

## The Implementation of Using Small Group Discussion In an EFL Classroom (A Case Study at the Eleventh Grade of SMKN 1 Subang in the Academic Year 2022/2023)

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### Abstrak

Students have difficulty learning English because they do not use it in their daily lives and English is not their first language. Through small group discussion as a learning strategy can help students' in learning English. This study, focused on a described implementation of using small group discussion in an EFL classroom and perceived students' responses about this strategy. This case study was conducted at Vocational High School, which consists of 34 students and was designed for two meetings with the material analytical exposition text. To triangulate the data, observation, questionnaire, interview and documentation were used as an instrument. The result shows that implementation by group discussion the students more easily to analyze and makes an analytical exposition given by the researcher. Although in the first meeting, there were students who didnot seem to participate in the process of discussion, but in second meeting, students participated actively and they could manage themselves to work in-group. In the questionnaire, 100% of students agree that using small group discussion is very suitable for learning English in vocational school. Based on the interview, students argue that by small group discussion it canbe solved the task easily because they have the various opinions during group discussion. Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Based on the result, it can be concluded that implementing small group discussion as a learning strategy is a good way of teaching and learning English.

**Keywords:** *EFL Classroom; English in Vocational School; Small Group Discussion*

### Abstract

Siswa mengalami kesulitan dalam belajar bahasa Inggris, mengingat mereka tidak menggunakan bahasa Inggris dalam kehidupan sehari-hari dan bahasa Inggris bukanlah bahasa pertama mereka. Melalui diskusi kelompok kecil sebagai strategi pembelajaran dapat membantu siswa dalam belajar bahasa Inggris. Studi ini, berfokus pada implementasi diskusi kelompok kecil di kelas EFL dan tanggapan siswa yang dirasakan tentang strategi ini. Studi kasus ini dilakukan di SMK Negeri 1 Subang yang terdiri dari 34 siswa dan dirancang untuk dua pertemuan dengan materi teks eksposisi analitis. Untuk melakukan triangulasi data, observasi, angket, wawancara dan dokumentasi digunakan sebagai instrumen. Hasil dari penelitian menunjukkan bahwa dengan berdiskusi secara berkelompok siswa lebih mudah menganalisis dan membuat eksposisi analitis yang diberikan oleh guru. Meskipun pada pertemuan pertama masih ada siswa yang terlihat tidak berpartisipasi dalam proses diskusi, namun pada pertemuan kedua siswa berpartisipasi secara aktif dan mampu mengatur diri sendiri untuk bekerja dalam kelompok. Dalam kuesioner, 100% siswa setuju bahwa menggunakan diskusi kelompok kecil sangat cocok untuk pembelajaran bahasa Inggris di SMK. Berdasarkan wawancara, siswa berpendapat bahwa dengan diskusi kelompok kecil dapat menyelesaikan tugas dengan mudah karena mereka memiliki berbagai pendapat selama diskusi kelompok. Diskusi Kelompok Kecil sangat membantu siswa. Para siswa dapat berbagi pengetahuan dan pendapat mereka dalam mengerjakan tugas dan mendiskusikan jawaban dari tugas yang diberikan. Berdasarkan hasil tersebut, dapat

*disimpulkan bahwa menerapkan diskusi kelompok kecil sebagai strategi pembelajaran adalah cara belajar mengajar bahasa Inggris yang baik.*

**Kata Kunci:** *EFL Classroom; English in Vocational School; Small Group Discussion*

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## INTRODUCTION

English learning in vocational high schools is very important because they are required to work after graduating from school. Aminah & Nugraha (2021) stated that learning English is must in 4.0, because almost all access requires communication, including knowledge and career development has been dominated by digital and almost all uses English as a tool. Therefore, the students must be good in language skills especially English, because it make easier to find a job. English involves four skills namely speaking, listening, reading, and writing. In vocational school, students are required to English learning about those skills.

In the Eleventh Accounting Class 2, students have difficulties learning English considering they do not use English in daily life. There are many students cannot communicate well, correctly, accurately their ideas well to other people. The students are afraid to start the conversation or express their ideas in English. They may have a lack of vocabulary, which may affect their willingness to speak up. Students have difficulties translating words in English considering English is not their first language, which makes them get bored in learning English. Besides that, students' needs a learning strategy to help them in learning English easily. In terms of English learning activities, accounting class requirements are very active. Students are able to understand very well what they have learned. When the teacher explains the material, the students pay attention to the material. Accounting students are very diligent because when the teacher given an assignment, they are complete the task quickly and accurately. With good internet access and many students bringing mobile phones to school, English learning leverages existing technology. Students can access dictionaries on their mobile phones and teachers provide learning videos on YouTube to make learning English more fun. In developing teaching learning in English the teacher need to provide opportunities for intercultural interaction among peers (teachers and students) According to Godstime et al., (2016) the English vocational teachers are expected to possess the adequate and sufficient practical experience necessary for imparting skills to the students through the use of appropriate teaching methods. They are related English learning skills with the future job.

