

The Implementation of Group Learning Discussion to Speaking Skills of Management Students in Business Presentation

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dari Group Discussion Learning terhadap kemampuan berbicara bahasa Inggris mahasiswa program studi Manajemen dalam presentasi Bisnis. Populasi dalam penelitian ini adalah mahasiswa aktif program studi Manajemen semester 1 angkatan 2023. 35 mahasiswa dipilih dengan menggunakan teknik purposive sampling. Data yang ada diperoleh melalui pendekatan metode eksperimental dimana post-presentation diberikan setelah treatment metode pembelajaran Group Discussion Learning (GDL) dan pre-presentation. Hasil penelitian adalah adanya pengaruh yang cukup signifikan dari metode pembelajaran GDL terhadap kemampuan berbicara bahasa Inggris mahasiswa program studi Manajemen dalam presentasi bisnis.

ABSTRACT

This study aims to determine the effect of Group Discussion Learning on the English speaking ability of Management study program students in Business presentations. The population in this study were active students of Management study program in the first semester of batch 2023. 35 students were selected by using purposive sampling technique. The data were obtained through experimental method approach where post-presentation was given after treatment of Group Discussion Learning (GDL) and pre-presentation. The result of the study is that there is a significant effect of GDL learning method on English speaking ability of Management study program students in business presentation.

1. INTRODUCTION

Students enrolled in the Management study program are required to demonstrate proficiency in delivering effective and coherent business presentations. This entails utilizing spoken language in a communicative manner with a well-organized structure. Proficiency in spoken English can provide a competitive edge for Management study program students when delivering business presentations, given the widespread use of English as an international language among business professionals globally (Oluwaseyi, 2024).

The significance of English in the contemporary world cannot be overstated,

given its status as a global language utilized in various sectors, particularly in business and economics. According to Siddiqui et al. (2024), proficiency in English is increasingly crucial due to the fact that a substantial amount of business-related resources and information are disseminated in spoken English. Effective English speaking skills are essential for successful business presentations, which involve conveying information about a business endeavor to an audience in a professional setting (Sudarmo, 2021). Business presentations play a vital role as they are aimed at achieving specific objectives, such as introducing a new product, proposing a project, or outlining plans for market

expansion.

The effectiveness and efficiency of business presentations can be greatly enhanced when the content is delivered in English in a structured and engaging manner. Achieving mastery in structured and communicative spoken English requires dedicated practice, but it can significantly elevate the professionalism and appeal of business presentations (Husnaini et al., 2023). Ultimately, mastering English for business purposes can contribute to the success of presentations by making them more polished, engaging, and impactful. By delivering presentations in English proficiently, the intended goals of the business presentation can be effectively realized, leading to positive outcomes for the business.

Maji et al. (2022) explained that a common challenge that students frequently encounter when trying to enhance their English speaking abilities is the limited availability of opportunities to learn and utilize the language. Husnaini et al. (2023) stated that low self-confidence plays a role in their hesitancy to practice English orally. The absence of a practice partner leads to students becoming passive in their language practice. Consequently, their motivation to improve their English speaking skills diminishes, ultimately impacting their proficiency in delivering business presentations with professionalism and fluency. Hence, it becomes imperative to seek out a learning model that can serve as a viable solution to this issue.

Group discussions serve as an effective method for students to enhance their confidence by engaging in active interactions with their peers in English (Crisianita & Mandasari, 2022). Moreover, these discussions encourage students to

express their thoughts verbally, thereby fostering a more dynamic learning environment. Additionally, students can benefit from receiving constructive feedback from their peers during group evaluations, enabling them to identify areas for improvement in their English speaking abilities.

An educational approach that incorporates group discussions is Group-Discussion Learning (GDL), which proves to be a valuable tool in developing communication, critical thinking, and problem-solving skills among learners. By participating in GDL, students are exposed to diverse viewpoints and are encouraged to consider alternative perspectives, thereby broadening their understanding and enhancing their overall learning experience (Sobari et al., 2024).

A study conducted by Sisca and Yelizza (2023) focused on examining the effectiveness of group discussions in English language learning among 36 students at SMA Negeri 150 Padang who struggled with confidence in speaking English. The findings revealed that students showed a notable increase in confidence in oral English communication after engaging in English learning through group discussions. Similarly, Rahayu (2022) conducted a research study aimed at enhancing English learning outcomes for class IX students at MTs Negeri 1 Balikpapan using the small group discussion method. The results of the study indicated that the small group discussion approach significantly improved students' English learning achievements.

