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Implementation of *Small Group Discussion* Method as an Effort to Improve Student Learning Outcomes in English Subjects for Junior High School

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Abstract. This research is classroom action research with two (II) cycles which aims to improve learning outcomes and responses of class IX-B students at SMP Negeri 21 Surabaya to Agreement and Disagreement material through the Small Group Discussion model. Data collection methods include observation, questionnaires and tests. The research subjects were students in class IX-B of SMPN 21 Surabaya for the 2023/2024 academic year. The object of the research is improving learning outcomes and student responses to Agreement and Disagreement material through the Small Group Discussion model. The research results showed that in cycle I the percentage of student learning completion reached 64% and increased to 88% in cycle II. Student responses to the application of the Small Group Discussion method showed a positive response. Thus, it can be concluded that the application of the small group discussion method can significantly improve learning outcomes and student responses in junior high school English subjects.

Keywords: *Agreement and Disagreement, English subject, Learning Results, Small Group Discussion.*

INTRODUCTION

Education has the aim of preparing humans to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization. Teachers play an important role in increasing understanding of students' thinking processes. Teachers must prepare learning plans (Mendikbud, 2016) so that learning activities are enjoyable and able to improve student learning outcomes.

Learning is a mental/psychic activity that takes place in active interaction with the environment which results in changes in knowledge, understanding, skills, values and attitudes. These changes are relatively constant (fixed) or

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traceable. Thus, every learning activity will produce a change in the student. These changes will appear in student behavior or learning outcomes (Winkel, 1991).

The learning results in the Agreement and Disagreement material for class IX-B show that the average value is still low. The average score obtained by students in the Agreement and Disagreement material is only 72, even though the KKM (Minimum Completeness Criteria) set by the school is 76. The low learning outcomes can be seen from the results of the daily test held on August 7 2023. Class IX-B students There were 14 students who got scores above the KKM, while 19 other students had not yet reached the KKM. The learning carried out by the teacher before the daily tests is still using the lecture method. This indicates that student learning outcomes in the Agreement and Disagreement material still need to be improved considering that the indicator of student learning success is achieved if classically, students who reach the KKM of all students are at least 85%, whereas according to this data, classically, those who have met the KKM learning completion has only reached 42%.

Teachers need to plan their learning well to overcome these problems. Learning planning includes preparing a learning implementation plan (RPP), preparing learning media and resources, as well as appropriate learning assessment tools (Plomp and Nieven, 2010). Choosing a fun learning method also supports the success of learning in the classroom. In this research, the learning model that is expected to improve the results of class IX-B students is Small Group Discussion. This model is applied because in its implementation it actively involves students in learning and requires each student to have a role in discussions in their respective groups.

Research conducted by Septia (2022) shows that there is an increase in student learning outcomes after implementing the Small Group Discussion method. Rahayu (2022) in his research showed that there was an increase in English learning achievement through the Small Group Discussion method on Agreement and Disagreement material. The research results showed that in cycle I the percentage of students who completed their studies was 41.66%. In cycle II there was an increase in the percentage of learning, namely 69.44% and in cycle III the percentage of students' learning completion was 91.6%.

Thus, this research aims to determine the improvement in learning outcomes and responses of class IX-B students at SMP Negeri 21 Surabaya in learning about Agreement and Disagreement material through the Small Group Discussion model.

METHOD

The research method used in this research is classroom action research. This research was conducted over two cycles, where each cycle consisted of planning, implementation, observation and follow-up. The research subjects were students in class IX-B of SMPN 21 Surabaya for the 2023/2024 academic year. The object of the research is increasing activity, learning outcomes and student responses to Agreement and Disagreement material through the Small Group Discussion model.

Data analysis in this research includes learning outcomes and activities of teachers and students as seen from formative values and observations in each cycle. According to Wina (2014), descriptive data analysis methods are used in analyzing data in Classroom Action Research, which includes describing test results and observations. The determining factor for success in this research is an increase in students' English learning outcomes who achieve a score above 76 as set by the school's KKM with a minimum of 85% classical completeness.

