

The Students' Perception of Small Group Discussion for Developing EFL Students' Speaking Skills

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Abstract

This study aimed to determine students' perceptions of the small group discussion program in learning speaking skills, as well as their speaking skills and perceptions of the small group discussion program in Intensive English Guidance Program (UPGRADING) for students who will be enrolled in English program upgrading or intensive English Guidance. This is a qualitative study involving ten students and ten instructors as subjects. There were interview questions and audio recordings utilized as instruments of the data. The interview questions supplied to students and teachers were adjusted in order to gauge their impressions on developing speaking skills. Miles and Huberman's processes for data consolidation, data display, and conclusion verification were utilized to complete the data analysis technique.

It was discovered that the students' and instructors' perceptions of the small group discussion program were positive for the learning process of students' speaking skills in their English development, particularly where there was fluency, grammar, vocabulary, pronunciation, and understanding; however, there are many perceptions about one aspect of speaking skills, namely that grammar is the most important. Furthermore, the findings indicated that the students' perception of small group discussion for learning speaking skill had influenced their speaking development, it highly motivated students for the speaking skill learning process, the difficulties they overcame through the small group discussion program, and the instructors' ways of handling the program. This study implies that there was a significant influence on EFL students' perception of Small Group Discussion in developing their English-speaking skills.

Keywords: *Speaking Skill, Focus Group Discussion, EFL, Student View*

INTRODUCTION

In the current millennium, English is one of the international languages utilized as a method of oral and written communication for international cooperation, so it is crucial for us to acquire this language. Otherwise, we will fall behind a competing nation. This time, in order to utilize English appropriately, we must study the language itself and practice oral and writing communication. Learning English is crucial not just as a means of communication, but also as a source of motivation for education. Thus, English proficiency is essential for pupils.

The acquisition of the English language requires the development of four fundamental skills. Included among these are reading, listening, writing, and oral communication. While reading and

listening are seen as receptive talents, writing and speaking are regarded as productive capabilities. Speaking is the most important of the four language skills (listening, speaking, writing, and reading) since language learners are expected to develop fluency in the spoken language. It demonstrates that communicating with the language is more essential than merely knowing it. The primary purpose of speech in a variety of circumstances is communication. Students engage in numerous academic activities, such as group discussions, conversations, presenting exercises, role play, etc.

Within several universities in Makassar, an Intensive English Guidance called *Upgrading* were carried out annually. *Upgrading* is a curriculum in the Faculty of the Letter at the Muslim University of Indonesia as well as several others such as UNHAS, UNM and PIP that enables students to enhance their English skills, particularly their speaking skills, through presentation models such as morning lectures, seminar, speech, and small group discussion, among others outside the campus area.

Small Group Discussion is one of the Upgrading activity programs that may be utilized to improve one's speaking skills. Small group discussion allows presenters to suggest a topic or notion for group discussion among participants. The discussion allows for the exchange of ideas in a group setting under the supervision of a presenter and adheres to democratic principles.

The author selected the program for small group discussions for cognitive, emotional, and social reasons. Conversation encourages individuals to recognize the diversity of subject-related perspectives. It also helps participants understand the complexity of a subject when they leave a session with more questions than when they arrived. This is advantageous since it drives them to evaluate every possibility. In order to distinguish between facts and opinions, participants must practice their listening skills.

On an emotional level, the participants may have a personal connection to the issues they are debating, which gives them resonance. The participants are stimulated into consideration. Participants want others to appreciate the relevance of their ideas, and the group must do so. Each person has a healthy sense of self-worth. This is an essential, effective characteristic that is the key to increasing their speaking abilities. As part of the Upgrading program, individuals can select one of four options and provide a statement addressing this trait.

To date, however, no one has conducted any study on these program achievements. While this study is necessary to bridge the gap between established facts and perceptions, it is the responsibility of the individual who selects, organizes, and interprets the incoming data to depict the entire tragedy (Kotler, 2000).

Khairani (2012:62) A stimulus received by an individual through a receptor, the senses, before the perception process. There are two aspects that impact perception: internal and external. And in this instance, the authors are interested in the students' and instructors' perspectives on the use of focus group discussion to foster students' speaking skills in an outdoor learning program (Upgrading).

Conceptualizing Small Group Discussion

In a simple understanding of the small group discussion the authors describe as follows, small means small, group means the group (dynamic group) dynamic group, discussion means the exchange of opinions to solve a problem/search for truth.

