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Abstract

Abstracts should provide a clear and pertinent overview of the manuscript, enabling readers to understand the scope and contribution of the study. The abstract must contain 150–250 words and be written in a logical and precise manner, without subheadings. Authors are strongly encouraged to follow this structure: first, present the research issue or topic, emphasizing its importance and the gap addressed; second, state the aim of the study or the formulated hypothesis; third, briefly describe the research methods applied; fourth, summarize the main results or findings; and finally, highlight the key points from the discussion that lead to the major conclusions or interpretations. The abstract must objectively represent the article, avoid claims not supported by the main text, and not exaggerate the conclusions. Formatting requirements: the abstract should be written in italics, single-spaced, font size 10.5, using Book Antiqua. Keywords should immediately follow the abstract. Authors are required to provide 3–5 specific keywords, derived from the article's scope and translated into concrete research variables or thematic focuses (see the example). Avoid abbreviations, general words, or plural terms (such as "and", "of"). Each keyword should be separated by a semicolon (";"). The title, abstract, and author information must all appear on the first page of the manuscript.

Background: ...

Objective: ...

Methods: ...

Results: ...

Conclusion: ...

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INTRODUCTION

Speaking is a productive language skill that enables learners to express ideas, opinions, and information orally through meaningful communication. As one of the primary indicators of communicative competence, speaking plays a crucial role in academic, social, and professional settings. For vocational high school students, speaking competence is particularly important because they are expected to communicate effectively in workplace-related situations and future professional environments. Previous studies have emphasized that speaking activities, including role-plays, discussions, and communicative tasks, can improve learners' confidence and prepare them for authentic communication. Despite its importance, many Indonesian EFL learners continue to experience difficulties in speaking English. Research has reported that students frequently encounter psychological barriers such as anxiety, fear of making mistakes, and lack of confidence. Linguistic challenges, including limited vocabulary, insufficient grammatical knowledge, and pronunciation difficulties, further restrict students' ability to express their ideas effectively. These challenges often reduce students' willingness to participate in classroom speaking activities. To address these difficulties,

group-based activities have been widely implemented in English language classrooms. Group discussions, pair work, role plays, and dialogue practices provide opportunities for learners to interact, negotiate meaning, and collaboratively construct knowledge. Contemporary sociocultural perspectives suggest that language learning develops through social interaction and collaborative communication. Therefore, group-based activities are considered beneficial because they provide meaningful opportunities for language practice and peer-assisted learning.

Group-based activities, also known as activities for teaching speaking in groups, have been widely acknowledged as a successful interactive learning technique that boosts student participation, peer contact, and meaningful practice in order to overcome difficulties in speaking and transactional conversation classroom settings. The use of group-based activities is supported by contemporary sociocultural perspectives, which emphasize that language learning develops through social interaction, collaboration, and scaffolded communication among learners. Through collaborative activities, students co-construct knowledge and enhance their communicative competence by engaging in meaningful interaction with peers (Lantolf et al., 2020). Therefore, collaborative speaking activities provide opportunities for students to improve their speaking competence through meaningful communication and peer-assisted learning. When compared to teacher-centered approaches, research indicates that assigning students to cooperative activities like group discussions and communicative group work greatly enhances students' speaking ability outcomes, including pronunciation, vocabulary, grammar, and fluency. For example, it has been discovered that using group work strategies like Think-Pair-Share, role play, and Jigsaw greatly improves students' speaking accuracy and fluency more successfully than traditional instruction. This shows that students gain confidence and more speaking opportunities when interacting with peers in structured group formats (Rospinah, 2020). Additionally, it has been demonstrated that group work within a communicative language teaching framework can change classroom dynamics from teacher-centered to increased student interaction, participation, and improved transactional and interpersonal spoken communication all of which are essential for using English in everyday situations (Susanti, 2025). In addition to examining instructional activities, understanding students' perceptions is also important because perceptions influence how learners respond to classroom experiences.

