



Kialo Edu as a Pre-Task Planning Tool for Small-Group EFL Discussions: Students' Oral Participation

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ABSTRACT

Learning English as a foreign language requires students to communicate their ideas clearly, but many students find it difficult to organize their ideas while speaking spontaneously. This study examined the forms of oral participation shown by senior high school students in small-group EFL discussions after using Kialo Edu for pre-task planning, and how their planning was reflected in their oral contributions. This qualitative descriptive study involved six eleventh-grade students from class XI AKL A at SMK Bandung 1 Yayasan Perguruan Bandung. Data were collected from audio recordings of an online discussion conducted through Google Meet, observation field notes, and students' Kialo Edu argument maps. The utterances were transcribed and coded using eight oral participation indicators: Initiating an Idea, Giving an Opinion, Giving an Explanation, Responding, Asking a Question, Agreeing, Disagreeing, and Developing/Extending an Idea. A total of 48 participation utterances were identified. The most frequent forms were Giving an Explanation (25.0%) and Giving an Opinion (22.9%), followed by Responding (14.6%), Initiating an Idea (10.4%), Agreeing (10.4%), Asking a Question (6.3%), Disagreeing (6.3%), and Developing/Extending an Idea (4.2%). Comparison of the students' Kialo Edu maps and spoken contributions showed that students used prepared claims to start their turns, support their opinions, respond to opposing views, and extend their peers' ideas. However, hesitation and minor grammatical errors were still observed. These findings suggest that Kialo Edu can serve as a useful planning scaffold before small-group EFL discussions, although it does not completely remove difficulties in spontaneous speaking.

Kialo Edu, Pre-Task Planning, Oral Participation, Small-Group EFL Discussion, Argument Mapping.

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INTRODUCTION

Learning English as a foreign language is not only about understanding grammar and vocabulary but also about being able to use English to communicate ideas. Speaking is therefore an important part of English learning, especially because students need opportunities to use the language in

meaningful interaction. One activity that can provide such opportunities is small-group discussion. Through discussion, students can share opinions, respond to their classmates, ask questions, and develop ideas together.

However, participating in an English discussion is not always easy for students. Some students may have ideas about a topic but find it difficult to organize and express them quickly when they have to speak. As a result, they may hesitate, pause for a long time, give very short responses, or remain silent. This situation suggests that students may need some preparation before they take part in an oral discussion.

This study is based on the concept of pre-task planning in Task-Based Language Teaching (TBLT), particularly the work of Ellis (2009). Pre-task planning gives learners time to think about the content and organize their ideas before performing an oral task. Having preparation time may help learners focus more on expressing their ideas and interacting with others during the task. In this study, pre-task planning was carried out through Kialo Edu, which allowed students to prepare their arguments before joining the discussion.

This study also draws on the use of argument mapping as a planning strategy. Darmawansah et al. (2022) explain that argument mapping can help learners organize claims, supporting reasons, and opposing arguments. Kialo Edu provides a visual structure that allows students to arrange these ideas before a discussion. In this study, the students' Kialo Edu maps were therefore used not only as preparation materials but also as supporting data for examining how their planned ideas appeared in their spoken contributions.

To examine students' participation during the discussion, this study used oral participation indicators adapted from Ardianti (2017) and Wei and Cao (2024). Participation was categorized into eight forms: (1) Initiating an Idea (IP), introducing a new idea or topic; (2) Giving an Opinion (OP), expressing a personal position or view; (3) Giving an Explanation (EX), providing reasons to support an idea; (4) Responding (RS), replying to another student's statement; (5) Asking a Question (AQ), asking something related to the topic; (6) Agreeing (AG), expressing agreement with a peer; (7) Disagreeing (DG), expressing disagreement respectfully; and (8) Developing/Extending an Idea (DE), adding details or points to an existing idea.

Previous studies have examined pre-task planning, small-group interaction, and argument mapping in EFL learning. However, the use of Kialo Edu specifically as a pre-task planning tool before small-group EFL discussions has received less attention, particularly in relation to students' oral participation. Kialo Edu allows students to organize claims, supporting reasons, and opposing arguments visually before they take part in a discussion. This

feature may give students a clearer reference for organizing what they want to say and responding to their peers.

Based on this gap, this study aims to identify the forms of oral participation displayed by senior high school students after using Kialo Edu for pre-task planning and to examine how their planning activities are reflected in their oral participation during small-group discussions. This study is expected to provide an alternative for English teachers who want to give students more preparation before speaking activities.

RESEARCH METHOD

This study used a qualitative descriptive design to provide a systematic and clear description of students' oral participation without manipulating variables. The research was conducted at SMK Bandung 1 Yayasan Perguruan Bandung. The main discussion activity was carried out online via Google Meet on September 21, 2026, as part of an English speaking task using the topic *"Is homework still necessary for high school students?"*

The participants of this study were six 11th-grade students from class XI AKL A (coded Student 1 to Student 6) and the writer who acted as the discussion moderator. To minimize subjective researcher bias, the moderator strictly limited intervention to facilitating procedural turn-taking without directing or prompting the substance of the students' arguments. The six students were selected purposively because they were members of the same class and had experience participating in English discussion activities.