Small group discussion is part of many learning methods that stimulate student activity. this method other than as a method of discussion also a method of solving problems (problem-solving). Small group discussion is done by dividing students into groups. The implementation starts with the teacher presenting the problem in general, then the problem is divided into sub-problems that must be solved by each group. After the discussion in a small group, the group leader presents the results of the discussion. In the small group discussion, students make small groups (5 to 6 people) to discuss the material provided by the teacher or the material that is obtained by the group members themselves.

Small group discussion is a learning method that provides opportunities for students to learn more actively by working together in groups to achieve a set goal. In a small group, discussion students are stimulated to explore ideas, increase understanding of new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve group cooperation, and enhance student involvement and decision making (Djamarah, 2005: 159). The method is based on several learning theories that emphasize that students can be independent and active in their learning.

According to Djamarah (2005: 157) learning with the small group discussion method is closely related to basic and advanced questioning skills, reinforcement skills, and open and close learning skills. Not all discussions in small groups are said to be discussions, but what is meant by learning small group discussions is an organized process that involves a group of individuals in a face-to-face interaction cooperatively for the purpose of sharing information, making decisions, and solving problems. From this understanding, small group discussions have four characteristics, namely; (1) Involving a group of individuals, (2) Involving participants in informal face-to-face interactions, (3) Having goals and cooperation, and (4) as well as following the rules.

METHOD

This study was qualitative in nature. The qualitative research investigates attitudes, behaviour, and experiences using techniques such as interviews and focus groups (Dawson, 2009). It sought to obtain participants' in-depth opinions. Due to the significance of attitudes, behaviour, and experience, people participated in the study; nevertheless, contact with these individuals tends to remain much longer. In a concise description, Mackey and Gass (2015) asserted that qualitative research is unrelated to any statistical technique and instead employs descriptive data. This study used a qualitative research design to examine student perceptions. This study aimed to examine students' and teachers' opinions of small discussion groups in an Intensive English Guidance program to foster English speaking skill.

The subjects of the study were students of the Indonesian Muslim University. This study chose these participants since there was an English language program where they were staying for a couple of weeks and using English as their primary language; hence, the authorss were able to determine the progress of the participants in the program. This study selected participants using a technique of purposive sampling. Purposive sampling is one of the approaches used to determine participants by taking things into account (Creswell, 2012). Furthermore, according to Creswell, the technique of purposive sampling is targeted since it purposefully selects individuals and locations to investigate in order to comprehend the major occurrences.

Interviews were conducted to obtain responses to questions regarding participants' perceptions of the small group discussion program. First, the author questioned the instructors about the program's structure and their thoughts of the participants. The author then questioned the participants regarding their impressions of the small group discussion program and how they administer the program to improve their speaking skills.

In analysing data, authorss explained and analysed qualitatively where students develop speaking skills through a small group discussion program for 2 weeks. And authors arranged as well and analysed the data obtained from the results of the interview systematically so that easy to understand and certainly can be shared with others.

Data Condensation

Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data so that "final" conclusions can be drawn and verified. This research referred to the process of selecting, focusing, simplifying, abstracting, and/or transforming data that appear in the interview. With

condensation, the writer made the data stronger. The data condensation/transformation process continued after the fieldwork was completed until the final report was finished.

Data Display

Moving to the next step was data display, display means an organized, compressed assembly of information that allows conclusion drawing and action. So, the authors analysed and described the data qualitatively. Data display referred to the process of draw conclusions from the data.

All data displays were designed to assemble organized information into an immediately accessible, compact form therefore the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis that the display suggests may be useful.

Therefore, the data display was showing based on the authors's focus. It included displaying written text data in terms of extracts.

Verifying Conclusions

The final step was drawing conclusions or verification. "Final" conclusions may not appear until data collection is complete, depending on the questionnaire.

Authors concluded the participants' perceptions. This conclusion could be verified and developed whose validity was checked through references to existing records, observations and previous theory.

FINDINGS AND DISCUSSIONS

In this study, the authors focus on Students' perception of small group discussion in learning speaking skill, and instructors' perception in the progress of the students in learning speaking skill.

The Students' Perception on the Small Group Discussion

1. Speaking Skill Development

The authors have analysed the result of the data collecting of the research. For this part, the authors analyse the students' perception of small group discussion can increase their speaking skill.

