Group Discussion Method On Enhancing English-Speaking Performance: A Quantitative Study

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ABSTRACT

This study examines the relationship between students' Group Discussion Method On Enhancing English-Speaking Performance: A Quantitative Study among junior high school students at EBC 01 Bai Metak, Viqueque Municipality, Timor-Leste. A quantitative questionnaire survey was conducted with 51 students selected from a population of 341 students in Grades VII–IX through proportionate stratified random sampling. The questionnaire was designed to measure students' perceptions of group discussion and their self-reported speaking performance using a four-point Likert scale. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). The manuscript reports a Cronbach's alpha of 0.741; however, the number of items reported in the reliability output (19) does not match the 18 items described in the methodology and must be verified against the original instrument and SPSS output. The current draft also contains inconsistent t-statistics across the results and conclusion sections. Therefore, the inferential results must be rechecked before a definitive statistical conclusion can be reported. Because the study uses a single questionnaire and does not include a speaking test, pretest–posttest assessment, or control group, the findings should be interpreted as evidence about students' perceptions and self-reports rather than proof that group discussion causes improvements in speaking performance.

Keywords: Group discussion method; Enhancing speaking performance; English language learning; Timor-Leste

INTRODUCTION

Education supports learners' intellectual, social, and personal development. In an increasingly connected world, English can provide access to communication and information across national and cultural contexts. English-language learning commonly involves listening, speaking, reading, and writing. Speaking is especially important because it enables learners to express ideas, respond to others, and participate in classroom interaction. Teachers therefore need to create learning opportunities in which students can use English for meaningful communication.

Group discussion is one classroom approach that can give learners opportunities to exchange ideas, ask and answer questions, and practise expressing opinions. When discussion topics are understandable and relevant to students' experiences, group work may encourage participation and provide opportunities to use vocabulary and spoken language. Nevertheless, participation may be uneven: more confident students may dominate while others speak less. Teachers therefore need to structure activities, assign roles where appropriate, and support students who need additional language assistance. Previous literature cited in this manuscript discusses both the potential benefits of discussion and the importance of teacher facilitation.

In the context of English learning at Ensino Básico Central (EBC) 01 Bai Metak in Viqueque Municipality, the present study focuses on students' perceptions of group discussion and their own reports of English-speaking performance. The study uses questionnaire data rather than direct, rubric-based assessments of speaking. It consequently does not measure changes in speaking performance over time and cannot establish that group discussion causes such changes. The research question is: What relationship, if any, exists between

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students' perceptions of group discussion and their self-reported English-speaking performance? The objective is to examine this relationship among junior high school students at EBC 01 Bai Metak.

The hypotheses are stated as follows: H_0: There is no statistically significant relationship between students' perceptions of group discussion and their self-reported English-speaking performance. H_1: There is a statistically significant relationship between students' perceptions of group discussion and their self-reported English-speaking performance. These hypotheses concern an association between questionnaire measures, not a causal effect.

LITERATURE REVIEW

The Concept of Group Discussion Method

The group discussion method is a strategy for delivering learning materials that actively engages students in discussing and finding alternative solutions to problematic topics, according to (Abimanyu cited in Kelirik, 2018). In addition, Sudiro, et.al, (2022), stated that "group discussion is needed to see how the students can work together and share their opinions with their friends in the group" (p. 360). Thus, students collaborate with each other in groups, express their ideas clearly and listen to the opinions of others to solve the problem or question. Not only this but, Gal & Gal cited in Killen (1996), define discussion isn't simply a matter of the teacher presenting some information and then asking a question.

Certainly, in group discussion questions are an important point in the learning process because students seek information from each other. Ying (2020) states that the discussion method is widely recognized as an effective instructional approach in the teaching and learning process because it promotes active student participation and collaborative knowledge development . Furthermore, the discussion method contributes significantly to the development of students' critical thinking skills (Fuad, 2019). By exposing learners to diverse perspectives, it encourages them to evaluate different viewpoints, formulate logical arguments, and support their opinions with relevant evidence. In addition, discussion activities enhance students' communication skills, particularly speaking and listening abilities, as they are required to express their ideas clearly, listen attentively to others, and respond appropriately in a respectful manner (Safitri & Gumala, 2024). Therefore, the discussion method not only facilitates academic learning but also helps students develop essential skills that are necessary for effective communication and lifelong learning (Dallimore et. al, 2016).