RESULT

At this stage the teacher prepares materials, lesson plans, learning tools and media as well as instruments needed during learning. The teacher determines the learning material, namely Agreement and Disagreement. Each cycle consists of two meetings. At the first meeting, the teacher prepared a learning plan for the sub-materials Expressions to agree with something and Expressions to respond to agreement. At the second meeting, the teacher prepared a learning plan for the sub-materials Expressions to disagree with something and Expressions to respond to disagreement. The teacher prepares the tools and media used in learning. The teacher prepares data collection instruments, namely observation sheets, questionnaires, question grids, evaluation questions, and assessment sheets.

Based on the evaluation tests carried out by students, student learning outcomes were obtained through the Small Group Discussion method in Cycle I as presented in **Table 1**.

Table 1. Recapitulation Student Evaluation Test in Cycle I

No	Students' Name	Mark	Description	
			T	TT
1	ACS	61		TT
2	ANS	82	T	
3	ASG	78	T	
4	ALR	62		TT

No	Students' Name	Mark	Description	
			T	TT
5	ALR	77	T	
6	AZ	53		TT
7	ADW	78	T	
8	BS	78	T	
9	BFM	82	T	
10	BAP	87	T	
11	DFH	72		TT
12	DFH	84	T	
13	DPA	77	T	
14	DAR	80	T	
15	EKH	59		TT
16	FIM	83	T	
17	HIP	70		TT
18	HJP	79	T	
19	INH	83	T	
20	JAH	74		TT
21	KRA	79	T	
22	MCB	54		TT
23	MFP	72		TT
24	MFT	82	T	
25	MGS	86	T	
26	MAF	68		TT
27	MIF	80	T	
28	MRZ	81	T	
29	NCN	80	T	
30	RDA	60		TT
31	SNP	82	T	
32	WSA	78	T	
33	ZRA	61		TT
Amount Students Complete/Incomplete			**21**	**12**
Percentage			**64%**	**36%**
Average value			**74**	

*KKM = 76

The data in Table 1 shows the students' test scores after learning using the *Small Group Discussion model* in cycle I. There were 21 students who completed scores above the KKM. Meanwhile, there were 12 students who did not complete. The average classical student score is 74, less than the KKM score. The percentage of students who completed was 64%, while those who did not completed was 36%. Test results have improved compared to pre-cycle

conditions, only 42% of students completed it. As summarized in **Figure 1** below.

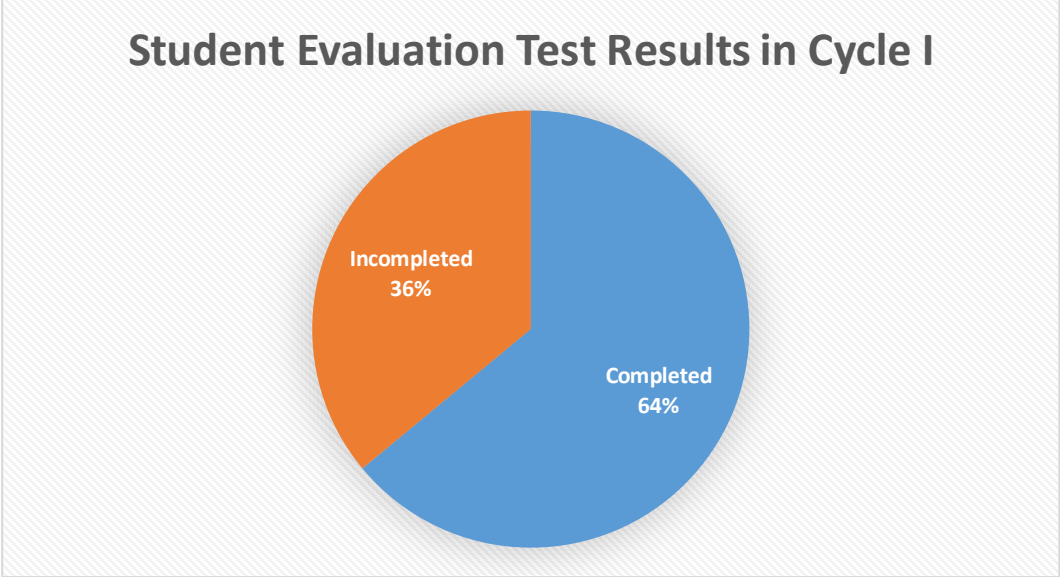

Figure 1. Diagram of Student Evaluation Test Results in Cycle I

At the end of the second meeting of cycle I, students were asked to fill out a response questionnaire after learning using the *Small Group Discussion model*. This response questionnaire is used to determine student responses during learning using the *Small Group Discussion model*. The results of the student response questionnaire are presented in Table 2 below.

