Improving Speaking Skills through Student Group Discussions at High School in Central Maluku

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Article Info	Abstract
	Language is all about communication and the people they communicate with most are their friends and family. Language is a system for communicating with others using sounds, symbols, and words in conveying meanings, ideas, or propositions. This study is going to have qualitative research implementing a case study as the methodology of research. It aims to know about something in-depth, focusing on a single unit, such as one individual, one group, one organization, or one program. For more intensive research and better results. The number of respondents is 35 students. The instrument of the research is as follows observation checklist, questionnaire, test, and interview. the pupils were exposed to novel experiences, such as technology integration, which heightened their enthusiasm. Second, instructors' preparations from creating the learning process to presenting some answers to the issues experienced by previous group discussion implementers until the evaluation before the learning program began all contributed to the learning process's success. Third, after their projects were completed, the students' improvement in speaking abilities and other related skills may have been prompted by the input in English and topic materials they received from their teachers, as well as their learning from a variety of sources. Fourth, by their hands-on participation in completing the job, students gained many exposures to English through meaningful interactions with actual information. As a result, it may be concluded that group discussion is valuable for instructors to use in the classroom, particularly in EFL learners.

Introduction

Regarding the advancement of technology and knowledge in our country, language appears to be the primary concern. One can utilize language to bolster their convictions. Language is fundamentally about communication, and their closest companions and relatives are with whom they interact the most. Language is a system for conveying meanings, concepts, or propositions through the use of symbols, words, and noises in order to exchange information.

English is not a commonly used language among SMA (Senior High School) pupils, and as a result, opportunities to apply what they have learned beyond the classroom are limited. The limited amount of time students have each week to study English in class, specifically two lesson hours (two 45-minute sessions), may deter them from doing so and result in less than ideal English teaching and learning outcomes. The 2013 Teacher Curriculum was established by the Ministry of Education and Culture. Character-building elements that ought to be incorporated into teaching and learning, as well as the fundamental competencies and fundamental competencies that students ought to acquire in order to succeed in the education and skills of the twenty-first century. Additionally, the curriculum proposes a variety of pedagogical strategies that instructors may adopt in order to engage students and optimize

learning challenges. This implies that the pupils must possess the capability to retrieve the information in the target language. Additionally, Indonesian pupils are required to have the ability to communicate in English orally and in writing on a daily basis. Therefore, in order to attain communicative competence, English instruction must encompass the following four fundamental skills: listening, speaking, reading, and writing.

It is through speaking that we communicate and convey our thoughts, feelings, and emotions. Thus, conversing is a form of communication in which individuals exchange and receive information. As stated by Rosyidi et al. (2022), the level of difficulty in conveying information determines the complexity of the speech; nevertheless, the speaker may encounter challenges in precisely articulating their intentions. It implies that speaking is a component of an activity in which the majority of individuals participate with the purpose of transmitting and receiving information, as well as elucidating the speaker's intentions.

One of the four skills that should be cultivated in order to enhance a student's capacity to communicate in English is speaking. Verbal communication involves the understanding and acquisition of information through speaking. Additionally, the act of communicating ideas and concepts via verbal means constitutes speaking. Possessing the ability to comprehend spoken language and respond in that language is indicative of linguistic mastery. Possessing the ability to communicate will enable them to continue participating in authentic English communication and to articulate their ideas and thoughts.

 The acquisition of speaking ability is considered to be among the most challenging facets of language learning (Arzaqi et al., 2023). As human communication is a complex process, many language learners have reported that they have spent years studying the English language but are still unable to speak it properly and find it difficult to convey themselves orally. Communication is necessary if one wishes to express themselves or transmit data. In contrast to fluency, which involves the capacity to link words and phrases, articulate sounds with clarity, employ intonation and dialect, and provide coherent responses, pronunciation encompasses a multitude of phonemes and phonological principles. The arrangement of well-structured sentences and the intricacy of speech constitute the grammar structure. Consequently, communicating is among the most challenging and crucial abilities to acquire, comprising numerous components. To facilitate learners' mastery of these components and facilitate effortless English speech, supplementary speaking activities were implemented.

Certain students refrain from speaking due to extreme shyness or intense anxiety associated with public speaking. They may be timid due to a fear of making errors or receiving ridicule from their peers. Additionally, they are apprehensive because there have been few alterations to discuss. Although enhancing students' speaking abilities is listed as one of the aforementioned learning objectives of the English language, this objective has already been implemented in the classroom teaching-learning process. The low levels of the student's communication abilities are evident. Drawing upon the author's practical teaching experience at a senior high school in Maluku Tengah, the researcher intends to investigate speaking abilities in this particular subject matter. Due to the fact that only a minority of students possess proficient English language skills, a considerable number of students struggle to speak the language and a number of them do not speak it at all.