The study also employs the group discussion learning method, with a focus on analyzing its impact on the speaking proficiency of undergraduate students in the Management study program, particularly in the context of business

presentations. The primary objective of this research is to assess the potential of the group discussion learning approach in enhancing the speaking abilities of Management students, thereby enabling them to deliver effective, professional, and seamless business presentations.

2. LITERATURE REVIEW

Speaking Skills

Generally, the skill of speaking involves articulating opinions, thoughts, and emotions to engage in communication with others. Proficiency in spoken English can be assessed through various elements such as pronunciation, intonation, vocabulary selection, sentence structure, coherence, content relevance, and delivery style (Krisbiantoro & Pujiani, 2023).

English speaking abilities have a wide range of applications, both in formal and informal settings. When it comes to formal situations, one can utilize their English speaking skills for delivering speeches, conducting presentations, and more. Specifically, when presenting in English, it is crucial to focus on fluency, accuracy, and effective communication strategies (Cendra & Sulindra, 2022).

Presenting in English involves more than just linguistic skills; factors like confidence, anxiety, and familiarity with the content play a crucial role (Phan et al., 2022). These challenges are frequently encountered by students attempting to communicate effectively during presentations. Moreover, a limited grasp of grammar rules and vocabulary can further impede one's ability to fluently express themselves in English during a presentation.

Business Presentation

The act of presenting involves conveying information or addressing an issue to an audience that is attentive during the presentation (Nurmalasari et al., 2023). This can be likened to the act of speaking in front of a group of people, whether it be in seminars, social gatherings, lectures, or other settings. Within the business sphere, presentations are a frequent occurrence. The objective of a business presentation is to educate, persuade, and provide updates on a business-related matter in a thorough and engaging manner (Islya Asmara et al., 2021). A well-executed business presentation has the potential to positively influence and sustain the business activity being discussed.

Strong business presentation skills are essential for students enrolled in Management study programs as they play a crucial role in enhancing their competencies for future employment opportunities. These competencies serve as valuable assets for students seeking positions in both corporate and entrepreneurial sectors that are intricately linked to various business operations.

Group Discussion Learning (GDL)

The use of Group Discussion Learning (GDL) has become widespread as a means of enhancing English language proficiency. By engaging in GDL, students have the opportunity to directly practice English with their peers (Rofi'i et al., 2023). This approach involves forming groups with a minimum of five or more participants, who are assigned a specific topic for open discussion. Through this method, learners can not only expand their vocabulary by learning from others, but also boost their confidence in expressing their ideas in front of others. Additionally, monitoring and

1	S						74
		76	70	70	70	85	
1	S						63
		68	70	65	65	50	
1	S						
		65	85	65	65	70	70
1	S						
		75	50	65	75	80	69
1	S						
		75	70	65	80	50	68
1	S						
		65	70	65	65	65	66
2	S						
		80	70	70	70	70	72
2	S						
		70	70	50	50	70	62
2	S						
		75	80	65	70	70	72
2	S						
		70	80	75	65	75	73
2	S						
		65	70	50	50	70	61

2	S						
		50	50	65	65	65	59
2	S						
		50	50	50	65	70	57
2	S						
		50	70	70	70	80	68
2	S						
		76	70	80	70	70	73
2	S						
		50	75	75	70	70	68
3	S						
		65	70	50	50	70	61
3	S						
		50	70	75	65	50	62
3	S						
		50	70	80	70	75	69
3	S						
		65	50	70	65	65	63
3	S						
		65	70	80	70	70	71
3	S						
		50	70	75	65	50	62

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Source: processed data (2024)

Post-Presentation

Following the introduction of the Group Discussion Learning method, a total of 35 students from the S1 Management study program engaged in post-presentation activities. Table 2 displays the outcomes of the pre-presentation.

Table 2. Result of Post-Presentation

N	N	Voc	Str	Pron	Fl	Perf	O
1	S	75	70	80	75	80	76
2	S	80	75	85	75	70	77
3	S	75	75	75	75	80	76
4	S	65	70	80	80	85	76
5	S	80	75	80	85	90	82
6	S	75	65	75	75	70	72
7	S	65	60	70	70	75	68

8	S	75	60	55	55	65	62
9	S	70	70	60	75	90	73
1	S	75	75	80	90	95	83
1	S	80	80	70	80	75	77
1	S	75	75	80	85	80	79
1	S	80	80	75	75	80	78
1	S	80	75	75	80	85	79
1	S	85	75	75	75	70	76
1	S	75	85	70	75	80	77
1	S	80	65	75	80	90	78
1	S	80	75	70	85	65	75
1	S	75	75	75	70	85	76