Table 2. Summary of Student Response Questionnaire in Cycle I

No	Question	%	
		Yes	No
1	is in learning Previously , teachers used a variety of learning models ?	0	100
2	Is it before the implementation of the model This *Small Group Discussion* lesson , do you enjoy participating in learning activities?	20	80
3	are you happy follow learning using the *Small Group Discussion* model ?	75	25
4	is learning with the *Small Group Discussion* model interesting ?	68	32
5	Are you motivated in Study after learning with the *Small Group Discussion* model ?	62	38
6	Do you feel new with the learning model used ?	83	12
7	Are you interested follow learning with a *Small Group Discussion* model on the material furthermore ?	78	22
8	Do you easy understand material after learning with the *Small Group Discussion* model ?	65	35
9	Do you easy learn material with the *Small Group Discussion* model ?	62	38
10	is question the test you are doing easy ?	71	29

No	Question	%	
		Yes	No
11	Does the teacher guide discussion ?	88	12
12	Does the teacher guide student look for source study on the internet?	90	10
13	Does the teacher evaluate learning ?	100	0

Table 2 above shows that the lowest percentage of student responses in aspect 1 was 0%, which shows that in previous lessons, the teacher did not use a variety of learning models. Other aspects get a percentage > 61%. This shows that learning using the Small Group Discussion model in cycle I received a positive response from students in the good - very good category.

Based on research data in cycle I, there are several shortcomings that must be corrected. This deficiency is that during learning students use cellphones but do not access websites related to learning. Teachers also do not determine valid websites that students can access, so students search for random learning resources on the internet. The time to take test questions is too fast, so many students get scores less than the KKM. The results of this first reflection are used to improve the learning process in cycle II.

In cycle II, based on the results of the evaluation tests that have been carried out carried out by students , obtained results Study student through Small Group Discussion method in Cycle II as follows presented in **Table 3.**

Table 3. Student Evaluation Test Results in Cycle II

No	Student's name	Mark	Description	
			T	TT
1	ACS	82	T	
2	ANS	93	T	
3	ASG	84	T	
4	ALR	87	T	
5	ALR	77	T	
6	AZ	66		TT
7	ADW	86	T	
8	BS	92	T	
9	BFM	87	T	
10	BAP	89	T	
11	DFH	90	T	
12	DFH	84	T	
13	DPA	77	T	
14	DAR	80	T	
15	EKH	69		TT
16	FIM	83	T	

No	Student's name	Mark	Description	
			T	TT
17	HIP	79	T	
18	HJP	79	T	
19	INH	83	T	
20	JAH	83	T	
21	KRA	79	T	
22	MCB	60		TT
23	MFP	82	T	
24	MFT	82	T	
25	MGS	86	T	
26	MAF	68	T	
27	MIF	80	T	
28	MRZ	81	T	
29	NCN	80	T	
30	RDAs	79	T	
31	SNP	82	T	
32	WSA	78	T	
33	ZRA	61		TT
Amount Students Complete/Incomplete			**29**	**4**
Percentage			**88%**	**12%**
Average value			**80**	

*KKM = 76

The data in Table 3 above shows student test scores after learning using the *Small Group Discussion model* in cycle II . There were 29 students who completed scores above the KKM. Meanwhile, there were 4 students who did not complete. The average classical score for students is 80. The percentage of students who complete is 88%, while those who do not complete it is 12%. The test results have improved compared to the conditions in cycle I. As summarized in **Figure 2**.

At the end of the second meeting of cycle II, students were asked to fill out a response questionnaire after learning using the *Small Group Discussion model*. This response questionnaire is used to determine student responses during learning using the *Small Group Discussion model* . The results of the student response questionnaire are presented in **Table 4**.

Table 4 shows that all aspects of student responses received a percentage of > 61%. That matter showing that learning using the *Small Group Discussion* model in cycle II to obtain response positive from student with category good – very good.