There are numerous causes for students' inadequate communicating abilities. These may have been brought about by both internal and external factors. Intelligence, motivation, and interests are all instances of internal factors. In contrast, economic background, instructional materials, and instructors are external factors. For instance, instructional methodologies and performances serve as instances of external factors.

It is often presumed that success or failure in learning to communicate is attributable to the method employed by instructors, since the method itself is ultimately determined by that method. The researcher discovered, through interrogating teachers and conducting teaching practice at one of the senior high schools in Maluku Tengah, as part of a preliminary investigation, that the instructional approach employed by the teachers is unappealing, leading to student boredom and idle chatter. This is evident from a number of the instructional strategies utilized in the classroom. Before rehearsing dialogues in English language manuals, instructors frequently employ the method of presenting language material exercises. Students are then required to memorize the dialogues in pairs before performing them in front of the class. That would be the primary issue in the classroom if the instructor appeared to be at the center of the learning process and the students simply repeated what she said.

Evidently, the instructor's method is less engaging; therefore, the researcher intends to implement the group discussion technique in speaking instruction. While this assumption requires validation through this research, language instruction, particularly speaking, is in fact quite straightforward. Consequently, research is conducted to determine how the method is implemented in the classroom while simultaneously teaching and learning the English language through speaking instruction.

An extensive array of language teaching techniques is available for the purpose of imparting language proficiency. Participatory group discussions are one. Group discussions are organized and coordinated dialogues among small stakeholder groups with the objective of raising awareness in specific domains of interest within a welcoming and non-threatening setting (Siregar & Mahidin, 2023).

Discussion is one approach that can be implemented in the instruction of speaking. As stated by Khairi et al. (2023), learners are afforded opportunities to articulate their thoughts and viewpoints and engage in meaningful, realistic dialogue during the discussion activity. Additionally, students can generate their own discourse. Students benefit from the opportunity to articulate their thoughts without experiencing embarrassment. Students must collaborate in order to devise a strategy, tackle a problem, or finish a given assignment. The researcher utilized group discussion to facilitate the learning process in this specific study. Students may benefit from utilizing the focus group discussion method to enhance their speaking abilities. Obtaining feedback on a particular subject from a group of individuals who share comparable experiences or origins is an excellent use of focus groups. Every pupil is typically given the opportunity to speak English, which boosts their self-assurance when employing the language. Students should refrain from intervening in class discussions, as doing so could potentially impede their progress in overcoming their fear of public speaking.

Discussion in a focus group is an effective method for instructing speaking abilities. There are benefits associated with employing this approach to acquire communicative abilities, such as speaking proficiency. A classroom ought to be an environment conducive to student inquiry and knowledge construction. The role of the educator should be that of an instructional facilitator, assisting students in locating the necessary information and directing them through the learning process. This circumstance was ideal for the application of focus groups. The educator assumes the role of a facilitator rather than an active participant in the discussion. Students are accountable for facilitating these discussions.

Additionally, the researcher believes that group discussions can aid students in completing their assignments by providing assistance to those who are struggling to comprehend the lesson. A group setting may inspire greater confidence in the shy pupil than an individual setting.

Furthermore, through eliciting students' opinions, group discussions can assess their comprehension of the subject matter, both orally and in writing.

The researcher concludes that the Group Discussion Technique is therefore presumed to be an implemented method for teaching speaking at one of the Maluku Tengah Senior High Schools. According to the perspective of group discussion, students' prior knowledge is as crucial as the learning environment or conditions themselves in determining their level of success. Students develop meaning through the process of learning in relation to what they do, see, and hear. The meaning is a continuous and active process. Thus, the ultimate accountability for the learning process rests with the pupils rather than the teacher. Under such conditions, the student will discern a substantial correlation between theoretical concepts and tangible implementations in an actual setting. Internalized via a procedure involving revelation, reinforcement, and connection. That is to say, this approach is considered to be efficacious in the instruction of oral communication. Students construct knowledge throughout the learning process by evaluating hypotheses in light of prior knowledge and experience, implementing concepts in novel contexts, and integrating recently acquired knowledge with pre-existing understanding. Active engagement in problem-solving and critical thinking is essential for discussion regarding authentic learning activities that students perceive as intellectually stimulating and pertinent.

