

## Factors that Affect the Improvement of Students' Speaking Skills through Group Discussion Technique: A Case Study at Vocational High School 5 Gowa

Ananda Rahmadana<sup>1</sup>, Abidin Pammu<sup>1</sup>, Nasmilah<sup>1</sup>

<sup>1</sup> Hasanuddin University, Indonesia

\*Correspondence: [anandarahmadana01@gmail.com](mailto:anandarahmadana01@gmail.com)

### ABSTRACT

*The present study aimed to investigate the factors that affected the improvement of students' speaking skills through group discussion technique at Vocational High School 5 Gowa. To carry out the phenomena, this study employed a descriptive qualitative methodology. The data were collected by using semi-structured interviews to obtain the deepest data about the factors that affected the improvement of students' speaking skills through discussion technique at Vocational High School 5 Gowa. The populations were all classes in second grade, and then the samples were two classes that were chosen deliberately or purposively through nonprobability sampling. From the two classes, the participants were comprised of twenty (20) students, and each class involved 10 students. To analyze the data, this study used a thematic analysis process to discover the themes or factors that emerged as the data later. The results revealed that there are seven factors as themes appeared in this study, they are cohesiveness, conformity, roles, goals, charismatic leadership, inspiration, and competition and conflict factors. In conclusion, the seven factors assisted the students in improving their speaking skills; such as conveying ideas freely, having good confidence in speaking, and learning to respect other members' ideas. The finding of this study can encourage English teachers at vocational school to use group discussion technique in their English classes to reach better teaching speaking skills improvement of the students.*

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### 1. Introduction

In the contemporary global community, the majority of people speak English. The people used English due its function in all dimensions of life such as economic, politic, international relation, and education communication as well. If the people intend to mastering English, they need to learn four macro skills of English such as speaking skill, listening skill, writing skill, and reading skill (Mante-Estacio et al., 2018). Those skills absolutely determine the users know English or not. Not merely in general scale, the four English skills are inferred in education context the students as the target (Rahman et al., 2019; Aswad et al., 2019; Hasnia et al., 2022; Hanafiah et al., 2022). In particular, the English teaching scale, all the dimensions should be based on the improvement of these four skills. However, among the four skills in teaching English, teachers are always faced with the problem of students' decreasing and increasing abilities. Predominantly, one of the main highlights in learning English is speaking skill as a productive skill which can be directly assessed by English teachers regarding students' English language skills, because speaking skill is an essential element in the English learning process. This is also reflected in the secondary school curriculum that every student must be able to convey the ideas orally. In relation to that, the speaking is a right way to deliver ideas orally, as defined by Benter (2015) that speaking is an activity to create a series of words and sentences to be communicated verbally. Speaking skill is one of the most important components in English language skills, because speaking is the right order to convey meaning in the form of ideas, thoughts, feelings, opinions, and sympathy. Therefore, speaking greatly influences students' ability to speak English (Yassi et al., 2023; Rahman & Weda, 2018; Sahib et al., 2021).

Besides, the preliminary study has been undertaken by the researcher and found that the students at Vocational School 5 Gowa have problems when presenting in front of the class; they were still not optimal, and in the process of learning English they were passive; in terms of they cannot deliver ideas orally. The students at Vocational School 5 Gowa also experienced difficulties in speaking skills due to internal factors such as not being confident in conveying

ideas in front of the class during presentations, and lack of confidence in conveying ideas to the teacher. So there is a need for new techniques that can facilitate students in speaking skill improvement. One technique that can be used to facilitate them is placing students in group learning, where they can actively talk with other students or other group members. This group-based learning is known as group discussion technique. The group discussion technique is convinced the researcher that it provides ideal setting for process of problem solving.

Particularly, the group discussion technique demands active involvement in situations where the students feel free to express ideas openly. It also stated by Antoni (2014) that a group discussion could improve the student's speaking skill due to they express their thought and ideas with other students, which were their classmates without hesitation. The group discussion employment in Vocational School 5 Gowa is appropriate due to the preliminary study has also revealed that the students were convenient in dropping their ideas with other members of the group discussion. In addition, the group discussion built the students' confidence in conveying their ideas, feelings, thought, and emotions with the collective circumstances. This technique is strongly assumed that it will be affected to the improvement of their speaking skill through group discussion.