The Step of Using Group Discussion Method

The group discussion method has several procedures in the teaching and learning process, especially in improving students' speaking skills and active participation. According to Dimyati and Mudjiono as cited in Putriyanti & Fensi (2017), group discussion consists of several standard procedures that must be implemented systematically to ensure the success of the learning process. These procedures generally include four main steps: preparation, initiation of discussion, development and conclusion.

Step 1: Preparing for the Discussion

The first stage is preparation, which is a crucial step in ensuring the success of the discussion process. According to Sari (2025), preparation refers to the process of planning, organizing, and arranging necessary actions to achieve a specific purpose or activity. In the context of classroom discussion, the teacher is responsible for preparing learning materials, discussion topics, and guiding questions that align with the learning objectives.

Materials play a central role in language teaching. They are considered the heart of the teaching and learning process (Garton & Graves cited in Damayanti, Fauzi & Inayati, 2018). Learning materials help students participate actively in group discussions and improve their speaking skills. These materials can include short texts, dialogues, videos, pictures, and vocabulary lists. They help students understand the topic and give them ideas to speak. Good materials also increase students' interest and confidence in speaking English.

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Schools and classrooms should be representative of real-life situations, allowing students to participate in learning activities interchangeably and flexibly in a variety of social settings (Dewey, 1938; Gutek, 2014 cited in). Especially when in discussion activity topics should be clear, interesting, and related to students' daily lives. Topics like hobbies, daily activities, or personal experiences help students share their ideas easily. Clear topics help students stay focused and organize their thoughts, so they can speak more confidently and fluently. For example, a topic such as "Why do we need to respect our parents**?"** is relevant to students' lives and encourages them to express their opinions, share experiences, and engage in meaningful discussion.

The guiding questioning strategy is defined as: educational cues and prompts that enable students to transfer the material to be learned, and directions for what they should do, and how to do it, and in theory it helps them to review information, check their understanding, and encourage creativity, critical thinking, and judgment in classroom activities (Milawati & Surgati cited in AlAzzam& Ashour, 2024). Guiding questions strategy, are simple questions that help students think and speak during discussions. For example, "Why do we need to respect our parents?" or "How can we show respect?" These questions help students' express ideas, give opinions, and improve their speaking skills.

Step 2: Starting the Discussion

The second step involves initiating the discussion. At this stage, the teacher explains the objectives of the activity, the procedures to be followed, and provides an overview of the topic to be discussed. In this step, the teacher clearly explains the objectives, procedures, and the topic "Why do we need to respect our parents?". The objective is to help students practice speaking, express their opinions, and share their experiences. The teacher then explains the procedures, such as working in groups, discussing the topic, and answering guiding questions. After that, the teacher introduces the topic and makes sure students understand it so they can participate actively.

Teacher explanation helps students feel confident and ready to join the discussion. Giving a simple explanation of the topic means the teacher gives a short explanation of the topic. For example, the teacher explains that the discussion will focus on the importance of respecting parents, ways to show respect, and why it is important in daily life. This helps students understand the topic and prepares them to share their ideas and experiences.

This step is important in ensuring that students clearly understand the purpose and structure of the discussion. Learning environment should be supportive and safe so that all students, including introverted learners, feel comfortable participating without nervousness or discomfort. Therefore, this step is essential in establishing an inclusive and engaging learning atmosphere.

Step 3: Development of Discussion

After preparing the materials, topic, and guiding questions in Step 1 and starting the discussion in Step 2, the teacher continues by guiding and facilitating the discussion process. The teacher helps students stay focused, encourages them to share ideas, and allows them to speak freely (Anastas, as cited in Abdulbak et al., 2018).

The teacher may also monitor each group, give support when needed, and remind students to use English during the discussion. At this stage, students interact with each other, respond to different opinions, and exchange ideas in their groups. They are encouraged to ask and answer questions, give reasons, and build on others' ideas. This process helps students become more confident and active in speaking. As a result, the discussion becomes more dynamic and meaningful, and it helps students improve both their speaking skills and critical thinking.

