

# rim

*by* 1 Journey

---

**Submission date:** 07-Jul-2023 08:49AM (UTC+0530)

**Submission ID:** 2127528224

**File name:** 3209.docx (151.27K)

**Word count:** 5859

**Character count:** 33298

## STUDENTS' PERCEPTIONS AND CHALLENGES IN THE USE OF SMALL GROUP DISCUSSION IN ENGLISH-SPEAKING CLASS ACTIVITIES

### SUBMISSION TRACK

Submitted : 24 February 2022  
 Accepted : 10 March 2022  
 Published : 18 March 2022

### KEYWORDS

Small group discussion,  
 speaking skills, challenges,  
 English, perceptions

### CORRESPONDENCE

### ABSTRACT

Small Group Discussion (SGD) is one of the techniques that can be used in learning and teaching English speaking skills. This study aims to find out students' perceptions and the challenges students encountered when using SGD in their English-speaking class activities at SMK Dirgantara Putra Bangsa. This study used the mixed method approach, and the instrument used in collecting data were questionnaires and semi-structured interviews. Respondents in this study were 23 students (7 males and 16 females) from class X of SMK Dirgantara Putra Bangsa in the academic year 2023-2024. Furthermore, a questionnaire was used to figure out students' perceptions of using SGD, and semi-structured interviews were conducted to find out the challenges encountered by students when using SGD to hone their speaking skills. Six respondents (5 females and 1 male) were selected in the interview session based on their scores. Furthermore, the researchers selected six respondents with the following details: two students with the highest scores, two students with middle scores, and two students with low scores to be interviewed. The results of this study show that students' perceptions of using SGD can enhance their speaking skills. Meanwhile, the results of the interviews indicated that lack of vocabulary and self-confidence were challenges that students encountered in using SGD.

### Introduction

Speaking is one of the four language skills that are necessary to be learned by students at all levels of education in Indonesia. Nadia & Yansyah (2018), confirm that speaking is one of the fundamental skills that everyone needs to possess so that one can communicate and engage with others. According to Bahadorfar & Omidvar (2014), speaking is an important part of second or foreign language learning and teaching; it is a communication skill to express ideas and thoughts orally. Meanwhile, Ilma (2020), states that speech is a crucial talent for communicating with others, and the activity can be in the form of giving opinions, talking about something, and expressing one's feelings and thoughts.

The importance of speaking skills motivates students to exposure to a large number of English communication activities. According to Richard & Renandya (2002), many language students around the world, study English to improve their speaking skills. However, in the process of learning English, students do not have the self-confidence to speak English in front of the class. Therefore, when teachers asked them to speak in front of the class, they found some difficulties in expressing their ideas and thoughts. Despite the case, our preliminary study revealed that when they were given a task to be discussed in groups, most of them could speak and express their ideas and opinions easily.

Students' success in language learning may depend on several aspects, such as teaching and learning methods applied, level of difficulties of the learning materials, learners' perceptions, and challenges faced during learning activities. Therefore, teachers should be able to utilize appropriate learning models so that students can actively participate in class activities. There is no single best learning technique that can suit the needs of teaching all language skills; therefore, teachers can employ a variety of



techniques in their classrooms. The selection of the right technique is one of the factors supporting the success of the learning process in the classroom. The appropriate use of a teaching method is one of the ways to enhance learners' speaking skills (Putra et al., 2022). Meanwhile, Jihan et al., (2023), state that teachers need to create new strategies that can be more enjoyable, effective, and transferable to new situations.

One of the learning techniques which may be used in speaking class activities is Small Group Discussion (SGD). It is one of the learning models to improve students' confidence, self-esteem, social interaction, and ambition to speak English (Komaruddin et al. 2021). Furthermore, SGD is a learning model in which the teachers divide students into several small groups and students are given one topic of the problem for them to discuss together (La'biran, 2017). According to Fibrina & Ngadiso (2012), SGD is one of the treatments that may be viewed not in a large group but in a small group of 4 to 5 students to learn and improve their skills based on the nature of their problem. Arisman & Haryanti (2019), confirm that this allows students to express themselves without fear and shyness. Students can share ideas in their language which motivates them to learn to express their opinions. By using small group discussions, students have a sense of involvement in the issue being discussed and this makes students actively participate in class.

In small group discussions, students will have the opportunity to share their thoughts with others, to work in a team or collaborate with others, and to have a greater sense of responsibility for themselves. Kindsvatter in Bohari (2020) stated when working in small groups to achieve specific goals, they may assume more responsibility for their learning, gain social and leadership skills, and participate in a new educational strategy. In addition, SGD is a forum for students to express their opinions during the learning process.