Perception refers to the process through which individuals interpret, organize, and make meaning of information and experiences obtained from their environment. In educational contexts, students' perceptions influence how they engage with learning activities and shape their overall learning experiences (Tan et al., 2024). In educational settings, students' perceptions may influence their attitudes, participation, engagement, and responses toward learning activities. Positive perceptions toward collaborative learning activities are associated with higher levels of engagement, participation, and motivation. Students who view collaborative activities positively tend to communicate more actively and demonstrate greater confidence in speaking tasks (Sudiro et al., 2022). Positive perceptions may also contribute to increased motivation, confidence, and willingness to communicate in English. Positive perceptions also influence how students engage with learning processes and respond to instructional approaches, indicating that learner attitudes are linked to successful speaking development and more active participation in transactional dialogue task. Therefore, investigating students' perceptions provides valuable insight into how they can be optimized to improve speaking outcomes through collaborative learning experiences, which is the central focus of this study.

Although collaborative learning has been widely investigated in EFL contexts, most previous studies have focused on university students and general English classrooms. Research exploring

vocational high school students' perceptions of group-based speaking activities remains limited, particularly in Indonesian vocational school settings where communicative competence is closely linked to future workplace demands (Amalia et al., 2024). Furthermore, although previous studies have investigated group discussion, role play, and speaking activities among university students (Sudiro et al., 2022; Santoso & Prasetyo, 2024), limited research has explored vocational high school students' perceptions of group-based activities for speaking practice in Jakarta. Students' perceptions are also important in determining the effectiveness of instructional activities. Positive perceptions toward learning activities may increase engagement, participation, motivation, and willingness to communicate. Previous studies have reported that students generally perceive collaborative speaking activities positively because such activities improve confidence, interaction, and speaking performance. However, most previous studies have focused on university students and general English learning contexts. Research investigating vocational high school students' perceptions of group-based speaking activities remains limited, particularly in Jakarta. Furthermore, existing studies have predominantly focused on measuring the effectiveness of collaborative learning strategies in improving speaking performance rather than examining how students perceive such activities in vocational school contexts. Students' perceptions are important because positive attitudes toward learning activities may influence their engagement, participation, confidence, and willingness to communicate. Understanding how vocational high school students perceive group-based activities is particularly important because these students are expected to develop practical communication skills that can support their future careers. Therefore, this study aims to investigate students' perceptions of group-based activities for speaking practice among tenth-grade students at SMK Al Kautsar Muhammadiyah, South Jakarta. The study seeks to answer the following research question: What are the students' perceptions of group-based activities for speaking practice?

METHODS

This study employed a quantitative descriptive research design to investigate students' perceptions of group-based activities for speaking practice in vocation school. According to Creswell (2014), quantitative research involves collecting numerical data and analyzing it statistically to describe phenomena and answer research questions. Quantitative data were collected through close-ended questionnaire items and analyzed using descriptive statistics. To provide additional insights into students' responses, qualitative data from open-ended questionnaire items were also analyzed. A descriptive design was specifically selected because the primary aim of this study was to describe and summarize students' perceptions of group-based activities for speaking practice in a systematic and measurable way, without manipulating variables or testing causal relationships. The research focused on students' perception of group-based activities for speaking practice

The study was conducted during the 2025/2026 academic year at SMK Al Kautsar Muhammadiyah, Kebayoran, South Jakarta. The population consisted of tenth-grade students at SMK Al Kautsar Muhammadiyah, while the sample participants consisted of 21 tenth-grade vocational school students from two study programs, namely Visual Communication Design (DKV) and Nursing Assistant (ASPER). The participants were selected using purposive sampling because they had direct experience in learning transactional dialogue through group-based activities, making them relevant to the objectives of the study.