2	S						
		85	75	80	80	75	79
2	S						
		75	75	80	85	80	79
2	S						
		80	80	70	75	75	76
2	S						
		75	80	80	75	80	78
2	S						
		75	75	55	65	75	69
2	S						
		75	60	70	75	75	71
2	S						
		80	75	65	75	80	75
2	S						
		70	75	80	75	85	77
2	S						
		80	75	85	70	75	77
2	S						
		55	70	75	75	80	71
3	S						
		70	70	65	60	75	68

3	S						
		65	70	80	75	60	70
3	S						
		65	70	85	75	65	72
3	S						
		70	65	75	70	85	73
3	S						
		70	80	80	75	85	78
3	S						
		55	75	85	70	65	70

Source: processed data (2024)

Normality Test

The normality of Data Pre-Presentation and Post-Presentation was tested using the Shapiro-Wilk test.

	Table 3. Normality Test		
	Shapiro-Wilk		
	Statistic	df	Sig.
PrePresentation	.964	35	.306
PostPresentation	.940	35	.055

Source: processed data by SPSS 22 (2024)

According to the results of the Shapiro-Wilk normality test, it can be concluded that the data follows a normal distribution as the significance value is greater than 0.005. Consequently, the data

is suitable for analysis using a paired-sample t-test to assess the impact of the GDL learning method on students' English speaking proficiency during business presentations.

Paired-Sample t Test

Table 4. Paired-Sample Statistic

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
1 PrePresentation	66.0629	35	6.62327	1.11954
PostPresentation	74.9429	35	4.37199	.73900

Source: processed data by SPSS 22 (2024)

According to table 4, a variance in the mean outcomes is observed between Pre-Presentation and Post-Presentation, with the mean outcomes of Post-Presentation surpassing those of Pre-Presentation. This suggests a rise in the mean descriptive presentation outcomes.

Table 5. Paired-Sample t Test

	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PrePresentation - PostPresentation	-8.88000	4.66254	.78811	-10.48164	-7.27836	-11.267	34	.000

Source: processed data by SPSS (2024)

In order to establish the connection between Pre-Presentation and Post-Presentation, it is essential to begin by formulating the hypothesis. The formulation of the hypothesis is outlined as follows.

H0 : The null hypothesis states that there is no significant average difference

between the outcomes of Pre-Presentation and Post-Presentation, indicating that Group Discussion Learning does not impact the English speaking skills of S1 Management study program students during business presentations.

Ha : Conversely, the alternative hypothesis suggests that there is indeed a noticeable average difference between the results of Pre-Presentation and Post-Presentation, indicating that Group Discussion Learning does have an effect on the English speaking ability of undergraduate management students during business presentations.

When the two-tailed significance value is less than 0.05, the null hypothesis (H0) is rejected in favor of the alternative hypothesis (Ha). Conversely, if the two-tailed significance value is greater than 0.05, then H0 is accepted while Ha is rejected.

Referring to table 5, the two-tailed significance value is calculated to be 0.00, which is less than 0.05. Therefore, it can be concluded that there is a significant effect of Group Discussion Learning on the English speaking ability of students enrolled in the S1 Management study program during business presentations.

Discussion

The pre-presentation results revealed that the performance of all 35 students was subpar, with scores ranging from 50 to 78. This indicates that poor English language proficiency has a significant impact on the outcomes of the business presentation as a whole. The deficiency in vocabulary and sentence structuring skills played a crucial role in this

outcome. Similarly, it affected the fluency and coherence of students' spoken English. Despite a relatively strong performance in terms of content mastery, as indicated by the performance metrics, it was not sufficient to enhance the overall quality of the presentation.

Following the preliminary presentation, the Group Discussion Learning approach was implemented for a total of 10 sessions. Subsequently, a post-presentation assessment was conducted to evaluate the impact of this learning method on students' English speaking proficiency in business presentations. The findings from the data analysis revealed a notable disparity of 12% in the average results between the pre-presentation and post-presentation stages. This disparity was further supported by the results of a paired-sample t-test, which led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), indicating that the Group Discussion Learning method indeed has a significant effect. These outcomes highlight the substantial influence of the Group Discussion Learning method on enhancing students' English speaking abilities in the context of business presentations.

5. RESULT AND IMPLICATION

The method of Group Discussion Learning plays a crucial role in enhancing students' English speaking skills during business presentations. Despite the marginal improvement observed from before the presentation to after it, this learning approach boosts students' confidence in utilizing English more smoothly and proficiently during business presentations in the future. To further explore this area, future studies could explore the integration of different learning

methods or the combination of various approaches to yield diverse outcomes.

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