

THE USE OF GROUP DISCUSSION TO BUILD STUDENTS' SPEAKING CONFIDENCE

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana diskusi kelompok dapat membantu mahasiswa dalam mengembangkan kepercayaan diri mereka dalam berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk menjelaskan bagaimana diskusi kelompok dapat meningkatkan kepercayaan diri berbicara mahasiswa serta mendeskripsikan persepsi siswa terhadap penggunaan diskusi kelompok dalam mata kuliah berbicara. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa catatan lapangan, wawancara, dan rekaman. Penelitian difokuskan pada observasi kelas selama pelaksanaan diskusi kelompok, dilanjutkan dengan wawancara untuk menggali pengalaman dan pandangan mahasiswa. Hasil penelitian menunjukkan bahwa diskusi kelompok menciptakan lingkungan belajar yang mendukung dan kolaboratif, sehingga mahasiswa merasa lebih percaya diri untuk berbicara. Siswa mengalami peningkatan bertahap dalam kemampuan berbicara, kejernihan pengucapan, kelancaran, serta kemauan untuk berkomunikasi. Selain itu, mahasiswa juga merasa lebih rileks dan termotivasi untuk berpartisipasi karena diskusi kelompok membantu mengurangi kecemasan dan ketakutan akan kesalahan. Dukungan dari teman sebaya dan kesempatan berbicara yang lebih sering turut membentuk sikap positif mahasiswa terhadap kegiatan berbicara dalam bahasa Inggris. Temuan ini memperkuat penelitian sebelumnya yang menyatakan bahwa diskusi kelompok merupakan metode yang

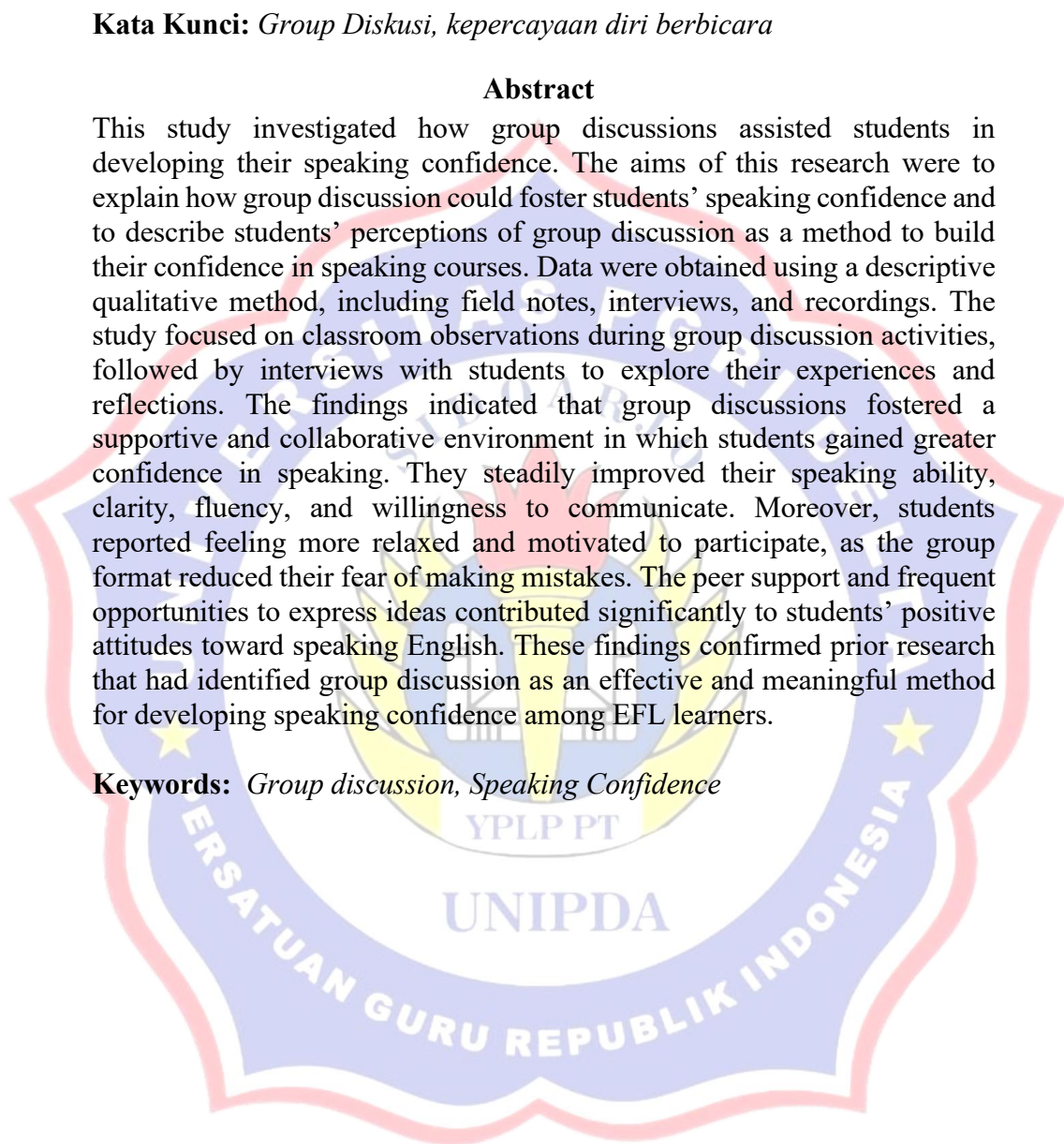
efektif dan bermakna untuk meningkatkan kepercayaan diri berbicara, khususnya dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing (EFL).

