Enhancing English Learning through Teacher-Facilitated Study Groups: A Qualitive Study in Senior High School Level

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Abstract. This study explores the role of teachers in facilitating English learning through group study, emphasizing that teachers are pivotal in shaping students' abilities. Group learning techniques enhance engagement and teamwork, fostering a dynamic classroom environment that promotes academic, social, and cognitive growth. This qualitative research, conducted with thirty students from SMA Muhammadiyah 2 Sidoarjo's classes X1–5 and their English teachers during the 2023/2024 academic year, employed observations and interviews to gather insights. The study focused on cooperative learning and study groups to enhance classroom speaking activities. Findings revealed that the group learning approach, led by teachers, significantly improved students' English speaking, writing, reading, and comprehension skills. Active participation in study groups boosted students' motivation, critical thinking, and social skills, such as respect for differing viewpoints, cooperation, and communication. Teachers' individual feedback during group exercises allowed for precise assessment of students' progress. Overall, the study underscored the importance of effective strategies like group learning in fostering comprehensive English language skills development.cal thinking. It also opens up opportunities both academically and professionally, as most scholarly articles are written in English, providing access to a broader range of research and information. Overall, learning English is essential for success in today's interconnected world. English is a highly sought-after skill in the job market due to its role in multinational corporations and communication with diverse cultural backgrounds. Learning English is a holistic development tool that boosts cognitive abilities, personal, academic, and professional growth. Classroom teachers prioritize memorization over critical thinking, while exposure to English-language media enriches personal experiences and deepens connections to the global community. Students who achieve proficiency in English can tap into these resources for further learning.

Keywords - Teacher effectiveness, English language learning, cooperative learning, study groups

I. INTRODUCTION

In the increasingly globalized world that we live in, proficiency in English, which has established itself as the global lingua franca, is critically important for students. This is not only to excel in their academic pursuits but also to ensure they are well-equipped to navigate the multicultural and multinational professional environments they are likely to encounter in their future careers. Learning English is a widely recognized necessity 1. English, even though it may not be the mother tongue for many individuals, is widely recognized as an international language. It has established a prominent presence in global communication and is therefore taught extensively in numerous educational institutions across various nations. [1]. Its importance stems from its widespread use in international business transactions, scientific research, entertainment, and other significant areas. Hence, it is not surprising that the proficiency in English has become a sought-after skill. The teaching of English is not restricted to nations where it is the first language. In fact, it is prevalent in countries where English is a foreign language. This is due to the fact that English acts as a common denominator that helps bridge the communication gap between individuals from diverse linguistic backgrounds. It has become a critical part of the curriculum in schools around the world, irrespective of the students' native languages. [2]. This further stresses the importance of learning and understanding English, as it allows access to a vast amount of information and resources.

In detail, English, despite not being the native language for many, is a crucial part of education systems globally. Its role as an international language and its impact on global communication, business, education, and the digital world makes it an indispensable tool for anyone wishing to thrive in today's interconnected world. The language that is generally always utilized when an agent and a multinational corporation communicate is English 2. [3]. Studying English has been proven to significantly enhance students' cognitive abilities. This includes improvements in memory, where students are better able to recall and retain information. Their concentration skills are also sharpened,