Step 4: Concluding the Discussion

After developing the discussion in Step 3, the teacher and students move to the final stage by summarizing the main ideas from the discussion. The teacher reviews the topic, key points, and students' responses to make sure they understand the results of the discussion. This step helps reinforce what students have learned from the materials, topic, and guiding questions prepared in Step 1 and used in Step 2. In this stage, the teacher also

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clarifies any misunderstandings and gives final feedback. Students are encouraged to reflect on their discussion and what they have learned. The main point of the final step is to summarize the discussion and make sure students understand the topic. The teacher reviews the main ideas, gives feedback, and corrects mistakes. This helps students remember what they have learned and improve their speaking skills. It also gives a clear ending to the discussion.

In conclusion, the four steps of group discussion help students improve their speaking skills in a clear and organized way. Step 1 prepares students with materials, topics, and questions. Step 2 starts the discussion by explaining the objectives and procedures. Step 3 develops the discussion through active participation and interaction. Finally, Step 4 concludes the discussion by summarizing ideas and giving feedback. Together, these steps help students become more confident, active, and better at speaking English.

The Concept of Speaking Skills

Speaking skill is one of the most essential competencies in language learning, particularly in learning English as a foreign language. It plays a crucial role because it enables learners to communicate their ideas directly and effectively in real-time situations. According to Hashim, Yunus, & Zakaria (2019), speaking is considered a prominent skill since it reflects a learner's ability to use language actively, and those who can speak fluently are often perceived as having mastered the language. This indicates that speaking is not only a linguistic ability but also a practical tool for communication in social and academic contexts. Furthermore, speaking is categorized as a productive skill because it involves the active production of language. While listening and reading function as receptive skills that provide input, speaking allows learners to produce output and express their understanding. Sabnani & Renandya (2019) emphasize that speaking represents the outcome of language acquisition, where learners demonstrate their knowledge through oral communication. Therefore, speaking serves as a bridge between language knowledge and real-life communication, making it an essential component of language mastery.

In addition, speaking skills involve the ability to express thoughts, ideas, and emotions clearly and appropriately. Sherbekova (2025) defines speaking skills as the ability to convey meaning through spoken language, particularly in foreign language contexts where learners must adapt to new linguistic systems. In the classroom context, this ability becomes increasingly important as students are required to participate in discussions, deliver presentations, respond to questions, and interact with both teachers and peers using English. These activities demand not only linguistic knowledge but also confidence and communicative competence.

Moreover, effective speaking requires the mastery of several important components. According to Brown cited in Siska (2022), there are five main components of speaking skills: grammar, vocabulary, comprehension, fluency, and pronunciation. Grammar enables learners to construct correct sentences, while vocabulary provides the necessary words to express ideas. Comprehension ensures that speakers can convey and understand meaning effectively. Fluency refers to the ability to speak smoothly and continuously, and pronunciation helps ensure that speech is clear and understandable to listeners. All of these components work together to support effective oral communication. In conclusion

In conclusion, speaking skill is a fundamental aspect of language learning that allows learners to actively use language for communication. It involves not only the ability to produce language but also the ability to express ideas clearly, interact with others, and apply linguistic knowledge in real-life contexts. Therefore, developing speaking skills should be a primary focus in English language teaching, especially in environments where English is learned as a foreign language.

Stages in Teaching Speaking Skills

Sabnani & Renandya (2019), stated that the model for teaching oral communication not only prioritizes the end of the speech, but also monitors the process in order to develop their oral skills well. The process or steps that teachers use to develop students' speaking skills well are as follows:

Step 1, Focus learners' attention on speaking

Before students begin speaking activities, teachers need to focus learners' attention by creating a supportive learning environment, clearly explaining the objectives of the speaking task, and providing appropriate communication strategies. This preparation helps students understand the purpose of the activity and increases their confidence to participate in classroom interaction. In addition, teachers can facilitate communication by encouraging students to use simple expressions, gestures, pair practice, and repair strategies such as asking for repetition or clarification when they do not understand. These forms of scaffolding reduce learners' anxiety and promote active participation in speaking activities, enabling students to communicate more effectively in English (Goh, 2017; Hughes, 2017). Furthermore, Richards and Bohlke (2019) argue that successful speaking instruction begins with clear task preparation, sufficient language support, and meaningful opportunities for learners to practice communication before performing speaking tasks independently.