Most previous studies show that group discussion can promote speaking skill for students, which lead to great learning attainment students. The studies also imply that Group Discussion can be implemented at all levels of education and across subjects, and can be integrated with national curriculums. On the other hand, group discussion changes students' speaking skills, and to be more specific, Group discussion enhances students' speaking skills (Nihlah & Meilana, 2023; Mahmudah, 2022; Kharismaylinda & Harahap, 2023).

 To a certain extent, this current research is different from the existing research. First, most of the previous studies were conducted at a primary educational level, and only several of them were completed at the other level educational level. Therefore, this study will be trying to investigate group discussions in a high school classroom in Maluku Tengah. Second, some phases are conducted in doing projects with different names and numbers. Meanwhile, this research synthesized the implementation group discussion proposed by previous researchers, which pre-discussion, discussion, and evaluation.

Group Discussion is the right technique for teaching speaking skills; this technique has advantages used to promote students' speaking skills including the ability to speak. The researcher is interested in implementing Group Discussion Techniques to teach speaking in one of the Senior High Schools in Maluku Tengah. In this paper, the researcher would like to introduce the title of this thesis "The Implementation of Group Discussion in Promoting Students' Speaking Skills in one of the Senior High Schools in Maluku Tengah".

Methods

This study is going to have qualitative research implementing a case study as the methodology of research (Suyudi & Mahmudah, 2023). It aims to know about something in-depth, focusing on a single unit, such as one individual, one group, one organization, or one program. In this research, the writer needs quantitative data to know how the promoting students' speaking skills and the promoting students' speaking skills. Grounded on the explanation over, this exploration would like to use group discussion to promote scholars ' speaking skills in one of the Senior High Schools in Maluku Tengah, to encourage them to speak English easily. Group Discussion can be indispensable for the schoolteacher to attract scholars ' provocation to share in class discussion. Scholars work together to induce ideas to answer their questions about the material.

The setting of the research is taken in one of the Senior High Schools in Maluku Tengah. This research chose second-year high school students. The reason for choosing this location is that the school has adopted a bilingual system, and the research is focused on how actively students use foreign languages, especially English, and how group discussions are conducted in English classes. Because researcher want to know if it is implemented. To collect the data, this research will retain a second year. For more intensive research and better results. The number of respondents is 35 students. The instrument of the research is as follows observation checklist, questionnaire, test, and interview.

Results and Discussion

This research included three steps using group discussion in learning caption text. These materials were connected to the language competencies where students would have acquired at the end of the meetings. Thus, students were able to identify several captions and photos from newspapers after the group discussion, they were expected imitate the teacher reading all the captions, and correct pronunciation and word stress, and Analyse caption elements, ask questions and answers, and then apply them to analyse several other captions. The group discussions were designed to be in specific important themes. Introduction steps goal was to give students exposure in language arts and express themselves through their performance. Directing the discussion of the newspapers, meanwhile, was to elaborate the students' English literacy skills developed from some content areas. Summarizing the discussion helped them to consider the learning of English and content areas to make sure all the participants are thinking along the same lines. The steps of group discussion were considered based on some considerations the steps of group discussion will then be explored as follows in the sections.

Group discussion

As mentioned in chapter two, According to Damayanti & Mediatati, (2023), a discussion is an activity in which students work in a group and they have a subject to talk about and they react to something that is said. This activity involves sharing information, expressing opinions and ideas, agreeing and disagreeing, or reviewing their opinion. Discussion can be an alternative solution to the problem of how to encourage students to speak, because if they are asked to express themselves in a foreign language, they may find themselves reluctant to do so.

In a discussion, students sometimes have nothing to say, no opinions, and they are not prepared to discuss anything. Hartutik et al., (2023) further states that part of the problem causing this condition is the approach used by the teacher. If the discussion is on a difficult topic, sometimes students will be reluctant to discuss it in front of their peers in a foreign language. However, a discussion may flow fluently, but it can never be planned.

Phase 1: Introduction

This stage occurred during the initial meeting, which acted as a planning session for all of the resources required by the students to finish the project. To put it another way, both teachers and students needed to affirm that they had completed all of the phases in the project achievement process in order to verify that the project was on track and that the outcomes were relevant. Arviani et al., (2023) recommended academics to clarify necessary information for students before they may accomplish it on their own. It is critical to ensure that pupils do their responsibilities appropriately.