The data were collected using a closed-ended questionnaire as the primary instrument. The data were collected using a closed-ended questionnaire adapted from Rasyid et al. (2023). Following

Creswell’s (2014), a questionnaire is a form used in a survey design that participants complete and return to the researcher, providing structured and often numerical data that can be analyzed statistically. The questionnaire was administered directly to all 21 respondents to collect quantitative data regarding their perceptions of group-based activities for speaking practice, who had previously participated in group-based speaking activities through transactional dialogue learning. The close-ended questionnaire consisted of 19 items measured using a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire consisted of 19 items distributed across three dimensions: teaching strategies (9 items), student learning support (5 items), and language accuracy and teaching role (5 items). The questionnaire was written in English and translated into Bahasa Indonesia to ensure that the students could easily understand each statement. This is aimed at minimizing misunderstanding and avoiding misinterpretation of the questionnaire items. Therefore, using Bahasa Indonesia in the statement will be useful for the student to answer the question. In addition, an open-ended questionnaire consisting of four questions was administered to obtain deeper insights into students' experiences and perceptions regarding group-based activities for speaking practice.

Table 1. The Indicators of the Close-Ended Questionnaire

| No. | Indicator | Total | Key Number |
|-------------|-----------------------------------|-------|-------------------------------|
| 1. | Teaching Strategies | 9 | 1, 5, 6, 7, 9, 12, 15, 17, 19 |
| 2. | Student Learning Support | 5 | 2, 3, 8, 13, 18 |
| 3. | Language Accuracy & Teaching Role | 5 | 4, 10, 11, 14, 16 |
| Total Items | | | 19 |

According to Sugiyono (2019), a Likert scale is used to measure the attitudes, opinions, and perceptions of individuals or groups of people regarding social phenomena. A four-point scale (without a neutral midpoint) was chosen to require respondents to make a directional choice, thus avoiding response bias toward the middle option (Salleh et al., 2026). The scoring was assigned as follow:

Table 2. Questionnaire Scale (Salleh et al., 2026)

| Scale | Mean Range | Category | Interpretation |
|----------------|-------------|---------------|---|
| Strongly Agree | 3.26 – 4.00 | Very Positive | Students strongly agree / perception is very high |
| Agree | 2.51 – 3.25 | Positive | Students agree / perception is high |
| Disagree | 1.76 – 2.50 | Negative | Students disagree / |

perception is low

Strongly Disagree 1.00 – 1.75 Very Negative Students strongly disagree / perception is very low

To ensure the quality of the instrument, validity and reliability tests were conducted. The questionnaire was validated by using Pearson Product Moment correlation and reliability was measured using Cronbach's Alpha coefficient, to confirm validity and reliability.

Table 3. Cronbach’s Alpha Result

| Cronbach's Alpha | N of Items | Result |
|------------------|------------|----------|
| 0.855 | 19 | Reliable |

The Cronbach's Alpha value of 0.855 exceeds the minimum threshold of 0.60 and falls in the Very High reliability category (Arikunto, 2008), indicating excellent internal consistency across all 19 items. The validity of all 19 questionnaire items was tested using Pearson Product-Moment correlation at a significance level of 5%. With $n = 21$ respondents, $df = n - 2 = 19$, the r table value is 0.433. An item is declared valid when its r count exceeds the r table value (Sugiyono, 2017). This result suggests that the questionnaire possessed strong internal consistency and could generate stable and dependable data regarding students’ perceptions of group-based activities for speaking practice.