To solve this problem, the English teacher should have to be more creative in choosing the learning strategy and material, which can make the class more interesting, exciting, enjoyable, and students more easier in learning English. Small group discussion is a learning strategy to help students. Students need learning strategies to make the classroom more interesting and help them learn English easily. Small group discussion is a learning strategy to help students' in learning English. By starting a group discussion, students can express their thoughts without fear or embarrassment. Small group discussion will be interesting because the students will be more active and this assumption is however still in question, whether or not, the students can take part and improve their language skills through Small Group Discussion. The use of Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Rosadi et al., (2020) the tittle of the research is The Use of Small Group Discussion Strategy in Teaching English Speaking expresses that "The use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences." Using small group discussion can increase between student-teacher interactions.

Based on the statement above, the researcher is interested to conduct a research under the title "The Implementation of Using Small Group Discussion In An EFL Classroom". This study is focused on a describe implementation of using small group discussion as a learning strategy in learning English and tries to know students' responses to this strategy.

## **LITERATURE REVIEW**

### **English Learning Activities**

English has many roles, it as a foreign language and it as an International language. English as a foreign language is the role of English in countries where it is taught as a subject in school. English is an international language that is used for more than just international relations. Learning is an activity done by learners during teaching-learning activities. Brophy (2004) stated, “Learning refers to the information processing, sense making and advances in comprehension or mastery that occur when one is acquiring knowledge or skill”.

There are many problems when students English learning as a foreign language among others are: The students have difficulties in producing the right sentences because the students’ grammar mastery is weak and then they were unconfident and nervous when the teachers were asking them. According to Nugraha (2018), English teachers need to do something to appliance classroom complexity and learning process. For that, as teachers we must be able to teach English properly so that students feel enjoy when learning activities. According to Harmer (2007), there are more classroom activities that are utilized to foster the development of English learning: discussions, role play, simulations, brainstorming, and storytelling.

### **English In Vocational High School**

English is one adaptive subject in Vocational High Schools. Teaching English must accommodate skills for real conditions where the output of vocational school. According to Murtiningrum (2009) the goal of English learning is to provide students the English communication skill in the communication material context needed for their vocational program, both orally and written. English for specific needs is one of choice. In English learning, the teacher has given various materials that can open their mind and interest. It is the interest that will lead them to study further.

In Vocational high school, English learning is more specific and practical. According to Godstime et al., (2016) the English vocational teachers are expected to possess the adequate and sufficient practical experience necessary for imparting skills to the students through the use of appropriate teaching methods. They are related English learning skills with the future job.

### **Small Group Discussion**

Small Group Discussion is one of the active learning models that can trigger active students from the start through activities that build group work and in a short time make them think about the subject matter. Putri et al. (2014) state “A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.” That means the students can work together to solve their problems or they can answer the question from the teacher.

Small Group Discussion is an effective way to help the student learn English more interesting. Rosadi et al., (2020) expresses that “The use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences.” Using small group discussion can increase between student-teacher interactions. Most of the students felt enjoy in learning English by applying small group discussion and create the student confidence presentation in front of the class. Hasibuan (2019) claimed that small group discussion could improve the students skills in writing narrative text, and the students give good response by implemented of small group discussion they enjoyed in the class, especially in writing class

## **METHODS**

This research applies case study using observation, questionnaire, interview, and documentation to collect the data. In the observation, the researcher observed English learning activities by implementing Small Group Discussion strategy, after that the researcher was interviewed the students by asked some questions listed in the interview guide. When conducting

interview, the researcher prepared a list of question as guidance to know the implementation of using small group discussion applied by the teacher in teaching English and how the students' response about the strategies. The questionnaire will be share using a Google Form, the researcher has took same pictures while conducted the research in the classroom. The researcher collected it as a proved that has done the research.

This research was designed for two meetings with the material analytical exposition text. The students were asked to analyze and makes an analytical exposition text that was given by the researcher. Observation were taken during the classroom activity is going on. The researcher was a teacher and an English teacher was the observer during English learning by implementation of small group discussion. The researcher used a yes or no styled questionnaire by Google Form to find out students' responses implementing this strategy. In addition, the interview was conducted during student leisure time, for example during students time students break. The participants are 34 students from the Eleventh Accounting Class 2 SMKN 1 Subang. The research were 34 students that were divided into 8 groups, it was carried out randomly each student was asked to count from 1-8 and consisting of 4-5 participants from each group.

