THE INFLUENCE OF THE BUZZ GROUP DISCUSSION LEARNING METHOD ON STUDENT LEARNING OUTCOMES IN THE ENGLISH SUBJECT SDN 69 PALEMBANG

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ABSTRACT

This thesis discusses the influence of the Buzz Group Discussion Learning Method on Student Learning Outcomes in English Subjects at SDN 69 Palembang. This research aims to determine (1) the English learning outcomes of class III students at SD Negeri 69 Palembang (2) to determine the English learning outcomes of students using the buzz group discussion learning method (3) to determine whether there is an influence of the buzz group discussion learning method on the results learning English for class III students. This type of research is Quantitative research with Pre-experimental design in the form of One Group Pretest-Posttest design, the subjects of this research are class IIII students at SD Negeri 69 Palembang, the sample is class III as the experimental class, and class III as the control class. Based on the results of descriptive data analysis, the average score for the two groups was obtained, namely the control class (pretest) at 41.25, while the results for the experimental class (posttest) were 67. Meanwhile, based on the results of the t-test calculations, it was found that the tcount value was 8, 02 while ttable with df 38 with a level of 0.05 then ttable = 2.75. So it is stated that tcount > ttable = 8.02 > 2.75 so that tcount is declared significant where Ho is rejected and Ha is accepted. Thus, the hypothesis states that there is an influence of the buzz group discussion learning method on the English learning outcomes of class III students at SD Negeri 69 Palembang.

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Keywords: Buzz Group, English Learning Results

1. INTRODUCTION

According to (Jaya, Fadhilah, & Uzer, 2023) english is a global communication that is used in international language. As a result, learning English is critical because English is not only studied and taught in Indonesia, but also around the world. In Indonesia, English is categorized as a foreign language rather than a second language. It is obligatory for students in Indonesian schools, ranging from elementary to university levels (Jaya, Arianda, Theriana, 2023). Elementary school education is basic or initial education for elementary school students. In elementary school education, there are several subjects that are usually studied by students in realizing a learning goal. It is known that many elementary school (SD) students think that

English is a very boring subject. Thus, a teacher must create a more enjoyable learning atmosphere and provide various combinations of learning methods, so that the learning atmosphere becomes more efficient so that students' boredom can be overcome.

Based on the results of the information obtained during the implementation of PPL at SDN 69 Palembang, the learning process in English subjects was not effective enough, there were still many students' learning outcomes that were not optimal enough. Because it tends to be more teacher-centred in the classroom, the use of learning methods is still not varied and is monotonous in teacher explanations alone, which makes students tend to be passive so that students' English learning outcomes are still poor. One of the efforts that must be made so that students are active in the learning process is to use appropriate learning methods.

A learning method that is suitable for increasing the activity of students' learning processes is the buzz group discussion method. According to researchers, this method can make students active in learning and increase the closeness of individual students to their classmates. By having group discussions, students can exchange opinions and hone their thinking abilities, so that students' English learning outcomes can improve. Systematically implementing a buzz group discussion has steps before starting the learning process, the teacher first forms a small group consisting of 3-6 students to discuss by exchanging ideas so that they can

reach conclusions about a problem (Rohimah, 2020, p. 7).

Discussions can be held in the middle or at the end when the teacher delivers lesson material with the aim of sharpening the framework of the lesson material, clarifying the lesson material or answering questions (Hidayat, Sari, & Wiguna, 2019, p. 152). The buzz group discussion learning method is a learning method that influences student learning outcomes and increases student activity in discussions (Hasini, Kamza, & Lestari, 2021, p. 4122).

From the expert opinion above, it can be concluded that the use of the buzz group discussion method is useful in building students' enthusiasm for learning, so that students dare to express opinions that they know. So that when the buzz group discussion learning method is applied in the students' learning process in class, students are able to better understand the subject matter presented by the teacher, including English subjects. In connection with the background that has been described, the researcher is interested in conducting a study entitled "The Influence of The Buzz Group Discussion Learning Method on Student Learning Outcomes in The English Subject of SDN 69 Palembang".

2. LITERATURE REVIEW

Understanding Buzz Group Discussion

Method comes from the Greek "Methods" which means the method or path taken. According to Djamarah, a method is a

method used to achieve a predetermined goal. In teaching and learning activities, the methods used by teachers vary according to what they want to achieve after teaching ends (Afandi, Chamalah, & Wardani, 2013, p. 16). Buzz Group Discussion is an active learning method that has great potential in increasing student involvement and learning outcomes. According to Bonwell and Eison (1991), this method combines social interaction and personal reflection, creating a dynamic and collaborative learning environment.