The data was obtained from interviews at Muslim University of Indonesia Makassar. There were 10 students to be interviewed in order to answer the first question. The data interviewed was obtained twice for each student in campus. The first interview was conducted on July 24th 2020 and the second interviewed was conducted on 26th July 2020. As follows:

Extract 1

Q: in ur opinion, can small group discussion program increase your speaking skill. ? why/why not.?

QA:

S1: *yes, it can improve our speaking skills. because in that program, we have to talk more about what we choose. we have to give some opinions and arguments about the topic but in english. it force our mind to find and think some words that we want to say in english.*

S2: *Yes, it can. Because in that program we are forced to speak up, we have to decide do we agree or disagree, and from our desicion absolutly we have a reason within it. So it makes us be more talkative and increase our speaking skill.*

S3: *Of course this is program can increase our speaking skill why, because we always speak what we wanna say and makes us enjoy in speaking.*

This excerpt examines whether a small-group discussion can improve students' speaking skills by

requiring them to speak at length about a topic of their choosing and add some opinions and arguments about the selected topic in English, so that they must strain their minds to find and consider some of the words they wish to use. With the power to speak, so that students can determine whether or not they agree or disagree. Obviously, there is a rationale behind their decision, as it will make them more talkative and improve their speaking skills. Students always say what they mean, which can make them more at ease when speaking.

Based on the aforementioned facts, the authors' responses during student interviews. The goal of the interview is to ascertain how students interpret small group discussions.

2. The Influence of FGD in Speaking Skill Development

The writers analyzed the outcome of the research's data collection. In this section, the authors will examine how students perceive the effectiveness of the small group discussion program for the speaking learning process. In order to answer the second question, it was necessary to interview 10 pupils. The interview information was collected twice for each student on campus. The first interview took place on July 24, 2020, while the second interview took place on July 26, 2020:

Extract 2:

Q: is small group discussion program effective for speaking skill learning process ? why/ why not ?
QA:
S1: *of course in a discussion forum can certainly improve skills in speaking and communicating because Motivated to improve self-understanding, Train to think critically Train to express opinions Train and develop a social soul in themselves.*
S2: *Small group discussion is effective for speaking skill process. It is because we always practice to speak loudly and practice makes perfect.*
S3: *very effective, because with a small group we can freely talk, ask a lot, and also increase our confidence.*

This excerpt demonstrates the efficacy of the small group discussion program for the development of speaking skills in fostering self-awareness and critical thinking, as well as training to voice viewpoints and cultivate a social spirit. This is because students frequently exercise speaking in a loud tone, are free to voice opinions and ask numerous questions, and improve their self-confidence as a result of this exercise.

Using the data presented above, the authors' responses to student interviews. The purpose of these interviews is to determine how students perceive the effectiveness of the small group discussion program for students. The comments of students regarding the efficiency of the program indicate that it is highly helpful in teaching speaking skills, allowing students to enhance their speaking, gain confidence, learn how to correctly express themselves, and practice English every day.

3. The Influence of FGD to Students' Motivation

The data was gained from interviewed at Muslim University of Indonesia Makassar. There were 10 students to be interviewed in order to answer the third question. The data interviewed was obtained twice for each student in campus. The first interview was conducted on July 24th 2020 and the second interviewed was conducted on 26th July 2020. As follows:

Extract 3

Q: do you think small group discussion program for speaking skill learning process is motivating? why/why not?

QA:

S1: *when talking about discussion can provide some motivation, certainly very motivating and motivating, because in the case of discussion will be given direction and understanding so that members in the group do not feel awkward because of their lack of speaking in issuing their aspirations.*

S2: *Yes, sometimes in the program when we do not know what we want to say it makes us insecure, it makes us feeling inferior to our clever friends. But from it, because we want to tell our argument too, we want to speak like the others, we force our self and be brave to use English and speak up.*

S3: *Yes motivating for example when i join in this program and when i see someone has a good english it makes me more motivated to learn about english.*

This excerpt demonstrates how motivating the small group discussion program can be for the speaking skill learning process because it provides direction and understanding so that members of the discussion group do not feel awkward because they lack in speaking, because students want to put forth arguments and talk like others so that students force themselves and dare to speak English, and because they see people around them speaking English, which motivates them.

The purpose of this interview was to determine if the study could discover students' perceptions on the motivational aspect of small group discussion directed at students. Students' perspectives on how motivating the program was for improving their speaking, their confidence, and their ability to appropriately express themselves, as well as their daily English practice.

