

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study used a quantitative survey design to investigate Indonesian university students' perceptions of group discussion in enhancing their English-speaking skills. The survey design is deemed appropriate because this research aims to collect numerical data that represent students' attitudes, opinions, and perceptions rather than to modify or control any factors. According to Creswell and Creswell (2017), survey research is appropriate for gathering data from a wide population to identify trends, attitudes, or opinions on a certain topic.

The survey design was implemented using a closed-ended questionnaire with a five-point Likert scale. This approach enables the collection of a large amount of data efficiently and provides a comprehensive overview of students' perceptions across different aspects of speaking skills, including fluency, grammatical accuracy, vocabulary, pronunciation, and confidence.

B. Research Variable

This study was a descriptive quantitative study that aims to describe students' perceptions of group discussions in enhancing their English speaking skills. Therefore, this study involves only one main variable, namely a single descriptive variable rather than independent and dependent variables.

Variable: *"Students' perceptions of group discussion in enhancing their English speaking skills."*

This variable refers to students' views, attitudes, and beliefs regarding the role of group discussions in supporting the development of their English speaking skills. It focuses on how students perceive the contribution of group discussions rather than measuring their actual speaking performance. This variable is not manipulated or controlled by the researcher, but is measured using a structured questionnaire to collect students' responses.

The data were collected using a Likert-scale questionnaire ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was designed to capture students' perceptions across several key aspects of speaking skills, including fluency, grammatical accuracy, vocabulary usage, pronunciation, and confidence. In addition, the questionnaire also included related indicators such as motivation, anxiety reduction, and idea organization. These aspects were included because they are closely associated with speaking development and help to reflect students' overall perceptions of the role of group discussions in enhancing their English speaking skills.

These variable indicators are based on aspects commonly associated with speaking proficiency, which include:

- a. Fluency: the ability to speak English smoothly and naturally.
- b. Grammatical Accuracy: the accuracy of sentence structure when speaking.
- c. Vocabulary Use: the richness and appropriateness of word choice when speaking.
- d. Pronunciation: the clarity and accuracy of sound production in English.
- e. Confidence: the level of self-confidence when speaking English in front of others.
- f. Motivation: the willingness and enthusiasm of students to participate in group discussions.
- g. Anxiety Reduction: the extent to which group discussions help reduce fear or nervousness when speaking in English.
- h. Organization of Ideas: the ability to organize thoughts effectively before or during speaking.

Each of these indicators is operationalized through specific items in the questionnaire, using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

C. Population and Sample

1. Population

The population of this study consisted of fifth-semester students majoring in English Education at Siliwangi University, Tasikmalaya. This group was chosen because fifth-semester students had taken several speaking-based courses and were familiar with group discussion activities as part of classroom learning. Therefore, they were considered appropriate respondents for investigating perceptions of group discussions in improving English speaking skills.

In total, there are approximately 150 fifth-semester students in the English Education Department. This population is considered homogeneous in terms of their academic backgrounds and English proficiency levels, as they have all been exposed to similar language learning experiences and teaching materials.

2. Sample

The sample for this study was selected using a purposive sampling technique, which enabled the researcher to recruit participants who met specific criteria relevant to the research objectives. The criteria for participant selection were as follows:

- a. They were enrolled in the English Education Department.
- b. They had participated in group discussions during English-speaking classes.
- c. They had an intermediate level of English proficiency.
- d. They were willing to voluntarily complete the questionnaire.

This sampling technique was considered appropriate because the study aimed to investigate students' perceptions of group discussions in enhancing their English speaking skills. Therefore, participants were required to have prior experience with group discussion activities to provide informed responses based on their learning experiences.

A total of 109 students participated in this study. The participants consisted of both male and female students and represented different age groups, including 18–20 years old, 21–23 years old, 24–26 years old, and

above 26 years old. In addition, all respondents were sixth-semester students from the English Education Department at Siliwangi University. These demographic characteristics were collected to provide a broader understanding of the participants' backgrounds and to describe the population involved in the study. All participants had experience participating in group discussions in English-speaking classes, which made them suitable respondents for exploring perceptions of group discussions in speaking activities.

D. Data Collection

The data were collected using an online questionnaire (Google Form) that employed a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. This instrument was adapted from a questionnaire developed by Sudiro et al. (2022), with several modifications to better suit the aims and context of the current study. The items in this questionnaire were based on indicators derived from Social Constructivism Theory (Vygotsky, 1978), which emphasizes that language learning develops through social interaction, collaboration, and the construction of shared meaning among learners.

In addition, the questionnaire included items that reflected key aspects of speaking skill development in a collaborative learning environment, such as fluency, grammatical accuracy, vocabulary use, pronunciation, confidence, motivation, anxiety reduction, and idea organization. An example of an item in the questionnaire was: "Group discussions improve my fluency in speaking English."