Step 2, Provide input/guide planning

In the planning step, teachers play an important role in providing input and guidance before students begin the discussion activity. This support includes introducing relevant vocabulary, explaining key concepts, and helping students organize their ideas. For the topic "Why English is Very Important," the teacher provides essential vocabulary such as global interaction, education, communication, and career opportunities. In addition, the teacher guides students in developing structured talking points related to the importance of English in global communication, learning, and future careers. According to Nation and Newton (2020), providing learners with language input and opportunities for planning before speaking tasks helps them participate more effectively, improve fluency, and express their ideas with greater confidence. Therefore, teacher guidance during the planning step is crucial for supporting students in organizing their thoughts and engaging successfully in discussion activities.

Step 3, Conduct speaking tasks

The purpose of this step is to provide learners with opportunities to practice speaking with fluency as the primary objective. During speaking tasks, the teacher creates a supportive and comfortable learning environment that encourages students to express their ideas freely without focusing excessively on grammatical accuracy. A supportive environment enables students to participate actively, take risks in using the target language, and learn from their mistakes through constructive feedback. Similarly, a comfortable environment helps students feel relaxed, confident, and secure when communicating in English. According to Harmer (2016), an effective speaking classroom should provide learners with meaningful opportunities to use language communicatively in an atmosphere that promotes confidence and active participation. Therefore, by creating a positive and encouraging learning environment, teachers can help students develop their speaking fluency, increase their confidence, and improve their ability to communicate effectively in English.

Step 4, Focus on language/discourse/skills and strategies

In this step, the teacher directs learners' attention to specific aspects of the speaking task they have completed and provides feedback on areas that require improvement. While the primary objective of the previous stage is to encourage learners to communicate meaningfully and develop fluency, this stage focuses on improving the accuracy of language use. The teacher assists students in identifying and correcting errors related to grammar, vocabulary, pronunciation, and discourse organization. For example, in the topic Why English is Very Important, a student may say, English is very important because it helps people communicate. The teacher can guide the student to produce a more accurate sentence, such as English is very important because it helps people communicate. In this process, the teacher highlights specific language features, including the correct use of the verb to be, subject–verb agreement, and appropriate word forms. According to Burns (2019), focusing learners' attention on language, discourse, communication skills, and speaking strategies after speaking activities helps improve the accuracy and effectiveness of their oral communication. Therefore, this stage plays an important role in supporting learners' language development and enabling them to communicate more clearly and accurately.

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Step 5, Repeat speaking task

After receiving feedback and guidance from the teacher, learners are given the opportunity to repeat the speaking task. During this step, the teacher provides support on aspects of speaking performance such as pronunciation, grammar, vocabulary use, idea organization, and communication strategies. Students then perform the task again, either by repeating the entire task or by improving specific parts of their previous performance. This repetition allows learners to apply the feedback they have received and refine their speaking abilities. According to Burns (2019), speaking development is enhanced when learners are given opportunities to reflect on their performance, receive feedback, and engage in further practice. Through repeated speaking activities, students can improve their accuracy, fluency, and confidence, enabling them to communicate more effectively in English. Therefore, repeating speaking tasks is an important step in the learning process as it supports continuous improvement in learners' oral communication skills.

Step 6, Direct learners' reflection on speaking

In this penultimate stage, the teacher guides learners to reflect on the speaking tasks they have completed and evaluate their learning experiences. Reflection allows students to consolidate their knowledge, assess their progress, and develop a deeper understanding of their speaking abilities. Through this process, learners can identify aspects of their performance that were successful, such as effective communication, appropriate vocabulary use, or improved fluency, while also recognizing areas that require further improvement. According to Richards (2017), reflective learning encourages students to become more aware of their language development and helps them take greater responsibility for their own learning. By analyzing their strengths and weaknesses, learners can set goals for future improvement and enhance their overall speaking performance. Therefore, learner reflection is an important stage in the speaking process because it promotes self-awareness, continuous learning, and the development of effective communication skills.

Step 7, Facilitate feedback on learning

In the final step, the teacher facilitates feedback on learners' performance throughout the speaking activities. The teacher responds to students' reflections by providing constructive comments, clarifications, and suggestions for improvement. This feedback helps learners understand what they have achieved and what aspects of their speaking require further development. Feedback may address pronunciation, grammar, vocabulary use, fluency, and overall communicative effectiveness. In addition to teacher feedback, learners can also benefit from peer feedback, where classmates share their observations and suggestions through open-ended questions and discussions. According to Hattie and Clarke (2019), effective feedback provides learners with information about their current performance and guides them toward achieving better learning outcomes. Therefore, facilitating feedback on learning is an essential stage because it supports continuous improvement, promotes learner awareness, and enhances students' speaking abilities. These seven steps provide a structured approach to developing learners' speaking skills. These steps guide students from preparation and support, through practice and improvement, to reflection and feedback. By following this step, learners gradually build confidence, improve accuracy and fluency, and become more effective communicators.