In terms of professional teacher preparation, educators must guarantee that their students receive proper training within the framework of a curriculum. Many instructors, however, found it difficult to conduct group discussions in the classroom. Teachers must also design the learning experience, integrate school calendars, satisfy national criteria, and meet state

performance targets (Tsani & Sufirmansyah, 2023). In order to overcome the challenges faced in earlier study, the instructors addressed the task's primary issues, which were gathered from the Core and Basic Competencies listed on the national curriculum. They also researched, generated, and produced the content items that would be taught and learned through guidance plans throughout the course of a semester.

The discussion began with a discussion on the project's main theme and the curriculum's teaching and learning goals, which were based on the Basic Competencies described in Lampiran Permendikbud No. 24 Tahun 2016 (The Appendix of Regulation of the Ministry of Education and Culture No. 24 the Year 2016). The following are the project's Basic Competencies; (1) Differentiate the social function, text structure, and linguistic elements of several special texts in the form of caption text, by providing and asking for information related to images/photos/tables/graphs/charts, according to the context of their use; (2) Capture contextual meaning related to social function, text structure and linguistic elements of special texts in the form of captions related to images/photos/tables/graphs/charts; (3) Compile special text in the form of caption text related to images/photos/tables/graphs/charts, taking into account social function, text structure and linguistic elements, correctly and according to context.

According to the competencies indicated above, students were expected to satisfy the capabilities of Text Caption and specific cause and effect phrases. Those kinds of texts would be included into the project they were working on, culminating in a group debate at the end. The teacher went over the learning objectives with the students to ensure that they knew what their goals were.

The teacher began presenting the components of group discussion, text caption, and certain cause-and-effect words that are indicated on the Basic Competencies when the students had a clear understanding of what they were going to do over the next four weeks. According to Wulandari & Mustika, (2023), instructors must clarify the resources and everything their students need in the teaching and learning process; hence, the teachers openly stated the subject materials that would constitute the project's objectives. As a result, the teacher's role in this phase shifted to that of a facilitator, allowing students to recollect earlier project-related experiences. During the teacher's explanation, the pupils focused on the previously planned icebreaker with games. Likewise, the preceptors and the scholars bandied the contents of the review, collect several captions from journals along with film land/ prints tables' graphs maps. Read; dissect with the caption table that has been collected. Produce captions for several particular prints. Present the caption with musketeers and preceptors in front of the class. These contents should be tutored explicitly so that the scholars would comprehend how to negotiate the design. Either, the preceptors also explained how to conduct the design so that applicable design products might be redounded.

Prior to the group discussion in this lesson, the students took a Basic Competencies test, focusing on caption text and speaking. The test comprised of 28 tasks, fifteen of which were about objective explanatory text, five about essay writing, and ten regarding speaking. According to the exam results, 23 pupils (or 82,61% of them) had poor grades (less than 70 out of 100). It may be argued that the majority of them had a poor knowledge of the material being studied. Furthermore, the results revealed that students' material understanding in this test was low prior to the implementation of group discussion.

After an overall discussion of the materials the students were divided into four groups. A class has 23 students so a group has five or six members. Group discussion groups are designed to support cooperative and collaborative learning. Students were instructed to have different peers

for this meeting so groups from the next meeting had different members. This classification was derived from the test results conducted in the first meetings. In groups students discuss the topic they choose for the content of their subtopics. They also discussed the English text they chose to present to fit the theme they defined earlier. When students were ready to process the topics they moved on to Phase 2 which directing the discussion.

Phase 2: Directing the Discussion

The directing the discussion Phase of the captions text was conducted in two meetings. In this phase, the students started to create the caption text with their peers in a group based on the topic they had chosen in the previous phase. However, in every meeting of this stage, the class was always begun with the content materials review. It was purposed to refresh their minds with the materials that would be the content of their project products. Besides, the review was also aimed at improving students' grammar mastery of the content being learned. Reflecting from the previous test, the students' grammar mastery was not impacted effectively, so that at the end of the project accomplishment, the students' grammar mastery on the Basic Competencies in this project was expected to be better.

Moreover, the students were encouraged to explore the topic by finding the sources that were considered relevant from the school library, the internet, and the people around them. Also, they were encouraged to use technology tools like apps or software to create their project on their smartphones. Technological tools to help students complete their literacy project were Google search engine, to search for the articles related to the topic, and some pictures to decorate caption; YouTube, to search some sources related to caption text; Google Translate, to translate their writing into the English language; Grammar, to check grammar on their writings; Oral, to practice their English speaking; Google Assistance, to practice their English oral skill and pronunciation; digital dictionaries, to explore the meaning of the English words and to check how to pronounce them; WhatsApp, to communicate with peers and teachers; and other relevant applications and software.