Therefore, based on the case earlier, the researcher intends to seek the deepest area in a group discussion process, which the factors that affect the improvement of the students' speaking skill. The factors area are interested area in this present study due to there is no researcher previously considered about this area. Another reason also the factors are rarely concerned by the teachers of English in Vocational Education context especially at Vocational school 5 Gowa. Hence the researcher undertakes the area of the factors that affect the improvement of the students' speaking skill.

### **1.1. Speaking Skill**

According to Derakhshan et al., (2016) that speaking skill deals with a production skill that falls into two main categories; accuracy and fluency; the accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account the ability to keep going when speaking spontaneously. Besides, Kosar and Bedir (2014) determined that speaking skill is included in an interactive process of meaning construction that involves both giving and receiving information. Meanwhile, Sidik (2013) also argued that speaking process demonstrated how oral interactions can have a recurring pattern in terms of routines, or customary methods of communicating information or engaging in conversation. Another voice comes from Arung and Jumardin (2016) who stated that speaking skill is the ability to use language in everyday situations, including making speech, expressing oneself verbally, and learning and using language. In essence, speaking is an important skill which is done by producing voice of words. It is using for communication with others.

Furthermore, speaking skill is characterized as the interpersonal role that language plays in the creation and transmission of meaning (Rohim, 2014). In line with that, Purnamawati et al., (2015) also claimed that speaking skill deals with the interactive oral communication process that allows one to share information with others and convey ideas and feelings. Another claim was from Arif et al., (2019) who revealed that speaking skill is a productive skill which uses language to deliver information from one to another. Speaking notion also deals with social function, as Nazara (2011) theorized that speaking skill is the first way to interact with other in the social community as a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts.

Moreover, Nazara (2011) further was determining that the speaking skill entails three areas of knowledge such as first, the mechanical components of language, such as syntax, vocabulary, and pronunciation, which enable the speaker to employ the relevant words in the right order. Second, the speaking functions (transaction and interaction) allow the speaker to determine when a deep knowledge is not required, such as in the building of relationships, and when message clarity is required, such as while conducting a transaction or exchanging information. Third, sociocultural conventions that help people understand the nature of the discussion, which they are speaking to, and why they are speaking, such as taking turns, speaking at a certain pace, pausing between sentences, and the roles of family in the conversation. Therefore, Leong and Ahmadi (2017) concluded that the speaking skill is the most important skill to be developed and enhanced as means of language learning.

### **1.2. Group Discussion**

According to Kaharuddin and Rahmadana (2020), a group discussion is a critical conversation about a particular topic, or a range of topics, conducted in a group of a size that allows participants by all members. Brookfield (2017) added that discussion deals with the discipline that focused on the exploration of mutual concerns but with no endpoint

predetermined in advance to develop critically, informed understanding to enhance self-critique to foster an appreciation for diverse views to help people take informed action. Bohari (2020) listed the sequence components of a group discussion: (1) relevant knowledge; (2) incentive to talk; (3) instructor feedback during speaking activities; (4) self-confidence; (5) pressure to do well; and (6) time for preparation determines interaction techniques.

In conducting group discussion, there are some aspects that need to be considered such as teachers must be able to organize classes; groups must have a leader and members; and for the discussion to go effectively as possible each student must understand hold a position within the group (Crisianita & Mandasari, 2022). In discussion process, the students might attempt to come to a decision, express their thoughts on a situation, or come up with a solution in their groups. Put another way, students have many opportunities to voice their opinions and ideas during a group discussion, and their relationship with one another can develop without them even recognizing they are discussing the subject matter together.

On top of that, a group discussion offers the perfect environment for issue resolution since it requires active participation in circumstances where the learner feels comfortable expressing himself honestly. Pupils can integrate facts to assess their application skills (Ratih et al., 2016). In addition, There are 3 reasons why we can use small group-discussion in improving speaking skill such as firstly, the discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes, at the end it is used to help students adopt more responsible and independent mode of learning.

### **1.3. Vocational School**

According to Maryanti and Nandiyanto (2021), vocational school is a different learning type from college or universities offering skills and knowledge required to get jobs in the industry. In other words, the vocational school is coordinated with the needs of the labor market and is an integral part of the education system. To be exact, the vocational school or in Billett's (2011) term determined as vocational education is frequently the most established form of institutionalized education. It has long been essential to developing the kinds of capacities that communities and societies require, it has aided in personal growth, and it serves a variety of unique educational goals not found in other educational domains. With its programs, institutions, and experiences, it has also had the greatest potential to engage the broadest spectrum of learners in modern forms.