The Strategies of Using Group Discussion Method to Improve Students' Ability Speaking Skills in English Language

The group discussion method is a student-centered learning strategy that helps improve students' English speaking skills through active interaction, collaboration, and communication practice. Kuliahana & Marzuki (2024), stated that there are five Strategies that use in Using Group Discussion Method to Improve Students' Ability Speaking Skills in English Language:

Providing Relevant Topics

According to Asgawanti et al. (2025), relevant topics can help students understand the content and provide motivation to speak. Students understand the content more easily when the topics are relevant to their experiences, as familiar contexts (hobby, daily activities, school, environment, etc.) allow them to connect

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new information with their foundational knowledge. When learners can relate to the material, they are better able to understand key concepts and retain information more successfully. This improved understanding also contributes to increased confidence, as students feel more certain about what they want to express. As a result, they become ready to participate in speaking activities. Furthermore, meaningful and relatable topics create a supportive learning environment that reduces anxiety and encourages active engagement. Therefore, the use of relevant topics not only enhances comprehension but also plays an important role in motivating students to speak.

Grouping Students

Kuliahana and Marzuki (2023) state that using small groups in the classroom can increase interaction among students. This means that students have greater opportunities to speak, share ideas, and actively participate in the learning process. In this situation, students are not only listening to the teacher, but also engaging in discussions with their peers, which helps them understand the material more effectively. Furthermore, they explain that combining strong and weak students within the same group can support peer learning. Students with higher ability can help explain the material to those who have not yet understood it, while less proficient students can learn from their peers in a simpler and more accessible way. In this way, the process not only enhances knowledge but also promotes collaboration, responsibility, and solidarity among students. Therefore, the use of small groups with mixed ability levels is an important strategy to promote interaction and improve learning outcomes in the classroom.

Facilitating Students' Participation

According to Apriani et al. (2025), the role of the teacher is not only to deliver knowledge, but also to act as a facilitator who supports students throughout the learning process. As a facilitator, the teacher provides guidance and assistance when students encounter difficulties, such as a lack of vocabulary or ideas. Instead of giving direct answers, the teacher helps students develop their own understanding by offering hints, examples, or prompting questions. This role is especially important in encouraging students to become more independent and confident learners. When students struggle to express their ideas due to limited vocabulary, the teacher can introduce relevant words or suggest alternative expressions. Similarly, when students have difficulty generating ideas, the teacher can guide them through brainstorming activities or discussions to stimulate their thinking. Therefore, by acting as a facilitator, the teacher creates a supportive learning environment where students feel encouraged to participate actively and develop their language and thinking skills more effectively.

Assigning Group Reports

Laia (2026) stated that group report activities play an important role in helping students organize their ideas and present them in front of an audience. This means that when students work together in groups, they are encouraged to discuss, share, and structure their thoughts more clearly before presenting them. Through this process, students learn how to arrange their ideas in a logical and coherent way, which improves their overall understanding of the topic. In addition, presenting in front of many people helps students develop their confidence and communication skills. During group presentations, each member has the opportunity to contribute and practice speaking, which can reduce anxiety and build self-confidence over time. Students also learn how to explain their ideas clearly, respond to questions, and engage with their audience. Therefore, group report activities are not only useful for organizing ideas but also for enhancing students' speaking abilities, teamwork, and confidence in public presentations.

Giving Feedback

According to Asgawanti et al. (2025), feedback plays a crucial role in improving students' speaking skills, particularly in areas such as pronunciation, grammar, and fluency. This means that through appropriate feedback, students are able to recognize their mistakes and understand how to correct them effectively. For example, feedback on pronunciation helps students produce sounds more accurately, while feedback on grammar enables them to construct correct sentences. Similarly, feedback on fluency supports students in

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speaking more smoothly and confidently without frequent pauses. Moreover, effective feedback should be constructive and motivating. Constructive feedback focuses not only on identifying errors but also on providing clear suggestions for improvement. Instead of discouraging students, it guides them step by step toward better performance. At the same time, motivating feedback encourages students to keep practicing and builds their confidence in using the language. When students feel supported rather than judged, they are more willing to participate and take risks in speaking activities. Therefore, feedback is an essential element in the learning process, as it helps students improve their speaking abilities while also fostering confidence and motivation.