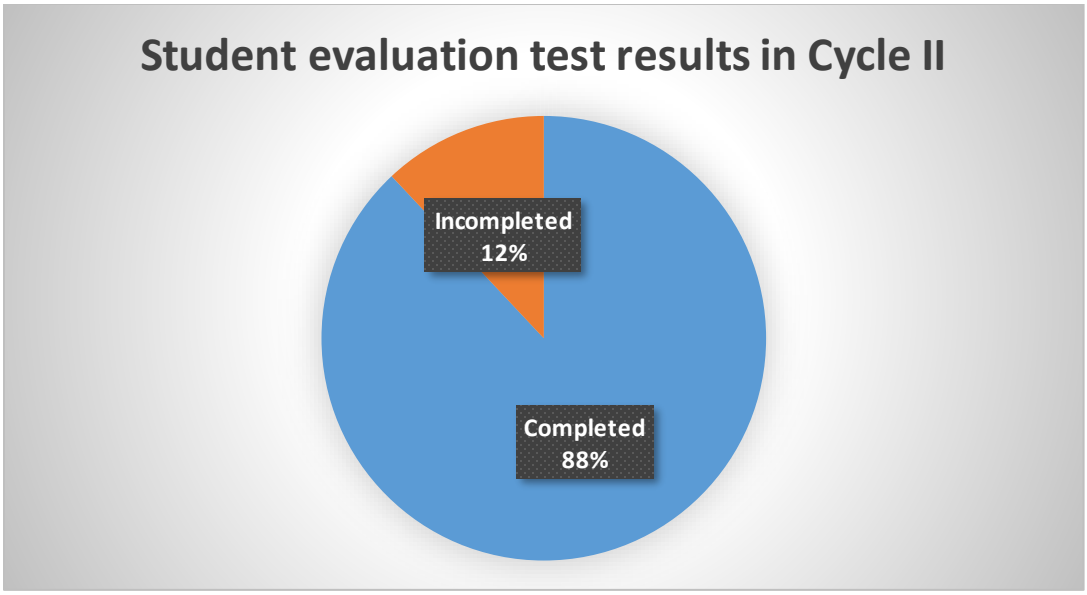

Figure 2. Diagram of Student Evaluation Test Results in Cycle II

Table 4. Summary of Student Response Questionnaire

No	Question	%	
		Yes	No
1	is in learning Previously , teachers used a variety of learning models ?	75	25
2	Is it before the implementation of the model This *Small Group Discussion* lesson , do you enjoy participating in learning activities?	88	12
3	are you happy follow learning using the *Small Group Discussion* model ?	90	10
4	is learning with the *Small Group Discussion* model interesting ?	78	22
5	Are you motivated in Study after learning with the *Small Group Discussion* model ?	81	19
6	Do you feel new with the learning model used ?	88	12
7	Are you interested follow learning with a *Small Group Discussion* model on the material furthermore ?	89	11
8	Do you easy understand material after learning with the *Small Group Discussion* model ?	80	20
9	Do you easy learn material with the *Small Group Discussion* model ?	85	15
10	is question the test you are doing easy ?	85	15
11	Does the teacher guide discussion ?	88	12
12	Does the teacher guide student look for source study on the internet?	90	10
13	Does the teacher evaluate learning ?	100	0

DISCUSSION

Student learning outcomes in the *Agreement and Disagreement material* are measured using learning evaluation test sheets. This test sheet contains 10 multiple choice and 5 essay questions. This learning outcomes test is carried out at the end of meetings 1 and 2, in each cycle. In this research, student learning completeness is determined based on minimum completeness criteria. The minimum completion criteria determined is 76. Students who get a score below 76 are said to be incomplete. Classically, each indicator of learning success is said to be achieved if at least 85% of students achieve a minimum score of 76.

Table 5. Comparison of Student Learning Results between Cycles I and II

Aspect	Pre Cycle	Cycle I	Cycle II	Information
Average Value	72	74	80	Increase
Completed Students	14	21	29	Increase
% Completeness	42	64	88	Increase

Table 5 shows that student learning outcomes increased after learning using the *Small Group Discussion model*. The average student test score increased from cycle I to cycle II. There were 21 students who completed cycle I, and in cycle II it increased to 29 students out of 33 total students in class IX-B. The percentage of completion has also increased. So, it can be said that in cycle II, classical student learning outcomes were achieved because the percentage of completion reached 88%.