Another factor that influences students' success in language learning is their mental process or perceptions and challenges faced during the learning process. Perception is a mental process in which learners give meaning to the stimuli they receive, as well as the experience of an object, event, or relationship gained through the recall of information and the interpretation of a message which may differ from one to another (Aisyi & Rohman, 2022; Novita & Mudjiran, 2021; Oktaria & Rohmayadevi, 2021). Learners can perceive the stimulus during the classroom learning process with positive or negative perceptions.

According to Hamka (2002), there are two indicators of perceptions, namely first: Absorbing- the stimulus given to and absorbed by the individual through the senses then enters the brain. That is where the process of analyzing the stimulus that has been given previously occurs. Therefore, the absorption of individuals by other individuals is different even though they absorb the same stimulus; second, Understanding- at this point, the analysis results are in the form of comprehension. This indicator creates perception as a result of classification and organization. This understanding is also different for each individual.

Challenges are difficult to perform by students. According to Umayati et al., (2022), a challenge is a difficulty that someone is currently facing. Challenges can be a difficult task for someone; there are two possible outcomes when facing challenges, namely passing or failing. In facing challenges, one will need effort both from within and outside one's self. The effort is not easy; there needs to be struggle and sacrifice both mentally, physically, and time. A challenge is a task that must be faced with some efforts

that determine a level where students believe they will succeed or fail (Malone in Çalıkoğlu (2019; Omrod in Çalıkoğlu, 2019).

Several studies were conducted to examine the use of small group discussions to improve students' speaking skills. For instance, Sinta & Saftari (2020) conducted a study to examine the effectiveness of using small group discussions to improve student speaking achievement for Senior High School Students by using a quasi-experiment design. The result of this study showed that there is an increase in students' speaking ability by using small group discussions. Another study was carried out by Bohari (2020), who examined the effect of small-group discussions on students' speaking skills. This study used a quasi-experimental method by providing a pre-test and post-test. The results showed an increase in students' speaking skills after using small group discussions.

Susanti *et al.* (2021), examined the use of small group discussions to improve students' speaking skills. The method used was classroom action research with two cycles. The results showed that the use of small group discussions could improve students' speaking skills. Another relevant study was conducted by Kadwa & Alsherqeti (2020), who examined the impact of using small-group discussion techniques on students' speaking skills by using a quasi-experiment research design. The results of the study indicated that there was a positive impact when using small group discussions on students' speaking abilities.

From the previous studies, we found out that most of them discussed about the use of small group discussion to improve students' speaking skills at the secondary level of education using experimental research design, including classroom action research. Meanwhile, the present study is more focused on finding out how students perceive the use of small group discussions and further exploring students' challenges in using small group discussions in classroom settings. In addition, by using mix-method, the present study attempts to confirm whether or not SGD can improve students' speaking skills at the tertiary level of education and further explores students' challenges in using SGD in their speaking activities which were not comprehensively addressed by researchers in their previous studies.

Despite the plethora of studies conducted on the issue of SGD, the study which is focused on students' perceptions and challenges in using small group discussions are still limited in number to the best of authors' knowledge. By knowing the real situation of implementing SGD in the classroom setting, the researchers expect the EFL teachers to find out the difficulties of students in speaking English in front of the class. So that teachers can help students by using small group discussion learning techniques to tackle their difficulties. The researchers expect the findings can be useful for both EFL students and teachers to apply an effective learning and teaching model for teaching English speaking class which in turn to bring a good impact on students' learning outcomes. To address the aforementioned issue, the following research questions are set, as follows: 1) What are students' perceptions of using small group discussion in English speaking class activities? 2) What are the students' challenges in the use of small group discussion in English-speaking class activities?

## Research Method



The mixed-method research design was utilized in this study to obtain both quantitative and qualitative data about the student's perceptions, and challenges in the use of small group discussion in speaking class activities. Twenty-three students (7 males and 16 females) of class X from the Department of Travel Business at SMK Dirgantara Putra Bangsa, Yogyakarta, in the academic year 2022/2023 participated in the present study.

A questionnaire was distributed to the respondents to gather the quantitative data in the form of numerical data about their perceptions of using SGD in their English class learning activities, and a semi-structured interview was conducted to find out the qualitative data in the form of descriptive data about their challenges encountered during the English learning process using SGD. Furthermore, Six respondents (5 females and 1 male) were selected in the interview session based on their scores. Furthermore, the researchers selected six respondents with the following details: two students with the highest scores, two students with middle scores, and two students with low scores to be interviewed.

