

Group Discussion Method In Improving English Language Skills For Students of STIKOM UyelindoKupang

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Abstract

English courses at STIKOM Uyelindo are given in semesters 1 and 2. In implementing English courses at STIKOM Uyelindo Kupang, there are still several obstacles in the teaching and learning process. One of them is the lack of absorption of English language material by students. This is because the method used in teaching is still teacher centered. The lecturer delivers the material and students listen and take notes. After delivering the material, the lecturer provides students with several exercises to do. During English lectures using this method, the results achieved were not optimal. Students' abilities in five English skills are less than optimal. The five skills referred to include: reading, writing, listening, translating, and speaking. In studying, a student is usually supported by several aspects to achieve maximum results. Several aspects that support learning include students being able to collaborate with other students. Apart from being influenced by learning methods, student learning outcomes are also influenced by student participation. The results obtained from the research are that there is a correlation between the group discussion method and increased student learning achievement in English courses, in reading, writing, listening and speaking skills. The correlation between group discussions and student test results in class A is 0.60 which means that the two variables have a strong relationship, while in class B the correlation between group discussions and student test results in class B is 0.71 which means that The two variables have a very strong relationship.

Keywords: *Group Discussion, students, English skills*

Introduction

English courses at STIKOM Uyelindo are given in semesters 1 and 2. In implementing English courses at STIKOM Uyelindo Kupang, there are still several obstacles in the teaching and learning process. One of them is the lack of absorption of English language material by students. This is because the method used in teaching is still teacher centered. The lecturer delivers the material and students listen and take notes. After delivering the material, the lecturer provides students with several exercises to do. During English lectures using this method, the results achieved were not optimal. Students' abilities in five English skills are less than optimal. The five skills referred to include: reading, writing, listening, translating, and speaking. (Maslina, 2020)

In studying, a student is usually supported by several aspects to achieve maximum results. Several aspects that support learning include students being able to collaborate with other students. Apart from being influenced by learning methods, student learning outcomes are also influenced by student participation. It is hoped that by using the discussion method students can increase cooperation and high student learning participation so that maximum learning results can be obtained. Collaboration with students in the process of learning English is very necessary in an effort to produce effective learning. For this reason, student involvement as students is needed to participate actively directly in learning interactions between lecturers and students and

between students and other students, both individually and in groups with other groups. Students' abilities which are a series of creativity and motivation to learn as well as behavior in seeking knowledge can be developed through activities applying the discussion method. The discussion method currently being developed refers to the field of English studies.(Frankl, 2021)

In studying, a student is usually supported by several aspects to achieve maximum results. Several aspects that support learning include students being able to collaborate with other students. Apart from being influenced by learning methods, student learning outcomes are also influenced by student participation. It is hoped that by using the discussion method students can increase cooperation and high student learning participation so that maximum learning results can be obtained. Collaboration between students in the process of learning English is very necessary in an effort to produce effective learning, for this reason it requires the involvement of students as students to participate actively directly in learning interactions between lecturers and students and between students and other students, both individually and in groups with other groups.(Siska, 2023)

Apart from collaboration and participation, it is also necessary to look at the interaction between students and lecturers, interaction between students is also important. Students who learn from other students who have the same status and elements, whose maturity in self-esteem is not much different, will not feel so forced to accept the ideas and attitudes of their friends. Children are relatively free to act and think. Students can look for personal relationships and are free to test themselves with other friends. With good communication between students, it becomes easier for students to understand the concepts or material being taught by the lecturer. By developing a discussion method for English lessons, basically it helps students see how the material they are expected to study relates to themselves, especially in English lessons there is some material that must be completed in collaboration between students, so that the value of English in the material is requires discussion of low value. (Sidebang, 2021)

