

THE EFFECT OF GROUP DISCUSSION METHODS ON STUDENTS' ENGLISH OUTCOMES

Muliah¹, Muhammad Yassin², Dewi Ismu Purwaningsih³

English Education Study Program Teacher Training and Education Faculty
Universitas Nahdlatul Ulama Kalimantan Barat

Abstract

This study aims to determine the effect of group discussion methods on students' English outcomes at MTs Al-Khairat Darussalam. The research design is Dependent sample T-test, while the research method is quantitative. Discussion method as the independent variable (X), while learning outcomes as the dependent variable (Y). The participants in this study were all students' class VIII at MTs Al-Khairat Darussalam students totaling 38 people, 22 male students and 16 female students. the data in this study were collected using instruments (multiple choice), then normality test, homogeneity test and descriptive statistics were used to evaluate data analysis requirements. in this study the dependent sample T-test analysis was used to test the hypothesis using computer software assistance through the SPSS (Statistical Package For the Social Sciences) version 21 for windows program. Based on the results of research and discussion, the following conclusions can be drawn: There is an effect of using of group discussion method on student English outcomes at MTs Al-Khairat Darussalam. This is indicated by the results of the significance level of $0.01 < 0.05$. This shows that there is a positive effect of using the discussion method on learning outcomes, this means that H_a is accepted and H_o is rejected.

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Key Words

Discussion methods,
learning outcomes.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode diskusi kelompok terhadap hasil belajar bahasa Inggris siswa di MTs Al-Khairat Darussalam. Desain penelitian ini adalah Dependent sample T-test, sedangkan metode penelitiannya adalah kuantitatif. Metode diskusi sebagai variabel independen (X), sedangkan hasil belajar sebagai variabel dependen (Y). Partisipan dalam penelitian ini adalah seluruh siswa kelas VIII di MTs Al-Khairat Darussalam yang berjumlah 38 orang, 22 siswa laki-laki dan 16 siswa perempuan. data dalam penelitian ini dikumpulkan dengan menggunakan instrumen (pilihan ganda), kemudian dilakukan uji normalitas, uji homogenitas dan statistik deskriptif untuk mengevaluasi persyaratan analisis data. pada penelitian ini digunakan analisis uji-t sampel dependen untuk menguji hipotesis dengan menggunakan bantuan perangkat lunak komputer melalui program SPSS (Statistical Package For The Social Sciences) versi 21 for windows. Berdasarkan hasil penelitian dan pembahasan, maka dapat ditarik kesimpulan sebagai berikut: Terdapat pengaruh penggunaan metode diskusi kelompok terhadap hasil belajar bahasa Inggris siswa di MTs Al-Khairat Darussalam. Hal ini ditunjukkan dengan hasil tingkat signifikansi $0,01 < 0,05$. Hal ini menunjukkan bahwa terdapat pengaruh positif penggunaan metode diskusi terhadap hasil belajar, hal ini berarti H_a diterima dan H_o ditolak.

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Kata Kunci

Metode diskusi,
hasil belajar

Background of study

The need for people to master English is increasing. Even in some countries, English is used as a second language after the national language. In some other countries, such as Indonesia, Malaysia, Pakistan, Singapura, and India, English is used as a foreign language. English is also considered a communication tool because it can be utilized by the community it other. In addition, according to Handayani (2016:103), English is an international language that connects all aspects,

such as education, economy, politics, society, and culture. The role of English is needed both in mastering communication technology and for direct interaction.

In the teaching and learning process, English has four skills that must be learned to make it easier for students to access information, both spoken and written. According to Harmer (1987:265), in his book entitled "The Practice of English Language Teaching," he divides the four language skills into two types: receptive skills, including reading and listening, and productive skills, including speaking and writing. He also did that are language components abilities, namely grammar, vocabulary, and pronunciation that must be developed in learning English. This is in line with the statement of Kurniawati (2016:157), who said that all components are very important and must be learned if you want to master English well. Therefore, students need to master all components of English so that they can easily access information to develop their skills and knowledge. The objectives of the four English language skills can be seen from the learning outcomes achieved by students in the learning process.