4. The Challenges of FGD in Developing English Speaking Skill

The writers analyzed the outcome of the research's data collection. In this section, the writers will assess the students' perceptions of the challenges they confront in the small group discussion program for improving speaking skills. In order to answer the fourth question, it was necessary to interview ten pupils. The interview information was collected twice for each student on campus. The first interview took place on July 24, 2020, while the second interview took place on July 26, 2020.

Extract 4

Q: what are the difficulties you face in speaking skill learning process through small group discussion program.?

QA:

S1: *so far, the difficulties that i've ever face in that program is to handle my emotion. especially when we have a different opinions with our friends in the same group.*

S2: *the difficulties I face in the process of learning speaking skills through small group discussion programs is possible if I am confused to express my reasons and lack of vocabulary knowledge.*

S3: *In my opinion, there is no problem, because with the small group the assistant / instructor is easier to handle and know the shortcomings of participants, so that the assistant / instructor can focus on the part of the participants.*

This excerpt describes the difficulties students face in the process of learning to speak through a small group discussion program, beginning with the emergence of divergent viewpoints that elicit emotions and progressing to a lack of vocabulary and confusion in expressing reasons. However, both the helper and the instructor are dependable elements.

The purpose of this interview method is for the authors to acquire the students' perspectives on the challenges they confront when developing speaking skills through small group discussion. Students' perspectives on the difficulty of the program for learning speaking skills, which they can face independently or with the assistance of assistants and teachers, and learn how to figure things out and make corrections.

5. Students' Perception Towards Teacher Approach in FGD

The writers analyzed the outcome of the research's data collection. In this section, the authors would examine how students' perceptions of how instructors handle the program affect students' progress. The information was collected through interviews at the Muslim University of Indonesia in Makassar. In order to answer the fifth question, it was necessary to interview 10 students. The interview information was collected twice for each student on campus. The first interview took place on July 24, 2020, while the second interview took place on July 26, 2020.

Extract 5

Q: does the way the intructor handles the program have an affect on your improvement. ?

QA:

S1: *the role of the instructor has an impact on the group, because they will provide motivation, so I am not awkward when I bring a material, the instructor will help me when I have some difficulties, for example, arranging English correctly.*

the instructor is very helpful to participants in learning processes, not only instructor participants also help assistants, so the instructor's role is very useful in improving participants and assistants.

S3: *Of course, when they force us to speak up and then we speak, unconsciously that is one of the effect on our improvement.*

This excerpt describes how the instructor handles the program so that it has an effect on improving students, beginning with correctly arranging sentences so that students are motivated and not awkward. Not only students, but also assistants have an effect on language improvement students when they are forced to speak.

Using the data presented above, there were varied opinions of students regarding the improvement of their English-speaking skills as a result of participation in a small-group discussion program, focusing on sentence arrangement and the absence of anxiety when speaking in English.

The Instructors' Perception on the Small Group Discussion

1. Small Group Discussion increase participants' speaking skill effectively.

The data was gained from interviewed at Muslim University of Indonesia Makassar. There were 10 instructors interviewed in order to answer the first question. The data interviewed was obtained twice for each student in campus. The first interview was conducted on July 30th, 2020 and the second interview was conducted on 13th July 2020. As follows:

Extract 1

Q. in your opinion, can small group discussion program increase participants' speaking skill effectively. ? (in this case : vocabulary, grammatical, fluency, comprehension, and pronunciation)

Q.A

S1: *For small group discussion I think for the vocabulary they can improve their vocabulary because the assistants in that group help them to speak and help them to put additional vocabulary when they didn't know about the meaning of the vocabulary that would like to use but, the grammatical in upgrading that can improve the grammatical in small group discussion as good because the main point in small group discussion is to improve their speaking skill, their ability to speak, their ability to catch the point by learning and their and confidence to speak up in front of the people and also their pronunciation will increasing in this program because they always to speak they always to listening the good pronunciation and repeated in this small group discussion that's all.*

S2: *Well, in my opinion sure that small group discussion can improve students speaking skill effectively because we have different interested topic for discuss where we would find many new vocabularies, we did it for every night also after program the assistant raise to pronounce or written vocabulary with the appropriate with interest.*

S3: *Of course it can, because in small discussiom we must speak english no matter the grammatical is wrong.*

This excerpt examines whether the small group discussion program can improve students' speaking abilities, such as increasing vocabulary, particularly new vocabulary, a little bit about grammar, and improving pronunciation by hearing it repeatedly and pronouncing it correctly. In addition, the grammatical structure of the sentence is irrelevant to the small group discussion program designed to improve public speaking.