In the second session of the directing discussion Phase, the students brought their properties for their captions, such as large paper for the base of their caption, caption text in articles that related to their own topic that they had composed earlier, some related pictures, and so forth. They were trying to finish their task in this session so that the caption text was ready to be displayed in Phase 3 in the next meeting.

Phase 3: Group Discussion Presentation

After finishing their caption text as the final products in the last phase, it this phase, the students presented their caption to their classmates and their teachers. They put their caption on the wall of the class and let the caption seen by the other friends and the teachers as well. A different group presented a different topic of caption text. The following table summarizes the chosen topic of each group.

Table 1. The students' Caption Text Topic

Groups	Caption text topic
1	Personal Brandings
2	Friendship
3	Religions
4	Natural

From Table 1, it reveals that students created their caption text from different content area learning. The topic selections were based on their interest. In the previous phase, the teacher had been displayed several content areas learning the students could consider for the topic

selection. From the table above, three groups preferred to have topics on social cultural (Group 1, 2 and 3), and others preferred to have topics on science (Group 4). Both content areas are important. Science is important to learn for a range of reasons: (1) to improve problem-solving skills; (2) to raise students' awareness of natural; (3) to explain how to preserve natural resources; and (4) to develop survival skills. While, social cultural aim to help young people develop the ability to make responsible and rational decisions for the public good as citizens of a culturally different, civilized society in an interdependent environment (Suyudi & Mahmudah, 2023). Therefore, in group discussion, in this context, the students could learn a language from the meaningful learning they got across disciplines. It supports some previous studies that claimed that in group discussion implementation, students might deal with real problems in a meaningful context.

Furthermore, not only displaying their bulletin board, but the students also presented in the oral presentation. One by one, they presented their own article in their group bulletin board. Their presentations were marked on the basis of Group Presentation Rubric. Besides, every group got feedback and corrections from the teachers' right after their presentation was ended. Feedback is defined as communicating the results of an individual's environmental actions from the external environment to the individual (Saputra et al., 2023). Meanwhile, language teaching and learning correction are described as a type of feedback given to learners about their use of language. Students are totally dependent on the teacher for valuable linguistic feedback in most EFL contexts. Thus, for the benefit of the learning of the students, teachers should provide adequate feedback and correction. The objectives were to give the students responses toward their presentation and their understanding of the Basic Competencies as well; so that they knew their strengths and the weaknesses of their performance based on the teachers' assessment.

Phase 4: Evaluation

The evaluation session was started by reviewing the group discussion that had been done for about four weeks. When the teacher asked the students about the group discussion, they responded positively by saying: "Perfectcly, Miss!", "I very like it, Ma'am!", "Cool!, etc. Therefore, it can be said that the students enjoyed and were engaged in the learning process. As a result, the group discussion was challenging, fun, motivating, and engaging.

The teacher also gave feedbacks, in general, toward students' final products and presentations that had been conducted in the previous phase for the betterment of the students' learning in the future. The teachers had made a list of notes from the students' performances. It included the strengths of the students' works: the displays of the captions were interesting, the topics that were up to date, the comprehensive contents of their products, and the Basic Competencies that had been involved in all captions. However, most students should pay more attention to the grammar and sentence structures of the articles, since many mistakes were found.

Afterward, the students did a test on the Basic Competencies, especially on caption text and speaking test. The quiz consisted of 28 items, fifteen items were about objective explanation text, five items to test on the essay writing, ten items were about speaking test. From the test result, it was revealed that 23 students or 100% of them got excellent results (more than 70 of 100). It could be concluded that most of them had a better understanding of the content being learned. Also, the result showed that students' content comprehension in this test was better than it was in before group discussion implemented.

Furthermore, before the class ended, a set of questionnaires consisting of six questions was delivered to the students. It was aimed at capturing the students' perceptions of their learning using group discussion in the classroom. To clarify, the students' perception of this project will be delivered in the following section.

Summarizing of group discussion

In concluding the process of text caption accomplishment, the material was done well. It was conducted by the students to facilitate them to produce literacy products since literacy was important for 21st-century learners. It was accomplished by the students in five meetings involving four phases, Introduction, Directing the discussion, Presentation, and Evaluation. This first phase was conducted for about one meeting and used for the caption text introduction, relevant literature review based on the Basic Competencies stated in the curriculum, and topic discussion in groups. After discussing the Core and Basic Competencies, it was expected that the students were able to achieve the competencies in caption text and speaking skills.