Before distributing the questionnaire, the respondents were given one descriptive text, and then researchers divided respondents into several groups and provided time to discuss the materials in the English class activities. After the class discussion activities were over, the respondents were asked to fill out a questionnaire on their perceptions of using the small group discussion in their English-speaking class. The questionnaires were constructed based on the theory of perceptions proposed by (Hamka, 2002), consisting of two main indicators namely absorbing and understanding. The questionnaire items are presented in Table 1 as follows:

Table 1. The Items of the Questionnaire

No	Indicator	Statement
1.	Absorbing	Dengan berdiskusi saya dapat menyampaikan pendapat yang saya miliki.
2.	Understanding	Dengan penjabaran materi yang saya miliki saya menjadi lebih sering menyumbangkan ide saat diskusi saat berdiskusi menggunakan diskusi kelompok kecil.
3.	Absorbing	Dengan menggunakan diskusi kelompok kecil dapat mendorong saya untuk berbicara dengan teman sekelompok.
4.	Absorbing	Diskusi kelompok kecil merupakan salah satu bentuk pembiasaan untuk meningkatkan kemampuan komunikasi berbicara.
5.	Understanding	Saya mampu menanggapi atau menanggapi pendapat dari orang lain secara lisan saat diskusi kelompok kecil.
6.	Absorbing	Diskusi kelompok kecil membuat saya dapat mengembangkan ide dan pengetahuan yang didapatkan kepada teman kelompok.
7.	Understanding	Saya lebih mudah memahami materi yang dibahas saat menggunakan diskusi kelompok kecil.
8.	Understanding	Menggunakan diskusi kelompok kecil dapat meningkatkan kemampuan saya dalam berkomunikasi.
9.	Understanding	Dengan menggunakan diskusi kelompok kecil saya lebih aktif bertanya dan merespon saat berdiskusi.
10.	Understanding	Penggunaan diskusi kelompok kecil dapat membantu saya meningkatkan kemampuan berbicara saya.

After collecting all data needed, the next step was to analyze the data. In this study, the questionnaire was quantitatively analyzed using a Four-Likert Scale. Each statement includes 4 (four) categories of items on the Likert Scale. They are: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) as seen in Table 2 as follows:

Table 2. Four-Likert Scale Scoring Rubric

Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The researchers grouped them into responses based on the question presented to answer the research questions, and interpreted them with a descriptive written explanation as follows:

$$P = \frac{f}{n} \times 100$$

Adopted from Sugiyono (2008)

**Where:**

P: Percentage

f: The frequency of each questionnaire answer

n: Total respondents

Meanwhile, the percentages of the respondent's scores can be seen in Table 3 as follows:

Table 3. The Percentages of Respondents' Score

No	Statements	Strongly Agree (%) 4	Agree (%) 3	Disagree (%) 2	Strongly Disagree (%) 1
1					
2					
3					
4					

The data obtained from semi-structured interviews were analyzed qualitatively. For this purpose, researchers utilized an interactive model as proposed by (Miles et al., 1994), including data collecting, data reduction, data display, and making conclusions.

Article Error

**Result and Discussion**

**Results**

*Students' Perceptions of Using Small Group Discussion in English-Speaking Class Activities*

The researchers conducted this study to figure out students' perceptions of using small group discussions (SGD) in their English-speaking class activities and find out the challenges they encountered when using SGD. To obtain data about students' perceptions



of using SGD in their English classroom activities, the researchers distributed a questionnaire. The results of the questionnaire can be seen in Table 1 as follows:

Table 1. The result of the Students' Questionnaire

No	Statement	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Statement 1	8	34,8%	12	52,2%	3	13%	0	0%
2	Statement 2	4	17,4%	17	73,9%	2	8,7%	0	0%
3	Statement 3	6	26,1%	15	65,2%	2	8,7%	0	0%
4	Statement 4	9	39,1%	13	56,5%	1	4,3%	0	0%
5	Statement 5	4	17,4%	16	69,6%	3	13%	0	0%
6	Statement 6	6	26,1%	15	65,2%	2	8,7%	0	0%
7	Statement 7	6	26%	14	60,9%	3	13%	0	0%
8	Statement 8	7	30,4%	15	65,2%	1	4,3%	0	0%
9	Statement 9	7	30,4%	14	60,9%	2	8,7%	0	0%
10	Statement 10	9	39,1%	14	60,9%	0	0%	0	0%

Table 1 shows the results of the students' questionnaire on their perceptions of using SGD in their English-speaking class discussions. The data showed that the majority of the respondents perceived positive perceptions of using SGD in their English class discussion activities. For instance, in statement one, "Dengan berdiskusi saya dapat menyampaikan pendapat yang saya miliki". The results of the questionnaire revealed that eight or 34.8% of the 23 students strongly agree that using SGD enable them to express their opinions. Twelve students or 52.2%, agree that using SGD enable them to express their opinions. However, three students, or 13%, disagree, and none or 0%, of the students strongly disagree about the aforementioned statement.