The purpose of these interviews is to determine whether or not students believe the small group discussion program can effectively improve their speaking skills. Opinions of students regarding the improvement of their speaking skills through the small group discussion program, focusing on their

confidence, their capacity to talk, their basic speaking competence, and their ability to grasp the topic by frequently memorizing it.

2. The Advantages of Small Group Discussion.

The writers analyzed the outcome of the research's data collection. In this section, the authors will examine instructors' perceptions of the benefits of small group discussion relative to other programs:

Extract 2

Q. what are the advantages of small group discussion than other programs?

QA

S1: *Oke, the first the participants we divided in small group it means the have much time to speak the second one the participants can argue and give more addition to others and last students can choose their option.*

S2: *Firstly, it practices the basis of speaking with the conscious attempt in arranging word per word. Secondly, it practises our logic. Thirdly, vibrant and supporting atmosphere like influencing personality of one of the attendees could affect others to imitate at least the way they are.*

S3: *in my opinion ,they will easily to speak, they will easily to get confidence, because there no face all tof of people in front of them and thay have much time to speak, and then the small group discussion has all tot of motion and great program.*

This Extract compares the benefits of small group discussions to those of other programs in terms of the availability of sufficient time to formulate arguments and things we want to add to the ease of expressing opinions with strong self-confidence due to the limited number of discussion participants, let alone the diversity of discussion topics. Moreover, the atmosphere at the beginning of the discussion was cordial and pleasant.

The purpose of this interview method is to determine how students perceive the advantages of small group discussion over other programs. Students' perceptions of the advantages of small group discussions, particularly when students can gain confidence, their logic is well-practiced, and their basic speaking skills are improved via intentional effort such that they are better than they believe.

3. The Disadvantages of Small Group Discussion.

The authors had analyzed the result of the data collecting of the research. For this part, the authors would analyze the instructors' perception about the disadvantages of small group discussion than other programs.

Extract 3

Q. what are the disadvantages of small group discussion than other programs.?

Q.A

S1: *Oke, sometimes the students choose one option only so the discussion cannot running well.*

S2: *Firstly, it may create lack of interest to speak. Secondly, its thematic practice makes us speak just properly instead of appropriately.*

S3: the disadvantages is, if it is upgrading back to the instructor and assistant because when 1 person dominates in the group it is what causes the others not to be enthusiastic when the program runs so return to the person handling the program how to be able to use the time and also the number of participants so can talk because this program is very good.

Extract 3 presents a dearth of small group discussion programs compared to other programs, which makes students less interested in speaking due to the thematic design of the program. Sometimes, with the chosen theme and only one focus on all discussion participants at that time, the discussion did not run well due to inequality, where one person dominates the discussion, causing the other to be disinterested. It stated that the discussion went well when the person who directed it utilized the time and number of participants appropriately.

The purpose of this inquiry was to determine how students perceive the drawbacks of small group discussion relative to other programs. Students' perceptions of the downsides of small-group discussions varied from its thematic structure, which generated a lack of student enthusiasm, to the students' tendency to talk correctly rather than appropriately.

4. The Instructors' Ways to Handle the Small Group Discussion Program.

The authors had analyzed the result of the data collecting of the research. For this part, the authors would analyze the instructors' perception about the instructors' way handle the program have an effect on participants' improvement in speaking skill.

Extract 4

Q. does the way u handle the small group discussion program have an effect on participants' improvement in speaking skill ? why ?
Q.A
S1: *Yes it does, because instructor has a bigger out here they sure that the debatable discussion, force the student to speak, and guide the students to find one difficult word to say in English.*
S2: *I think that we talk about the effect or good improvement to participants I think it is either a big improvement or small improvement because we force them to speak English fully and willy-nilly they have to speak English and we will not finish the program if all of them hasn't spoken yet.*
S3: *Yes, because they will be more aggressive when arguing and mutually expressing opinions.*

This excerpt describes the impact of the instructor's use on the development of students' speaking skills, such as requiring students to speak and guiding them to find and use at least one uncommon word. In addition, the instructor will not end the discussion if all participants have not spoken, as he or she has a larger role and must demonstrate to students that the small group discussion program is a debate.

