutions still used TBL in the learning process and offline learning was just slowly starting to be effective.

## RESEARCH METHODOLOGY

A qualitative approach was used to carry out this study. The participants were sixth-semester English education students from one of the state universities in Indonesia. The total number of participants who took part in this study was 33 students who came from the second grade. In order to conduct the study, participants were given a questionnaire. The use of TBL in learning activities was given to students, and they had the chance to express their thoughts on the topic. Students that have adhered to the implementation of the Team-based learning method from the first semester make up all the participants in this discussion. After doing the questionnaire, there were some students that were given an interview to strengthen the results of the questionnaire. Total 5 students get the interview, the researcher uses 5 students because of the limited time of the study, and also the 5 students can represent the number of 33 students that have already done the questionnaire.

The questionnaire was adopted by Daba et al. (2017: 275). This is the rubric of the question based on Daba et al. (2017).

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NO	Statements	SA	A	NO	DA	SDA
1	I prefer group work than other types of assignments.					
2	It motivates me to learn from group work					
3	I learn better from group interaction than from the lecture.					
4	It develops my independent learning habit.					
5	It helps me develop thinking abilities and self-esteem.					

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- 6 It gives me a chance to share ideas with others.
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- 7 A group grade is not fair.
- 
- 8 Group work makes me unnecessarily busy.
- 
- 9 It adds a burden work on me.
- 
- 10 It is difficult to get together outside of class.
- 
- 11 It is difficult to get relevant references.
- 
- 12 It is difficult to share members' work equally.
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*Tabel 1. Questionnaire from Daba et al. (2017)*

SA = Strongly Agree; A = Agree; NO = No Opinion; D = Disagree; SDA = Strongly Disagree.

The researcher uses English to adapt the questionnaire. This is done to help students understand and express their thoughts about the use of team-based learning more effectively and clearly. The questionnaire includes inquiries about the students' perceptions of how well TBL is used to enhance teaching and learning activities in the classroom. They were asked in a survey what challenges they frequently encounter while putting Team-based learning into practice.

## RESULT AND DISCUSSION

### Students' perception on team-based learning or group work

The table 2 showed the perception of 33 students on group works including the students' preferences, the group works advantages and disadvantages, and the students' difficulties in working together. The limitation of the sample is because the researcher doesn't have much time to conduct the data. The diagram below shows the percentage of students' responses regarding the statements.

NO	Statements	SA	A	NO	DA	SDA
1	I prefer group work than other types of assignments.	12.1%	18.2%	15.2%	48.5%	6.1%
2	It motivates me to learn from group work.	-	63.6%	9.1%	27.3%	-

3	I learn better from group interaction than from the lecture.	6.1%	48.5%	24.2%	21.2%	-
4	It develops my independent learning habit.	6.1%	60.6%	15.2%	18.2%	-
5	It helps me develop thinking abilities and self-esteem.	12.1%	75.8%	9.1%	3%	-
6	It gives me a chance to share ideas with others.	36.4%	63.3%	-	-	-
7	A group grade is not fair.	9.1%	33.3%	48.5%	9.1%	-
8	Group work makes me unnecessarily busy.	9.1%	39.4%	6.1%	42.4%	3%
9	It adds a burden work on me.	9.1%	21.2%	39.4%	30.3%	-
10	It is difficult to get together outside of class.	24.2%	51.5%	9.1%	15.2%	-
11	It is difficult to get relevant references.	6.1%	51.5%	9.1%	30.3%	3%
12	It is difficult to share members' work equally.	12.1%	42.4%	24.2%	21.2%	-

*Tabel 2. The perception of students toward group work*

SA = Strongly Agree; A = Agree; NO = No Opinion; D = Disagree; SDA = Strongly Disagree.

I learn better from group interaction than lecture  
33 responses

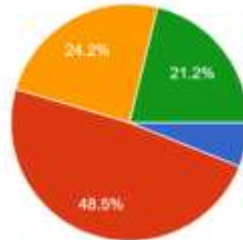


Figure 1. Response questionnaire no.1

A lot of students 16 (48.5%) found that they learn better when they interact with their friends in a group than with their lecture, 2 (6.1%) students strongly agree with that. Few students 7 (21.2%) disagreed with the idea that they learn better from group interaction than lecture and the other 8 (24.2%) has no opinion about that.