Data were collected using several instruments and sources. The primary data were gathered through audio recordings of the online discussion session on Google Meet and classroom observation field notes. Additionally, an oral participation coding sheet was used to categorize spoken turns, and students' submitted Kialo Edu argument maps were collected as supporting data to document their pre-task planning entries.

The collected data were analyzed through transcription, coding, categorization, and interpretation following the qualitative analysis framework proposed by Miles et al. (2019). First, the recorded spoken interactions were transcribed verbatim, and field notes and Kialo Edu worksheets were organized as supporting data. The spoken turns were then coded based on the eight participation indicators and cross-mapped against students' written Kialo Edu entries. To ensure the trustworthiness of the data, credibility was maintained by triangulating multiple data sources, including observation field notes, audio recordings, and students' Kialo Edu worksheets.

RESULT AND DISCUSSION

The primary data were collected from a small-group EFL discussion session conducted via Google Meet, integrated with Kialo Edu pre-task planning worksheets. A total of 48 participation utterances were identified and coded across eight oral participation indicators. The frequency and percentage of each participation form are presented in Table 1 below:

Table 1.
Distribution of Students' Oral Participation Forms (N=6)

No	Code	Oral Participation Form	Frequency (f)	Percentage (%)
1	IP	Initiating an Idea	5	10.4%
2	OP	Giving an Opinion	11	22.9%
3	EX	Giving an Explanation	12	25.0%
4	RS	Responding	7	14.6%
5	AQ	Asking a Question	3	6.3%
6	AG	Agreeing	5	10.4%
7	DG	Disagreeing	3	6.3%
8	DE	Developing/Extending an Idea	2	4.2%
Total			48	100.0%

Source: Data analysis (2026)

As shown in Table 1, *Giving an Explanation* (EX, 25.0%) and *Giving an Opinion* (OP, 22.9%) were the most frequent forms of oral participation displayed by the students during the discussion. Cross-mapping the spoken interaction transcripts with the students' Kialo Edu argument maps revealed three main patterns regarding how pre-task planning related to their oral participation.

The first pattern was opening turns using prepared claims. Students referred to their prepared Pros points when starting their turns. For example, S1 used the points prepared in Kialo Edu to explain why homework was still necessary. Her contribution included ideas about reviewing lessons and developing discipline:

S1: "Okay guys, so... in my opinion, homework is still necessary for high school students. Because, like I wrote on Kialo, it helps us review the lessons from school, you know? It also trains us to be more disciplined."

The second pattern was constructing rebuttals through counter-arguments. The Cons structure in Kialo Edu provided a framework for students to state polite disagreements accompanied by clear reasoning. For example, S4 used her prepared points on student fatigue to politely counter S1's claim:

S4: *"I get your point, but I kind of disagree. Homework is a heavy burden if there's too much. I mean, after spending a long time at school, we also need time to rest and spend time with family."*

The third pattern was elaborating on peer arguments. Visual bullet points in Kialo Edu assisted students in extending ongoing group threads. For instance, S3 built upon S1's initial claim by retrieving item 4 from his Kialo Edu outline:

S3: *"To add to S1's point, homework also prepares us for exams. It provides additional practice so we become more familiar with the material before the test."*

The findings suggest that Kialo Edu provided students with a useful reference when they participated in the discussion. The relatively high occurrence of Giving an Explanation and Giving an Opinion shows that students were not limited to short responses. Several students used the ideas they had prepared in Kialo Edu when explaining their positions and responding to their classmates. The high percentage of Giving an Explanation (25.0%) and Giving an Opinion (22.9%) demonstrates that having a structured outline encouraged students to provide elaborated reasons rather than relying merely on short, passive responses. This outcome is in line with Darmawansah et al. (2022) and Mei et al. (2025), who reported that visual argument mapping helps EFL learners organize complex ideas before speaking.

From the perspective of Task-Based Language Teaching (TBLT), these results support Ellis (2009), who stated that pre-task planning can reduce cognitive load during oral tasks. By separating content organization from real-time speech delivery, students could focus more on turn-taking and interactive communication. This finding also addresses the baseline classroom condition gathered from the teacher's preliminary interview, where students typically struggled to structure arguments on the spot and feared making errors.

However, observation field notes showed that pre-task planning did not completely eliminate participation difficulties. Speech hesitations, brief pauses, and minor grammatical errors remained present, particularly among students with lower baseline speaking confidence. Therefore, pre-task planning through Kialo Edu served as a helpful structural scaffold rather than a complete cure for language anxiety.

CONCLUSION

Kialo Edu worked as a useful planning scaffold for the small-group EFL discussion in this study. The students' prepared claims and counter-arguments were visible in how they opened their turns, supported their opinions,

responded to opposing views, and extended their peers' ideas, and explanation and opinion were the most common forms of participation. At the same time, planning on Kialo Edu did not remove hesitation and minor grammatical errors, so it is better understood as support for organizing ideas than as a solution to the difficulties of spontaneous speaking.

For English teachers, giving students time to map their arguments on Kialo Edu before a discussion is a practical way to prepare them for speaking activities. Because this study involved six students from one class in a single discussion session, the findings describe this group and should not be generalized; studies with more participants, several sessions, or a comparison group would help clarify how far the pattern holds.

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