The buzz group discussion learning method is a learning method that divides a large group into small groups consisting of 3-5 people to discuss by exchanging ideas so that they can reach a conclusion on a problem (Nida Mauizdati, 2021, p. 108). Buzz group is a learning method whose aim is to get fast results from discussing a particular learning problem with views from different points of view (Apriyanti, Herayanti & Habibi, 2017, p. 49). Research by Johnson et al. (2014) shows that the use of discussion methods in learning English can improve students' communication skills, vocabulary mastery and understanding of grammar. Buzz Group discussions in particular have been shown to be effective in stimulating active participation and improving students' speaking skills (Fassinger, 2015). In the elementary school context, collaborative learning approaches have been known to have a positive impact on student motivation and achievement (Slavin, 2014). Applying the Buzz Group discussion method at the elementary school level can be a relevant step in building collaboration between students.

From the opinion above, it can be concluded that the buzz group discussion method is a learning method that increases interaction between students and teachers in the learning process in the classroom, where the teacher creates groups into several sections containing 6 or more students to discuss students' ideas on subjects.

Purpose of the Buzz Group Discussion Method

The discussion method aims to provide students with the opportunity to express their opinions or thoughts on something they find interesting (Mansir, 2020, p. 231). Research by Feldman (2017) highlights that the successful implementation of the Buzz Group discussion method depends on factors such as selecting an interesting topic, the teacher's role as facilitator, and appropriate group size. Therefore, careful planning is required to ensure the effectiveness of this method. Educators in the learning process can also observe the personality and cognitive, affective and psychomotor characteristics of students. The buzz group method aims to discuss certain information by carrying out discussion activities from different perspectives (Hasini, Kamza, & Lestari, 2021, p. 4121).

The aim of the buzz group method is to obtain information, solve or discuss a problem presented. Learning using the buzz group strategy is expected to be able to dig up information on its own without the help of educators, namely through the discussion itself (Mansir, 2020, p. 233). With discussion,

students can train themselves in solving problems and resolving problems. In evaluating English learning outcomes, research by Brown (2016) emphasizes the importance of using a variety of measurement methods, including written exams, skills-based projects, and oral assessments. Deep understanding of student progress through this approach can provide more comprehensive insight.

Steps to the Buzz Group Discussion Method

The steps of the Buzz Group Discussion Method according to Sudjana ((Mansir, 2020, p. 230). are described as follows:

a) Educators, perhaps together with students, select and determine the problems and parts of the problem that will be discussed and need to be solved in learning activities.

b) The educator appoints several students to form small groups. The number of groups to be formed is small. The number of groups to be formed and the number of participants in each small group is adjusted to the number of parts of the problem to be discussed.

c) Educators distribute parts of the problem to each small group. One group discusses one part of the problem. Next, the educator explains the group assignments that must be carried out, discussion time (usually 5-15 minutes), selection of reporters, and so on.

d) Small groups discuss to discuss the parts of the problem that have been determined.

e) The students in the group clarifies part of the problem and provides suggestions for solving it.

f) When the specified time has been completed, the educator invites small groups to gather again in large groups, laterhe invited the reporters from each small group to take turns to submit their reports to the large group.

g) The educator, or an appointed student, records the main points of the report that has been submitted.Next, students are asked to add, subtract, or comment on the report.

h) Educators can assign one or several students to summarize the results of the final discussion of the report.

i) Educators together with students can propose possible follow-up activities that can be carried out based on the results of the discussion and then evaluate the process and results of the discussion.

Meanwhile, according to Hamdayama (Mansir, 2020, p. 232). Following are several steps regarding buzz-group discussions, including:

a) Formulate the goals you want to achieve.

b) The educator or together with the students divides parts of the problem into each small group.

c) Teacherprovide guidance before the discussion is held.

d) Carry out discussions according to the rules.

e) The educator or an appointed participant records the main points of discussion in

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the large group, then asks the students to add, subtract or comment on the report.

f) Educators can assign one or several students to summarize the results of the final discussion of the report.

g) Educators together with students can design possible follow-up activities based on the results of the discussion and evaluate the process and results of the discussionhas been achieved.

The steps in the Buzz Group method according to Surjadi (Mansir, 2020, p. 234). The teacher forms students in large groups and chooses one leader from the large group. Each leader is given a task. The duties of the group leader are:

a) The group leader, assisted by the teacher, divides the group members into 3-4 small groups consisting of 2 or 3 people

b) The leader coordinates his group members so that small group and large group discussions run well and on time.

c) The leader also helps each small group in completing the assignments given by the teacher.

d) Warn each small group two minutes in advance that their assignment is almost over.

e) Invite the small group to gather again into a large group.

f) Invite each small group to convey the results of their discussion.

g) Welcome member group others to provide feedback.

h) Summarize the results of large group discussions.