The group discussion method is effective in improving students' English-speaking skills through strategies such as providing relevant topics, grouping students, assisting them, assigning group reports, and giving feedback. These strategies increase participation, build confidence, and help improve pronunciation, grammar, vocabulary, and fluency.

RESEARCH METHODOLOGY

Research Design

This study used a quantitative, cross-sectional questionnaire survey to examine the relationship between students' perceptions of group discussion and their self-reported English-speaking performance. Because the study did not include an intervention, direct speaking assessments, or a comparison group, it is not an experimental or quasi-experimental test of the effect of group discussion.

Data obtained from quantitative research are typically presented in the form of numbers, percentages, tables, and graphs, which enable researchers to analyze information objectively and accurately. Furthermore, the use of statistical analysis helps researchers draw reliable conclusions and make generalizations about a larger population based on the sample studied. Therefore, quantitative research is widely employed to produce objective, measurable, and generalizable findings (Sugiyono, 2019).

Research location

The research location is the place where the research is conducted. Determining the research location is a crucial step in any research project, as it establishes the object and objectives, making it easier for the researcher to conduct the research, (Dartiningsih, 2016). The place where the researcher conducted the research is at EBC 01 Bai Metak, located in Viqueque Municipality.

Research schedule

According to the Center (2024), a work plan or research schedule is a table, graph, or plan that summarizes the different components of a research project and how these activities are implemented over a specific period of time. The research schedule includes the activities to be performed, the time of implementation, and the person responsible for these activities. The researcher conducted the research from June – October 2026.

Research Population and Sample

Population

A population is defined as the area of generalization within a study. This area includes the objects or subjects from which conclusions can be drawn. In quantitative research, population refers to a group of people, objects, or phenomena that the researcher intends to study (Sugiyono cited in Amin et.al, 2023). From this group, the researcher collects and analyzes data in order to draw conclusions about the study. The population in this research consists of all students of Junior High EBC 01 Bai Metak, located in Viqueque municipality, who study English. The total population is 341 students including male 164 & female 177.

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Sample

A sample is a subset of individuals, objects, or elements selected from a larger population to participate in a research study. Researchers use sampling because it is often impractical, expensive, or time-consuming to collect data from every member of the population. The sample is expected to represent the characteristics of the population so that the results or findings of the research can be generalized to the entire population. Sugiyono cited in Febriyanti (2023), states that the sample is a portion of the population that serves as the data source in the research, where the population is a subset of the total number of characteristics that the population has. On the other hand, Amir et al., cited in Febriyanti (2023), emphasized that sampling is the process of collecting data using examples or samples from a portion of the population.

In this research, the researcher used Stratified Random Sampling as the sampling technique to select the participants. Stratified Random Sampling is a probabilistic sampling method in which the population is first divided into groups or strata according to some specific characteristics, then a sample is randomly selected from each stratum to ensure that the representation of each group in the population can be properly obtained. Howell et al. (2020) emphasized that Stratified Random Sampling helps researchers to ensure the representativeness of a diverse population, so the research results can better reflect the characteristics of the entire population. Therefore, this technique is very suitable when the population consists of groups that are different, but have a characteristic that is important to represent in the research. Through this method, each stratum has an equal opportunity to represent its group in the final sample, thus reducing the possibility of bias and increasing the validity of the research results. To select participants in this research, the researcher used the idea of Arikunto cited in Abubakar (2021), stated that when the population is large, the researcher does not need to involve all members of the population in the research process. In such a situation, the researcher can choose a sample that represents the population by an appropriate percentage, such as 10–15%, 20–25%, or even more, depending on the purpose and needs of the research.

Therefore, the researcher used 15% of the total population as a sample for this research. The total population consisted of 341 students distributed in grades VII, VIII, and IX. Based on the calculation of 15%, a sample was obtained 51 students. Because the population is distributed at different class levels, the researcher used the Stratified Random Sampling procedure with proportional allocation to determine the number of samples from each stratum. Thus, out of 134 students in grade VII, 20 students were selected; out of 98 students in grade VIII, 15 students were selected; and out of 109 students in class IX, 16 students were selected. After determining the sample number from each stratum, the selection process of participants was conducted randomly in each class to ensure that each student had an equal opportunity to become a sample member. Through the use of this Stratified Random Sampling technique, the researcher can ensure that the sample selected represents the composition of the population well, so that the research results can provide an accurate and representative description of the impact of the Group Discussion Method on students' speaking skills.