In statement two, "Dengan pemahaman materi yang saya miliki saya menjadi lebih sering menyumbangkan pendapat saya saat pembelajaran menggunakan diskusi kelompok kecil". The results of the questionnaire showed that there were four or 17.4%, of the 23 students strongly agree that by understanding the material they have, they actively participate in the class activities when using SGD. Seventeen students, or 73.9%, agree that their understanding of the material allows them to express their opinion in the class activities when using SGD. However, two, or 8.7% of students disagree, and none, or 0%, of students, have negative perceptions of the aforementioned statement.

In statement three, "Dengan menggunakan diskusi kelompok kecil, dapat mendorong saya untuk berbicara di depan teman sekelompok". The results of the questionnaire showed that there were six or 26.1%, of the 23 students strongly agree that using SGD make it possible for me to speak in front of my group member. Fifteen students, or 65.2%, agree that using SGD make it possible for me to speak in front of my group member. However, two or 8.7% of students disagree, and none, or 0%, of students has negative perceptions of the aforementioned statement.

In statement four, *"Diskusi kelompok kecil merupakan salah satu teknik pembelajaran yang menarik untuk mengasah ketrampilan berbicara"*. The results of the questionnaire showed that nine or 39.1%, of the 23 students strongly agree that SGD is one of the interesting learning techniques to hone their speaking skills. Thirteen students or 56.5%, agreed. However, one, or 4.3% of students disagree, and none, or 0%, of students, strongly disagree about SGD is one of the interesting learning techniques to hone their speaking skills.

In statement five *"Saya mampu menanggapi atau menangkis pendapat orang lain secara lisan saat diskusi kelompok kecil"*. The results of the questionnaire showed that four out of 17.4% of the 23 students strongly agree that they can respond to or counter opinions from others orally when using SGD. Sixteen students or 69.6%, agree that they can respond to or counter opinions from others orally when using SGD. However, three, or 13% of students disagree about the statement, and none, or 0% strongly disagree about the aforementioned statement.

In statement six, *"Diskusi kelompok kecil membuat saya dapat mengembangkan ide dan pengetahuan yang didapatkan kepada teman sekelompok"*. The results of the questionnaire revealed that six, or 26.1%, of the 23 students strongly agree that SGD allows them to share ideas and knowledge with their group members, and fifteen students, or 65.2%, agree with the statement. However, two students or 8.7%, disagree, and none or 0% of students strongly disagree about the aforementioned statement.

In statement seven, *"Saya lebih mudah memahami materi yang dibahas saat menggunakan diskusi kelompok kecil"*. The results of the questionnaire showed that six or 26.1%, of the 23 students strongly agree that using SGD makes it easier for them to understand the material being discussed. Meanwhile, fourteen students, or 60.9% agree about the statement. However, three, or 13% of students disagree, and none, or 0%, of students strongly disagree about the aforementioned statement.

In statement eight, *"Menggunakan diskusi kelompok kecil dapat meningkatkan kemampuan saya dalam berkomunikasi"*. The results of the questionnaire showed that seven or 30.4% of students strongly agree that using SGD can improve their ability to communicate. Meanwhile, fifteen students, or 65.2%, agree about the statement. However, one, or 4.3% of students disagree, and none, or 0%, of students strongly disagree about the aforementioned statement.

In statement nine, *"Dengan menggunakan diskusi kelompok kecil saya lebih aktif bertanya dan merespon saat berdiskusi"*. The results showed that seven or 30.4% of the 23 students strongly agree that using SGD make them active in asking questions and responding during discussion session. Meanwhile, fourteen or 60.9% of students agree about the statement. However, two or 8.7% of students disagree, and none or 0% of students strongly disagree about the statement that using SGD makes them active in asking questions and responding during the discussion session.

Finally, in statement ten, *"Penggunaan diskusi kelompok kecil dapat membantu saya meningkatkan kemampuan berbicara saya"*. The results of the questionnaire revealed that nine or 39.1%, of the 23 students strongly agree that the use of small group discussions could help them improve their speaking skills. Meanwhile, fourteen or 60.9% of students agree about the statement. None, or 0%, of students, disagree, and none, or 0%, of students strongly disagree about the aforementioned statement.