The results above are in accordance with research conducted by Kustomo & Fathurohman, (2021) and Sutika, et al., (2021), showing that the Small Group Discussion learning model influences student learning outcomes in English subjects. Student learning outcomes have increased after participating in learning using the Small Group Discussion model. Small Group Discussion model learning allows students to learn more when online sessions are added to traditional learning, which can increase student interaction and curiosity. Has many choices of learning resources as additional learning in class, so that it can increase students' knowledge. Study material can be delivered more quickly, because of flexible schedule arrangements (Sutopo, 2012).

In this research, student responses are students' responses to learning using the Small Group Discussion model that students have participated in. At the end of the second meeting, students were given response questionnaires regarding the Small Group Discussion model, test questions, and learning activities. Apart from that, to find out students' responses to the teacher's role

in learning. Students individually fill out response questionnaires without influence from other parties. Learning is said to be practical if it gets a positive response from students.

Table 6. Comparison of Questionnaire Results Response Student Cycles I and II

No	Question	Cycle I (%)		Cycle II (%)	
		Yes	No	Yes	No
1	is in learning Previously , teachers used a variety of learning models ?	0	100	75	25
2	Is it before the implementation of the model This *Small Group Discussion* lesson, do you enjoy participating in learning activities?	20	80	88	12
3	are you happy follow learning using the *Small Group Discussion* model ?	75	25	90	10
4	is learning with the *Small Group Discussion* model interesting ?	68	32	78	22
5	Are you motivated in Study after learning with the *Small Group Discussion* model ?	62	38	81	19
6	Do you feel new with the learning model used ?	83	12	88	12
7	Are you interested follow learning with a *Small Group Discussion* model on the material furthermore ?	78	22	89	11
8	Do you easy understand material after learning with the *Small Group Discussion* model ?	65	35	80	20
9	Do you easy learn material with the *Small Group Discussion* model ?	62	38	85	15
10	is question the test you are doing easy ?	71	29	85	15
11	Does the teacher guide discussion ?	88	12	88	12
12	Does the teacher guide student look for source study on the internet?	90	10	90	10
13	Does the teacher evaluate learning ?	100	0	100	0

Based on Table 6 above, it can be seen that in cycle I the percentage of student responses was lowest in aspect 1 at 0%, which shows that in previous lessons, the teacher did not use a variety of learning models. Other aspects get a percentage > 61%. This shows that learning using the Small Group Discussion model in cycle I received a positive response from students in the good - very good category

In cycle II, all aspects of the student response questionnaire received a percentage of > 61%. This shows that learning using the Small Group Discussion model in cycle II received positive responses from students in the good - very good category. Aspect 1 experienced an increase in percentage because in cycle I, the teacher had used the Small Group Discussion learning model which attracted students' interest in learning.

Students experience new experiences in learning and are interested in the teaching material, learning atmosphere and the teacher's way of teaching because the preparation is adapted to everyday life which can help improve students' understanding (Suprijono, 2009). Teachers also link the information students have with what they will learn and help combine that information. This is in accordance with Ausubel's theory which emphasizes systematic teaching with the delivery of meaningful information (Nursalim, et al., 2007).

The questionnaire results also showed that the test questions given were easy. This is in accordance with the results of the evaluation tests carried out by students. students got an average score of 80 classically in cycle II, according to Table 5. These results have increased when compared with cycle I. in cycle I, the average score of students classically was 74. Therefore it can be seen that learning using The Small Group Discussion model can improve student learning outcomes.

CONCLUSION

Based on the description of the research results and discussion, it can be concluded that learning using the *Small Group Discussion model* can improve student learning outcomes in *Agreement and Disagreement* material . The results of the research are described as follows:

1. Student test results increased after learning using the *Small Group Discussion model* . In cycle I, the average student score was 74, with a completion percentage of 64%. These results increased in cycle II, with an average student score of 80 and a classical completion percentage of 88%.
2. Student responses after learning using the *Small Group Discussion model* are positive. All aspects get a percentage > 61%. The lowest percentage is 75% and the highest is 100%, with good – very good criteria.

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