I prefer group works than other types of assignment  
33 responses

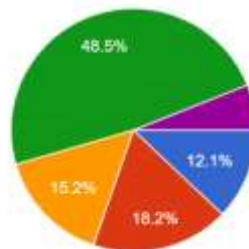
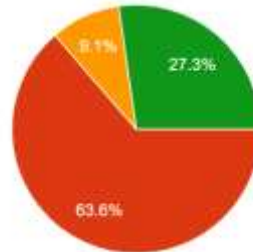


Figure 2. Response questionnaire no.2

It was found that 16 (48.5%) of the students disagreed to prefer group work rather than other assignment, it means they preferred to have an individual learning process also there is 2 s (6.1%) students strongly disagree, and few students 6 (18.2%) were agree to have group work in their learning process, 4 (12.1%) students strongly agree with the statement, other students 5 (15.2%) has no opinion.

It motivates me to learn from group work

33 responses

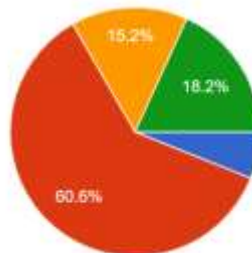


*Figure 3. Response questionnaire no.3*

Regarding the advantages and disadvantages of group work, most students 21 (63.6 %) got motivation while learning in a group and few students 9 (27.3%) were not affected by their motivation during learning with their friends. Other students 3 (9.1%) has no opinion about that.

It develops my independent learning habit

33 responses

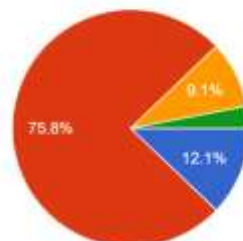


*Figure 4. Response questionnaire no.4*

Most students 20 (60.6%) agree that group work can develop their independent learning habit, 2 (6.1%) students strongly agree with the statement, a few of students 6 (18.2%) disagree and 5 (15.2%) students have no opinion with that.

It helps me develop thinking ability and self esteem

33 responses



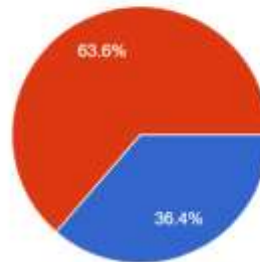
*Figure 5. Response questionnaire no.5*



Many students 25 (75.8%) agree that group work can help them develop thinking ability and self-esteem, 4 (12.1 %) of students strongly agree with the statement, and 3 (9.1%) of students have no opinion, and 1 student (3%) disagree with the statement.

It gives me chance to share ideas with others

33 responses

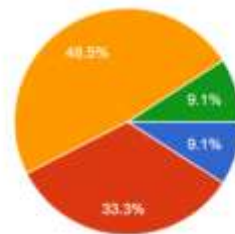


*Figure 6. Response questionnaire no.6*

All 33 students agree that group work can give them a chance to share ideas with others. With the number of 12 (36.4%) students' responses strongly agree and 21 (63.6 %) of students choosing to agree as their response.

A group grade is not fair

33 responses

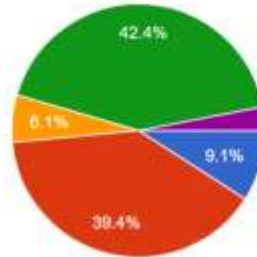


*Figure 7. Response questionnaire no.7*

While a few 11 (33.3 %) students agreed that group grade was not fair for them, 3 (9.1%) students strongly agree, 16 (48.5 %) of students had no opinion, and 3 (9.1%) of students chose to disagree with the statement about the fairness of group grade.

Group assignment makes me unnecessary busy

33 responses

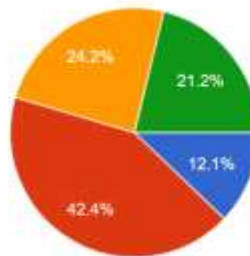


*Figure 8. Response questionnaire no.8*

A few students, 13 (39.4 %), agree that group assignments made them unnecessarily busy, 3 students (9.1%) strongly agree with the statement, 14 (42.4 %) students did not think group assignments made them unnecessarily busy, and 2 (6.1%) students had no opinion.