### Students' Challenges in the Use of Small Group Discussion in English-Speaking Class Activities

To obtain data about students' challenges in the use of SGD in their English-speaking class activities, researchers conducted semi-structured interviews with six respondents which were selected based on their scores on the questionnaire results. Furthermore, the researchers selected six respondents to be interviewed with the following details; two students with the highest scores, two students with middle scores, and two students with low scores. The followings are the results of the interview with the six respondents.

The results of the interview with a respondent who initially named "DS" revealed that he was afraid of expressing his ideas to the group members during the class discussion, and he admitted that was a challenge for him to speak English, as seen in excerpt 1, as follows:

*"Komunikasi antar sesama anggota kelompok itu kurang. Saya dan antar teman sekelompok sama-sama tidak berani mengungkapkan pendapat yang dimiliki. Saya takut untuk mengungkapkan pendapat yang saya punya dengan menggunakan Bahasa Inggris."* (DS)

"I passively communicated with the group members. I and the rest of the group were afraid of expressing our opinions. Thus, I am afraid to express my opinion using English." (DS)

From the results of interviews with respondent namely ASE, it was found out he has very limited vocabularies compared to his friends from the same group, thus, he found it difficult to express his opinions freely, as seen in excerpt 2 as follows:

*"Tantangannya saat saya mendapatkan teman sekelompok yang pintar berbicara Bahasa Inggris, sedangkan kosa kata bahasa Inggris saya sangat minim kak. Sehingga saya merasa susah ketika mau menyampaikan pendapat yang saya miliki"* (ASE)

"It was a challenge for me when I got friends who have a high level of English proficiency in speaking, meanwhile my English vocabulary mastery level is very low. Therefore, I found it difficult to express my opinion." (ASE).

Another respondent, DI, encountered similar challenges when using small group discussion in her class. She was nervous and afraid of expressing her opinion to the group member as she stated in excerpt 3 as follows:

*"Saya merasa kurang percaya diri dan masih gugup untuk berbicara di depan teman kelompok. Saya merasa gugup karena saya merasa saya takut yang salah. Sehingga saya tidak menggunakan Bahasa Inggris saya saat ini sungguh sulitnya."* (DI)

"I felt a lack of confidence and was nervous to speak English in front of my group member because my English pronunciation is not good. Therefore, I found it difficult to express my opinion in English during the session". (DI)

Another respondent, WNJ, stated that he found it difficult when using small group discussions in his English-speaking class because he has very limited vocabularies. Excerpt 4 reflects his thoughts:

*"...dalam kelompok saya terdapat anggota yang aktif, pasif, bahkan hanya diam saja pada saat sesi diskusi kelompok. Hal tersebut membuat diskusi kelompok kami*

*mengalami hambatan. Saat saya bertanya kenapa diam saja dia menjawab tidak memiliki kosa kata yang banyak sehingga tidak mau banyak berbicara.” (WNJ)*

*“...some people in my group have very active participation, low participation, and some just kept silent during the session. The level of group members’ participation influences the smoothness of the discussion. When I asked him why he did not say anything, he said that he has a very limited vocabulary” (WNJ)*

The results of **interview** with RSS revealed that she did not really focus on the discussion due to the **inconvenience situation** among the group member. This situation was addressed by RSS in excerpt 5 as follows:

*“Kondisi saat diskusi kelompok saya kurang kondusif, misalnya ada dua anggota kelompok yang berbicara secara bersamaan. Sehingga saya kurang fokus dan saya jadi bingung bagaimana mengungkapkan pendapat yang saya miliki” (RSS)*

*“The situation was not conducive atmosphere for discussion, for instance, there were two group members talked at the same time. I did not pay attention to the discussion” (RSS)*

In the interview session, QRL confirmed that she found difficulties in constructing English sentences during the small group discussions. She thought that she made many mistakes during the discussion. Her thoughts reflected in excerpt 6:

*“...jelas ada tantangannya, dan disetiap kelompok kecil pasti setiap orang memiliki pendapat yang berbeda. Saat saya dan kelompok saya berdiskusi, kami saling adu pendapat. Terkadang saat berargumentasi, saya merasa tata Bahasa Inggris saya banyak yang salah. Sehingga saya beberap kali mengurungkan niat saya untuk mengeluarkan pendapat” (QRL)*

*“...yes, there are many challenges faced during the session. In every small group, everyone has a different perception. When I and my friend discussed a topic, we argued with each other. Sometimes, in the middle of the discussion, I felt my grammar was not correct. That is why, I did not take part in the session several times” (QRL).*

### Discussion

It is seen that the majority of the respondents have positive perceptions of using SGD in their English-speaking class discussion, for instance, in statement number 4 and 10, respondents strongly agree about SGD is one of the interesting learning techniques to enhance their speaking skills. Therefore, using SGD may assist them in improving their speaking ability. Meanwhile, in statement number 3, 6, and 8, respondents agree using SGD drives their courage to speak in front of their group, and they can develop their ideas and knowledge from the discussion activities. Thus, SGD makes it possible for them to increase their communication skills. The results of the present study support a study conducted by Hutagalung & Sitorus (2020), who state that use of SGD may hone students’ speaking skills.

