

*The Effectiveness Of Spontaneous Group Discussion In Skills Speaking
in Junior High School Students*

Putri Adinda Yudha¹, Agus Milu Susetyo², Dina Merdeka Citraningrum³

^{1,2,3}Universitas of Muhammadiyah Jember, Indonesia

Corresponding Author : : 1putriadindayudha22@gmail.com,

Abstract

This research was conducted with the aim of finding out the effectiveness of the implementation of a cooperative learning model by utilizing the Spontaneous Group Discussion method on the speaking skills of grade VIII students at SMP Muhammadiyah 1 Jember. Experimental research through One Group Pretest-Posttest Design research design was applied as the type of research. In this research, the samples used were students of class VIII B with a total of 18 students. Tests were applied as a data collection technique in this research, where the results of the tests were analyzed by statistics, namely finding values by utilizing formulas. Based on the acquisition of data findings in the field, the pretest result was 55 and the posttest result was 82. The results showed that the implementation of the Spontaneous Group Discussion method was able to provide an increase in students' speaking skills in class VIII at SMP Muhammadiyah 1 Jember. The calculated t value obtained through the t test is $0.00 < 0.05$, so H_a is accepted and H_o is rejected at 95% confidence level. Therefore, the hypothesis (H_a) namely "there is a significant effect of the utilization of Spontaneous Group Discussion method on speaking skills in class VIII students of SMP Muhammadiyah 1 Jember" and proven and also statistically accepted.

Keywords: Cooperative Learning, Spontaneous Group Discussion, Skill, and Speaking.

Article history

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Introduction

Education is defined by Hidayat and Abdillah (2019) as a conscious and organized way to help or guide in carrying out the development of spiritual and physical abilities given by adult individuals to students to achieve their goals and maturity, so that students are able to carry out their life tasks independently. This definition is in line with the opinion expressed by Sugihartono (2013), where education is defined as an effort carried out by teachers deliberately with very mature thinking in order to change human behavior, both in groups and individuals, and to guide these individuals in the process of training and learning to improve their abilities.

In essence, education occurs through a process called learning or teaching and learning. According to Thobroni (2015), in the learning process there is a relationship between teachers, students and learning resources. Suwastika (2018) suggests that educators and students are mutually involved in the teaching and learning process. Talking about the reality of the learning process, teachers now utilize the teaching and learning process as the main activity to convey knowledge to students. Therefore, internal and external elements are needed for students. Intelligence, interest, talent, and motivation are internal variables, while external influences such as parental supervision and the immediate environment (Cahyani, Susetyo, and Citraningrum, 2023).

Teachers' lack of attention to variations in learning models that are fun, creative and active as an effort to improve the quality of learning is still a common problem encountered to date. Another problem that occurs quite often is that teachers still have difficulty in determining good, efficient and effective learning methods. Therefore, the success of the teaching and learning process is influenced by the strategic role of learning methods implemented by educators (Maghfiroh, 2016). Learning methods based on the opinion of Afandi, Chamalah, and Wardani (2013) are stages or efforts applied in the communication process between educators and students in order to achieve predetermined learning targets appropriately based on the teaching methods and materials to be used. The right learning method, where the method is able to facilitate students in learning and receiving educational material delivered by educators is a form of achieving learning goals. *Spontaneous Group Discussion* is one of a number of educational methods that can make it easier for students to learn and receive lessons.

Spontaneous Group Discussion according to Maghfiroh's statement (in Huda, 2013) is defined as a teaching and learning method carried out by spontaneous discussion between students and teachers without prior notice to students. The *Spontaneous Group Discussion* method is closely related to students' skills in speaking. One of a number of aspects in speaking skills that play an essential role in creating a critical, intelligent and creative next generation are speaking skills (Muliati, 2014). Not only that, speaking skills can also create a cultured next generation, because they have been trained and skilled to speak with other individuals according to the context and conditions when speaking. So, by utilizing the *Spontaneous Group Discussion* method is able to focus students to conduct spontaneous discussions then students are able to solve a problem given by the educator and then students will respond to the information they receive verbally.

Method

A quantitative research approach was utilized in this research, using the research design *One Group Pretest-Post Test Design*. The research design was utilized by the researcher because it was based on research involving only one class. This research was conducted by comparing the *pretest* and *posttest* results. This design is research that involves only one group that has a role as an experimental team or treated team without a supervisory or control team. Students in class VIII of SMP Muhammadiyah 1 Jember became the population in this research. Meanwhile, the sample in this research was 18 students from class VIII B. *Purposive sampling* was used as a *sampling technique* by utilizing data collection techniques, namely tests. The test sheet was used as the research instrument. The test sheet was utilized to evaluate how far the students' speaking skills were when the educational process took place by implementing the *Spontaneous Group Discussion* method.

Results And Discussion

Pretest and *posttest* are two phases in the implementation of this research. The *Spontaneous Group Discussion* method was not implemented during the *pretest* phase, while it was only implemented during the *posttest* phase. Providing an assessment of learners' speaking skills is the purpose of this research. The *Spontaneous Group Discussion* method was implemented in two stages, namely *pretest* and *posttest*. In the *pretest* phase, the researcher assigned students independently to express their opinion on education, while during the *posttest* phase, the researcher assigned students in groups to discuss the same topic as in the *pretest*, namely education. The following is the rubric for assessing students' speaking skills during the *pretest* and *posttest*.