## **FINDINGS AND DISCUSSION**

### **Findings**

The research was conducted at the Eleventh Accounting class 2 in two meetings which started on 16<sup>th</sup> of November 2022 and ended on 23<sup>rd</sup> of November 2022. As stated in the previous chapter that the research used A case study in order to investigate the activities of teaching and learning English by the implementation using small group discussion. Implementation of small group discussion in two meetings as follows: In the first meeting, the teacher gave the material analytical exposition text, it is suitable with syllabus class Eleventh. As a result, the students have been taught the definition, purposes, generic structure, language features, and example of analytical exposition. The students were divided into 8 groups consisted 4 persons. The groups was carried out randomly, each student was asked to count from 1-8 after that the students gathered in their groups. The teacher gave a text analytical exposition for each group. The students analyze analytical exposition text by discussing with their groups. The students' presentation in front of the class with their groups. And then in the second meeting, the activity continued by giving some explanation more about analytical exposition and how to create it. The teacher gave videos on YouTube, and the students analyze these videos. The students had to discuss and make analytical exposition about "recession" with the group. The students had to write analytical exposition based on the topic using Google translation together.

In the observation by the teacher, it was concluded from the 2 meetings that during the learning process in class, the students were good at following every instruction given by the teacher. Students listen to material related to the topic analytical exposition, and then follow the teacher's instructions to work on assignments in groups. The students seemed interested in learning English using small group discussions and comfortable when participating in group discussions, even though at the first meeting the conditions were quite noisy. That is because the students follow the discussion very well, they discuss with members of group to find out the correct answer and they also share their knowledge with each other so they can get new information. At the first meeting during the small group discussion process, there were still some students who were still not confident in expressing opinions and were still shy when speaking in front of the class or sharing opinions with their group. But at the second meeting, students began to feel comfortable with their groups, so they began to be able to give opinion confidently and were not afraid to express opinions to friends or when presenting in front of the class.

From the two meetings conducted by researchers, it can be concluded that in learning English process through the implementation of small group discussions students look enthusiastic in learning English, and students can follow the instructions given by the teacher. The students understand the material presented regarding the topic of analytical exposition from its definition, generic structure, language features and examples of text. All of the students focused on their small group discussion to complete the assignment. Although in the first meeting, there were students who did not seem to

participate in the group discussions, but in this second meeting, the students began to actively discuss with their group and were confident in expressing their opinions as seen in the activities of the students who were very focused while doing the assignments given by the teacher.

### Students' Responses Implementing Small Group Discussion In An EFL Classroom

It is important to know the students responses implementation of using Small Group Discussion in learning English. Below is the brief explanation about students' responses in learning English through Questionnaire and Interview with the students'.

**Table 2. Questionnaire Result**

No	Answer Choice	Yes	No
1.	Can you easily understand the English lessons by applying Small Group Discussion? ( <i>Apakah anda dapat dengan mudah memahami pelajaran bahasa Inggris dengan menerapkan diskusi kelompok kecil?</i> )	97,1%	2,9%
2.	Is the Small Group Discussion model a good teaching material for learning English? ( <i>Apakah metode diskusi kelompok merupakan metode ajar yang baik untuk pembelajaran bahasa Inggris?</i> )	100%	0%
3.	Is Small Group Discussion makes you more active in English Learning? ( <i>Apakah dengan diskusi kelompok kecil membuat anda lebih aktif dalam pembelajaran bahasa Inggris?</i> )	91,2%	8,8%
4.	Do you feel motivated in learning English by using SmallGroup Discussion technique? ( <i>Apakah anda merasa termotivasi belajar Bahasa Inggris dengan menggunakanmetode diskusi kelompok?</i> )	97,1%	2,9%
5.	Do you like learning English by applied Small GroupDiscussion? ( <i>Apakah kamu suka belajar bahasa Inggris dengan menerapkan diskusi kelompok kecil?</i> )	91,2%	8,8%
6.	Is learning by using Small Group Discussion are new for you? ( <i>Apakah belajar menggunakan diskusi kelompokadalah sesuatu yang baru untuk kamu?</i> )	52,9 %	47,1%
7.	Is the model of the Small Group Discussion doesn't makeyou born when the learning process takes place? ( <i>Apakahmodel diskusi kelompok tidak membuat anda bosan ketika pembelajaran berlangsung?</i> )	94,1%	5,9%
8.	Is Small Group Discussion help the students lack of language skill? ( <i>Apakah dengan diskusi kelompok kecil membantu siswa yang kurang paham bahasa terutama bahasa Inggris?</i> )	85,3%	14,7%
9.	Is Small Group Discussion is very suitable for English Learning in vocational high school? ( <i>Apakah diskusi kelompok kecil sangat cocok untuk pembelajara bahasa Inggris di SMK?</i> )	100%	0%

From the table showed that, the first question 97, 1 % students can easily understand the English lessons (analytical exposition text) by applying Small Group Discussion. And only 2, 9 % student who were not sure about that and answer “no”. It means that the students were easy to understand English lesson by applying small group discussion. The second question 100% student answer “yes” and none of them selected “no” question. It means that the student felt Small Group Discussion is a good learning strategy especially for learning English. The third question 91, 2% student answer “yes” and only 8, 8% student who were not sure about that than answer “no”. It means that using small group discussion make the student became active in learning English. The fourth question 97, 1% student answer “yes” and only 2, 9% who were not sure about that than answer “no”. It means that using small group discussion made the students motivated in learning English. The fifth question 91, 2% students answered “yes” and only 8, 8% students answered “no”.