enabling them to focus more intently on tasks at hand. Particularly notable is the enhancement in critical thinking skills. As students delve into the complexities of the English language, they are prompted to analyze, interpret, and evaluate various forms of information, thereby honing their critical thinking abilities. All in all, learning English contributes to a substantial boost in various cognitive skills among students. Moreover, the benefits of learning English extend beyond cognitive abilities. It also opens up a wealth of opportunities both academically and professionally. For instance, the majority of scholarly articles are written in English, providing students with access to a broader range of research and information. Additionally, many multinational corporations operate in English, making it a highly sought-after skill in the job market. Furthermore, English serves as a common language enabling communication with people from diverse cultural backgrounds, thereby fostering global understanding and collaboration. Thus, the process of learning English can be seen as a holistic development tool that not only boosts cognitive abilities but also paves the way for personal, academic, and professional growth. The classroom teacher prioritizes memorization of answers over critical thinking, giving students bits and pieces of knowledge rather than helping them understand context through argumentation and recitation, and having them read rather than actively engage in the material 3. Their personal experiences are significantly enriched and expanded by their exposure to English-language music, movies, books, and artwork. These forms of media not only provide entertainment but also serve as a cultural bridge, allowing them to gain a deeper understanding and appreciation of the nuances of English-speaking societies. This immersion in various aspects of English culture broadens their worldview and deepens their connection to the global community. In addition, English-language films and music provide this content in a captivating and educational manner, which makes them ideal for immersion education 4. Students who have achieved proficiency in English can tap into these abundant resources, thereby broadening their intellectual horizons and enhancing their understanding of various global phenomena. Moreover, English is the medium of instruction at numerous highly esteemed universities around the world. Consequently, the mastery of this language equips students with a valuable tool, enabling them to explore academic opportunities in foreign lands. They can enroll in study abroad programs, or even pursue their higher education at renowned universities abroad, thus immersing themselves in diverse cultural experiences and gaining a global perspective on their fields of study.

In this way, learning English not only enhances students' social and intellectual capabilities but also provides them with a gateway to a larger, more interconnected world. It empowers them with the tools necessary to navigate and thrive in an increasingly globalized society. Given these compelling benefits of mastering English, the role of teachers in facilitating students' acquisition of this language becomes undeniably critical. Teachers, with their guidance and expertise, can significantly contribute to preparing students to tackle the forthcoming global challenges and seize the opportunities that come their way. Effective learning is greatly facilitated by the efforts and strategies of capable teachers. In the complex process of teaching English to students, teachers play an instrumental role. To ensure that pupils effectively and effortlessly pick up the English language, teachers must meticulously plan classes tailored to meet the specific needs and requirements of each student. They must make sure the teaching material is not only engaging but also relevant to the students' day-to-day experiences and surroundings. Creating an optimal learning environment is also of paramount importance. Providing a classroom that is safe, pleasant, and free from distractions is crucial in order to foster a conducive learning atmosphere. Such an environment enables pupils to fully concentrate on the material, thereby enhancing their understanding and retention of the subject matter. Teachers can employ a variety of teaching approaches to cater to the diverse learning styles of their students. These methods may include, but are not limited to, group work, project-based learning, traditional

lectures, and interactive conversations. By using these diverse methods, teachers can ensure that no student is left behind and each individual's learning needs are addressed effectively. In this study, for instance, the teacher employed the group work method, which promotes cooperation and shared learning among students.

In this study, the impact of the teacher's role in helping students learn English through group study was examined. [4]. Teachers play an invaluable role in shaping and honing the abilities of students within the educational sphere. They are the guiding force that drives the development of students' skills, particularly in the context of English learning. This qualitative study will delve into the efficacy of the teacher's role in augmenting English learning in classes X1–5 through the vehicle of group learning. For many years, it has been commonly acknowledged that the use of group learning techniques stands as a viable strategy to bolster student engagement and foster a sense of teamwork. [5]. By working together, students not only learn from their teachers, but also from each other, thereby enhancing the overall educational process.[6]. This article will provide an in-depth exploration into the various ways in which teachers can leverage the power of study groups to facilitate students' academic growth. The focus is not only on helping students become more proficient in English but also on advancing their social and cognitive abilities. In foresting this type of collaborative learning environment, teachers have the opportunity to create a dynamic classroom that encourages active participation and interaction. The aim is to use group learning as a tool to foster a deeper understanding of the English language while simultaneously building the students' teamwork skills and their ability to communicate effectively.

Therefore, the authors formulate a research question "How do teachers facilitate English learning through group study to enhance students' academic, social, and cognitive growth in classes X1-5 at SMA Muhammadiyah 2 Sidoarjo during the 2023/2024 academic year?"

II. METODE

This research is qualitative research using observation during learning and interviews with the teacher. According to Creswell, using some pre-existing questions the researcher wishes to know the answers to, the researcher documents actions at the research site in these field notes in an unstructured or semi-structured manner. [7]**.** These interviews are designed to get viewpoints and ideas from the participants and often consist of a small number of unstructured, open-ended questions.