Table 1. Student Speaking Skills Assessment Rubric

No.	Aspects assessed	Score
Language		
1.	Pressure	
	There is no word emphasis in speaking	1-2
	Emphasis in speaking only on a few words	3-4
	Word emphasis in speaking is precise and correct	5-6
2.	Speech	
	Many inappropriate remarks	0-2
	Some words are right, some are not right	3-5
	Speech is precise and correct	6-8
3.	Tone and rhythm	
	Inappropriate and unlistenable	1-2
	Precise but sometimes not pleasant to listen to	3-4
	Precise and easy to listen to	5-6
4.	Vocabulary/expression or diction	
	Inappropriate and monotonous	1-3
	Precise but not varied	4-6
	Precise and varied	7-10
5.	Sentence structure used	
	Sentence usage is not correct	1-3
	Sentence usage is correct but sometimes still found Error	4-6
	Correct sentence usage	7-10
Non Language		
6.	Smoothness	
	Not fluent, many speech impediments	1-3
	Fluent, sometimes has a hitch in speaking	4-6
	Very fluent, without any hindrance in speaking	7-10
7.	Material mastery	
	Did not master the material at all	1-10
	Mastering the material sufficiently, sometimes forgetting the material	11-20
	Mastered all the material well	21-30
8.	Courage	
	Not brave and there is fear in speaking	1-3

Courageous but there is fear in speaking	4-6
Be brave without any fear in speaking	7-10
9. Friendliness	
Unfriendly to interlocutors	1-2
Friendly to some interlocutors	3-5
Friendly to all interlocutors	6-8
10. Attitude	
A lot of behavior, disrupting the flow of communication	1-2
Less calm, sometimes making unnecessary movements	3-4
Calm, collected, supportive of the conversation	5-6
Maximum Score	100

The next stage is descriptive statistical data analysis techniques by utilizing hypothesis tests and *Paired Sample T-Test*. Based on the test, the *pretest mean* value is 55 and the *posttest mean* value is 82 at the data analysis stage, namely descriptive statistical techniques.

Table 2. Statistics of Student Learning Outcomes Score Before Pretest

No.	Statistics	Pretest
1.	Sample Size	18
2.	Ideal Score	100
3.	Highest Score	77
4.	Lowest Score	45
5.	Value Range	32
6.	Average value	55

Table 3. Frequency Distribution and Percentage of Student Score Before Pretest

No.	Interval	Category	Frekuensi	Presentase
1.	90-100	Very High	-	-
2.	80-89	High	-	-
3.	65-79	Medium	2	11%
4.	55-64	Low	7	39%
5.	0-54	Very Low	9	50%
Total			18	100%

Based on table 3, class VIII students got a very low category with a percentage score of 50%, low category obtained a percentage score of 39%, medium category obtained a percentage score of 11%, high category obtained a percentage score of 0%, and a very high category obtained a score of 0%. This shows that before implementing the *Spontaneous Group Discussion* method, the student study results were classified in the very low category.

Table 3. Statistics of Student Learning Outcomes Score After Posttest

No.	Statistics	Pretest
1.	Sample Size	18
2.	Ideal Score	100

3.	Highest Score	91
4.	Lowest Score	70
5.	Value Range	21
6.	Average value	82

Table 4. Frequency Distribution and Percentage of Posttest Scores

No.	Interval	Category	Frekuensi	Presentase
1.	90-100	Very High	1	6%
2.	80-89	High	11	61%
3.	65-79	Medium	6	33%
4.	55-64	Low	-	-
5.	0-54	Very Low	-	-
Total			18	100%

Based on table 4 above, it shows that the acquisition of the *posttest* of students in class VIII SMP Muhammadiyah 1 Jember after the implementation of the *Spontaneous Group Discussion* method has a number of categories, namely very low 0%, low 0%, medium 33%, high 61%, and very high 6%. This shows that there is an increase in students' learning achievement.

Based on the results of the inferential statistical analysis calculated through the t test, the calculated t value is 14 and the dk (frequency) is 17, which is obtained based on the total frequency minus one ($18 - 1 = 17$). The t table in this research is 2.11 at 0.05% significance. Therefore, in the significance level of 0.05 or $t_{count} > t_{table}$, so H_0 is rejected and H_a is accepted which means if the *Spontaneous Group Discussion* method has an influence on the speaking skills of students in class VIII SMP Muhammadiyah 1 Jember.

Conclusion

Based on the findings of the researchers described above, the data obtained in the form of there are differences in the speaking skills of students before receiving treatment with the *Spontaneous Group Discussion* method and students who have received *treatment* through the *Spontaneous Group Discussion* method. In SMP Muhammadiyah 1 Jember, especially the VIII grade students, the *Spontaneous Group Discussion* method can be effectively implemented in Indonesian language subjects. The results of this research show that the spontaneous group discussion method can be an alternative for educators to provide an improvement in the speaking ability of students. The use of the method in class VIII SMP Muhammadiyah 1 Jember generally takes place effectively and statistically proven by the value of t count $14 > t_{table}$ 2.11. This means that the *Spontaneous Group Discussion* method has an influence on the ability to communicate of class VIII students at SMP Muhammadiyah 1 Jember. Based on the results of the research findings, the researcher proposes a number of suggestions that are expected to be able to be input for related parties, namely it is hoped that through the implementation of the *Spontaneous Group Discussion* method, the researcher will be able to improve the effectiveness of the *Spontaneous Group Discussion* method.

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