Data Collection Instrument and Procedure

According Basyarul (2026), stated that Data Collection Data collection techniques are a fundamental part of the research process because they determine the quality of the information obtained and form the basis for researchers in drawing valid conclusions. To obtain quality information can be through data collection techniques such as interviews, documentation, observation and questionnaires. In this research the researcher used a questionnaire.

According Yusuf (2017) comes from the latin word “Questionnaire” it’s means questions related to a particular topic given to a group of individuals with the aim of obtaining data. The questionnaire used in this research consists of two variables, namely the group discussion method (X) as the independent variable and speaking skills (Y) as the dependent variable. These phenomena have been specifically defined by researchers and are referred to as research variables (Sugiyono cited in Alfia, 2020). To ensure that each variable can be measured systematically, the variables were first operationalized into specific indicators based on relevant theories and concepts. Each variable consists of three indicators that represent the main aspects being measured.

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Furthermore, each indicator is developed into three statements to obtain detailed information from respondents regarding their perceptions and experiences related to the variables under investigation.

As a result, the questionnaire contains a total of six indicators, comprising three indicators for the Group Discussion Method variable and three indicators for the Speaking Skills variable. Since each indicator is measured through three statements, the instrument consists of eighteen statements in total. The statements are designed to collect quantitative data that reflect respondents' opinions regarding the use of the Group Discussion Method and its improve on students' Speaking Skills. According to Sugiyono (2019), research variables should be translated into measurable indicators, and these indicators should then be developed into statement items that can effectively represent the variables being studied and provide data needed to answer the research objectives.

To measure students' responses toward each statement, this study applies a modified Likert scale with a four-point scale consisting of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). According to Sugiyono (2019), the Likert scale is a measurement technique used to assess individuals' attitudes, opinions, and perceptions toward a particular phenomenon. This scale enables researchers to transform respondents' opinions into quantitative data that can be analyzed statistically. Therefore, the use of indicators, statement items, and a modified Likert scale helps ensure that the questionnaire measures each variable comprehensively, accurately, and systematically, particularly in examining students' perceptions of the Group Discussion Method on improving speaking skills in the English language.

Data Analysis

Questionnaire data were entered and analyzed using the Statistical Package for the Social Sciences (SPSS). The analysis plan should include descriptive statistics for each study variable and, if appropriate to the measurement and assumptions, a regression analysis examining the association between the group-discussion score and the self-reported speaking-performance score. The final report must provide the verified coefficient estimates, standard errors, test statistics, exact p-values, confidence intervals where available, R^2, and relevant assumption checks. These statistics should be copied from the final SPSS output, not reconstructed from inconsistent values in different sections of the manuscript.

Instrument Reliability

Cronbach's alpha was used to examine the internal consistency of the questionnaire items. The current manuscript reports an alpha value of 0.741. However, the methods section states that the questionnaire has 18 items, whereas the reliability table reports 19 items. The researchers must compare the final questionnaire with the SPSS reliability output, confirm which items were included, and rerun the reliability analysis if necessary. The value 0.741 should not be presented as confirmed reliability for an 18-item instrument until this discrepancy has been resolved.

Hypothesis Testing

The null and alternative hypotheses should be evaluated using a two-tailed test at the prespecified significance level of 0.05, unless a directional test was justified before data analysis. For a simple linear regression with one predictor and 51 complete observations, the residual degrees of freedom would ordinarily be 49. The critical t-value and reported p-value must be checked against the actual model output. The manuscript currently reports conflicting t-statistics; therefore, the final hypothesis decision should remain pending until the original SPSS output has been verified.

Research Ethics

The researchers state that permission was sought from the school before data collection. The final manuscript should also report accurately how students were informed about the study, how consent or assent was obtained, how participation was kept voluntary, and how questionnaire responses were kept confidential. Include only procedures that were actually followed.

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RESULTS

Reliability Analysis

The current reliability table reports Cronbach's alpha = 0.741 and 19 items. The methods section, however, describes an 18-item questionnaire. This discrepancy must be resolved by checking the administered questionnaire and the original SPSS output before the reliability result is finalized.

