

## References

- Alghamdi, R. (2014). EFL learners' verbal interaction during cooperative learning and traditional learning (Small group). *Journal of Language Teaching & Research*, 5(1). doi:10.4304/jltr.5.1.21-27
- Apedoe, X.S., Ellefson, M.R., & Schunn, C.D. (2012). Learning together while designing: Does group size make a difference?. *Journal of Science Education and Technology*, 21(1): 83-94. <https://doi.org/10.1007/s10956-011-9284-5/>
- Arafat, A. H. (2016). *Students' perception on the use of group discussion in improving communication skill at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (Undergraduate thesis)*. Universitas Muhammadiyah Yogyakarta, Bantul.
- Baskoro, C. (2018). *The students' perception on online in English teaching and learning at English Language Education Department of a private university in Yogyakarta (Undergraduate thesis)*. Universitas Muhammadiyah Yogyakarta, Bantul.
- Bedwell, W.L., Fiore, S.M., & Salas, E. (2014). Developing the future workforce: An approach for integrating interpersonal skills into the MBA classroom. *Academy of Management Learning and Education*, 13(2), 171-186. <http://dx.doi.org/10.5465/amle.2011.0138>
- Billik, M. O. (2014). *Students' perception on the role of group discussion in*

- interpersonal speaking class* (Undergraduate thesis). Universitas Satya Wacana, Salatiga.
- Brocato, B.R., Bonanno, A. & Ulbig, S. (2013). Student perceptions and instructional evaluations: A multivariate analysis of online and face-to-face classroom setings. *Education and Information Technologies*, 20(1), 37-55. <https://doi.org/10.1007/s10639-013-9268-6>
- Cheruvelil, K. S., Soranno, P. A., Weathers, K. C., Hanson, P. C., Goring, S. J., Filstrup, C. T., & Read, E. K. (2014). Creating and maintaining high-performing collaborative research teams: The importance of diversity and interpersonal skills. *Frontiers in Ecology and the Environment*, 12(1), 31-38. <https://doi.org/10.1890/130001>
- Christie, N. V. (2012). An interpersonal skills learning taxonomy for program evaluation instructors. *Journal of Public Affairs Education*, 18(4), 739-756. <https://doi.org/10.1080/15236803.2012.12001711>
- Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education. In Rahmawati, F. (Ed.), *Research method* (pp. 409-443). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education. In Rahmawati, F. (Ed.), *Research method* (pp. 143-164). London: Routledge.
- Creswell, J. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. In Rahmawati, F. (Ed.), *Research method* (2-28), Boston: Pearson.
- Eunson, B. (2012). *Interpersonal Skills 2* (3rd ed.). Australia: John Wiley and

Sons Ltd.

Flosason, T. O. (2011). *Evaluating the impact of small-group discussion on learning in an organizational psychology class utilizing a classroom response system* (Doctoral dissertation). Retrieved from ProQuest Dissertations. [\(Order No. 3470403\)](#).

Forsyth, D. R. (2014). *Group dynamics* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.

Fushino, K. (2010). Causal relationships between communication confidence, beliefs about group work, and willingness to communicate in foreign language group work. *TESOL quarterly*, 44(4), 700-724.

Harmer, J. (2007). *The practice of english language teaching* (4th ed.). China: Pearson Longman.

Kato, Y. (2016). What do we want small group activities for? Voices from EFL teachers in Japan. *Tesl-EJ*, 19(4), 1-15.

Lau, E., & Rowlinson, S. (2009). Interpersonal trust and inter-firm trust in construction projects. *Construction Management and Economics*, 27(6), 539-554. doi:10.1080/01446190903003886.

Meleady, R., Hopthrow, T., & Crisp, R. J. (2013). Simulating social dilemmas: Promoting cooperative behavior through imagined group discussion. *Journal of personality and social psychology*, 104(5), 839. doi:10.1037/a0031233.

Mutrifin, Degeng I. N. S., Ardhana I. W., & Setyosari (2017). The effect of

- instructional methods (Lecture-discussion versus group discussion) and teaching talent on teacher trainees student learning outcomes. *Journal of Education and Practice*. 8(9). 203-209.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129-132.  
<https://doi.org/10.1177/1362168815572747>
- Păstae, V. (2017). The importance of listening in interpersonal communication. Journal Archipelago XXI Press. 281-286.
- Þórarinsdóttir, P. Í. (2012). *The importance of interpersonal skills training for future project managers* (Master's thesis). Reykjavik University, Iceland.
- Schulz, B., (2008). The importance of soft skills: Education beyond academic knowledge. *Journal of language and communication*, 146-154.
- Segal, E. A., Cimino, A. N., Gerdes, K. E., Harmon, J. K., & Wagaman, M. A. (2013). A confirmatory factor analysis of the interpersonal and social empathy index. *Journal of the Society for Social Work and Research*, 4(3), 131-153. doi:10.5243/jsswr.2013.9
- Septaviana, O. (2016). *Difficulties faced by students of English Education Department of Universitas Muhammadiyah Yogyakarta in doing group discussion* (Undergraduate thesis). University Muhammadiyah of Yogyakarta, Bantul.
- Sunindijo, R. Y., & Zou, P. X. W. (2013). The roles of emotional intelligence,

- interpersonal skill, and transformational leadership in improving construction safety performance. *Australasian Journal of Construction Economics and Building*, 13(3), 97-113.
- Sybing, R. (2016). Structure for fostering discussion skills in the EFL classroom. *Journal of the Nanzan Academic Society*, 99, 221-229.
- Sundari, H. (2017). Classroom interaction in teaching English as Foreign Language at lower secondary schools in Indonesia. *Advances in Language and Literary Studies*, 8(6), 147-154.  
<http://dx.doi.org/10.7575/aiac.allsv.8n.6p.147>
- Taqi, H. A., & Al-Nouh, N. A. (2014). Effect of group work on EFL students' attitudes and learning in higher education. *Journal of Education and Learning*, 3(2), 52-65.
- Tevdovska, E. S. (2015). Integrating soft skills in higher education and the EFL classroom: Knowledge beyond language learning. *SEEU Review*, 11(2), 95-106. doi: 10.1515/seeur-2015-0031
- Tyler, T. R. (2017). Interpersonal classroom model: Learning from diversity in group practice courses. *Groupwork*, 27(1), 87-95.
- Utomo, H. (2012). Kontribusi soft skill dalam menumbuhkan jiwa kewirausahaan. *Jurnal Ilmiah Among Makarti*, 3(5). 95-104.
- Widiati, U., & Cahyono, B. Y. (2006). The teaching of EFL speaking in the Indonesian context: The state of the art. *Bahasa dan seni*, 34(2), 269-292.