Furthermore, Billett (2011) continue explaining that due to its need to be more in line with industry expectations than other educational sectors, the vocational education sector has been purposefully divided from other educational sectors. Besides, Fuller (2015) propounded that The goal of vocational education can then be seen as having two distinct ends: one for training in narrowly defined professions and the other for a more broad preparation intended to assist young people in leading successful adult lives as citizens and workers. In line with that, Billett (2011) also determined that there are four main goals for the project such as firstly are to prepare people for the workforce by educating them about the professions they have chosen. The second is to prepare people for the workforce by developing their skills to practice the professions they have chosen. The third is to support people's continuous development as they work toward their goals and adjust their careers as circumstances change. Finally, the project's goal is to provide educational experiences that facilitate people's transitions from one career to another as they choose or are compelled to change careers.

## **2. Methodology**

This study employed a descriptive qualitative methodology to analyze, interpret, and determine the phenomena of the study (Creswell & Creswell, 2017). The population of the study is the all classes in the second grade of Vocational School 5 Gowa, and the samples were in form of non-probability sampling. In particular, the non-probability sampling refers to the purposive sampling. In other words, the participants were the two (2) classes in second grade-students at Vocational School 5 Gowa, which were recruited deliberately or purposively. The recruitment process relied on the focus of the study which is the class should apply the group discussion technique in improving students' speaking skill, and also the participants intend to participate in this study of data elicitation. The participants from the 2 classes were involved 20 students. In obtaining the data, this study used semi-structure interview in open-ended question forms to provide the participants space to explore more their though about the topics that they have given in question forms. To analyze the data, this study adopted the analytical framework from Kiger and Varpio (2020) that is thematic analysis of qualitative data. In this process, the researcher attempted to analyze deeply the proper themes that emerge to be the data based on students' thought that dropped in interview responses.

### 3. Result and Discussion

Relying on the result of the thematic analysis process is found that there are seven themes emerged, and then became the factors that affected the improvement of students' speaking skills through group discussion. The factors are excavated from participants' responses through interview process. Then, the factors that have merged are cohesiveness, conformity, roles, goals, charismatic leadership, inspiration, and competition and conflict.

#### 3.1. Cohesiveness

The data from semi-structured interview showed that the students reckon that cohesiveness is when they know the intent and purpose of the group discussion as indicated by the participant 2 in the following statement:

##### Data 1

*"I knew the meaning and purpose of this group discussion because the members listened carefully to the instructions given and if other members were left behind, we always took the time to explain again, we were very happy to be in the group"*

This kind of data revealed that the students or participants in group discussion have feeling of unity assists them to hold in a group together voluntarily. This types of feeling enable them to share their ideas, feeling, and opinions openly with other members in a group discussion. In relation with speaking skills improvement, this feeling of unity in a group discussion helps them to be convenient in practicing their speaking ability in a group discussion. Another similar statement was also found in the interview which was addressed by another participant which is the student 6 who stated that:

##### Data 2

*"Our group has a good relationship and waly works together so that we easily know the purpose of the discussion"*

The statement from the participants or students revealed that groups or teams are cohesive when their participants feel proud to be a member, tell outsiders that they are members, and understand the purpose and goals that the team has as their own. Therefore, cohesiveness is a very important factor to improve the students' speaking skill in a discussion.

#### 3.2. Conformity

The data from participant 7 showed that there is another theme or factor that influences the improvement of their speaking skill, which is a conformity factor as one of the factors. This reason was revealed by participants 7 and 19 who gave comment on this factor. The data is represented by participant 7 who stated in the interview that:

##### Data 3

*"I think that the opinion I have expressed can be well received by members of my group discussion. They listen and obey the rules well. All members adjust to each other"*

Moreover, participant 8 added his opinion about how important conformity as factor in improving speaking skill that:

##### Data 4

*"We have good fit with each other, so if we express our opinions, the members will consider them well for certain reasons. So, if our opinion is not accepted, it's okay because there is a good reason behind that"*

The data from participants 7, 8, and 19 indicated that conformity dealt with the act of fitting in with the group. In other words, the students really enjoyed, felt happy and had a good fit with their groups. The students felt that their ideas in discussion process are accepted by other members that enable them to keep delivering their ideas and keep more active due to they get confidence in group discussion. Therefore, conformity is claimed as one of the main factors that affected the improvement of the students' speaking skill through group discussion.