Learning outcomes are the process of behavioral changes in students that can be observed and measured in the form of knowledge, attitudes, and skills, as stated by Hamalik (2009:89), in the book "Psychology of Learning & teaching." These changes can be interpreted as an increase and better development for student learning outcomes. This follows the statement of Suparmini (2020:32), that student learning outcomes are defined as the results of student achievement obtained through the teaching and learning process in class. Learning outcomes based on curriculum 2013 three aspects, namely the cognitive aspect, which includes changes in knowledge management, skill development, or the ability to use information; both affective aspects include changes in mental attitudes, feelings, and awareness; and; and third. Psychomotor aspects include changes in forms of motor activity. The relevant form of change is, of course, a change that occurs positively. The learning outcomes that the writer refers to in this study are seen from the cognitive point of view of students, where the learning outcomes are realized in the form of scores obtained by students.

Student learning outcomes are closely related to the methods used by teachers in teaching. To obtain high student learning outcomes, teachers are advised to teach students using teaching methods that are needed in the learning process in the classroom. This is in line with Supriyati (2020:106), that the method is a component of the educational process and is part of the teaching system, so in its realization, it cannot be separated from other components of the teaching system. Methods become an important part of the learning system to make it easier for students to achieve learning goals. In addition, Surakhmad (1986:3), in the book "Biology Science and Education" states that a method is a way, which in its function is a tool to achieve a goal. Therefore, Pupuh & Sutigno (2011:55), say that the more appropriate the method used by the teacher in teaching, the more effective the achievement of learning objectives is expected.

One of the teacher's efforts to bring students to achieve learning outcomes successfully is by using the discussion method because, with the discussion method, students will be more active in Learning. This is by the statement Irwan (2018:43), which states that the application of the discussion method will be able to increase students' interest and motivation to learn. Because the discussion method emphasizes interaction between students and other students, and also the teacher in discussing or finding solutions to learning materials. Students who are active in discussions can improve the learning outcomes of these students so that they can stimulate other students to think or express their own opinions and they will also train students to think critically and confidently. This statement is also supported by Widiarsa (2020:32), who states that the

discussion method focuses on developing knowledge and understanding as well as action and even direct experience of students in forming skills, appreciation, and application of values. By using the discussion method in Learning, students can show confidence and better personal performance in terms of academic collaboration than individual Learning so that students can express, present, explain, and present their knowledge, experiences, and feelings. Therefore, Syafruddin (2017:66), states that the application of the discussion method is considered effective in learning, so the discussion method can stimulate students' thinking and creativity and train students to express opinions.

In addition, several experts state that the discussion method has disadvantages, so it is considered less effective for use in learning. This is in line with the statement Yakin (2020:161), he said that the success of a discussion depends on student leadership and the participation of its members; several students will usually dominate the discussion, and the opinions and questions of the learners can deviate from the subject matter if an in-depth discussion takes a long time if the number of students in the class is too large, it will affect the opportunity for each student to express his opinion. This is a statement supported by according to Sudiyono (2020:14), he said that in the delivery of the discussion is often dominated by two or three people who have a good command of speaking. On the other hand, discussions that are too broad can result in the conclusion of the discussion results needing to be clarified. He also said that in the discussion method, uncontrolled emotional differences often occur when there are differences of opinion. Therefore, according to Puspari (2014:18), the discussion method requires a long time to discuss material, so this opportunity is used by students to be rowdy. In contrast, only a few students dominate the discussion.

Based on this background, the writer is interested in conducting experimental research with the title "The Effect of Group Discussion Methods on Students' English Outcomes at MTs Al-Khairat Darussalam."

Research Problem

Based on the research background above, it can be formulated the research as follows: "Is there any statistically significant effect of group discussion method on students' English outcomes"?

Research Objective

Based on the research is intended to investigate whether "there is not statistically significant effect of group discussion method on students' English outcomes"?