The quantitative data obtained from the close-ended questionnaire were analyzed using descriptive statistics, including frequency distributions, percentages, and mean scores by Creswell (2014). The mean scores were interpreted using a four-point Likert scale ranging from very negative to very positive perceptions. In addition, responses from the open-ended questionnaire were reviewed and categorized according to recurring patterns related to the questionnaire indicators. These responses were used to support, explain, and enrich the quantitative findings. The mean scores were calculated to determine students’ perceptions of group-based activities for speaking practice. Finally, the findings from those data sources were interpreted and discussed to answer the research question regarding students’ perceptions of group-based activities for speaking practice. An open-ended questionnaire was administered to obtain deeper insights into students’ experiences and perceptions regarding group-based activities for speaking practice. The students completed the questionnaires during the data collection session. After all responses were collected, the questionnaires were checked for completeness and organized for analysis. The quantitative data obtained from the closed-ended questionnaire were prepared for descriptive statistical analysis, while the responses from the open-ended questionnaire were categorized and analyzed thematically to support and enrich the quantitative findings.

RESULTS AND DISCUSSION

The results section is presented before the discussion section, with each standing as a separate subheading. The results and discussion together should comprise no less than 60% of the entire body of the manuscript. Before presenting the findings and discussion, authors are expected to provide a brief

introduction that outlines the overall structure of this section. This introductory paragraph may include a description of the types of data analyzed, the analytical approach employed, and how the presentation of findings and their discussion will be organized. This is intended to provide readers with an initial understanding of the logical flow of this section, ensuring that the results and discussion are perceived as an integrated whole rather than as disjointed parts.

Result

Sample Characteristics and Study Context

The Results section must present the research findings in a clear, structured manner that reflects an appropriate level of analysis, consistent with the approach and data collection techniques previously outlined in the Methods section. **Every result presented must derive directly from the data collected—whether through observation, interviews, questionnaires, documentation, or other instruments relevant to the research design.** The presentation of results should be objective and systematic, without incorporating theoretical interpretation or conceptual analysis, which should be addressed specifically in the Discussion section. Authors must respect the boundary of the Results section as a space for presenting data and factual findings, not for expressing opinions or scholarly arguments.

The results must be written in a coherent, flowing narrative, with a logical structure that aligns with the type of data and the methodological approach employed. In **qualitative research**, findings may be presented through narrative descriptions, direct quotes from participants, or thematic summaries that illustrate emerging social patterns or meanings from field data. In **quantitative research**, results may include descriptive and inferential statistics, such as frequencies, means, standard deviations, t-tests, ANOVA, regression analyses, and others, depending on the instruments and analytical design used. For **mixed-methods research**, authors should present both qualitative and quantitative findings in a balanced and non-overlapping manner while maintaining a logical and proportionate narrative flow.

Data presented in tables, charts, or figures must be accompanied by sufficient narrative explanation, enabling readers to understand the meaning and relevance of the data without having to guess or interpret independently. Authors should avoid copying the entire content of tables into the narrative. Instead, they should highlight key points from the data, such as trends, comparisons, or significant findings that support the research objectives.

All data presented in the Results section must be directly related to the research questions and should exclude any information that will not be analyzed in the Discussion. In qualitative research, direct quotes from participants must be chosen carefully to represent the diversity and essence of the findings. Such quotes should be presented ethically by protecting participants' identities (e.g., using initials or codes instead of full names) and by ensuring that the excerpts genuinely illustrate the themes being discussed. When presenting interview quotations, authors should not allow them to stand alone. Each quotation must be introduced with a contextual sentence and followed by a brief explanation to highlight its relevance to the research theme. This explanation is descriptive rather than analytical, ensuring that readers understand the quotation's place within the flow of the results. Deeper interpretation should be reserved for the Discussion section, where quotations serve as living, contextual data integrated into the researcher's broader narrative. **For example:**

The findings show that supervisors view the internalization of values as extending beyond formal classroom instruction. One supervisor explained this perspective by stating: *“The internalization of religious values in learning is not only carried out through courses but also through extracurricular activities of a spiritual and social nature”* (Interview with TB, August 12, 2024).