Kata Kunci: *Group Diskusi, kepercayaan diri berbicara*

Abstract

This study investigated how group discussions assisted students in developing their speaking confidence. The aims of this research were to explain how group discussion could foster students' speaking confidence and to describe students' perceptions of group discussion as a method to build their confidence in speaking courses. Data were obtained using a descriptive qualitative method, including field notes, interviews, and recordings. The study focused on classroom observations during group discussion activities, followed by interviews with students to explore their experiences and reflections. The findings indicated that group discussions fostered a supportive and collaborative environment in which students gained greater confidence in speaking. They steadily improved their speaking ability, clarity, fluency, and willingness to communicate. Moreover, students reported feeling more relaxed and motivated to participate, as the group format reduced their fear of making mistakes. The peer support and frequent opportunities to express ideas contributed significantly to students' positive attitudes toward speaking English. These findings confirmed prior research that had identified group discussion as an effective and meaningful method for developing speaking confidence among EFL learners.

Keywords: *Group discussion, Speaking Confidence*



INTRODUCTION

A significant portion of language learners worldwide pursue English language studies is to improve their speaking abilities. Speaking is used for a wide range of objectives, according to numerous study findings. English is referred to as the global or international language, meaning that people utilize it for communication all the around world. Additionally, according to Mart 2012, Speaking is the ability to communicate, convey, or exchange ideas using language. In a conversation, for example, some people talk to establish social contact, have a discussion, convince someone or something, or foster relationships between two or more people. Speaking is the act of using spoken language to convey ideas and emotions, consider past experiences, and convey a variety of facts. Therefore, one method of oral communication in the world for finding or sharing information is speaking.

A person's entire assessment of themselves, including whether they like or detest them, or they approve or disapprove of them, is known as their self-confidence. Its similar to how someone feels about oneself, or how self-esteem and

competition are linked to one's self concept. It indicates that person who is self-assured and competent of handling the world holds the conviction that success or failure is to be expected. According to Nadiah Ma'mun 2018, self-confidence is the sense of worth or self-worth that one has for one self. It has long been known that raising students' self-confidence is essential to enhancing their academic performance, social interaction, and personal growth.

Self-confidence is a means to improve someone's intelligence potential with a mental drive, and it will favorably modify someone's actions in their surroundings (Baroroh, 2019). As a result, self-confidence combined with strong support contributes to off settings. It can also create a positive atmosphere wherever he stands. Self-confidence does not always arise on its own. However, a specific procedure help a person gain confidence in himself. Futhermore, self-confidence is crucial for foreign language learners (Sara, 2015). When learners have a strong belief in their abilities, they will find it easier to lear and engage in their task whithout any obtacles that could hinder their performance. Self-confidence also

manifests in the acceptance of failure and beyond instant disappointment caused.