The results of the questionnaire (quantitative data) revealed that many students agree that learning English through SGD can help them express their opinions, and students’ understanding of the material can provide insights to express their opinions during the session in SGD. Furthermore, it is an interesting learning technique to hone their speaking skills during English learning, and useful for the smoothness of expressing their opinion orally. Therefore, it helps them improve their speaking skills. The present

finding is in line with Ratih *et al.*, (2013), who state that using small group conversations can improve students' speaking skills, and Deal *et al.*, (2014), who confirm that there is an increase in scores after using SGD.

The SGD helps them develop the ideas and knowledge they get from their group member and makes it easier for them to understand the material discussed during class. Moreover, SGD makes them more active in asking and responding during discussion activities with their group member. A study conducted by Suryadi, (2020) revealed that the use of small group discussions can improve students' speaking skills. Meanwhile, the small group discussion technique helped students improve their understanding of speaking (Antono & Kusumajati, 2020; Hadrowi & Sampurna, 2018; Fitriah *et al.*, 2020).

The results of semi-structured interviews (qualitative data) revealed that The challenges faced in using group discussions are lack of vocabulary and self-confidence. Their limited vocabulary makes them unable to express the opinions they have during discussions. Students who have a small number of vocabularies did not play an active role during the discussion session. In addition, lack of self-confidence, and incorrect grammar usage were also the inhibiting factors encountered by students during the session.

Umayati *et al.*, (2022) In SGD, students have a sense of responsibility and motivation to participate in solving problems through discussion. Artisman & Haryanti (2019), confirm that the learning process has been improved because each student has a role and is more active when discussing, answering questions, or sharing their ideas in groups. Meanwhile, Yundayani & Kardiyan (2018), state that SGD is necessary for students to verbally communicate ideas, engage in discussion, encourage, and group members to speak, SGD indirectly motivate students to develop their speaking skills. Students will naturally understand and solve problems with the experiences they have, which they then think critically Fikrina *et al.* (2021).

### Conclusion

Based on the results of the present study, there are several necessary points to be highlighted, they are: 1) the use of SGD techniques could help twenty-three students in class X at SMK Dirgantara Putra Bangsa hone their speaking skills, enhance their skill to argue and give opinion orally. Therefore, using SGD has a positive impact on students' speaking skills; 2) The results of the semi-structured interview revealed that students found some challenges using SGD in their English-speaking class discussion, namely lack of vocabulary mastery, self-confidence, lack of concentration, and wrong sentence construction, and incorrect grammar usage). Having a small amount of vocabulary made them unable to express their opinions accordingly. Meanwhile, a lack of self-confidence made them afraid of speaking English in front of the group member.

### Recommendation

Several recommendations are addressed for students in connection with the use of SGD in English class discussions. First, students need to actively participate in every English language learning, especially when using SGD during English class discussions. Second, English teachers to apply appropriate teaching and learning techniques, for instance using SGD in their English-speaking class discussion, including four language skills. Third, future researchers to conduct a similar study on the use of SGD learning techniques in other language skills, e.g. writing, reading, and listening by including non-English students from cross-departments with large number of respondents.

### Pedagogical Implications

The results of this study are expected to have benefits, both theoretically and practically. This study provides an overview of the use of the SGD learning model in speaking skills activities in the classroom. The results of this study provide benefits in the field of education, especially for teachers, students, and the next researchers on how important speaking skills are in learning a language.

This research is expected to be useful for teachers so that teachers know the importance of choosing the right learning model to achieve successful learning in the classroom. Meanwhile, for students, this learning model can help them participate, engage, and enhance their confidence in speaking English.

### Acknowledgements

The authors would like to thank the Rector of Universitas Teknologi Yogyakarta and the LPPM for their financial support and facilities provided. We extend our gratitude to the respondents for their willingness to participate during the data-gathering process.