This is due to the lack of student involvement in learning to collaborate with each other as well as the lack of student participation in learning which does not support achieving the desired results. They tend to be more passive when studying in class. To overcome this, the researcher tried the discussion method in learning English so that they could solve their learning problems together with each other. Each student must work together and help each other in understanding the lesson material. Teaching English does not just attempt to convey various rules, definitions and procedures for students to memorize but to involve students in collaborating with each other as active participants in the teaching and learning process in the classroom. (Perawati , 2021). In essence, learning English is a science that aims to form people who are democratic, responsible, and become citizens of the world who love peace, besides that, learning English also aims to form people who have competencies that are able to compete in a pluralistic society, at the local level, national and global, therefore, it would be appropriate if English lessons were used as a means of supporting self-formation and

providing social knowledge. By trying to understand that cooperation is a learning process in life where we are required to think creatively and take advantage of existing cooperation. Thus, education needs to be returned to its basic principles, namely as an effort to humanize humans. Education must also be able to develop the basic potential of students so they have the courage to face various global challenges

Method

Group discussion

The form or format of teaching and learning can also be done in small groups by forming a learning community. Basically, a learning community according to Nurhadi (2023), this format encourages teachers to reduce the one-way communication format as is clearly visible in the lecture format which is still dominant in the learning process. By studying in small groups teachers can intensively and optimally foster individual student activity. In limited groups, there are wide possibilities for students to exchange ideas, exchange experiences and experience human interactions between fellow students. More than that, there is an opportunity for students to get to know themselves better, get to know their friends, get to know their group in the context of social interaction which is a condition for creating good relationships, working harmoniously in a unified team. The objectives of the group discussion method are:

- a. Students are trained to ask questions, give opinions and convey their ideas.
- b. Students are trained to respect other people's opinions without having to impose their own opinions.
- c. Students are accustomed to quoting thoughts from correct sources and accurately conveying their ideas.
- d. Lectures will be oriented towards student empowerment, that students are the ones who are active in learning.

Student English Competency

In English, there are four skills or competencies given during English lectures, including: speaking, reading, listening, and writing. According to Zaim (2020) in the concept of language learning, there are four language skills that must be mastered by a language learner, namely speaking skills, listening skills, reading skills and writing skills. A language learner can master these four language skills supported by the ability to master language components, namely mastery of grammar and vocabulary

1. Reading Ability

According to Ratminingsih (2019) reading is a receptive skill in an effort to formulate the meaning of the information conveyed in a text. Reading is a complex activity, involving two related processes, namely word recognition and comprehension. Word recognition refers to the process of seeing written symbols, in conjunction with spoken language. Meanwhile, comprehension is the process of interpreting words, sentences and texts.

2. Speaking Ability

Speaking ability includes productive oral skills. It is called a productive skill, because learners have to produce something in learning to use language. According to Brown (2021), it is understood that "speaking is an activity that involves two or more people in which the participants are both listeners and speakers having to act what they listen to and make contribution meaningfully". Speaking skills or what is known as rhetoric is the art of speaking that a person can possess which aims to convey verbal messages effectively, as a form of communication to other people. Speaking can be defined as conveying one's intentions (ideas, thoughts, contents of the heart) to other people using spoken language so that the meaning can be understood by other people.

3. Listening Ability

Listening ability is an ability that a language learner must have. This ability is also very much needed to be able to obtain various linguistic information which is the foundation for language skills. Listening skills are the skills of understanding the spoken utterances of language speakers that they are learning through their own hearing. In other words, listening is the process of understanding the message conveyed by a language speaker in a language that can be understood by the speaker and listener or listener of the language in a certain context.

4. Writing Skills

Writing is one of the productive skills that is very important for students to master in their efforts to learn the target language. According to Zaim (2021) writing skills can be divided into micro skills (micro skills of writing) and macro skills (macro skills of writing). Apart from micro and macro skills, writing skills can be measured through several activities.

The research design chosen was classroom action research. The subjects in this research were STIKOM Uyelindo Kupang students who took English courses with 40 students as research subjects. This research uses quantitative research methods, where data is collected in the form of quantitative data collected directly from the classroom. In this research there are two variables, namely the independent variable and the dependent variable. The independent variable is the group discussion learning method, while the dependent variable is the students' English language skills/competence which includes reading, listening, writing and speaking skills. The research uses the Classroom Action Research (PTK) method, where data is collected in the form of quantitative data collected directly from the class.