However, student find speaking challenging when learning a foreign language because it requires them to construct and communicate complex ideas (Handayani, 2012). Their lack of confidence is the reason behind this (Haidar, 2016). The majority of their speaking issues stem from their lack of confidence, shyness, uncertainty when speaking English in front of large groups or people and fear of making mistakes. Lack of proficiency in English is another factor. Furthermore, they seldom ever communicate in English at school in their personal lives (Aeni, 2017). Additionally, student who lack confidence feel embarrassed when they talk. Students poor English speaking skills are impacted by this outcome (Shabrina, 2008). As a result, students who are confident in themselves will participate more actively in the learning activity than student who are not. This implies that pupils require activities that motivate them to participate fully in speaking.

Since students were not given opportunity to practice speaking, the teaching-learning exercise appeared to have been altered in order to address the

students' lack of confidence. As a result, the teaching-learning exercise may be changed to include group discussions as a one of the ideas for sharing and developing. Group discussions are intended to facilitate face-to-face contact where students can openly share their opinions (Argawi, 2014). Furthermore, the student-centered approach improves student-to-student interactions, which makes them feel more confident.

Based on the fact, students at the second semester English departement are proficient in the speaking English, while others still require extra help to study it. Self-assured people are frequently described as having the ability to realize their unrealized potential (Hafnidar, 2020). To increase learner skills, a variety of tactics must be used when teaching and studying English. It is anticipated that using the group discussion will boost student' speaking confidence. Students require this method because it allows them to feel comfortable asking questions and responding to lecture material. Put another way, pupils will feel more confident while speaking to each other, and they will be able to manage their own nervousness.

The issues of low confidence in speaking foreign language has become a

major concern because it is a significant barrier for student in speaking English. This research is aimed at investigating whether the group discussions can help develop confidence in speaking English or not. To know more about speaking for daily context strategy, the researcher wants to do a study "The Use of Group Discussion to Build Students' Speaking Confidence" at the second Semester of PGRI Delta University Sidoarjo.

METHODS

The design of this study is descriptive and qualitative. This process is employed in descriptive research, which comprises description and analysis without altering the instructional and learning components of the speaking activities. Creswell (2014) defines qualitative research as a technique for understanding and elucidating the importance of individual or group perspectives on a human or social issue. The researcher decided on a qualitative method because it allows for a more thorough examination of the ways in which group conversations boost students' speaking confidence. In addition to concentrating on the end outcome, which is whether or not group talks are helpful, this study attempts to

ascertain how and why they can increase students' confidence.

Population & Sample

This research is conducted on second semester students of the 2024/2025 academic year. The subject of this research is the English language education class in the second semester of PGRI DELTA UNIVERSITY SIDOARJO with speaking subjects with total of 9 students and 1 lecturer.

Research Instrument

The findings of the study were qualitative in nature. Data were collected through observations and interviews. The data included field notes and interview transcripts from research participants. The data were used to describe the action process and post-implementation changes.

Nunan (1992) asserts that field notes are essential for documenting in-the-moment observations that contribute to a deeper comprehension. A qualitative analysis of the students' speaking patterns, emotional reactions, and interaction styles throughout the conversation phases may be found in the field notes section. of students' language acquisition challenges and development. In order to evaluate students' motivational shifts and participation in

communicative activities, Dornyei (2005) highlights the importance of recording classroom interactions. Information regarding the usage of group discussions to increase students' speaking confidence is gathered through field notes.

Students' engagement, interaction, and verbal responses were recorded in real time. With the use of this tool, the researcher was able to verify the accuracy of the information gathered from field notes, examine the learning process in greater depth, and spot patterns of confidence. Additionally, the recordings assisted in documenting elements that are crucial for assessing students' speaking confidence, such as speaking tone, pauses, and fluency.

Interviews enable researchers to obtain comprehensive information directly from participants, leading to a greater understanding of complex circumstances, claims Creswell (2012). Interviews were conducted with the students. To improve their speaking confidence, they will share their thoughts on the group discussion. The purpose of the interview guidelines is to assist the researcher in gathering data regarding the efficacy of the group talks. The following interview questions are

meant to get students' opinions about how confident they are while speaking and how beneficial group talks are for improving their communication skills.

Table of the Interview Questions

No	Question
1.	How do you feel when speaking english in everyday situation?
2.	What challenges do you usually face when speaking in English?
3.	How has group discussion influenced your confidence in speaking english?
4.	How does group discussion help you improve your speaking confidence?
5.	Do you feel more comfortable speaking english in group discussions compared to speaking alone? Why?
6.	How do your group member influence your confidence in speaking?