The purpose of the inquiry was for the authors to learn how students perceive the instructors' handling of class discussions, which may have an impact on the participants' speaking skill development. The instructors' perceptions of how they handle the discussion may have an impact on the improvement of students' speaking skills, particularly when they are more aggressive when arguing and exchanging opinions.

5. The Difficulties They Face in Handling Small Group Discussion.

The authors had analyzed the result of the data collecting of the research. For this part, the authors would analyze the instructors' perception about the difficulties they face in handling small group

discussion program.

Extract 5

Q. what are the difficulties you face in handling small group discussion?

Q.A

S1: *the first participant who was shy, because even though this was a small group but when he felt embarrassed it would be difficult to talk, the second was the basic people who were less so the people we really lacked in the VVIP class.*

S2: *The difficulty is when there are participants whose level of English can be said to be so lacking that they cannot follow the flow of the discussion because they do not understand what is being said by other participants*

S3: *Since I become instructor sometimes I find difficulties in handling small group discussion the first building students criticism and the second debatable discussion and third one to noisy because the other group near from our group and the last sometimes we found the harder motion so it difficult to explain to the students.*

This excerpt describes the challenges an instructor faces when directing a small group discussion, beginning with participants who feel embarrassed when speaking in front of a small group that makes it difficult for them to be heard, as well as those whose English skills are so basic that they cannot adequately follow the course of the discussion and do not understand what other participants are saying. Until structural difficulties such as developing students' critical attitudes and generating contentious debates are resolved.

The purpose of this interview method is to discover instructors' perspectives on the challenges they experience when initiating and maintaining a discussion. Instructors' perspectives on certain issues they have, particularly when dealing with shy students, disruptive noise from other groups, and the motion itself, which is sometimes difficult to explain to pupils, resulting in unclear and misunderstood student speech.

Discussion

According to Walgito in Caronge (2016) stated that someone's perception is the active process which holds the role, not only the stimulus that gets by them but also the individual as the unity within their experiences, motivation and the relevant attitude to response the stimulus. Perception in general meaning is the perspective of someone of something which will make the response knowing about how and with what someone will give a response. Sain and Ugwegbu in Iswahyudi (2017: 90) stated that perception may be defined as "the process by which extract meaningful from physical stimulation, it is the way we interpret our sensations".

Because the data showed that the analysis of student responses through interview showed that students got a positive impact after learning speaking comprehension through focused group discussion, instructors should use focused group discussion when teaching speaking comprehension, the findings of the study found. This is because the data showed that instructors should use focused group discussion when teaching speaking comprehension. The outcomes of the study suggest that student participation in the learning process was raised as a direct result of FGD, and students also reported feeling more motivated to speak English as a result of participating in FGD. In addition, when asked whether or not they enjoy learning English speaking through the use of focused group discussions in the Upgrading Program, approximately 45% of students strongly agreed, 50% of students agreed, and only 5% of students said they disagreed through the use of focused group discussions. This was in response to the

question of whether or not they find it enjoyable to learn English speaking. It implies that by performing targeted group talks, you can make students more involved in learning English speaking through small group discussion in a setting that is less formal outside. This can be accomplished by taking the small group discussion outside our outdoor learning..

CONCLUSION

After all of the data have been accurately analysed based on the results of the research, the author would be able to draw some conclusions based on the students' perceptions of the value of small group discussion in learning speaking skill as well as the perceptions of the instructors regarding the value of small group discussion in learning speaking skill. Both the students' and the instructors' perspectives on the value of small group discussion in the process of honing speaking skills are considered here. The writer relies on the perception-based on observation approach to learn about the perspectives of both students and teachers (Mulyana 2000: 75). In addition, the author discovered that having discussions in smaller groups is a useful method for students who are interested in improving their public speaking abilities.

There were some limitations of the study in which other researchers would study in light of the findings of their investigation into the students' perceptions: It has been advised to others that they carry out another comparable research in other language skills or other language domains in order to determine the efficiency of the technique that can be used in the teaching-learning process and by the students in order to improve their speaking ability. The findings of this study have the potential to serve as a foundation for the development of further study into FGD in EFL context.

The findings of the study present a suggestion directed toward the organizing committee, assistant, and instructor of Intensive English Guidance (Upgrading) programs in Indonesia to improve the planning, process, and evaluation of the learning in Upgrading so that the expected competencies can be achieved to the fullest.

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