The Implementation Phase of the group discussion was conducted in two meetings. In this phase, the students started to create the caption text with their peers in a group based on the topic they had chosen in the previous phase. Moreover, the students were encouraged to explore the topic by finding the sources that were considered relevant from the school library, the internet, and the people around them. Also, they were encouraged to use technology tools like apps or software to create their material on their smartphones.

They tried to finish their task in this session so that the caption text was ready to be displayed in Phase 3. After finishing their captions as the final products in the last phase, in this phase, the students presented their captions to their classmates and their teachers. They put their picture with captions on the wall of the class and let it be seen by their other friends and the teachers as well. Furthermore, the students were also presenting their writings, on their captions, in the oral presentation. Every group got feedback and corrections from the teachers' right after their presentation was ended. The objectives were to give the students responses toward their presentation and their understanding of the Basic Competencies as well, so that they knew their strengths and the weaknesses of their performance based on the teachers' assessment.

The evaluation session was started by reviewing captions that had been done for about four weeks. When the teacher asked the students about the task, they responded positively. In this phase, the teachers also gave feedbacks, in general, toward students' final products and presentations that had been conducted in the previous phase for the betterment of the students' learning in the future. After that, the students did a test on the Basic Competencies, especially on explanation text and English speaking test. From the test result, it was revealed that 23 students or 100% of them got good results (more than 70 of 100). It could be concluded that more than half of them had a better understanding of the content being learned. Before the class was ended, a set of questionnaires consisting of seven questions was delivered to the students. It was aimed at capturing the students' implementations' of their learning using group discussion in the classroom.

Student's promoting's their speaking skill during the group's discussion implemented

The observation data came from 15 meetings. The scores on oral proficiency examinations were compared based on their gain scores. As previously noted, the examinations took the form of interviews in which three primary questions were addressed: personal information, personal experiences, and future aspirations, followed by some related concerns. See terms of test evaluation, this study used the Brown oral proficiency rubric, which has five categories: accent, grammar, vocabulary, comprehension, and fluency. Each area included five scores (one to five), and each score had a detailed explanation that described the students' speaking skills. This rubric was selected because it contained parts of speaking competence that tested the students' ability to speak the target language. The exams taking procedure description on the students' spoken communication are as follows.

Students' speaking skills were developed in the classroom context through various activities such as discussions with teachers, discussions among students, and student presentations on their assignment. First, consult with the teacher. According to the observation notes of the caption text, the students were asked to utilize their English in recalling their past knowledge by inquiring what the project was, as mentioned in the example of the teacher-student discussion. The kids attempted to commence utilizing their English in replying to their teacher's queries, as seen by the interaction. The following data was obtained from the study site on the teacher-student discussion.

(Reviewing the content materials at the beginning of Meeting 9)

The Teacher: I would like to ask a little about the teaching and learning process yesterday, what did you find?

S11: What I found was knowledge about Caption Text material and also group discussions.

The Teacher: What do you think about this group discussion?

S11: Very helpful as a student who lacks vocabulary.

The Teacher: then what again ?

S11: By studying in this group, I feel comfortable, Miss. I can exchange opinions with friends so that there are answers prepared before answering so that when I answer I am very brave and can improve my speaking even though my vocabulary has not increased much.

The Teacher: Does that mean yours speaking has improved?

S11: Yess, Miss!

From the data above, it is shown that S11, categorized as a low achieving student, could remember and articulate the material "Text Caption and group discussion" that she got from the previous meeting. It shows that exposure to English in a meaningful context is essential to the students' productive skills.

Second, the discussion among students was another activity that exposes their speaking skills. Although they mostly used their Indonesian in having a discussion on their investigation, they also could use their English in discussing the content of their presentation.

Third, the students' speaking skills were developed through play and presentation activities regarding their learning. Upon the completion of this activity, the students created their own captions. After they finished doing their task, the students presented the concept of their caption and explained the content of their writings. In conducting the presentation of their captions, most students could produce good speaking communication skills despite their inaccuracy in their grammar production. However, in terms of their speaking skills, fluency and accuracy were closely reached the expected level.

These activities benefited the students in terms of input and exposure for their productive English skills, especially their speaking skills. The finding reveals a similar result with Arviani et al., (2023), which stated that there are some positive relationships between exposure to English language and language acquisition as well as the development of English language skills.