### References

- Aisyi, R., & Rohman, N. (2022). Perceptions of Parents, Teachers To Face-To-Face Learning During Covid-19 in Ranub Dong Village. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 5(1), 81–92.
- Antono, N., Herlina, H., & Kusumajati, W. K. (2020). The Improving Students' Speaking Skill through Small Group Discussion Technique. *Prosiding Seminar Nasional Pendidikan SRKIP Kusuma Negara II*, 174–180. <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/786%0Ahttp://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/download/786/498>
- Arisman, R., & Haryanti, I. S. (2019). Using Small Group Discussion To Improve Students' Reading Achievement on Narrative Text. *English Community Journal*, 3(1), 325–334. <https://doi.org/10.32502/ecj.v3i1.1698>
- Bahadorfar, M., & Omidvar, R. (2014). Technology In Speaking Skill. *International Journal of Multidisciplinary Research Review*, 2, 9–13.
- Bohari, L. (2020). Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin Nw Praya. *Journal of Languages and Language Teaching*, 7(1), 68–81. <https://doi.org/10.33394/jollt.v7i1.1441>
- Çalikoğlu, B. S. (2019). Challenge-oriented behavior types: A new explanation. *International Electronic Journal of Elementary Education*, 12(2), 197–204. <https://doi.org/10.26822/iejee.2019257667>
- Deal, M., Astarini, S., & Salam, H. (2014). Improving students speaking skill using group discussion. *ELTIN Journal*, 2(11), 466–474.
- Fibrina Hanung Siswanti, Ngadiso Ngadiso, E. S. (2012). *the Use of Small Group Discussion To Improve Students*. 3(1), 157–159.
- Fikrina, A., Arifmiboy, A., Reflinda, R., & Roza, V. (2021). the Students' Perception on the Advantages of Group Discussion Technique in Teaching Speaking at the Eleventh Grade in SMAN 1 VII Koto Sungai Sarik. *International Journal of Language and Literature*, 5(3), 158–164. <https://doi.org/10.23887/ijll.v5i3.45767>

- Fitriah, I., Tahrin, & Sari, A. P. (2020). Improving Tenth Grade Students' Speaking Skill Through Small Group Discussion Strategy (SGDS) by Using Advertisement Materials at Taman Siswa Vocational School of Palembang in The Academic Year 2019/2020 (A Classroom Action Research). *ELTE Journal*, 8(2), 104-113.
- Hadrowi, H., & Sampurna, P. (2018). The Influence of Small group Discussion towards Students' Speaking Skill at Eleventh Grade Students of SMK N 1 Malingping. *Journal Untirta*, 228-237. <https://doi.org/http://dx.doi.org/10.30870/aiselt.v2i2.10949>
- Hamka. (2002). *Pembelajaran Kontekstual Konsep dan Aplikasi*.
- Hutagalung, C. N., & Sitorus, I. T. (2020). The Effectiveness of Using Small group Discussion on Students' Speaking Skill. *Journey: Journal of English and Pedagogy*, 3(1), 6-13.
- Ilma, R. (2020). *DIDASCEIN: Journal of English Education*. 1(2), 37-45.
- Jihan, J., Karim, S. A., Royana, R., Jumiyasrini, J., & Clarita, N. A. (2023). EFL Teachers' Strategy in Teaching English Narrative Writing During Covid-19 Outbreak. *Journey: Journal of English and Pedagogy*, 6(1), 71-81.
- Kadwa, M. S., & Alshenqecti, H. (2020). The Impact of Using Small Group Discussion Technique on Enhancing Students' Performance in Speaking Skill: A Case Study of Benghazi University. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55-67. <https://doi.org/10.32996/ijllt>
- Komaruddin, A., Basthomi, Y., & Roekhan, R. (2021). Improving Student's Speaking Fluency Through Small Group Discussion Strategy. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 6(8), 1254-1260. <https://doi.org/10.17977/jptpp.v6i8.14957>
- La'biran, R. (2017). Improving Speaking Ability Through Small Groups Discussion for the Eighth Year Students of Smpn 2 Saluputti in Tana Toraja. *Elite: English and Literature Journal*, 4(1), 51-62. <https://doi.org/10.24252/elite.v4i1a5>
- Miles, B. M., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis*. Sage Publication.
- Nadia, H., & Yansyah, Y. (2018). The Effect of Public Speaking Training on Students' Speaking Anxiety and Skill. *Proceedings of the 65th TEFLIN International Conference*, 65(1), 227-232. <https://ojs.unm.ac.id/teflin65/article/download/6276/3615>
- Novita, N., & Mudjiran, M. (2021). Student Perceptions About The Personality Competence Of The Academic Advisor And Its Role In Helping Student Learning Success. *Jurnal Neo Konseling*, 3(2), 102-109. <https://doi.org/10.24036/00427kons2021>
- Oktaria, A. A., & Rohmayadevi, L. (2021). Students' Perceptions of Using Google Classroom During the Covid-19 Pandemic. *International Journal of Educational Management and Innovation*, 2(2), 153-163. <https://doi.org/10.12928/ijemi.v2i2.3439>
- Putra, M. A., Fridayanto, D., Aji, B. P., Karim, S. A., & Sudiro, S. (2022). Enhancing EFL Learners' Speaking Skills Through the Audio-Lingual Method. *Journey: Journal of English Language and Pedagogy*, 5(1), 30-38. <https://doi.org/10.33503/journey.v5i1.1818>
- Ratih, E., Asrori, M., & Sulistyawati, H. (2013). Improving Speaking Using Small Group Discussion. *Universitas Sebelas Maret*, 2(1), 169-174.