In the academic year 2023/2024, English teachers and thirty students in classes X1–5 at SMA Muhammadiyah 2 Sidoarjo participated in this qualitative study. The researcher chose this particular school to perform this study because it uses study groups in conjunction with cooperative learning to enhance speaking activities in the classroom. In order to answer the research questions, teachers and students participated in a one-month observation period in an English learning class with a single English teacher.

From observation and interview with the teachers, the researchers collected field notes. In order to gather the required data, researchers did interview with teachers to clarify observations data. In this study, a thorough grasp was obtained through observation by using narrative descriptions taken from field notes. Transcriptions and data analysis from field notes were then gathered in order to obtain perspectives from educators and students. to impart knowledge on the use of study groups as an efficient means of learning in order to enhance classroom speaking exercises. The information displayed is predicated on the responses to the research questions. To make the information easier to understand, the responses to the research questions have been arranged in tables. In addition, the table is described through descriptive narration to facilitate comprehension of the researcher's material.

III. FINDINGS AND DISCUSSION
A. Technique for Classroom Management

Based on the observations, the following three factors—explained in this table—made cooperative learning effective and increased speaking opportunities in the classroom:

Table 1. Two things that impact

No	Aspects	Findings
1.	Teachers' role	As a facilitator, the teacher helps students understand the material by providing guidance, resources and learning strategies. She creates a supportive environment where students can learn independently and collaboratively. Classroom teachers begin lessons by providing a framework or context for the topic to be covered, then direct students to explore the material further through group activities or individual projects. [8].
		The teacher also serves as a language model for the students. She demonstrates good and correct English usage, including proper pronunciation, intonation and sentence structure. In this role, she speaks in English during the lesson and provides real examples of how language is used in everyday communication.[9]. By listening and observing the teacher, students learn how to pronounce words correctly and use appropriate expressions in various contexts. [10].
		Teachers apply new methods and technologies in English language teaching. An example is the use of wordwall apps. The application is very helpful for XI-5 students' English learning in class, so they enjoy learning and playing at the same time. [11]. Students can explore the use of multimedia, learning apps, and other digital tools to increase learning engagement and effectiveness. Teachers also use e-learning platforms or language learning apps to provide additional interactive and engaging exercises for students.
		Classroom management is also an important aspect of the teacher's role. He or she manages the classroom dynamics to make the learning process run smoothly by setting rules, managing time and creating an atmosphere conducive to learning. As such, the teacher sets clear and consistent classroom rules to ensure that all students can participate in an orderly and attentive manner. And before the class learning begins, the teacher takes attendance of the students in order to know the presence of students in the class.
		Before starting to teach English subjects in class, teachers go through several stages which include planning, implementation, and evaluation. [12]. **Planning**

The first stage is planning. Teachers need to analyze the curriculum and syllabus to understand the basic competencies and achievement indicators that students need to achieve. This helps teachers know what materials need to be taught and how to link them to the lesson schedule.

In the next stage, the teacher develops a lesson plan. In this lesson plan, teachers determine learning objectives that are specific, measurable, achievable, relevant and time-bound. In addition, teachers plan the steps of learning activities which include the methods and strategies that will be used, such as lectures, discussions, or educational games. [13]. Teachers also prepare the necessary teaching materials, media and learning resources, such as textbooks, presentation slides, videos or teaching aids. [14]. In addition, the form and instrument of evaluation to assess students' learning outcomes should also be determined at this stage.

Implementation

The second stage is implementation. When starting the class, the teacher opens with greetings and prayers and conducts student attendance. Then, the teacher makes apperception to connect the material to be taught with students' previous knowledge or experience, and conveys learning objectives so that students know what to learn and achieve.

In the core activities, the teacher presents the new material with a variety of methods. And the teacher gives short lectures followed by group discussions or questions and answers to ensure students' understanding. During this process, the teacher invites students to actively participate through exercises, practices or tasks relevant to the material being taught. [15]. At the end of the core activities, the teacher provides feedback and clarification to emphasize the key points of the material that has been learned.