From several expert opinions above, it can be concluded that the steps that must be implemented in conducting buzz-group discussions are:

A. Preparatory Steps
   a) Formulate the goals you want to achieve.
   b) Formation of groups.
   c) Provides an overview of the materialwill be discussed in the discussion.
   d) Define the problemwill be discussed.
   e) Provide direction and rules to participants before the discussion is held.

B. Implementation of Discussions
   a) Initiate group discussions.
   b) Provide that opportunityequally to each discussion participant to express their thoughts and ideas.
   c) The person who serves as a note taker, records all the discussion points resulting from the discussion.
   d) Summarize the results of the group discussion.

C. Closing Discussion
   a) Reporting the results of the discussion to the teacher.
   b) Evaluate the progress of the discussion for improvement of subsequent discussion activities.

Benefits of Buzz Group Discussions

The benefits of using the buzz group discussion method are that it makes students more active in expressing their opinions,

makes students understand the material that has been discussed better, has a sense of responsibility for the tasks given to them and fosters a sense of familiarity with friends and fun (Nida Mauizdati, 2021 , p. 109).

Advantages of Buzz Group Discussions

The advantages of buzz group discussions include:

1) Active learning.
2) Strengthen cooperative attitudes between groups.
3) Promote student exchange and expression of ideas.
4) Support students in making decisions.
5) Develop new knowledge to form discussion questions.
6) Developing an attitude of respect for other people's opinions which fosters students' enthusiasm for learning.
7) Increase students' confidence to express their opinions in discussion forums
8) Demand a responsible attitude towards the teacher's work.

Disadvantages of Buzz Group Discussions

Meanwhile, the disadvantages of using the buzz group type discussion learning method are:

1) This method takes time.
2) This arrangement does notit will be lucky if members
3) Every group does not know the tasks or roles given by the teacher.
4) From these arguments we can conclude that discussion group

learning is an activity that allows shy people to share thoughts and opinions and creates a positive atmosphere.

Learning outcomes

The factors underlying the assessment of student learning outcomes have been described by Benyamin S. Bloom, where he stated that learning outcomes are divided into three domains, namely cognitive, affective and psychomotor. In each of these domains there are several levels of ability, from the easiest to the most difficult and complex. Following are various explanations of several of these domains (Febriana, 2019, pp. 25-28).

3. METHODS

According to (Sugiyono, 2019, p. 2) research methodology is defined as a scientific way to obtain data with certain purposes and uses. The type of research carried out by researchers is quantitative with an experimental method with Pre-experimental design, with the form of this research design being One Group Pretest-Posttest, namely an experiment carried out on one group without a comparison group. In this design there is a pretest, before treatment is given. In this way, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given (Sugiyono, 2019, p. 130)

This research was carried out at SD Negeri 69 Palembang located on Jl. Faqih Usman, Lorong Perigi, Kec. Kertapati Seberang Ulu I Palembang, South Sumatra Province.

The research will be carried out in the odd semester of 2023. This research was carried out starting from the preparation of the research proposal. The data collection stage includes initial observations and obtaining permits (according to schedule).

The population of this study was all class III students at SD Negeri 69 Palembang, consisting of one class, totaling 20 students. Where there are 10 male students and 10 female students. Researchers here will take samples using a purposive sampling technique.

To collect research data, the target of this research was class III students at SD Negeri 69 Palembang. To obtain accurate data in this research, the researcher used test and documentation techniques. Tests are used to determine English learning outcomes. The pretest and posttest question sheets provided have been tested by validation experts according to the material that will be given to students during research. The questions given are in the form of multiple choice tests about living things.

The data analysis technique used is using (1) Normality Test. The Normality Test is carried out to test whether the data is normally distributed or not. The data normality test in this study was carried out using Kolmogrov-Smirnov. (2) Homogeneity Test, To find out whether several population variants are the same or not, therefore researchers carry out a variance homogeneity test. This research uses the Levene test formula. and (3) Hypothesis Testing. In this study, the T-test was carried out to see the significance of the values obtained, then data analysis was carried out through the T distribution test for the average of two independent sample groups, namely the paired sample t-test. With the criteria for accepting, namely H_o if $thitung < ttabel$ and rejecting H_o if t has another value. And the degrees of freedom in the T distribution list are $(\pi - 1)$ according to the 5% level which is tested using two parties.

4. RESULTS AND DISCUSSION

There is an influence of using the buzz group discussion learning method on the English learning outcomes of class III students at SDN 69 Palembang. This difference occurred because during the posttest or final test learning outcomes increased after learning was carried out using the buzz group discussion learning method. From the results of research conducted by test researchers and documentation, learning outcomes increased after treatment using the media-assisted learning model. This can be seen from the average during the pretest and posttest. The average score during the pretest/initial test was 41.25 and the average posttest score was 67. So from this average score it can be concluded that student learning outcomes have improved.