Research Design

In this study, researchers used a quantitative approach because the data used is numerical data. According to Bryman (2012:35), defined quantitative research as a research strategy that emphasizes quantification in the collection and analysis of data. It means that quantitative research shows the sum of a number. This research uses a pre-experiment because it is practical implementation. According to Latief (2016:97), experimental research is conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. After the treatment is finished, the post-test is administered to see the achievement. The effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and the post-test. When it turns out that the post-test average score is significantly higher than the average score of the pre-test, then it is concluded that the instructional treatment is effective..

Participants and Setting

The participants in this study 38 students, with average age of 12 until 16 years old, consisting of 22 boys and 16 girls from class VIII at MTs Al-Khairat Darussalam. This research was conducted on Jl. Khatulistiwa, Batu Layang, Gg Beringin 2, North Pontianak District, pontianak city. The time of this research was carried out for one month.

Research Procedure

The research procedure was carried out by taking care of the school permit to conduct research after consulting with the principal and English language teaching teacher at MTs Al-Khairat Darussalam to determine the research schedule to be carried out. The learning meeting was held for six meetings.

Research Instrument

This study uses a test to obtain data on student learning outcomes. The test validity and reliability taken of questions adopted from Betty Schramper Azhar's book. The test is divided into two parts, namely, pre-test and post-test. The pre-test was conducted by giving questions consisting of 20 multiple choice questions with categories of 10 simple present tense questions divided into positive, negative, and interrogative sentences and 10 present continuous tense questions divided into positive, negative, and interrogative sentences. Meanwhile, the post-test was given after applying the discussion method during learning with a total of 20 multiple choice questions with categories of 10 simple present tense questions divided into positive, negative, and interrogative sentences and 10 present continuous tense questions divided into positive, negative, interrogative sentences. The scores obtained were calculated and analyzed in data.

Data Analysis

In this data analysis, researchers employ the SPSS 21. In compounding the data, researchers used the dependent sample T-test. Data obtained from the results of the pre-test and post-test instruments before and after using the discussion method will be used to answer problems in research or test the hypotheses proposed through data presentation. This hypothesis test analysis aims to prove whether or not there is an effect of specifically the group discussion method on student learning outcomes in learning English with a significant level of 0.05.

FINDING

Based on the table above, it is known that the number of pre-test and post-test numbers N (38). The instrument given is 20 questions with a number of 100 points, thus the total score of 1 correct answer is 5. From the data of students male and female obtained the minimum score is 5.00 while the post-test is 15.00. On the other hand, the maximum score on the post-test is 90 while the maximum score on the pre-test is also 90. The mean score between pre-test and post-test ranges 46.05 and 57.63 with standard deviation 22.666 for pre-test and 22.171 for post-test where a standard error mean in the pre-test of 3.677 and post-test of 3.597. So that it can be continued to the next step.

4.1 Descriptive Statistic

| | N | Minimum | Maximum | Sum | Mean | Std Deviation | Std. error mean |
|--------------------------|----|---------|---------|---------|---------|------------------|--------------------|
| Pre-test Eksperiment | 38 | 5.00 | 90.00 | 1750.00 | 46.0526 | 22.66554 | 3.67684 |
| Post-test Eksperiment | 38 | 15.00 | 90.00 | 2190.00 | 57.6316 | 22.17062 | 3.59655 |
| Valid (listwise) | N | | | | | | |

There are 38 data obtained from pre-test and post-test. The 38 data can be seen from the df value. Based on calculations using Kolmogorov-Smirnow, it is stated that the score on the pre-test is 0.018 and post-test score is 0.137. While the pre-test and post-test score supported by the Shapiro-Wilk results are 0.106 and 0.067. So, it is concluded that the pre-test score using Kolmogorov Smirnow is $0.018 < 0.05$ which means that the data is not normally distributed. Post-test score is $0.137 > 0.05$ which means that the data is normally distributed. Besides that, the calculation using Shapiro-Wilk shows that the data from the pre-test is $0.106 > 0.05$ which means that the data is normally distributed while the post-test value is $0.067 > 0.05$ which also shows that the data is normally distributed. In this section the authors use the data obtained from the Shapiro-Wilk score, so that they can proceed to the stage of the dependent sample T-test. The data overview can be seen in the table below;

