

**PRE-SERVICE TEACHERS' PERCEPTIONS
TOWARDS THE USE OF SMALL GROUP
DISCUSSION TO IMPROVE STUDENTS'
SPEAKING SKILLS**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English.



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ABSTRACT

Rusydianah, Sailah Safrina. (2026), Pre-Service Teachers' Perceptions towards the Use of Small Group Discussion to Improve Students' Speaking Skills. Thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Prof. Dr. Mohammad Salik, M.Ag, Supervisor II: Hilda Izzati Madjid, MA

Keywords: *pre-service teacher, perception, small group, speaking skill*

Small group discussions are a widely recognized teaching technique for encouraging student participation and speaking practice in English language learning. However, most previous research has focused on the perceptions of students and teachers, with limited attention paid to pre-service teachers who implemented this technique in their teaching practice. Therefore, the purpose of this study is to explore pre-service teachers' perceptions toward the use of small group discussions to improve students' speaking skills. The research design is descriptive qualitative. Data collection was conducted through open-ended questionnaires and semi-structured interviews. This study employed a data analysis technique based on the theory, Miles, Huberman, and Saldana, which encompasses three main stages: data condensation, data presentation, and conclusions. The credibility of the research results is demonstrated through methodological triangulation. The results indicate positive perceptions of small group discussions among pre-service teachers. Cognitively, respondents view small group discussions as a means of facilitating student participation, building self-confidence, expanding vocabulary, and enhancing understanding. Affectively, pre-service teachers experience enthusiasm, satisfaction, and pride despite facing some challenges in the classroom. Conatively, pre-service teachers demonstrated various strategies for organizing discussions, encouraging participation, managing group dynamics, and providing feedback to support students' speaking skill development. These findings suggest that small group discussions can be considered a valuable technique for teaching speaking skills. To maximize the effectiveness, pre-service teachers need to carefully design discussion activities, select engaging topics, and implement strategies that encourage active participation from all students. Further studies are recommended to involve a broader range of participants and examine small group discussions in various learning contexts.

ABSTRAK

Rusydianah, Sailah Safrina. (2026), *Persepsi Guru Pra-Jabatan Terhadap Penggunaan Diskusi Kelompok Kecil untuk Meningkatkan Kemampuan Berbicara Siswa*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Prof. Dr. Mohammad Salik, M.Ag, Pembimbing II: Hilda Izzati Madjid, MA

Kata Kunci: *Guru pra-Jabatan, Persepsi, Diskusi Kelompok Kecil, Kemampuan Berbicara*

Diskusi kelompok kecil sebagai teknik pembelajaran dapat mendorong partisipasi dan meningkatkan keterampilan berbicara siswa dalam pembelajaran bahasa Inggris. Namun, penelitian sebelumnya banyak berfokus pada persepsi siswa dan guru, sedangkan persepsi calon guru yang menerapkan teknik ini selama praktik mengajar masih terbatas. Penelitian ini bertujuan mengeksplorasi persepsi calon guru terhadap penggunaan diskusi kelompok kecil untuk meningkatkan keterampilan berbicara siswa. Dengan menggunakan desain deskriptif kualitatif, data dikumpulkan melalui kuesioner terbuka dan wawancara semi-terstruktur. Analisis data mengacu pada Miles, Huberman, dan Saldana yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Keabsahan data diperoleh melalui triangulasi metode. Hasil penelitian menunjukkan bahwa calon guru memiliki persepsi positif terhadap penggunaan diskusi kelompok kecil. Secara kognitif, teknik ini dinilai mampu meningkatkan partisipasi, rasa percaya diri, penguasaan kosakata, dan pemahaman siswa. Secara afektif, calon guru merasakan antusiasme, kepuasan, dan kebanggaan meskipun menghadapi berbagai tantangan. Secara konatif, mereka menerapkan berbagai strategi untuk mengelola diskusi, mendorong partisipasi, mengatur dinamika kelompok, serta memberikan umpan balik guna mendukung keterampilan berbicara siswa. Temuan ini menunjukkan bahwa diskusi kelompok kecil merupakan teknik yang efektif dalam pembelajaran berbicara. Penerapannya perlu didukung dengan perencanaan yang matang, pemilihan topik yang menarik, dan strategi yang mendorong partisipasi aktif seluruh siswa. Penelitian selanjutnya disarankan melibatkan partisipan yang lebih beragam serta mengkaji penerapan diskusi kelompok kecil pada berbagai konteks pembelajaran.

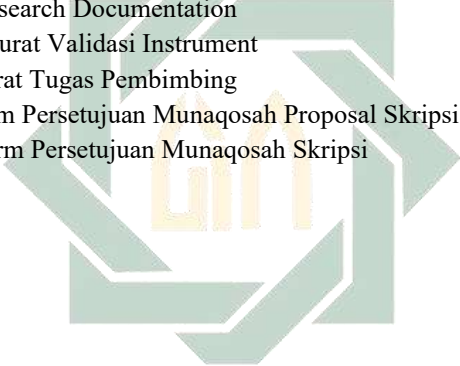
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