Question Instrument Validity Data

To carry out tests on students, the validity of the questions was tested with 20 multiple choice test questions with experts.

Table 1. Question Validity Test

No	r-hitung	r-tabel	Hasil
1	0,089004947	0,513977484	Valid
2	0,504222398	0,513977484	Valid
3	0,097160903	0,513977484	Valid
4	0,466640221	0,513977484	Valid
5	0,378416556	0,513977484	Valid
6	0,164037888	0,513977484	Valid
7	0,378497653	0,513977484	Valid
8	0,059760464	0,513977484	Valid
9	0,245389576	0,513977484	Valid
10	0,46918322	0,513977484	Valid
11	0,256743163	0,513977484	Valid
12	0,222082063	0,513977484	Valid
13	0,193059975	0,513977484	Valid
14	0,300315517	0,513977484	Valid
15	0,1350158	0,513977484	Valid
16	0,185979468	0,513977484	Valid
17	0,310960071	0,513977484	Valid
18	0,291173326	0,513977484	Valid
19	0,226304541	0,513977484	Valid
20	0,334504737	0,513977484	Valid

(Sumber: Ms. Excel 2013)

From the table above it can be seen that there are 20 valid questions. Researchers will use 20 questions for the assessment test score criteria.

Table 2. Question Reliability Test

Cronbach's Alpha	N of Items
0,344157209	20

(Sumber : Ms. Excel 2013)

From the results of the reliability test on 20 questions, an Alpha value of 0.344157209 was obtained. This means that the reliability value meets or is sufficient, so that the instrument can be said to be reliable or consistent.

Research Results and Discussion

This research uses 1 class, namely: class III as an experimental class as well as a control class. In this research, it was found that there was an increase in English learning outcomes taught using the buzz group discussion learning method compared to those taught using the lecture method.

To determine the level of students' understanding regarding learning English on Our Body material, here the researcher used a validity and reliability test using 25 multiple choice questions and there were valid results after the trial, namely 20 valid questions and 5 invalid questions. 20 valid questions will be used for pretest and posttest questions for experimental and control class students.

Table 3. Recap of Pretest and Posttest Results for Experimental Class

No	Nilai	Frekuensi	Persentase(%)	Kategori
1	0-34	0	0%	Sangat Rendah
2	34-54	2	10%	Rendah
3	55-64	3	15%	Sedang
4	65-84	13	65%	Tinggi
5	85-100	2	10%	Sangat Tinggi
	Jumlah	20	100%	

(Sumber: Oleh Peneliti Berbantuan Excel 2013)

Table 4. Recap of Control Class Pretest and Posttest Results

No	Nilai	Frekuensi	Persentase(%)	Kategori
1	0-34	4	20%	Sangat Rendah
2	34-54	15	75%	Rendah
3	55-64	1	5%	Sedang
4	65-84	0	0%	Tinggi
5	85-100	0	0%	Sangat Tinggi
	Jumlah	20	100%	

(Sumber: Oleh Peneliti Berbantuan Excel 2013)

The next stage is analyzing the data. The requirement for analyzing data is that after obtaining the average value and standard deviation, then you can carry out normality tests, homogeneity tests and hypothesis tests.

It is known that the normality test for the experimental posttest class has significant results of 0.19 > 0.05, so it can be concluded that the experimental posttest class has a normal distribution. For the control posttest class, significant results were obtained at 0.10> 0.05, so it can be concluded that the control posttest class had a normal distribution.

It is known that the significant value (Sig.) Based on Mean is 4.10 > 0.05, so it can be concluded that the variance of the control class posttest data and the experimental class posttest data is the same (homogeneous).

Hypothesis testing using the independent sample t-test showed that the tcount value was 8.02, while ttable with df 38 with a level of 0.05, so ttable = 2.75. So it is stated that tcount > ttable = 8.02 > 2.75 so that tcount is declared significant where Ho is rejected and Ha is accepted. Thus, the hypothesis states that there is an influence of the buzz group discussion learning method on the English learning outcomes of class III students at SD Negeri 69 Palembang.

5. CONCLUSION

Based on the results of the analysis and discussion of research data, it was concluded that there was an increase in learning in class III of SDN 69 Palembang after participating in learning using the buzz group discussion learning method as seen from the learning test. Based on the homogeneity test, it is stated that the sample comes from a homogeneous population. Then, based on the

hypothesis test, it is known that the t-count = 8.02, while the t-table has a significant level of 0.05 with a df of 38, so the t-table = 2.75. Thus, the hypothesis states that there is an influence of the buzz group discussion learning method on English learning outcomes Class III students at SD Negeri 69 Palembang.

6. ACKNOWLEDGEMENT

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