4.2 Test of normality

| | Kolmogorov-Smirnov | | | Shapiro-Wilk | | | |
|---------------------|--------------------------|-----------|----|--------------|-----------|----|------|
| | Class | Statistic | df | sig | statistic | df | Sig. |
| English Outcomes | Pre-Test Eksperiment | .158 | 38 | .018 | .952 | 38 | .106 |
| | Post-Test Eksperiment | .125 | 38 | .137 | .946 | 38 | .067 |

Based on the previous data which shows normally distributed results so that the data obtained can be continued at the stage as below;

4.3 Dependent Sample Test

| 95% confidence interval of the defference | | | | | | | | |
|---|--------|-----------|------------|----------|---------|-------|----|--------------------|
| Pre-test | Mean | Std. | Std. Error | Lower | Upper | t | df | Sig.(2- tailed) |
| Post-test | | Deviation | Mean | | | | | |
| | 11.579 | 14.524 | 2.35614 | 16.35294 | 6.80495 | 4.914 | 37 | <.001 |

According to the table, there is a mean difference of 11.578. The dependent T-test section tells us that the differences between the means in the pre-test and post-test is $46.05 - 57.63 = 11.579$. Furthermore, there is a difference at the 95% confidence interval of the difference at the bottom

and top which ranges from 6.805 to 16.353. In addition, the significant value (2-tailed) is $0.001 < 0.05$, indicating a significant difference between the pre-test and the post-test and also the significant Levene's test for equality of variances to of $0.872 > 0.05$, meaning that the data homogeneous.

4.2 Discussion

Based on the results of the research conducted, it is known that the number of pre-test and post-test totaled N (38). The instrument given is 20 questions with a total number of points of 100, thus the total score of 1 correct answer is 5. From the data of male and female students, the minimum score of the pre-test is 5.00 while the post-test is 15.00. While the maximum score on the post-test was 90 while the maximum score on the pre-test was also 90. The average score between pre-test and post-test ranged between 46.05 and 57.63

Based on calculations using Shapiro-Wilk, it is stated that the value on the pre-test and post-test are 0.106 and 0.067, which means that the data is normally distributed. In addition, the significant value (2-tailed) of $0.001 < 0.05$, indicating a significant difference between the pre-test and post-test and also the significant value of Levene's test for equality of variances of $0.872 > 0.05$, meaning the data is homogeneous which shows the effect of group discussion on students' English outcomes

Participants were given a post-test to determine the ranking after getting treatment using the discussion method. The results of the pre-test and post-test showed an increase in learning outcomes. The average pre-test score was 46.05 while the average post-test score was 57.63. With this, the writer confirms that discussion method has effect on English outcomes grammar. By the previous expression, students experienced an increase before and after receiving treatment using the discussion method.

CONCLUSION

Based on the results of research conducted by writer, it can be concluded that the use of discussion methods has an effect on student learning outcomes (grammar) in learning English. This is evidenced by the findings of research conducted at MTs Al-Khairat Darussalam through the dependent sample t-test with the results of the percentage in the form of significance level $0.01 < 0.05$. This means that Hipotesis Nihil (H_0) has been rejected and Hipotesis Alternatif (H_a) has been accepted. It concluded to infer that using discussion method has a positive impact on learning outcomes.

SUGGESTION

The suggestion are given to the teacher and to future research;

1. for the teacher

It is recommended that teachers pay more attention and give good guidance in discussion activities and learning, so that students are always active in discussions and other learning, so that they can improve students' learning outcomes. Teachers should use media in the teaching and learning process that can assist teachers in delivering material. This can help students learn, understand and remember the material.

2. for future researches

This research is only a small part of the factors that influence student learning outcomes in English subjects and there are still many shortcomings. It is hoped that the next researcher will examine other related variables that have not been included in this study.

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