It is difficult to share members work equally

33 responses

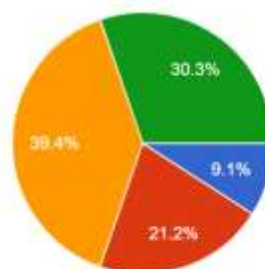


*Figure 9. Response questionnaire no.9*

Some 14 (42.4 %) students agree that sharing member work equally is difficult, 4 (12.1%) students strongly agree with the statement, 8 (24.2 %) had no opinion, and 7 (21.2 %) of students did not have difficulties sharing members' group work.

It adds burden work on me

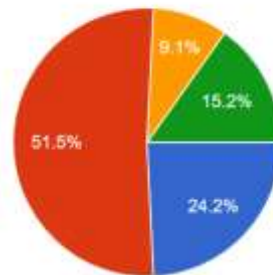
33 responses



*Figure 10. Response questionnaire no.10*

A few 7 (21.2 %) students agree that group work can add burden to them, 3 (9.1%) students strongly agree, 7 (21.2 %) of students disagree, and 13 (39.4 %) of students have no opinion.

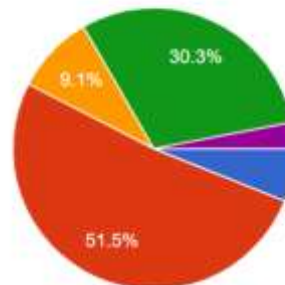
It is difficult to get together outside class  
 33 responses



*Figure 11. Response questionnaire no.11*

Many students 25 (75.5 %) agree that group work makes them difficult to get together outside of class, 5 (15.2 %) students disagree and 3 (9.1 %) students have no opinion.

It is difficult to get relevant references  
 33 responses



*Figure 12. Response questionnaire no.12*

In the statement about the difficulties in working with group members, a few 17 (51.5 %) agree, it means students found difficulties in getting relevant references, 2 (6.1%) students strongly agree with that, while some 10 (30.3 %) disagree, it means students did not have difficulties in getting relevant references, 1 (3%) students strongly disagree with that, and 3 (9.1 %) students had no opinion.

## Discussion

The majority of students felt that group projects improved the learning process, but the problems still cropped up. It is consistent with the earlier finding from the research conducted by Daba, Ejersa, and Aliyi (2017:862). Other issues included the inability to communicate outside of the classroom, a lack of teamwork and time management skills, difficulty finding, analyzing, and organizing evidence from a variety of sources, and a feeling of dependency on more accomplished students (Daba, Ejersa, & Aliyi, 2017:863). The low

degree of students comprehension abilities was also highlighted as an issue in this study. According to Hung (2015:321), students in low-level groups had a tendency to be less motivated learners who gave up readily when faced with challenges.

Regarding the use of group work in their learning process, some students disagreed due to specific variables they dubbed issues they encountered along the way. According to the results of the open-ended questionnaire, some of the problems were caused by the group's members. Some students preferred working alone, had low or high levels of ability, were difficult to communicate with others, did not accept other opinions, did not want to work (students who are slower to study), and did not want to learn.

Replacing group members each time, the students intended to offer their experience to work with other people and assist them in solving a variety of difficulties, but it failed when some students were unwilling to accept the differences. High achievers tended to dominate the group and not be willing to listen to other opinions (sometimes even to study together), whereas students who had trouble getting along with others tended to be passive during group talks. Students who didn't want to work hard didn't make an attempt to read and study materials, simply asking a buddy for clarification. As a result, students with lower levels of ability lacked the courage to bring themselves up in group discussions.

Drawing on the questionnaire and interview data, the present study explores the perceptions of students regarding the use of Team-based learning. In particular, it looks into the students' perception of TBL. The findings are presented based on these five categories. Five students were interviewed about their use of team-based learning or group projects in order to improve the data. Students were asked to give justifications for their answers on the questionnaire and were given five interview questions. The subjects chosen for team-based learning and how they related to the students' learning contexts were discussed by the students in the following comments.