This statement highlights that the process of value internalization is perceived as more effective when supported by practical and collective activities, not merely by theoretical teaching. Students also stressed that social engagement is the best way to experience values like togetherness. One student reflected:

“In my opinion, the value of togetherness taught on campus is not only conveyed through lectures or classroom discussions, but it becomes much more meaningful when we are involved in collective activities. Such as preparing campus events as a team, the sense of unity and cooperation becomes very real. I feel that togetherness is not just an abstract concept but something that shapes our character and strengthens the bond among us as students” (Interview with NS, September 3, 2024).

The structure of the Results section may include sub-sections if necessary, especially when findings are organized into major categories or thematic groups. However, the presentation should maintain narrative continuity and avoid fragmenting the data into disjointed pieces. Coherence between sections is crucial to preserve the logical flow of the writing and to guide readers toward the discussion. As this

section serves as the argumentative foundation for theoretical analysis in the following part of the article, authors must write the Results section carefully, accurately, and comprehensively to provide readers with a complete understanding of the empirical evidence obtained in the study.

From a technical standpoint, the presentation of tables and figures must follow established scientific conventions. Tables should not contain vertical lines, and horizontal lines should only be used at the top and bottom of the table. Font sizes in tables may be adjusted for efficiency, provided they remain legible. Figures and tables should not be redundantly repeated in the narrative; only the key points contained within them need to be discussed. All figures, graphs, and tables must be numbered, given informative titles, and explicitly referred to in the main text using consistent formatting, such as in “Table 1,” “Figure 1,” or “Graph 1.”

Table 1. Recommended length of each section in the manuscript

| No. | Section | Length (%) | Note |
|-----|---------------------------------|------------|-------------------------------------|
| 1. | Introduction | 20 | Maximum, include Title and Abstract |
| 2. | Method | 10 | Maximum |
| 3. | Result and Discussion | 60 | Maximum, customized |
| 5. | Conclusion (include References) | 10 | Maximum |

You can also include a figure in the body of the script. Schemes follow the same formatting. Format examples for Figure are as follow.

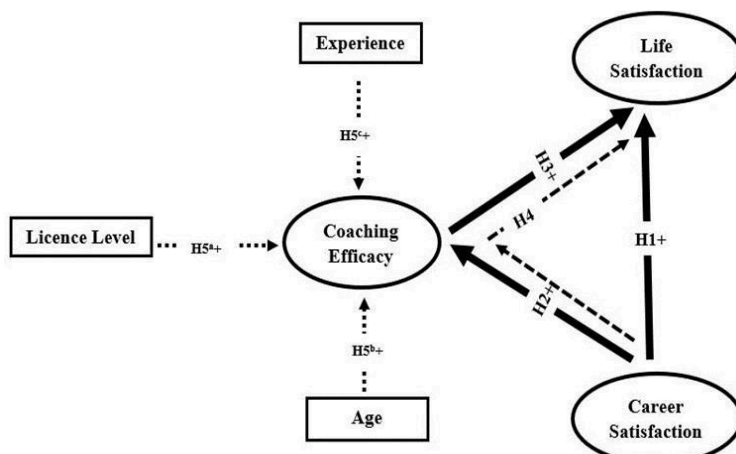


Figure 1. This is a figure. Schemes follow the same formatting

You may have to describe briefly with a clear narrative about the contents of the tables and figures. Ensure that figures and tables are accompanied by clear, explanatory narratives to support interpretation.

The Discussion section is the core of a scientific manuscript

...serving to develop an in-depth analysis of the research findings previously presented. Authors are expected to construct sharp and focused arguments that clearly articulate their stance on the issue under investigation. Each finding must be critically interpreted and logically connected to the theoretical or conceptual framework employed, ensuring that the discussion is structured, meaningful, and academically sound.