The method in this research is quantitative research using the correlation method. This correlation method is to determine the extent of the relationship between the English language learning method with group discussions and students' mastery of English language skills (reading, writing, listening, speaking). According to Frankel and Wallen (2021) Correlation research is a study to determine the relationship and the level of the relationship between two or more variables without any attempt to influence the variable. Correlation research is research to determine whether there is a relationship and how big the relationship is between two or more variables without any influence between the variables.

Correlation analysis is a term in statistics that is usually used to study the relationship between variables. Where the aim of this analysis technique is to obtain patterns and closeness or the strength of the relationship between two or more variables which is expressed by the correlation coefficient. A simple illustration of the use of this analysis technique is when we ask whether variable X has a relationship with variable Y? To understand it better, this article will explain the meaning of what a correlation coefficient is, including interpretations, formulas and examples of its application in simple statistics. As mentioned previously, the correlation coefficient is a value that shows whether or not the linear relationship between two variables is strong. This correlation is usually denoted by the letter r , whose value is in the range -1 to $+1$.

An r value that is close to -1 or $+1$ indicates a strong relationship between the two variables, while an r value that is close to 0 indicates a weak relationship. If the correlation coefficient shows positive results, then the two variables have a unidirectional relationship. This means that when variable X is high, the value of variable Y will be high too. Meanwhile, if the correlation coefficient is negative, then the two variables have the opposite relationship. Where if the value of variable X is high, then the value of variable Y is actually low or decreasing. In more detail, to see the interpretation of the correlation between two variables, the following are the calculation criteria, citing Sarwono: 2022.

1. 0 : There is no correlation between two variables
2. $>0 - 0.25$: Very weak correlation
3. $>0.25 - 0.5$: Sufficient correlation
4. $>0.5 - 0.75$: Strong correlation
5. $>0.75 - 0.99$: Very strong correlation
6. 1 : Perfect positive correlation
7. -1 : Perfect correlation is negative

So, overall, the interpretation of correlation results looks at three things, namely the strength of the relationship between two variables, the significance of the relationship, and the direction of the relationship. In linear equations, variable X is usually called the independent variable, namely the variable used to predict variable Y. Meanwhile, variable Y is called the dependent variable, namely the variable whose value is predicted or determined by the value of variable

However, it should be noted that the results of the correlation coefficient can only be used as an initial indication in the analysis. This means that the correlation value cannot describe the cause and effect relationship between the variables X and Y being taken into account. Likewise, the analysis of the relationship between X and Y needs to be based on a logical relationship between the two variables. This research was carried out using the correlation method between factor x and factor y. Factor x is the independent variable, namely the group discussion method, while factor y is the dependent variable, namely the students' English ability. Correlation will be calculated using excel.

Discussion

This research is a quantitative research using two classes of second semester students of the Undergraduate Informatics Engineering Study Program, class A and class B, which were randomly sampled as many as 40 people. According to Frankl and Wallen (2021), sampling refers to the process of selecting individuals. Researchers used second semester students because it was hoped that they would have good English speaking and listening skills, besides that they had received speaking and listening courses since the first semester. This research uses two variables, namely the dependent variable and the independent variable. The independent variable is the learning method using group discussions and the dependent variable is the students' English language skills. The instruments used are student assessments on 4 factors in group discussions (initiative, activeness, cooperation, and presentation of results) and student test scores in 4 skills in English (reading, writing, speaking and listening skills).

Researchers gave assessments to students during group discussions and gave tests on their speaking and listening skills, reading and writing English/speaking and listening, reading and writing skills. Then the researchers checked the results of the questionnaire and the results of the speaking and listening ability tests. The questionnaire given was adapted to the rubric for learning methods with group discussions. Reading, writing, speaking and listening ability tests are adjusted to the reading, writing, speaking and listening skill assessment indicators. After getting the results, the researcher analyzed the data processed with Excel to find out whether there was a relationship between learning methods using group discussions and students' English language skills.