### 3.3. Roles

Roles are one of the main factors that affect the improvement of students' speaking skill through group discussion process. The roles refer to the function and position that the students have in group discussion situation. With the roles that the students have enable them to be active in group discussion due to they are getting involved and responsible for their own roles. In other words, the roles of each member are very crucial due to without them the group discussion could not be running well. The factor is reflected from participants 3 and 20; they both agreed that one of the factors that affect the improvement of their speaking skills is the roles. The data is represented by participant 20 who stated that:

#### Data 5

*"Having a role in a discussion group is very important. For example "moderator", if there is no moderator the discussion cannot run well. My role in the group is as a moderator whose job is to open the discussion, turn on the discussion, throw questions and summarize the results of the discussion"*

A commensurate voice was also found in the interview which was addressed by participant 12 who stated that:

#### Data 6

*"Yes, I have a role as a leader. I have many tasks, such as directing, organizing, providing understanding to the members, and an important role that I have is dividing each role, so that the goals we want to achieve are easily completed"*

The data from participants 3, 20, and 12 unveiled that the roles in group discussion process were determined by the quantity and the quality of communication between participants and other members. The roles make it easier to achieve the goals of the group discussion that is to be able to deliver ideas orally through group discussion. The data from participant 8 showed that the students loved their roles that indicated the roles become one of the crucial factors in improving the students' speaking skill.

### 3.4. Goals

Based on the thematic analysis result the data also showed that another factor that affects the improvement of students' speaking skills through group discussion was setting goals. The setting goals are a significant first step for every group to work on together. The goals will be quickly achieved if the students are not selfish and remain committed to each other. The data came from participants 11, 15, and 16 who revealed the opinion about the goals factor that affect the improvement of their speaking skill. The data from interview is represented by participant 11 who stated that:

#### Data 7

*"To achieve our goals smoothly, I was more concerned with group importance and kept consistent with the initial objectives of our discussion"*

Another comment was also found in the interview which was addressed by the participant 4 who said that:

#### Data 8

*"I kept consistent with our group's initial goals. Our initial goal was to solve the existing problems, so we kept trying as much as possible to do it without prioritizing personal interests"*

The interview data from participant 6 and 3 revealed that in group discussion was needed to be consistent in order to reach the goals of group discussion. With the consistency that the students have enabling them to keep contributing in group discussion process, and it is assisted them to improve their speaking skill. In the group discussion they are not concerning the personal interests, they focused on the main goal of their discussion. The goals of the group discussion enable the members of the group to have direction in group learning, therefore, it can be stated that the goal absolutely affected the students' improvement in speaking skill.

### 3.5. Charismatic Leadership

Another factor that affects the improvement of the students' speaking skill comes from personality factor that is a charismatic leadership. That factor became one of the considerable data that was found in this study through interview section. The data is stated by participant 9 who stated that:

#### Data 9

*"The leader of our group has a very important role because he organized the discussion. He has the ability to influence other members, so all the rule that he sets were well followed. I personally feel very satisfied with the performance of our group leader. He is the best"*

A similar comment was also found in the interview section which was addressed by participants 1 and 19 who revealed that they feel that the role of leaders influence or affect their speaking skill improvement during group discussion process. The data is represented by participant 1 that:

#### Data 10

*"Our group leader was able to influence the whole behavior of our group discussion members. The proof is when she always organizing the members softly, giving good examples, and being firm in making decisions and making the discussions run smoothly"*

Based on the data from participants 9, 1, and 19 showed that the charismatic leaders are not just about how they are able to influence others but about how they use their strength, then it is called charismatic leadership. This factor automatically forced the students or members of the group to speak and to contribute their ideas, opinions, and arguments during the group discussion process. Hence, charismatic leadership factor become one of the themes or factors that is truly affecting the improvement of the students' speaking skill in group discussion process.