- Richard, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Analysis of Current Practice*. Cambridge University Press.
- Sinta, S., & Saftari, M. (2020). Using Small Group Discussion To Improve Students' Speaking Achievement at SMK Sore Pangkalpinang. *Tarbawy : Jurnal Pendidikan Islam*, 7(2), 121-126. <https://doi.org/10.32923/tarbawy.v7i2.1417>
- Sugiyono. (2008). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Penerbit Alfabeta: Bandung.
- Suryadi, H. (2020). The Effect Of Using Small Group Discussion on The Second Grade Students' Speaking Skill. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(3), 293-298. <https://doi.org/10.58258/jisip.v4i3.1218>
- Susanti, L., Mustofa, M., & Zahroh, F. (2021). Improving English Speaking Skills Through Small Group Discussion. *Journal of English for Academic and Specific Purposes*, 4(2), 243-253.
- Umyati, A. D., Warna, D., & Amrina, R. D. (2022). Challenges in Translating Indonesian to English and English to Indonesia of Narrative texts (A Study of English Education Study Program Students at UIN Raden Fatah Palembang). *Literal: English Teaching and Learning Journal*, 1(1), 45-58. <https://doi.org/10.19109/literal.v1i1.12951>
- Yundayani, A., & Kardijan, D. (2018). Improving Students' Oral Presentation Performance Through the Use of Visual Media in Small Group Discussion. *Journal of English Language and Literature (JELL)*, 3(02), 103-114. <https://doi.org/10.37110/jell.v3i02.55>

ORIGINALITY REPORT

16%

SIMILARITY INDEX

16%

INTERNET SOURCES

6%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1	doaj.org Internet Source	6%
2	www.researchgate.net Internet Source	3%
3	eprints.uty.ac.id Internet Source	3%
4	ojs.ikipmataram.ac.id Internet Source	2%
5	lib.unnes.ac.id Internet Source	1%
6	digilib.uinsby.ac.id Internet Source	1%
7	e-repository.perpus.iainsalatiga.ac.id Internet Source	1%
8	ejournal.unsub.ac.id Internet Source	1%
9	digilib.uinkhas.ac.id Internet Source	1%

---

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography On





**Missing ", "** Review the rules for using punctuation marks.



**Possessive** Review the rules for possessive nouns.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Missing ", "** Review the rules for using punctuation marks.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Missing ", "** Review the rules for using punctuation marks.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word.



**Missing ", "** Review the rules for using punctuation marks.

PAGE 4

---



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 5

---



**Article Error** You may need to use an article before this word.

PAGE 6

---



**Missing ","** Review the rules for using punctuation marks.



**Missing ","** Review the rules for using punctuation marks.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Confused** You have used either an imprecise word or an incorrect word.



**Article Error** You may need to remove this article.

PAGE 7

---



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Sentence Cap.** Review the rules for capitalization.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word.



**Prep.** You may be using the wrong preposition.



**Confused** You have used either an imprecise word or an incorrect word.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.

PAGE 8

---



**Article Error** You may need to remove this article.



**Missing ", "** Review the rules for using punctuation marks.



**Prep.** You may be using the wrong preposition.



**Dup.** Did you mean to repeat this word?



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Proper Nouns** You may need to use a capital letter for this proper noun.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 9

---



**Article Error** You may need to use an article before this word.



**Run-on** This sentence may be a run-on sentence.



**Prep.** You may be using the wrong preposition.

PAGE 10

---



**Prep.** You may be using the wrong preposition.





**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Missing ", "** Review the rules for using punctuation marks.



**Missing ", "** Review the rules for using punctuation marks.



**Article Error** You may need to use an article before this word. Consider using the article **a**.

PAGE 11

---

PAGE 12

---



**Article Error** You may need to use an article before this word. Consider using the article **the**.

PAGE 13

---