It would be concluded that the student usually like learning English by applying small group discussion technique. The sixth question 52, 9% students state that small group discussion new for them. Then, 47, 1% students stated that small group discussion is not new method in learning English. it could be concluded that a lot of students familiar with the technique in learning English.

The seventh question 94, 1% stated that small group discussion technique enjoy in learning English, and 5, 9% student stated that using small group discussion made them bored in learning. So, the students not feel bored in learning English by applying small group discussion. The eight question 85, 3% student answered “yes” and 14, 7% students answered “no”. It stated that apply small group discussion in English learning help the students lack of language skill. And the last question 100% student answer “yes” and none of them selected “no” question. It means that Small Group Discussion is very suitable for English Learning in vocational high school.

In the interview showed positive responses from students. Students said that small group discussions are very suitable to implement in learning English especially in vocational high school. Because through small group discussion, students can find information that they do not know from their friends. When having difficulty in learning English or doing assignment, students can help each other and ask their groups. The students can share their knowledge in the solution of problem through small group discussion process. Students enjoy learning English by implementing small group discussions. It can be seen that in the process of learning English, students actively discuss and follow the instructions of the teacher. By discussion, it will be easier for students to carry out assigned exercises, students can confidently express their ideas and help improve their English skills such as writing, reading, vocabulary, and speaking.

## **Discussion**

Based on the research implementation and support with the notes by the observer, it show that by discussing with group-work the students more easily to analyze and makes an analytical exposition given by the teacher. All of the students focused on their small group discussion to complete the assignment. The students active participate in the process of discussion and they can manage themselves to work in-group. Meanwhile in the group discussions, some students have not participated in the group work. They still appear shy when joining friends, which is because they cannot express their ideas due to limited vocabulary. For this, there are groups where only some people do the work, while others just listen. Despite this, the group discussions continued to go well. Students can help each other to complete the assignments given by the teacher on time. All of the students focused on their small group discussion and the students were enthusiastic about learning English through small group discussions and began to feel more confident when presenting groups in front of the class. This result also support the previous research stated Cristianita & Mandasari (2022), the research shows applying small group discussion the students more confidence to deliver their idea in front of the class.

Moreover, on the questionnaire and Interview the students give positive responses implementing small group discussion in learning English especially an analytical exposition. Almost all students felt that using small group discussion is suitable to be implemented in learning English in vocational school. The students usually enjoy and felt comfortable in learning English by applying small group discussion. By small group discussion make the student were easy to analyze and write the analytical exposition text, because it can exchange opinions among students both in groups. This opinion related from (Aryani, 2021), in this method effective for the students it can build writing skill especially analytical exposition text and make the students active in learning English proses. The students argue that by implementing small group discussion the student can be solved the task easily, and then by discussion the students have the various opinions submitted by group members so it can be increase knowledge of all members of the group.

## **CONCLUSION AND SUGGESTION**

The Implementation of small group discussion in this study is divided students into several groups, each group analyzed and makes an analytical exposition text gave by teacher. Based on the result of the classroom observation, it could be concluded that small group discussion is an effective to be implemented in learning English. It supported by showing learning process in class lasted for

two meetings, students seemed to enjoy participated in learning English. Students can discuss with each other to do assignments on time, students are also able to express their ideas in front of the class confidently. The students active participated in the process of discussion and they can manage themselves to work in-group. Although there are some students who are still embarrassed to express ideas, this is because their English vocabulary is still low Based on the questionnaire and interview, students give positive responses implementing small group discussion in learning English. It can see that most of the students agree that implemented small group discussion in learning English is very suitable in vocational school, because through small group discussions they can help each other. When they can't do assignments, the students can learn from each other easily. Most of the students said that implemented small group discussion in learning English is most help them to understand English lesson especially analytical exposition text. In addition, small group discussion can be implemented in learning English. This strategy creates the students to be more active in learning English, they are confident expressing their idea. The students argue that through small group discussions makes it easier for them to express ideas confidently and by small group discussion it can be makes the students to have good skill language in English. So it can be the students felt enjoy learning English by applying small group discussion.

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