### 3.6. Inspiration

There is a factor that also affected the improvement of the students' speaking skill namely inspiration. Some of the students stated that they got inspiration directly such as asking fellow members, looking for answers, and making certain observations. It is reflected in the participants 10 and 5 answers that is represented firstly by participant 10 as follows:

#### Data 11

*"The way I go piece information to answer the questions was to search directly on the internet. From the internet, I could get creative ideas to work on group discussion assignment"*

Another related comment was also found in the interview which was addressed by the participant 5 who determined that:

#### Data 12

*"When I had the difficulties in finding the answers needed, I asked members. Usually, if they did not answer, I immediately asked the teacher related to the question"*

According to the data from participants 5 and 10, inspiration is one of the elements that influences how well students communicate in class. One could argue that inspiration serves as a tool to lift individuals, communities, or even entire societies out of their difficult and unachievable circumstances and into one of enjoyment and possibility. The kids were able to obtain the answers from several sources, including the internet, in addition to their lecturers. Thus, students could be able to be more inventive during group discussions with the help of the ideas they discovered. Speaking skills were enhanced when students participated actively in group discussions or immersed themselves in them.

### 3.7. Competition and Conflict

In the interview, the researcher provided an illustration to the students about what best describes their characters, whether they are happy with the competition in the group discussion or whether they prefer to avoid competition. It can be seen from the participant 13 statement as follows:

#### Data 13

*"I strongly agreed with the competition, because in my opinion, the competition can make the members work harder in group discussions. They would be more motivated to show their existence, that they can do anything than the other members"*

The data from participant 13 revealed that the students were happy with the competition in group discussion section. By competing with other members, the students are pushed to be more active; criticizing each other in better

way, debating each other, and comparing their ideas with other members. The competitive path in group discussion directly brought the notion of productive conflict. The productive conflict becomes also important for effective decision making in groups or teams. Without debating and questioning key issues through productive conflict, groups or teams may make decisions that have not been thoroughly tested or On the other hand, the competition within and between groups tends to be unproductive. All in all, the competition and conflict factor affects the improvement of the students' speaking skill through group discussion.

### **3.8. Discussion**

The results and the analysis section showed that there are seven factors that affected the improvement of the students' speaking skills; cohesiveness, conformity, roles, goals, charismatic leadership, inspirations, and competition and conflict.

These factors are occurred in the sense of having a feeling of community, such as in the cohesiveness theme that is regarded as the act of forming a united whole, this is reflected in what participants 2 and 6 revealed that they had a feeling of unity during group discussion process. In line with the Pramlal's (2004) study finding that the cohesiveness referred to the feeling of unity that holds a group together voluntarily. By possessing such feeling in group discussion learning enable the students to be able to participate and more active during the discussion. The students shared ideas, feelings, emotions, and even provocative opinions openly due to they are in a whole of unity situation, they feel such free to convey their voice.

Besides the feeling of unity, the data also revealed that conformity is one of the factors that affected the improvement of students' speaking skill through group discussion. The conformity factor dealt with the feeling of entrance by other members of the group. In other words, if the members of the group accepted the other members' opinions during the discussion were running better than if they do not. It is in line with the study finding from Goldstein and Cialdini (2007) that conformity referred to the act of changing one's behavior to match the responses of others. The entrance or refusal of opinions of other members of the group should associate with the reasons; the reason why they accepted the opinions and why they rejected. The conformity factor was assumed that would be an effective factor to enhance the students' speaking skill.

Additionally, it was discovered that the roles impacted the way the students spoke during the group discussion process. Throughout the discussion, the students' roles such as moderator played a significant role. The conversation moderator has longer minutes and is actively speaking, which has helped the pupils become more proficient speakers. In addition to just participating in the group discussion, some students took on leadership roles and handled various responsibilities like organizing, guiding, and supplying members with clarification as necessary when the conversation progressed and they did not gain a thorough grasp of the subject. Accordingly, Strijbos et al., (2004) discovered something similar: the application of roles may be most pertinent when a group works toward a common objective that necessitates a particular degree of task division, coordination, and integration of individual actions. To give others a chance to speak, each participant in a group discussion can play a part and exchange with other participants.

On top of that, there was another theme that emerged during the analysis process namely goals. Having goals in group discussion become one of the primary consideration especially regarding the speaking skill improvement. The goal brought the students members of the discussion to the consistency, in terms of no personal interest, and ego or to be existed for their self, but they concentrate and hold firm the goals of the group discussion to be reached in chorus. Without goals the discussion would not be running well due to the students do not possess the explicit notion to be reached, and there would not be a straight purposes of the group discussion. It is supported by Tarricone and Luca (2002) finding that one of the needed for effective team works are commitment and shared goals such as group members are committed to the success of the group and their shared goals for the group project. This is the rationale appeal why the setting goals became a factor that affected the students' speaking skill improvement due to in discussion process they have goals.