This section should be written in an analytical and systematic style, **reflecting a strong relationship between the data, research methods, theoretical foundation, and the contextual issues being studied.** Repetition of data presentation must be avoided; the discussion is not a space for restating results but rather a platform for reflection, conceptual reasoning, and the strengthening of scholarly arguments. **Authors must avoid the practice of confirmation bias —(in Indonesia commonly referred to as *cocokology*)—the tendency to align findings with a large number of previous studies**

sequentially without meaningful analysis. For instance, statements such as “These findings are consistent with Budi (2020), Ali (2021), and Sari (2022)” without explaining the relevance or theoretical contribution of such alignments represent weak argumentation. This practice not only weakens the discussion but also reflects a lack of clarity in articulating the scholarly contribution. Authors are encouraged to selectively cite one or two genuinely relevant studies as discussed and cited in the introduction, then review them reflectively and critically to strengthen the article's academic position.

Research findings should also be integrated into established theories or directed towards developing new theoretical insights or modifying existing frameworks. Therefore, the conceptual framework must be clearly articulated and used as a foundation for data interpretation, ensuring a coherent and argumentative flow throughout the discussion. **Authors are also expected to reaffirm the novelty** of their research in this section—not merely in the introduction. This emphasis aims to demonstrate the unique contribution of the findings to the advancement of knowledge, whether in the form of theoretical expansion, new approaches, or alternative understandings of the studied issue.

In addition, in the discussion section, authors must provide an in-depth explanation of the theoretical and practical implications of the research findings. In this section, authors should explain how the results reinforce, challenge, or expand existing theories and demonstrate their relevance within the context of policies, practices, and the discipline under study. All implications must be presented argumentatively to emphasize the academic and practical significance of the research.

Equally important

The discussion must clearly articulate the contribution and international relevance of the research findings, especially when the results relate to global issues or have potential applicability beyond the local context. This component must be substantively integrated into the discussion, not merely mentioned in passing. **Explaining how findings from a local context, or how these findings can contribute to international discourse** or enrich cross-cultural approaches is a mandatory requirement and a distinctive hallmark of scholarly articles published in this journal. Such claims must not be presented as mere opinion but should be supported with valid and up-to-date citations from reputable academic sources so that the argument is academically grounded and credible. The absence of such content will weaken the article's position within the global scholarly community and reduce its competitiveness for acceptance. To complete the discussion, authors are also expected to explicitly acknowledge the **limitations of the study**—whether methodological, contextual, or conceptual. These limitations are not weaknesses but rather a form of academic honesty and a reflection on the areas not yet covered by the study.

A strong discussion does not merely describe what was found but also explains why it matters, how it contributes to theory, practice, and the global community, and what can be done in the future. Reflective, critical, and internationally oriented writing is a key determinant of a manuscript's eligibility for publication in the *Glosains: Jurnal Sains Global Indonesia*.

CONCLUSION

The conclusion should provide a comprehensive yet concise synthesis of the research findings and the analysis presented in the discussion. Authors should not repeat data or introduce new results. Instead, the authors must highlight the synthesis of arguments, the academic position, and the main contributions of the study in a clear and meaningful way. This section should emphasize the scholarly contribution, whether in the form of theoretical reinforcement, the proposal of new perspectives, or relevant practical applications. Based on the limitations discussed in the discussion section, authors are required to suggest directions for future research. These should emerge logically and argumentatively, whether in the form of contextual expansion, exploration of new variables, or the application of different approaches.

Importantly, the conclusion is not an abstract and must not duplicate it; rather, it should serve as the final take-home message for readers, highlighting the main contribution, novelty, and broader significance of the study. The conclusion should be concise and avoid redundancy with other sections, written in a coherent narrative paragraph, not in bullet points or lists. Ideally, this section should comprise approximately 10% of the total manuscript length and should be structured in a way that ties together the entire article into a cohesive and academically robust whole.

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AUTHOR CONTRIBUTION STATEMENT

If any, Author Contribution Statement.

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Appendix

Appendixes are optional and should be included only when they provide supplementary information that is essential for understanding the research but would otherwise disrupt the flow of the main text. Each appendix should be concise, well-organized, and directly relevant to the study. To maintain readability and focus, the appendix should not exceed three pages in length.