### **Interview Excerpt #1**

Question 1: What do you prefer, individual or group work, and why?

*Participant 1*

*I prefer individual group work, because in my opinion it is more efficient, I don't need to wait for other person to do the task.*

*Participant 2*

*Individual, I will be more focus in doing the work.*

*Participant 3*

*I prefer group work because in group work I can practice to work with others, enhance my communication and teamwork skills.*

*Participant 4*

*I prefer group work because i can do whenever i want so i can manage my time properly.*

Participant 5

*I prefer individual work because sometimes we get a pair or group member that has no contribution to our project. When we want to continue our project, he/she never gives a respon on the WA group, and at the end I will continue the project by myself. So I think it is better to do individual work because we can do the best we can.*

**Interview excerpt #1** shows that students have two opinions about the use of group work. In the first opinion, some participants choose groups because they feel group work is more efficient with better time management. This can be seen because in group work there are more people doing tasks, so tasks will be completed quickly. There are participants who also say that in group work they can improve teamwork skills and communication, because in group work students must mingle and have good communication so that in class activities there are no misperceptions. In general, there are differences between members in a group, so having good communication will make group work more focused. But from the questionnaire that was given, most of the students did not agree with the existence of group work for several reasons, the first reason being that not all members of the group were cooperative. A lot happens when carrying out group work, there are students who are too slow or even lazy to do assignments, so this will only impose tasks on other members. then individual work is more efficient because students don't have to wait for their friends to do their assignments, This is also supported by the reason that not all students have the same free time, so to do group assignments, students have to arrange a time where all members can discuss together. Some students feel that group work does not focus on studying because if there are too many students in the group, it will make the group too crowded. It can still be tolerated if there are only 2-3 children in the group because it is easier to organize and carry out discussions.

### **Interview Excerpt #2**

Question 2: Do you feel that you can learn more by doing group work, or do you think the opposite? and why?

Participant 1

*I think I can learn more by learning individually because I can learn more freely.*

Participant 2

*It depends on the situation. If there are so many members in one group, I can lose my focus.*

Participant 3

*Yes, I do. In a group work I can get insight from my peers so that I can learn more in a group work.*

Participant 4

*I can't learn more in group work, because we have to devide it.*

*Participant 5*

*Yes I think I can learn more by doing group work depends on the member of the group. We know sometimes there's someone who doesn't make any progress and only stuck.*

**Interview Excerpt #2** shows that some students said they couldn't study in group work because they felt they were not too free in their learning, This was because in group work students had to study together, so students had to have discussions in every lesson, For some students, they preferred to be alone because they could explore in more depth. Then there is the relationship with group members, if there are many members in the group, it will make the group inefficient and too crowded, and later there will be students who are lazy because they feel they have other friends to work on. What will happen is that students will have difficulty learning because they have ineffective group mates, and they will lose their focus on learning because group members are not cooperative. However, from the questionnaire that has been taken, many students choose that group work is useful and they can learn from it. In group work, students can exchange opinions which allow them to get opinions from various aspects, this can also improve students' critical thinking. In group work, they can do something together and can combine their learning outcomes to get the best results.

**Interview Excerpt #3**

Question 3: Do you think that group work is appropriate for writing skill?

*Participant 1*

*In my opinion, I don't think that group work appropriate for writing skill, because each person must have their own goals, purpose and style in writing*

*Participant 2*

*I don't think so, if the group have good communication between members, we can produce a good writing and the work can be submit in the right time*

*Participant 3*

*Yes, I think group work is appropriate for writing skill because in writing skill we need feedback from others to check whether our writing is good. So, peers is very helpful in writing*

*Participant 4*

*Yes, we can share the problem in writing so it can help each other*

*Participant 5*

*Yes, group work is appropriate for writing skill, because I think all of the skill need group work, especially in writing. I think writing is more difficult and we must have discussion about the project with our pair. We know that writing is hard, so group work is suitable for writing skills*

**Interview Excerpt #3** shows that some students said they do not think that group work is appropriate for writing skills, because in writing it all comes back to ourselves. Because if our partner or group member is not a good one, having a group work project will actually be a burden and not the right way to help our writing skills. One of them also said that it would be difficult to adjust to other members because each individual must have different goals and writing styles. Therefore, they think group work is not appropriate for writing skills. On the other hand, for some students, they think that group work is appropriate for writing skills precisely because there are partners to discuss and work with. They argue that by having partners or working through group work, they can discuss with each other when writing and can help each other correct their writing because some students may still think that writing is quite difficult to do alone. So, 3 out of 5 students answer that group work is an appropriate approach for writing skills. They feel that they can be greatly helped by having group work either for their work or for their writing skill development.