The Result Students' Speaking Skill Development

To describe the students' development of their oral speaking skills, the students' gained-scores were calculated. The formula of N-gain can be noticed in Chapter III. The results of the N-gain calculation can be observed, all of the students' scores improved dramatically. Also, from the

table, it can be seen that most of the students' gained-scores were included in the classification of the medium. To be more specific, the following table summarized the classification of the students' gained-scores.

Table 2. The students' Result of Gained Score Classification

Category	Caption text topic		
	High (Students)	Medium (Students)	High (Students)
Accent	0	10	13
Grammar	0	23	0
Vocabulary	0	23	0
Fluency	0	20	3
Comprehension	0	21	2

From the table above, it can be concluded that, in the average, 'vocabulary' and 'grammar' was the most improved category in which, 23 students got medium gain, and no one student got low gain. The results were supported by the students' questionnaire findings, as it can be seen as follows.

Can make me discover new vocabulary without having to ask the teacher because I'm embarrassed to ask the teacher and be seen by my friends (Question 2, Answer 11) I can express my opinion so I can practice my speaking (Question 2, Answer 12) Can increase my vocabulary my words and grammar (Question 2, Answer 14)

From the excerpts above, the students believed that the group discussion were enhancing their vocabulary and grammar achievement. In terms of other categories, Table 4.2 also shows that thirteen students got low gain in 'accent'. Although it was categorized as low, the students' accent was, to some extent, improved.

In responding to the difficulties found during the group discission implementation, the data from the participant observation, the open-ended questionnaires, and interviews were triangulated. The difficulties indicated from the research site were classified into four categories, namely: group working, and the use of English in the teaching and learning.

Group working. This was the biggest difficult faced by many students in the group discussion accomplishment. To be more specific, from the question about What do you not like about the learning system using Group Discussion of questionnaires; 19 or 79,17% students in the questionnaire of group discussion; students in the general perception questionnaire were claimed that they were challenged when they were working in groups. The interview results also shared similar results. Some reasons for group working or team working were proposed by them: (1) it was hard to get together with their friends; (2) the works were not unified in discussion; and (3) some students were boring in conducting the group discussion. The followings are the excerpts taken from the questionnaires and interviews of the students, which explore students' difficulties in group working.

The use of English in the teaching and learning. The teaching and learning process when group discussion was implemented in the classroom was using English as the medium of instruction. Therefore, the reality and some teaching aids were provided to make the students understood both the content materials. However, some students still had some difficulties in comprehending them and made English use in the classroom as the reason. Moreover, from the instruments used in the current research, the data showed that the students found difficulties in both receptive and productive. The receptive challenges were shown from the following excerpt Very difficult in every activity (Question 4, Answer 10), Well, nothing because I don't like English (Question 2, Answer 4), For me everything is difficult (Question 4, Answer 20).

From the excerpt above, it reveals that the students were not able to comprehend the content materials since English, which was not their mother tongue, was used in the instruction. In fact, some students also claimed the same statement in the questionnaires. Furthermore, the productive challenge in English use in the classroom is displayed in the excerpts as follows Difficult to express opinions (Question 4, Answer 4), Everything is difficult for me (Question 4, Answer 8), The difficulty I experienced was that there were vocabulary words that I did not know so it was difficult to answer in English (Question 4, Answer 16)

From the excerpts, it can be concluded that they were struggling in producing the target language along the investigation process of the projects. However, they were trying their best to be able to finish their projects.

As indicated in Chapter II, the obstacles encountered by earlier studies were classroom administration, control, cooperation, learning program design, and assessment. In contrast, based on the findings of observations, questionnaires, and interviews, the instructors and students at the research site prioritized group work, the use of English in teaching and learning.

Group working. It was intended to be the most difficult issue encountered by students during the teaching and learning process when group discussions were used in the classroom. They provided the following reasons for group or team work: (1) it was difficult to get together with their friends; (2) the works were not united in discussion; and (3) some students were uninteresting in handling the group discussion. They were most likely caused by a few of pupils who were not comfortable working in groups (Suyudi & Mahmudah, 2023). Some of them may be quiet, playful, or passive, making them unsuitable for group work. In fact, personality differences can have an impact on the collaborative process (Mahmudah, 2022). These findings indicate that students lack the fundamental abilities for collaborative work, as a result of which certain individuals dominated the work and shared their ideas with their peers (Nihlah & Meilana, 2023). Teachers must grasp the nature of cooperation in order to overcome this difficulty and avoid it from occurring in the future of group discussion implementation. It is critical to guarantee that all students contribute equally. Furthermore, having a limited number of pupils in a group results in fewer students who rely on others. Furthermore, the students can be divided into groups by distributing high, medium, and poor achievers in one group so that they can share their material and skills with one another.