Procedures:

1. Instrument Preparation

The researcher adapted and designed the questionnaire based on previous studies, relevant literature, and theoretical frameworks related to group discussions and English speaking skills. The questionnaire consisted of two parts: demographic information and

students' perceptions of group discussions in supporting their speaking skills.

The questionnaire was adapted from the instrument developed by Sudiro et al. (2022), which originally consisted of five items measuring students' general perceptions of the Group Discussion Method, using a four-point scale (Strongly Disagree to Strongly Agree). In adapting the instrument, the researcher expanded the number of items from five to sixteen statements, plus one additional item assessing the overall effectiveness of group discussions in improving speaking skills. The four-point scale was also modified into a five-point Likert scale by adding a "Neutral" option, in order to provide respondents with a more balanced range of responses.

Furthermore, while the original instrument addressed general aspects such as lesson comprehension, enthusiasm, and confidence, the items in the adapted questionnaire were reorganized and elaborated to specifically reflect key dimensions of speaking skill development, namely fluency, grammatical accuracy, vocabulary use, pronunciation and intonation, idea organization and cohesion, interactional responsiveness, confidence, motivation, comfort, and anxiety reduction. Several new items were also developed to represent indicators of Social Constructivism Theory (Vygotsky, 1978), particularly those related to collaborative meaning-making and social interaction, such as items concerning responding appropriately to group members, adjusting explanations when others appear confused, and adapting one's speech according to the topic or situation. In addition, a demographic section covering gender, age, year of study, and prior experience with group discussions was included to provide contextual information about the respondents.

2. Instrument Validation

The questionnaire was reviewed and validated through an expert judgment process involving lecturers from the English Education Department to ensure its content validity, clarity, and relevance to the research objectives.

It is important to note that this study did not conduct an empirical validity test (e.g., Pearson product-moment correlation) or a reliability test (e.g., Cronbach's Alpha) on the questionnaire items. This decision was primarily due to time constraints during the research process, which did not allow for a separate piloting phase prior to the main data collection. As an alternative, the questionnaire was adapted from an instrument developed by Sudiro et al. (2022), which had previously undergone empirical validity and reliability testing in its original context, and as described above, the modifications made were intended to be conceptually consistent with the original constructs while elaborating them into more specific indicators. In addition, the instrument was reviewed through expert judgment as described above. Nevertheless, the researcher acknowledges that expert judgment does not substitute for empirical validity and reliability testing. This limitation is acknowledged and further addressed in Chapter 5.

3. Data Collection

The final questionnaire was distributed online to fifth-semester students via WhatsApp. Before responding, participants provided informed consent to ensure ethical compliance and voluntary participation. The data collection process took place over approximately a month in March 2026.

4. Data Processing and Analysis

The responses were compiled and coded in Microsoft Excel for descriptive analysis. The data were analyzed using percentages to describe students' perceptions of group discussions in supporting

their English speaking skills. The results were presented in tables and graphs showing the percentage distribution of responses for each category of the Likert scale (Strongly Agree to Strongly Disagree).

E. Data Analysis

All data obtained from the questionnaire were analyzed using descriptive statistical techniques, including mean scores, standard deviations, rank, and percentages. These techniques were considered appropriate because the purpose of this study was to describe students' perceptions of group discussions in enhancing their English speaking skills rather than to test hypotheses or examine causal relationships between variables.

After the questionnaires were collected, all responses were checked, organized, and tabulated using Microsoft Excel. Each response on the Likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) was coded numerically and analyzed to determine its frequency, percentage, mean score, and standard deviation for each questionnaire item.

The mean score was used to identify the overall tendency of students' perceptions toward each statement, while the standard deviation was used to examine the variation of responses among participants. Higher mean scores indicated more positive perceptions toward the role of group discussions in speaking activities.

The results were presented in tables and graphs showing the distribution of responses, mean scores, and standard deviations for each questionnaire item. These findings were then interpreted to identify general patterns in students' perceptions toward the use of group discussions in English speaking activities, including aspects such as fluency, grammar, vocabulary, pronunciation, interactional skills, confidence, motivation, and speaking anxiety.

This descriptive analysis technique was selected because it provided a clear and systematic representation of the data, making it easier to interpret

students' perceptions without applying inferential statistical tests. To interpret the mean scores, the following categories were used:

Table 1. Mean Ranges

Mean Range	Interpretation
3.40 - 5.00	Positive
2.60 - 3.39	Neutral
1.00 - 2.259	Negative

F. Research Schedules

Table 2. Research Schedules

Description	November	December	March	April	June
Research Proposal writing					
Research Proposal examination					
Data Collection					
Data Analysis					
Report					
Thesis Result Seminar					
Thesis Examination					