In the closing section, the teacher reviews or summarizes the material to strengthen students' understanding. The teacher also provides opportunities for students to ask questions or give responses if there are things that are not clear. In addition, the teacher can give assignments or homework as reinforcement of the material. Finally, the teacher presents the lesson plan for the next meeting and closes the class with a greeting.

Evaluation and Reflection

The last stage is evaluation and reflection. Teachers conduct evaluation to measure students' achievement of the learning objectives. In addition to the results, students' learning process is also evaluated by assessing their participation and engagement

		during learning. Based on the evaluation results, teachers provide constructive feedback to students.
		In addition to evaluation, teachers also reflect on the learning process that has been implemented. Teachers identify the strengths and weaknesses of the methods and strategies used during teaching. This reflection is important for developing improvement plans and adjustments in the next lesson, so that it can be more effective and in accordance with the needs of students.
		At the end of this stage, teachers record the results of student evaluations in the grade book or existing school administration system. Teachers also compile student learning progress reports to be given to parents or the school. [16].
		By following these planning, implementation and evaluation stages, teachers can ensure a structured, effective and student-centered learning process, so that learning objectives can be achieved optimally.
2.	Learning approach	Teachers use a communicative approach to focus on students' communication skills. The activities used are real interactions such as role plays, group discussions, and simulations of daily life situations. In this case the teacher asks or reviews the English learning material that has been studied previously by XI-5 so that students can remember and can continue learning the next English material. [17].
		Then the teacher also takes a content-based learning approach, by learning through the wordwall application, an educational application that is easy to use and has various features in it so that it can make the class more exciting and interesting. [18]. Some types of educational games that can be created using the wordwall application are quizzes. This quiz is very helpful in learning English in class, so that students do not feel bored, instead they feel fun.
		The teacher approaches learning in the form of a project assignment. In class XI-5, the teacher told the students to form groups, each group containing 5 students. The groups are freely chosen, students choose their own group members. The task in the group is to arrange the wrong sentences into correct ones (grammar material task). Each group only needed one sheet of paper to write the answers. This is also one of their project assignments, because after they finish their work, next week during English class, they will present their work. And this of course greatly improves the integration of students' English skills.
		teachers take a variety of approaches when in class. So that students do not feel bored and English becomes a fun subject for

them. There are many learning media used for English learning in class XI-5, such as books, e-learning, wordwall, e-library, educational videos from social media, and others.

By combining these different approaches, teachers can create a dynamic and engaging learning environment that meets the diverse learning needs and preferences of students. This approach not only helps students master English academically, but also develop critical thinking, creativity and collaboration skills that are essential in a global context.

The following is an explanation of the approaches used by teachers when teaching English subjects in the classroom:

1. Student-Centered Learning

This approach puts students at the center of the learning process. The teacher acts as a facilitator who helps students discover and build their own knowledge. [19]. Examples are group discussions during class, collaborative projects, and problem-based learning, where students are actively involved in the learning process and work together to solve problems or complete tasks.

2. Active Learning

In active learning, students are encouraged to be directly involved and participatory in the learning process. Teachers use methods such as interactive question and answer, educational games, and simulations. These activities help students develop critical thinking skills and make learning more interesting and fun.

3. Use of Technology

Technology can be a very effective tool in English language learning. Teachers utilize multimedia presentations, learning videos and English language apps to support learning. For example, the use of wordwall application for English learning in the classroom.

4. Differentiated Learning

Differentiated learning adapts learning methods and materials to meet the diverse learning needs among students. Teachers recognize that each student has different learning styles, interests and abilities. Therefore, teachers provide different types of tasks and activities that suit each student's ability level, so that each student can learn in the way that is most effective for them.

5. Formative Evaluation

Formative evaluations are conducted periodically to monitor student understanding and provide constructive feedback. Teachers use short quizzes, reflections or small assignments to find out the extent to which students understand the material

		taught. Feedback from these formative evaluations helps teachers adjust their teaching strategies to improve student learning outcomes.

B. Pre-teaching

Teachers choose the most effective learning methods and strategies to achieve the learning objectives. [20]. Task-based learning, or audiolingual methods depend on students' needs and specific learning objectives. Teachers also consider the use of technology and learning media to support the teaching and learning process. Teachers are also responsible for creating a conducive learning environment. This includes setting up a comfortable and attractive classroom, as well as providing the necessary learning aids, such as whiteboards, projectors or computers. A supportive environment can increase student motivation and engagement in the learning process. For example, she takes roll call before the lesson starts, and she asks how the students are doing.