7.	What suggestions do you have to make group discussion more effective for improving speaking confidence?
8.	Would you recommend group discussions as a method to help students improve their speaking confidence? Why or why not?

Data Collection Procedures

The researcher takes several steps to obtain the following data:

1. First, the researcher requested permission from the head of the English education study program at PGRI DELTA UNIVERSITY Sidoarjo to conduct the research.
2. Second, the researcher creates an instrument that includes a statement of the problem associated to the researcher.
3. Third, to examine the educational and learning processes, researchers employed observation checklists that relevant to study question formulation. At the end of the class, the researchers conduct an interview with the students and request that they answer honestly.

4. Finally, the researcher analyzes student speech from various perspectives and processes data from their research using broad descriptions and conclusions

Data Analysis

In this study, the researcher would use group discussions to help students develop their speaking confidence. In this study, the researcher used Miles and Huberman's (1994) qualitative data analysis approach, which consists of three interconnected processes: data reduction, data display, and conclusion drawing/verification. These stages ensure that qualitative data is thoroughly analyzed in order to provide meaningful insights on the role of group discussions in assisting students in increasing their speaking confidence.

The first stage is data minimization. This involves selecting, reducing, and organizing the raw data acquired from observations and interviews. The second step is data display. This is the process of presenting reduced data in a comprehensible and ordered format. According to Miles and Huberman (1994), qualitative data must be organized so that researchers may identify connections and emerging themes. In this study, the researcher uses descriptive

summaries and a table to organize material gleaned from observations and interviews. This stage assists in understanding how students participate in group discussions, how their confidence develops over time, and what factors influence their performance. The final step is to derive and verify the conclusions. This includes analyzing the investigated data and ensuring that the findings are genuine. The researcher identifies significant messages from the data and aligns them with the study's objectives and theoretical framework.

FINDING AND DISCUSSION

In this chapter, the researcher described the research findings and conclusions. The research findings will be addressed through the presentation of observational data. The discussion in this research describes how group discussions can help students increase their speaking confidence. The second step is to describe the students' perceptions of group discussions in order to increase their speaking confidence based on the interview results. In this part, the researcher was described how can group discussion develop students' speaking confidence as the first research question.

The researcher collected data from observation field note and supported by documented. The classroom observation was conducted over a series of speaking classes in Mei 2025 at the English Education study program 2024C Department of PGRI DELTA University Sidoarjo on Mey 19 and on Mey 20, 2025. The researcher observed a group of students during group discussion sessions held as part of their speaking practice.

The Result of How Group Discussion Develop Students' Speaking Confidence

Based on classroom observations and field notes collected throughout the implementation of group discussion, it was found that the speaking confidence of students improved gradually through a series of structured and purposeful steps. Each step in the group discussion process was not only designed to facilitate speaking practice, but also to directly develop specific elements of speaking confidence such as willingness to speak, fluency, clarity, body language, eye contact, actively and react calmly when making mistakes. The following explanation describes each step in detail, along with its specific function in supporting the development of students' speaking confidence.

At the start of each group discussion session, the Lecturer introduced a discussion topic that had been pre-selected or discussed with the students. The topics chosen were purposefully intended to be relevant to the students' real-life experiences or difficulties with which they could emotionally and cognitively identify. This step aimed to increase kids' willingness to speak.

After introducing the topic, the teacher broke the class into small groups of four or five pupils. The group configuration was kept constant throughout the observation period to foster familiarity and trust among group members. This action was taken to provide a pleasant and supportive environment for speaking. Speaking in front of the entire class can be scary, especially for students who are not confident in their language abilities. Small group conversations alleviate this pressure by creating a more intimate environment in which students feel less scrutinized. This setting helped students to speak more freely, make natural gestures, and maintain greater eye contact. Working with the same group members on a regular basis allowed students to develop rapport and express themselves more naturally. The supportive

group environment was critical in encouraging engagement from all students, including those who typically avoided speaking. Students gradually became more involved and took turns more spontaneously, indicating an increase in their general speaking confidence.

Before the conversation began, students were given a few minutes to prepare their responses. They used this time to read the questions, take notes, practice their responses, and discuss ideas with their groups. The teacher did not rush through this stage, recognizing that preparation was an important element of the learning process. This stage sought to improve pupils' fluency and clarity when speaking. Many students struggle with fluency not because they lack ideas, but because they feel compelled to speak quickly. By allocating time for preparation, pupils were able to arrange their thoughts and eliminate hesitancy. This enabled them to communicate more fluidly and with greater organization. It also gave them a sense of control, which is important in developing confidence.