The correlation coefficient shows the relationship between the two variables, whether it has a positive or negative relationship. A strong relationship between the two variables can be described as (+) or (-). If the two variables have no relationship then the correlation coefficient is (0). The method used in the research is the correlation research method. This method was chosen to determine the extent of the relationship between two or more variables based on the correlation coefficient. The correlation coefficient is an index that provides information about the strength and direction of the relationship between two or more variables with a correlation coefficient of -1.00 to 0 to +1.00. If the correlation value is greater, the relationship is stronger. Positive correlation if both variables increase or decrease simultaneously. The correlation coefficient is close to +1.00 which indicates a very strong correlation coefficient. Meanwhile, what is called negative correlation is if one variable increases and the other variable decreases. A correlation coefficient close to -1.00 indicates a negative correlation.

1. Correlation of Group Discussion Methods and Students' English Ability

In the speaking and listening test, students are given 7-10 minutes to explain places that are landmarks in big cities verbally and listen to TOEFL listening questions. In the reading and writing test, students are given questions that must be done within 10-15 minutes. Students are given instructions that there are five elements that need to be considered in order to get maximum results. During English lectures in semester 2, a

learning method was carried out using group discussions 10 times. At the end of the semester, researchers gave grades to 40 student respondents in class A and class B which included aspects: initiative, activeness, cooperation and presentation of results.

In this research, a pre-test was carried out on 40 students in classes A and B in the Undergraduate Informatics Engineering study program. This pre-test is carried out in the second week at the beginning of the semester on reading, writing, listening and speaking skills. The following are the results of the student pre-test.

Table 1. Correlation of student group discussion scores and Class A student test results

No	Name	group discussion score	Test Value
1	Adhy Syaputra Nge	90,5	88,5
2	Albert Valentino Mata Rohi	90,5	89,5
3	Amarit Cicilia Pala	91	89
4	Ananda Irvandi Fanggidae	90,5	89
5	Andrew Philip Junior Rassi	90	87,75
6	Ayu Akwilla Pae	89,75	89
7	Catur Urip Septiadi Sey Sukirno	91,75	88,5
8	Flourenza Loban	91,75	88,75
9	Gabrieno Chrisna Aldio Bunyu	90	89,5
10	Garry Nugraha	89,75	90,75
11	Gede Satya Dinata	91,25	91,25
12	Inocentus Albertus Naimnanu	91,5	91,25
13	Jacky Kristanto Nunuhitu	90,75	90
14	Juliano Galang Fernando Bessie	89	89,5
15	Katarina Nofrianty Watu Dopo	88,75	88,75
16	Margaretha Maria Sina	88,5	88
17	Maria Putriana Ela	89,5	89,5
18	Maria Yovita Seran	89,25	87
19	Mario Juannesto Michael Nenoliu	86	87,5
20	Michael Agung Leroux Sare	86,5	86,25

>0,5 – 0,75 : **Strong correlation**

	group discussion score	Test Value
group discussion score	group discussion score	group discussion score
Test Value	0,606724	1

From the results of the correlation between the group discussion method and class A English language skills, there are grades 0.606724 which is in the range >0.5 – 0.75. This means that both variables have strong correlation.

**Table 2. Correlation of student group discussion scores and test results
 Class B students**

No	Name	group discussion score	Test Value
1	Ade Cornelius Riwu Djami	87	85,5
2	Adriana Zhyfanya Laurha Sadi	88	87,5
3	Anggi Ferayati Say	87,5	87
4	Apriana Rika Seran	88	87,5
5	Apriliani Kartika Belalawe	84,75	83
6	Ardy Putra Joshua Tulle	87,25	85
7	Benedictus Dapa	87	83,75
8	Bintang Paulus Alexander Tosi	87	85,75
9	Brian Foristhon Mbado	86,5	87,25
10	Delia Marisa Wulandari Suyitno Putri	89	88,75
11	Dionisius Beda Maran	89	90
12	Fransiskus Geri Mere	87	86
13	Gaudensius A. F. Loy Wea	87,5	86,5
14	Hironimus Sare Sene	88,25	85
15	Kanisius Dominggus Mua	88	85
16	Kornelius Daniel Bhoka	87,5	85,25
17	Lukas Jose Manuel Bosco	88	88
18	Lusia Maryenci Manu	88,25	88,5
19	Mareno Panji Kahowi	88	86
20	Roshinro Putra Ndun	88,5	86,5