Teachers continue to develop their skills and knowledge in English language teaching. They attend trainings, seminars or workshops to learn the latest teaching methods and share their experiences with colleagues. This professional development is important to ensure that teachers remain competent and able to face challenges in English language teaching. This school teaches about changing positive sentences to negative ones and also teaches grammar. Teachers teach grammar for several important reasons such as word structure, clarity, language learning, and professionalism. This includes the use of punctuation, the placement of verbs and subjects in sentences, and the rules for forming plural nouns or verbs in various tenses.

C. During teaching

Teachers here use several ways to teach their students. most commonly in this school the teachers use questions and answers. The advantage of this method is to hone the ability to think critically and understand the concept of what the students are learning. But the disadvantage of this method is that if there is no in-depth discussion, it will cause limitations for students. The second method is discussion, in which teachers and students discuss the topic they are studying. In this way the teacher can increase student participation to be more active and understand more, the disadvantages of the discussion method are that it takes longer and if applied in a large class it will make a lot of noise. The last one is the direct learning method, in which the teacher is the center of the learning process. The teachers also tell the students to prepare their textbooks so that they can understand what the teachers explain. Teachers are the main source of information and knowledge. They control and direct the learning process. In this method, teachers are required to repeat key points and provide additional practice if necessary to ensure students understand. There are many advantages to this method, but the most prominent is that the teacher has full control of the class. The teacher can control the course of the lesson, ensuring the material is delivered as planned. The disadvantages of this method are also many, the average student can feel bored or tired if the teaching method is used excessively without a variety of activities.

D. After teaching

After implementing the lesson using the study group method, I interviewed the teacher and several students in class X-5 to get their feedback and comments. The teacher at SMAMDA said that he felt the study group method was effective in improving the speaking skills of class X-5 students in English. Teachers at SMAMDA can divide students into several small groups so as

to provide more opportunities to interact and talk with each other in their respective groups. Teachers at SMAMDA can also focus more on helping each group and monitoring student progress. According to the high school teacher, class X-5 students seemed more enthusiastic about learning and were actively involved in group discussions rather than just listening to the teacher's explanation in front of the class. Class X-5 students are also more courageous to ask questions and practice the English they learn when discussing with their group friends.

Several class X-5 students admitted that they felt uncomfortable speaking in front of a crowded class. However, with the study group system, they feel more comfortable talking because it is only in small groups where the members know each other. One of the students in class X-5 said that he could learn a lot from his group of friends whose ability to speak English was better. Another student in class Apart from that, they can also discuss with each other to do assignments and practice questions in groups.

Most students in class X-5 stated that the study group method made learning English more fun and less boring. They feel less tired even though the study time is longer. So overall students gave positive responses to the application of this study group method to improve their English speaking skills. because teachers at SMAMDA provide feedback on group learning that has been carried out by class X-5 students. Based on his observations, class X-5 students seemed more enthusiastic and actively involved in the learning process. They discuss and exchange information in groups to carry out assigned tasks. Class X-5 students also seemed braver in speaking English.

Class X-5 students also responded positively to the group learning method. They find it more fun when studying with a group of friends. With group discussions, students can ask each other if there is something they don't understand and remind each other if they have missed assignments. Groups also make students feel more helped and not embarrassed to ask questions. Several students in class X-5 said that by using group learning, they could become more accustomed to practicing speaking English with friends. Class X-5 students also admitted that this method was very helpful in improving their English language skills, especially orally.

Overall, both teachers and students in class X-5 gave a positive response to the application of group learning methods in class X-5. They will feel that this method is very effective in improving students' English language skills holistically, both oral and written. Therefore, this method must continue to be applied in the future.

Suggestions from the teacher to increase the effectiveness of group learning in class For example, there is one student as group leader, one student as secretary for taking notes, and another student as an ordinary member. This division of roles is expected to reduce the possibility of students becoming "spectators" and not actively involved.