#### **Interview Excerpt #4**

Question 4: What is the biggest benefit of group work? Based on your opinion or you can take from the questionnaire.

*Participant 1*

*It can help us to share our opinion and improve our sense of critical thinking*

*Participant 2*

*same as number 3, The work will be more easy*

*Participant 3*

*The biggest benefit of group work is personality development.*

*Participant 4*

*Perhaps if I get the group and the topic that is suitable for me and the group. I can finish the project, so it can be a benefit*

*Participant 5*

*The benefits of group work are; first, our work gets done faster because we have partners, and then partner group discussions. Third, I think the burden we have will be less because we have a group so we can share our job*

**Interview Excerpt #4** shows that some of them feel that group work is really helpful in writing. They mentioned that the benefit that has a big influence is lightening the task load in writing skills because they can share it to the other members. They can share ideas and exchange ideas with each other when they start writing. So that the burden they have can also feel a little bit lighter and help them to develop the ideas they have. They also mentioned that group work can help them for self-development such as critical thinking and their own writing skills can improve step-by step. Here, students not only experience the benefits of

group work for their project, but also for their self-development, especially improvement that is related to writing skills.

### **Interview Excerpt #5**

Question 5: What is the drawback of group work? Based on your opinion or you can take from the questionnaire.

*Participant 1*

*If some members not discipline, it can be a burden for other members*

*Participant 2*

*If there are too many members, there must be two or three people who don't feel responsible to the task*

*Participant 3*

*The drawback of group work is sometimes there is an uneven distribution of tasks, resulting in each member not working in equal or balanced portions.*

*Participant 4*

*At the beginning we didn't think about the problems that would be faced in the future so we experienced a lot of difficulties*

*Participant 5*

*I think it is back to question number 2, I think it depends on the member of the group. But I think the drawback of group work itself is that we have to be able to process and try to think with other members, so for us personally it will be difficult to develop and it will be difficult to see our individual progress. But I think group work helps us in writing.*

**Interview Excerpt #5** shows that the drawback of group work on average is seen from the participation of group members. The students who were interviewed on average answered that because there were group members who did not contribute evenly, it would be a hindrance or weakness from group work when working on a project. They feel that groups who may have too many members and do not contribute to the work will actually add burden on other members. Thus, their project will be very disrupted and there will be no progress or development for themselves. When working in groups, they also have to be able to try to fit in with the other members, so it can be more difficult for students to really see how they are progressing in something. One of the students interviewed added that when working in group work, whether for writing or other skills, they often did not prepare for the problems or difficulties they would face in the future. Especially in writing, difficulties often arise while we are in the process of writing. From this it can be concluded that the drawbacks of group work itself also depend on who the individuals are partners in the group.



## CONCLUSION

Team based learning, which has the same pattern as group work, has various outcomes depending on the use of TBL or group work in university. It can be said that students in the English Language Education Department at one of Indonesia's universities have an overall positive view of the use of group work because some of them believe that group work can increase their motivation and that they can learn more effectively in a group setting than they can from a lecturer. Some students also think that group work can develop their learning habits, abilities, and self-esteem. In contrast, students disagree with the use of group work because the use of group work seems not useful because of the elements of their group members' that are not cooperative, it is the low participation from friends in groups, difficulty sharing the member's work fairly, difficulty getting a fairly high grade, and also the problem from themselves, which includes difficulty interacting outside the class, and difficulty getting the relevant references. It makes some students prefer to have individual rather than group work. This study looks at many factors that must be taken into consideration when group work is used in the teaching and learning process in order to maximize its benefits.

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