Reliability statistics	
Method test	Cronbach's Alpha
Value	0.741
Status	Provisional—verify
Items in SPSS output	19 (methods state 18; verify)

Table 01: Reliability Testing Results

Until the item-count discrepancy is resolved, the reported alpha value should be treated as provisional. The reliability analysis should be rerun using the exact items that were administered and retained for analysis, and the table and narrative should report the same number of items.

Reported Regression Analysis

The manuscript reports that a simple linear regression was conducted to examine the association between the group-discussion questionnaire score (X) and the self-reported speaking-performance score (Y). However, the current table does not provide the regression coefficient, standard error, confidence interval, or R^2, and the reported t-statistics differ across sections. The regression must be rerun or checked against the original SPSS output before the results can be interpreted.

Coeficient			
Model	T constant	Significant	Decision
The impact of group discussion method	6.843	0.000	Significant Impact
Variavel depedente: students' ability speaking skills in English Language			

Table 02: Simple linear regression analysis test results

The existing table reports t = 6.843 and significance = 0.000, while other parts of the manuscript report t = 3.849 and t = 3.489. These values cannot all represent the same coefficient test in the same model. In addition, software output displayed as .000 should be reported as $p < .001$, not $p = .000$. Do not select one value without checking the original SPSS output. Replace this paragraph after verification with the confirmed coefficient, t-statistic, exact p-value, R^2, and a cautious interpretation of the association.

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Statistical Interpretation

Statistical decision: pending verification. The original SPSS output must be checked to establish the correct test statistic and p-value. If the verified two-tailed p-value is below .05, reject H_0 and report evidence of a statistically significant association; if it is .05 or greater, do not reject H_0. Neither outcome, by itself, demonstrates that group discussion caused an improvement in speaking performance.

DISCUSSION

The study addresses students' perceptions of group discussion and their self-reported English-speaking performance in one junior high school in Timor-Leste. The current manuscript does not yet provide a consistent set of inferential statistics, so it is not possible to make a defensible claim about the strength or statistical significance of the association until the SPSS output is verified. Once verified, the results should be discussed in relation to the research question and the literature reviewed in this paper, while distinguishing statistical association from causation.

Several limitations should be acknowledged. First, the study uses self-reported questionnaire measures for both variables, which may introduce common-method bias and may not correspond to students' demonstrated oral performance. Second, the cross-sectional design does not establish temporal order or causality. Third, the study was conducted at one school with 51 respondents, which limits the extent to which findings can be generalized to other schools. Finally, the discrepancy between the number of questionnaire items and the reliability output, together with inconsistent t-statistics, must be resolved before the results are finalized.

CONCLUSION

This study was designed to examine the relationship between students' perceptions of group discussion and their self-reported English-speaking performance at EBC 01 Bai Metak in Viqueque Municipality. The manuscript currently contains inconsistent inferential statistics and an unresolved discrepancy in the questionnaire item count. Therefore, a definitive conclusion about statistical significance should not be drawn until the original SPSS output and questionnaire are checked. Even after verification, the findings should be interpreted as an association between self-reported measures and not as evidence that group discussion caused an improvement in objectively assessed speaking performance.

Group discussion may provide students with opportunities to exchange ideas and practise communication, but the present survey design does not directly demonstrate improvement in pronunciation, grammar, vocabulary, or fluency. Such claims should be supported by direct speaking assessments in future research.

Future studies could use a quasi-experimental design with rubric-scored speaking assessments before and after an intervention, a suitable comparison group where feasible, and clear scoring procedures. If speaking tests are scored by more than one assessor, inter-rater reliability should also be reported. Future questionnaire studies should clearly distinguish students' perceptions from demonstrated speaking performance.

Recommendation

Ministry of Education

The Ministry or relevant education authorities may support teacher development in student-centred and interactive language teaching. Any policy recommendation based on this study should remain proportionate to the study's single-school sample and the limitations of self-reported data.

Teacher English language

English teachers may consider structured group discussion as one way to provide opportunities for students to communicate, provided that all students are encouraged to participate. Teachers can use clear topics, small-

group roles, language support, and constructive feedback. These are pedagogical suggestions, not causal effects established by the present survey.

Students

Students can be encouraged to contribute to group discussions, listen respectfully to classmates, and practise using English. Teachers should provide supportive opportunities for learners with different levels of confidence and proficiency to participate.

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