>0,75 – 0,99 : **The correlation is very strong**

	group discussion score	Test Value
group discussion score	1	
Test value	0,710455	1

From the results of the correlation between the group discussion method and class B English language skills, there are grades 0.710455 which is in the range 0.75 – 0.99. This means that both variables have Very strong correlation. Researchers also compared the results of students' pre-test and post-test English to find out the percentage increase in students' English skills after attending English lectures with group discussions. The following is a table of percentage increases in student English test results in class A and class B.

Comparison of Student Pre-test and Post-test Results

Table 3. Comparison Of Pre Test And Post Test B English Scores For Class A Students

No	Name	Pre Test	Post Test	%
1	Adhy Syaputra Nge	76,75	88,5	15%
2	Albert Valentino Mata Rohi	76,25	89,5	17%
3	Amarit Cicilia Pala	78,75	89	13%
4	Ananda Irvandi Fanggidae	76,75	89	16%
5	Andrew Philip Junior Rassi	79,25	87,75	11%
6	Ayu Akwilla Pae	77	89	16%
7	Catur Urip Septiadi Sey Sukirno	80,75	88,5	10%
8	Flourenza Loban	79,5	88,75	12%
9	Gabrieno Chrisna Aldio Bunyu	78	89,5	15%
10	Garry Nugraha	81	90,75	12%
11	Gede Satya Dinata	80	91,25	14%
12	Inocentus Albertus Naimnanu	81,75	91,25	12%
13	Jacky Kristanto Nunuhitu	78,5	90	15%
14	Juliano Galang Fernando Bessie	76,5	89,5	17%
15	Katarina Nofrianty Watu Dopo	78,75	88,75	13%
16	Margaretha Maria Sina	80,5	88	9%
17	Maria Putriana Ela	80,75	89,5	11%
18	Maria Yovita Seran	80	87	9%
19	Mario Juannesto Michael Nenoliu	80	87,5	9%
20	Michael Agung Leroux Sare	78,75	86,25	10%

Table 4. Comparison Of English Pre Test And Post Test B Scores For Class B Students