The use of English in the teaching learning. Concerning the second obstacle in implementing group discussions, some students had challenges in both receptive and productive English. Because language education was the target language, several of them reported that they couldn't grasp the content materials. Meanwhile, some complained that they couldn't speak English and that their work was tedious, especially when it came to presenting their final projects. In reality, English or the target language was employed as the medium language of the teaching and learning process in the classroom. It was intended to provide children with exposure to English abilities so that they could copy what teachers said. Similarly, Khairisya & Fithriani, (2023) said that in order to acquire the target language in the classroom, children require adequate input from activities that resemble the execution of the information gap feature of natural communication. As a result, it is preferable for EFL teachers to employ English as the medium of teaching. However, in order to help students understand the subject materials, especially those who have difficulty comprehending the information; teachers must repeat the lesson numerous times to ensure that all students understand the principles being learnt. The content materials repetition can be reviewed at the beginning of every meeting. When faced with problems in learning a second language, students may turn back to their mother tongue as a tactic prior to the learning activity. It's great, but teachers must assist them in refraining from using the target language.

According to the data on students' opinions of their English learning experiences, it can be stated that the students valued the learning, were encouraged to carry out the technique, and also challenged the execution of the projects that resulted in tangible technique. Next the discussion on the students' interpretations of the learning program's outcomes, the next project should elaborate on the students' points of view on the topic. Furthermore, the debate would cover the general consensus on the implementation of group discussions, the potential of group discussions, the enhancement of students' speaking abilities, and the growth of students' other skills and competencies.

Considering the students' perceptions of the potential of group discussions, data from the instruments revealed that students found PBL to be interesting, exciting, and enjoyable; challenging; allowing students to learn by doing; promoting English learning for students; improving other relevant skills; and encouraging collaborative and cooperative learning. For starters, students thought group discussions were an intriguing, stimulating, and fun method to learn. Group conversation engages students' thinking. Second, students have stated that group discussions are difficult. The kids' hardships had inspired them to do everything possible to accomplish their assignments. As a result, it found that group discussions were inspiring, challenging, and engaging. Third, group discussions enabled students to learn by doing (Gillies, 2019; Xu et al., 2020; Tümen Akyildiz, 2020).

 Fourth, the students stated that group discussions improved their speaking skills, which was supported by the test results analysis. Furthermore, who stated that group discussions might improve students' speaking abilities. Fifth, group discussions provided opportunities for students to develop their other abilities. Students' other skills were improved in addition to their speaking abilities, as evidenced by the findings of various prior research. Sixth, while some students struggled with collaboration, many of them indicated that group discussions enhanced collaborative learning, as prior research has shown (Ehsan et al., 2019; Abdullah et al., 2019; Sinaga & Oktaviani, 2020).

Next, the teachers' preparations from designing the learning process, offering several approaches to the challenges faced by the prior implementers of group discussion until the assessment was launched before the learning program was started. The teachers had planned the learning program by identifying the curriculum content to determine the objectives to be met by the students. Prior to the group discussion implementation, the assessment tools were also developed and provided. By providing good instructional preparation in a learning program, teachers can provide students with critical instruction.

Finally, the last possible reason is the views of the students regarding their improvement of English, especially in their speaking skills, and other relevant skills were possibly caused by the input in English and content materials they obtained from their teachers and their exploration from many resources in the process of the accomplishment of their technique. In conducting the technique, the students got exposure from the surroundings from the internet, books, and people relevant to their material until their task accomplished. Additionally, after completing their task, the students had to display and present their task, and they got some exposures from the evaluation from their peers and teachers. These are good for their English language development since with such exposures, the input they got was rich and benefited their language development.

Conclusion

The findings might be validated for a variety of reasons. First, the pupils were exposed to novel experiences, such as technology integration, which heightened their enthusiasm. Second,

instructors' preparations from creating the learning process to presenting some answers to the issues experienced by previous group discussion implementers until the evaluation before the learning program began all contributed to the learning process's success. Third, after their projects were completed, the students' improvement in speaking abilities and other related skills may have been prompted by the input in English and topic materials they received from their teachers, as well as their learning from a variety of sources. Fourth, by their hands-on participation in completing the job, students gained many exposures to English through meaningful interactions with actual information. As a result, it may be concluded that group discussion is valuable for instructors to use in the classroom, particularly in EFL learners.

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