To ensure that all students actively participated, each group member was

allocated a specific subject or section of the topic to discuss. This task assignment explained expectations and ensured that each student had a specific speaking role. This measure aimed to promote accountability and active engagement. The debate began after the preparation was finished and each student got a chance to speak. Students took turns sharing their solutions, commenting to others' ideas, and asking follow-up questions. This approach helped to promote spontaneous communication and increase interpersonal speaking confidence. This was the moment when students could put their preparations into action. As they chatted, their speech grew more natural and less scripted. They reacted to others, used acceptable fillers, and demonstrated a willingness to elaborate on their answers without being asked.

Following the group discussion, students were asked to present one or two group responses in front of the entire class. Each student presented a separate point, ensuring that everyone in the group got a chance to speak during this presenting phase. This step was designed to improve students' vocal projection, body language, and calmness in front of a larger audience.

Although the presentation was brief, it gave students experience in semi-public speaking. Speaking in front of classmates was difficult for many pupils, but with practice, they learned to overcome their nerves. They were observed speaking louder, standing more confidently, and keeping eye contact with the audience.

The final phase in the group discussion activity was the teacher's reaction to the students' performances. At the end of each session, the teacher gave positive feedback, acknowledged progress, and encouraged pupils to keep improving their speaking abilities. This phase was critical for maintaining motivation and increasing self-confidence. When students received favorable feedback, they believed their efforts were valued. It reduced their dread of being judged and enhanced their sense that they might improve with practice. Encouragement from the teacher also contributed to a positive learning environment in which students felt safe to attempt, fail, and try again. This emotional support was essential for developing long-term speaking confidence because it allowed students to focus not only on outcomes, but also on their own improvement throughout the learning

process. Each phase in the group discussion activity was meticulously planned to satisfy a unique psychological and linguistic need while increasing students' speaking confidence. Every stage, from selecting relevant themes to creating safe locations, establishing routines, fostering interaction, and promoting public speaking, led to the progressive development of confidence. This section's findings indicate that structured group discussions can effectively boost students' speaking confidence.

The Result of Students' Perception on Group Discussion.

Interview data revealed that most students had positive perceptions of group discussions in helping them build speaking confidence. They expressed that working in groups made them feel more relaxed and comfortable. One student stated, "Speaking in a group is less scary than speaking alone because we support each other." Another mentioned, "I can learn from my friends, and it motivates me to speak more."

Students also appreciated the interactive nature of group discussions. They felt that it allowed them to express ideas freely, receive immediate feedback from peers, and feel more confident in using English. Several participants mentioned that the discussion format reduced their speaking anxiety and made them more willing to communicate.

The combination of emotional support, peer encouragement, and continuous speaking practice helped foster a more confident speaking performance among students. These findings suggest that group discussion is not only an effective speaking activity, but also a valuable tool for enhancing students' self-belief and willingness to speak.

DISCUSSION

This part reviewed the research findings in light of the hypotheses and prior studies described in Chapter II. To confirm the correctness of the observations, group conversations were audio and video recorded. These recordings enabled the researcher to cross-check students' expressions, pauses, fluency, and engagement throughout the sessions. According to the study, group discussions helped students considerably improve their

speaking confidence. This was demonstrated by numerous aspects of their speaking behaviour observed during classroom activities, as well as their interview responses.

One of the most visible symptoms was the students' increased desire to communicate. Initially, most students were hesitant to speak and waited for prompts. However, over the course of several sessions, more students began to begin remarks, express their opinions, and actively participate in discussions. This study confirms Kirkpatrick et al.'s (2024) theory, which states that readiness to talk is a primary indicator of speaking confidence. Students' developing initiative is consistent with the premise that confidence is built through frequent exposure to speaking chances in a supportive setting.

Peer support was directly related to the students' comfort level when speaking. According to observational data and interview replies, students had less anxiety when participating in small-group discussions as opposed to speaking in front of the class. Peer emotional support is crucial in reducing pupils' affective barriers, according to Rahmaniah (2022). Students in this study were able to take chances

without worrying about looking foolish since group discussions were safe and cooperative. Since everyone else in the group was trying, there was a sense of encouragement and shared effort, and several students reported feeling "forced" to speak positively.