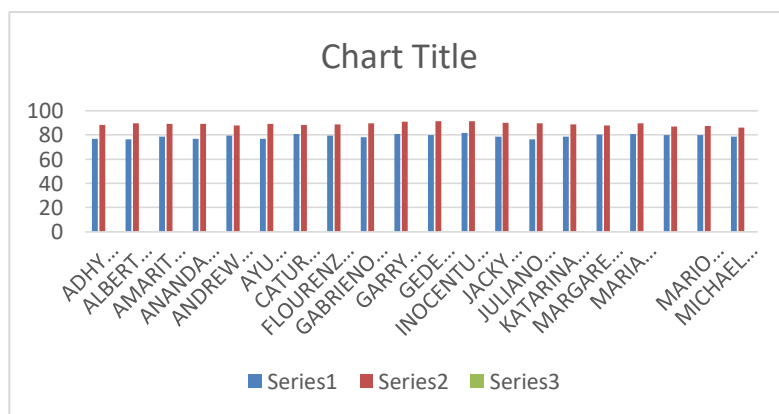
No	Name	PRE TEST	POST TEST	%
1	Ade Cornelius Riwu Djami	78,75	85,5	9%
2	Adriana Zhyfanya Laurha Sadi	77	87,5	14%
3	Anggi Ferayati Say	78,5	87	11%
4	Apriana Rika Seran	78,25	87,5	12%
5	Apriliani Kartika Belalawe	77,75	83	7%
6	Ardy Putra Joshua Tulle	78,75	85	8%
7	Benedictus Dapa	77,75	83,75	8%
8	Bintang Paulus Alexander Tosi	79,25	85,75	8%
9	Brian Foristhon Mbado	78,75	87,25	11%
10	Delia Marisa Wulandari Suyitno Putri	79,5	88,75	12%
11	Dionisius Beda Maran	78,25	90	15%
12	Fransiskus Geri Mere	78,5	86	10%
14	Gaudensius A. F. Loy Wea	77,75	86,5	11%
15	Hironimus Sare Sene	77,5	85	10%
16	Kanisius Dominggus Mua	79,25	85	7%
17	Kornelius Daniel Bhoka	79	85,25	8%
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19	Lusia Maryenci Manu	79,75	88,5	11%
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Based on the table above, it can be seen that the correlation between group discussions and student test results in class A is 0.60 which means that the two variables have a strong relationship, while in class B the correlation between group discussions and student test results in class B is 0.71 which means that the two variables have a very strong relationship. From the correlation table in class A and class B, it can be concluded that the two variables x and y (group discussion method and English language ability) are positively correlated (the correlation coefficient is close to +1). This means that the greater the correlation value, the stronger the relationship. Positive correlation if both variables increase or decrease simultaneously. The correlation coefficient is close to +1.00, which indicates a very strong correlation coefficient.

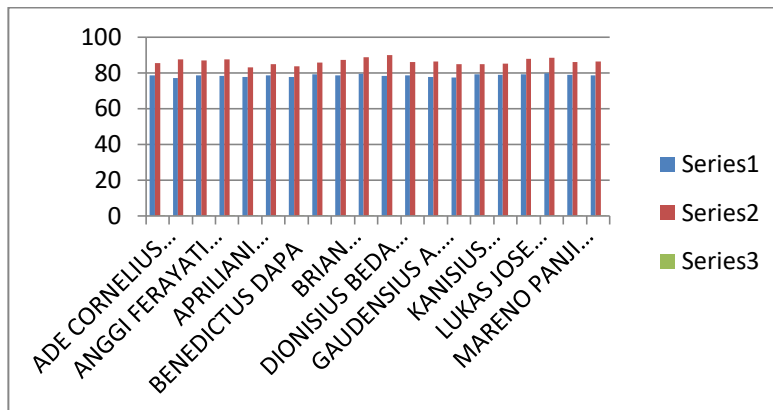
From the comparison table of pre-test and post-test results for class A and class B students, it can be seen that there was an increase in the average score of 4 English language skills after attending lectures using the group discussion method for one semester. The following is a graph of the increase in English test results for class A and class B students.

Class A:



Picture. 1 graph of the increase in English test results for class A students

Class B



Picture. 2 graphs of the increase in English test results for class B students.

Conclusion

Based on the discussion above, it can be seen that the correlation between group discussions and student test results in class A is 0.60, which means that the two variables have a strong relationship, while in class B the correlation between group discussions and student test results in class B is 0.71 which means that the two variables have a very strong relationship. From the correlation table in class A and class B, it can be concluded that the two variables x and y (group discussion method and English language ability) are positively correlated (the correlation coefficient is close to +1). This means that the greater the correlation value, the stronger the relationship. Positive correlation if both variables increase or decrease simultaneously. The correlation coefficient is close to +1.00 which indicates a very strong correlation coefficient. From this table it is concluded that the group discussion method has a strong relationship with student learning outcomes in English courses.

From the comparison table of pre-test and post-test results for class A and class B students, it can be seen that there was an increase in the average score of 4 English language skills after attending lectures using the group discussion method for one semester. By using the discussion method, students can increase cooperation and high student learning participation so that maximum learning results can be obtained. Collaboration with students in the process of learning English is very necessary in an effort to produce effective learning. For this reason, student involvement as students is needed to participate actively directly in learning interactions between lecturers and students and between students and other students, both individually and in groups with other groups.

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