Apart from that, the teacher also suggested that each group be given different tasks according to the abilities of each group. Assignments must be designed carefully to stimulate discussion and creativity in class X-5 students in solving the given problems. The teacher also plans to visit and guide each group more often so that the discussion process continues effectively.

Furthermore, the teacher also suggested that group learning should not only focus on speaking skills, but also other skills such as writing, listening and reading. For example, students are given group assignments to listen to and understand audio recordings or discuss to compose a short essay together.

By considering various suggestions from teachers, it is hoped that the group learning process in class X-5 can be more effective in improving students' overall English language competence.

and there are several additional details of teacher suggestions to increase the effectiveness of group learning in class X-5 in the future:

In terms of giving clear roles to group members, the teacher believes that it is important for each student to understand their specific tasks so that there is a clear division of tasks within the group. For example, the group leader will coordinate discussions and ensure everyone participates. The secretary will note down the important points discussed. And members will still actively share ideas and contribute to solving given problems.

To challenge each group at its own level, the teacher plans to give higher level assignments to the stronger groups while providing more guidance and scaffolding to the weaker groups. This way each student can stretch without feeling overwhelmed. Examples of assignments may include debates, oral presentations, role plays, games to practice specific language functions, etc. Apart from speaking, teachers also want to develop other language skills through group work. For listening comprehension, groups can discuss answers after watching the video/audio. For writing, they can collaboratively plan and write short essays, stories, reports, etc. The group that gets the highest score on the comprehension and writing checks will receive recognition for motivating others.

Teachers at SMAMDA will observe the group every day to monitor engagement, cooperation and progress. Mini whiteboard group assessments keep students accountable. Publicly recognizing hardworking groups will increase participation. Coaching underperforming groups personally prevents loss of trust.

Regular mixing and changing of groups will prevent cliques and help students learn from a variety of peers. Class X-5 students who are stronger in helping their peers will build empathy and leadership. Carefully selected graded groups encourage patience and understanding between grades.

Applying this comprehensive strategy systematically through planned group activities will maximize language development while developing valuable soft skills. Teachers at SMAMDA really hope that this can improve learning outcomes for students in class X-5.

After implementing the group learning method to improve English learning in classes X1-5, there are several results that can be observed, namely:

a. Improving Students' English Language Skills: Through active participation in study groups, students demonstrate significant improvement in their English language skills. They become more fluent in speaking, writing, reading and understanding English texts. Interaction and discussion in groups help students practice active use of English

b. Increased Learning Motivation: Learning in groups creates a more fun and interactive atmosphere for students. They feel more motivated to be actively involved and contribute to learning activities. Interaction and support between group members also increases their enthusiasm for learning.

c. Increased Critical Thinking Ability: In study groups, students are encouraged to analyze, interpret, and evaluate information in greater depth. The process of discussion and sharing ideas helps hone their critical thinking skills.

d. Improved Social Skills: Group learning facilitates the development of students' social skills, such as the ability to communicate, work together, and respect other people's opinions. Interaction in groups builds a sense of mutual understanding and good cooperation.

e. More Effective Feedback and Evaluation: Teachers can provide feedback and evaluation that is more personal and tailored to the needs of each student. Monitoring and guidance during group learning helps teachers assess student progress more accurately.

Overall, the application of the group learning method has proven to be effective in improving English language learning in classes X1-5. Students not only experience improvements in English language skills, but also in other aspects such as motivation, critical thinking, and social skills. This success shows how important the teacher's role is in using the right approach to facilitate effective English learning.

IV. CONCLUSION

In conclusion, this study found that the application of the group learning method, facilitated by teachers in classes X1-5, was highly effective in enhancing English language learning. Through active participation in study groups, students demonstrated significant improvements in various language skills such as speaking, writing, reading, and understanding English texts. The collaborative learning environment not only increased students' motivation and critical thinking abilities but also improved their social skills, including communication, teamwork, and respect for diverse opinions. Furthermore, the personalized feedback and evaluation provided by teachers during group activities allowed for more accurate assessment of student progress. Overall, the study highlighted the crucial role of teachers in implementing effective approaches like group learning to foster comprehensive English language development among students.

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