The increase in students' speaking fluency was another significant discovery. The recordings and field notes demonstrated that fluency steadily improved, despite the fact that some students initially struggled with prolonged pauses and reluctance. Students were able to construct sentences more fluently and confidently as they grew more accustomed to the discussion themes and structure. Students' speech also improved in terms of clarity and audibility when it came to delivery. Despite the fact that many students initially spoke softly, the recordings showed that later sessions saw an increase in voice projection and volume. Students who participated in conversations more regularly showed the most noticeable change. The results were further corroborated by nonverbal indicators including body language and eye contact. During the early sessions, only few students regularly made eye contact, and the majority avoided it out of

apprehension. Some students did, however, gradually improve with time, as seen by their use of hand gestures or brief eye contact during speech. Even though they were little, these adjustments showed an increase in comfort and self-assurance when speaking. Even initially silent pupils started to show more expressive body language, indicating that the group environment made them feel less self-conscious.

In conclusion, group discussions helped students improve their speaking confidence by creating a supportive environment, promoting active involvement, and allowing them to learn from their peers. Students developed important components of speaking confidence through repeated practice, positive reinforcement, and guided facilitation, such as fluency, clarity, readiness to speak, nonverbal expressiveness, and resilience in the face of mistakes. The consistency of these findings with established ideas and prior studies demonstrates the efficacy of group discussion as a good method in speaking teaching.

CONCLUSSION

Based on the findings and discussion in the previous chapter, it can be

concluded that the use of group discussion significantly contributes to building students' speaking confidence. This was demonstrated through improvements in several observable indicators such as students' willingness to speak, speaking fluency, voice clarity, eye contact, and body language. In addition, students gradually became more comfortable making mistakes, began to participate more actively, and showed higher levels of self-assurance when speaking in English.

Interview responses confirmed the findings of classroom observation, with students stating that speaking in a group context made them feel less anxious and more encouraged. The amicable atmosphere and peer support helped to alleviate their worry of being judged. Furthermore, the inclusion of audio and video recording increased the data's validity by allowing the researcher to more closely evaluate students' conduct and verbal performance. The recordings verified trends of development in confidence-related behaviors like fluency, expression, and engagement over time.

The findings of this study are consistent with relevant theories and previous research, such as those by

Kirkpatrick et al. (2024), Supriyanto and Savitri (2024),

Rahmaniah (2022), and Rahmat and Jon (2023), who highlight the connection between student-centered interaction and confidence building. Additionally, previous studies by Mangunsong (2017), Khaerunnisa (2022), and Rahmawati (2019) support the idea that group discussion enhances students' speaking skills and classroom participation.

Furthermore, based on the interaction patterns and the flexible structure of the activities, the type of group discussion implemented in this research can be categorized as informal group discussion. This type of discussion allows students to speak freely, share opinions without strict rules, and develop their communication skills in a relaxed environment. The informal nature of the discussion helped students feel more comfortable and less pressured, which played a significant role in increasing their confidence.

Regarding students' perceptions, the majority of participants responded positively to the use of group discussion. They believed that this method helped them express their ideas more easily, reduced their fear of making mistakes, and

made the learning process more enjoyable.

The students also appreciated the peer support they received during the discussions, which made them feel more motivated and confident to speak

In summary, group discussion has been shown to be an effective method for increasing students' speaking confidence in an EFL setting. It provides frequent opportunities to talk, reduces anxiety, promotes engagement, and fosters peer trust. All of which are necessary for confident communication.

SUGGESTION

Based on the findings and discussion, the researcher proposed several suggestions:

1. For Students

Students are urged to take the lead during group discussions and make the most of the chance to practice speaking in front of an audience. They should view group conversations as an opportunity for mutual growth and not be scared to make mistakes. Peer support need to be welcomed as inspiration rather than coercion.

2. For Lecturer

For English lecturers, it is recommended that they incorporate group discussion activities into their speaking

lessons on a consistent basis. The professor should create assignments that are organized yet flexible, use topics that are relevant to the students' experiences, and establish a safe environment in which students can express themselves without fear. Lecturers could also explore recording classroom conversations to help them track student progress and improve instructional tactics.

3. For Researchers

Additional research can look into the use of group discussions in different educational settings or with students of varying skill levels. Researchers may also investigate the long-term impact of group discussions on speaking performance, or how recordings might be systematically evaluated to determine progress in speaking confidence.

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