Meanwhile, another confession of the participants appeared that affected their speaking skill improvement is the charismatic leadership. In the data the participants 1, 9, and 19 determined that one thing that affected their group discussion was running well is the presence of leaders in the group. The leaders in the group have influential role to guide the members of the group to be actively speak. That finding is related to what Molla et al., (2013) discovered in the finding that leadership is a process of influence; whenever individual attempts to influence the behavior of another, he or she engages in leadership.

Moreover, another related discovery on charismatic leadership factor is also revealed by Nikoloski (2015) that the ethics of a charismatic leader is strongly a question of how to use power such how and in what manner. It is similar what Latif (2016) found that said charismatic leaders typically attach themselves firmly to identify of the group such that to join the group must become one with the leader. In addition, Sacavem et al., (2017) also discovered that charismatic leaders have been seen as a friendly and warm but also strong, dynamic, and powerful.

Besides the important role of the leaders in group discussion, the study result also found another factor such as inspiration that affected the improvement of the students' speaking skill. There is a different perspective between this study and earlier study; the earlier study claimed that inspiration is a like motivation such as Catmull and Wallace (2014) determined that inspiration refers to a motivational state that compels individuals to bring ideas into fruition and that such inspiration is important to the creative process. Meanwhile, the inspiration term in this study refers to the sense of obtaining ideas from a variety of resources such as on internet and their teachers itself. The inspirational ideas that the students elicited, they used them in group discussion process that assisted them when delivering ideas section because in principle people cannot speak without any idea in their head, that is the strong reason why the inspiration become one of the fundamental factor in this study in improving students' speaking skill. It is supported by Buheji et al., (2014) in their finding that the inspiration is about the ability to spot the upper limit of the human being within that enhances the genuisity.

The last factor that the study invented as a factor in improving students' speaking sill is the competition and conflict factor. The competition that the students have made in group discussion was outstanding due to by competing each other they attempted to work harder; learning harder, searching harder, speaking harder, practicing harder and so on. As found by Cantador and Conde (2010) that competition is a contest where two or more people strive for a goal that cannot be shared. They felt super interested in competing each other. When the students undergone something harder they earned more chances to improve their ability to speak, and convey ideas and opinions during the group discussion section. However, the competition should be in the short-term, competition may be refreshing, motivating, or functioning as a heart-pumping for performance improvement; but it is not healthy for groups to use this strategy in the long run. As supported by Shindler (2007) that the competition should be short; the length of the competition increased its sense of prominence and decreases its sense of intensity and fun, both undesirable effects.

Therefore, this study discussion has convincingly offered a contribution to the English language teaching field especially in a performance aspect such as skill in English. As it is known that in English there are several skills that need to be improved including speaking skills that redounds the aptitude of the students in learning English. The contributive way that this study offered is in the aspect of strategy, technique, way, and path that the teacher must notice in teaching English, one of them is a group discussion technique. In particular, the group discussion technique will be exceeding option to employ in the classroom learning process to improve students' speaking skill due to the group discussion technique built the students' confidence, students' ability to participate, and students' ability to share ideas that truly affected to their speaking skill improvement.

#### **4. Conclusion**

This study was conducted to investigate the factors that affected the improvement of students' speaking skills, primarily because group discussions are one of the teaching strategies used in the classroom that give students the opportunity to engage in active speaking. Seven factors were found to have an impact on students' group speaking skills based on the study's final findings: cohesiveness; indicating that students feel united during the discussion process, conformity; relating to accepting other people's opinions during the discussion, roles; students have quantity of times during the discussion, goals; students' capacity to regularly voice their ideas while avoiding dwelling too much on their personal preferences and instead emphasizing the goals of the group discussion, charismatic leadership; leading, organizing, and directing other members understanding of the discussion points, inspiration; getting inspired to search the information about the topic in other sources, and competition and conflict; competing each other to speak during the discussion. This study can be benefit for other researchers in conducting future researches in English language teaching. However, this study is limited merely in qualitative approach and for the future researchers can be undertaken by employing other approaches and methods to seek other phenomena regarding speaking skill improvement using group discussion technique.

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