

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Small Group Learning

a. Definition

A small group, in Baker's definition, consist of three or more individuals engaging in face to face interaction with a leader tasked with appropriately directing the discussion.¹ While a group five to eight persons is considered a small group.² In small group learning students have the same goals and work together to solve problems and find answers through discussion and study together. Students will exchange opinions and find solutions to a problem. By grouping students in small groups will increase the enthusiasm and activeness of students in the ongoing learning process. It denotes that a small group is a group of people who met to discuss as subject under the direction of an organizer or speaker. In the framework of a group discussion led by a presenter, ideas can be exchanged.³ Thus it can be concluded that small group learning is a learning method that emphasizes the activeness and enthusiasm of students to participate in learning activities through discussion and studying together.

In general, small groups are more effective than large groups at fostering critical thinking, cultivating

¹ Carry L. Baker, "Discussion and Group Work Method in Language Learning (New Jersey: Harper and Row Publisher, inc 1987), p. 159, in Khusnu Amalia, The Use of Small Group Discussion in Teaching Written Procedure Text, (English Department Faculty of Language and Arts Semarang, State University, 2009) p. 13.

² Dionne Merlin, M., Lavoie, S., & Gallagher, F. (2020). "Elements of Group Dynamics that Influence Learning in Small Groups in Undergraduate Students: A Scoping Review". *Nurse Education Today*, 87, 104362.

³ Ariyani, Mita. "The Influence Of Using Small-Group Discussion Method Towards Students' Writing Analytical Exposition Text Ability At The Second Semester Of The Eleventh Grade Of SMK Ma'arif Sukoharjo In The Academic Year Of 2020/2021". (Thesis, Universitas Islam Negeri Raden Intan Lampung 2021).

attitudes and values, and transmitting information. However, they are not as effective at doing so as large group instruction.⁴ Small group learning, according to Johnson, Johnson, and Holubek, can improve a variety of outcomes, including academic achievement, ownership of newly acquired knowledge and skills, opportunities to solve real-world problems, positive attitudes towards the subject matter, openness to new perspectives, motivation to learn, confidence in one's social skills, psychological health (e.g., social development, self-esteem), and attendance.⁵

Yackel asserted that because students work in small groups learning resolve divergent viewpoints, they engage in collaborative dialogue that results in learning opportunities that do not normally arise in a traditional classroom.⁶ So, students can communicate with each other to discuss well.

Learning in small groups not only helps people acquire new knowledge or abilities, but it also fosters cooperation skills that are beneficial in the workplace.⁷ Besides developing skills, small group learning can increase student motivation.

b. The Types of Small Group Learning

According to Johnson, here are three types of small group learning based on the relationship between group members and group function, as follows:⁸

⁴ Sarah Edmunds et al. *Med Teach*. "Effective Small Group Learning: AMEE Guide No. 48". (2010).

⁵ Gillies, R.M. (2006). "Teachers' and students' verbal behaviours during cooperative and small group learning". *British Journal of Educational Psychology*, 76(2), 271-287.

⁶ Palomar, Javier Diez., Esther, Chan Man Ching., Ciarke, David., Padros, Maria. "How Does Dialogical Talk Promote Student Learning During Small Group Work? An Exploratory Study". *Learning, Culture and Social Interaction*, Vol.30, (2021), 100540.

⁷ Lipp, A., & Holmes, A. (2009). "Facilitating Small Group Learning in the Operating Department". *Journal of Perioperative Practice*, 19(5), 148-152.

⁸ Johnson, (2001). "*Three Main Types of Cooperative Learning in Science*". *Asia Pacific Forum on Science Learning & Teaching*, Vol.2, Issue 2, Article 9.

- 1) Small Group Learning Base Groups
This is the types of small group learning most commonly implemented in organizations.
- 2) Informal Small Group Learning Groups
This is types of learning involves forming groups quickly over a short period of time to complete small tasks.
- 3) Formal Small Group Learning Groups
It involves the assignment of task and projects to a group by an employer. The group members have a clear structure of what is to be done and stay together until the project is complete.

c. Aspects of Small Group Learning

When facilitating group learning, there are certain things that should be considered carefully. These elements influence the roles that teachers, students, and classes play. The teacher is very important aspect in implementing a strategy for learning. In learning, the teacher does not only act as a figure or role model for students, but the teacher acts as a manager of learning. For the success of learning, the quality of teachers is very determined. The formative experience, training, and attributes of teachers are factors that impact the quality of learning from them. According to Harmer, aspects of Small Group Learning such as:⁹

- 1) Teacher formative experience. This aspect includes the teachers' social and cultural background.
- 2) Teacher training experience. This aspect includes the experiences gained by the teacher and related to the teachers' educational background. Such as job experience and teacher educational level.
- 3) Teacher properties include things related to the nature of the teachers', such as the teachers' attitude towards students, the teachers attitude

⁹ Crisianita, Sintya & Mandasari, Berlinda. "The Use Small Group Discussion to Improve Students' Speaking Skill". *Journal of Research on Language Education (JoRLE)*, Vol. 3, No. 1 (2022), 61-66.

towards his profession, and the ability to master learning materials.

The next aspects in from students. The learning process can be influenced by aspects of the students' background (Pupil Formative Experience) and aspects of the nature of the students (Pupil Properties). Aspects of student background include gender and place of students. Each student has different abilities and characteristics, such as the appearance and motivation of student learning.

d. The Benefit of the Small Group Learning

According to Confucius and Socrates, the effectiveness of using small group learning can provide many benefits, as follows:¹⁰

- 1) Members in a small group can mutually identify what is not known and clarify misunderstandings between group members.
- 2) Members of small group can develop skills and have greater control over learning activities.
- 3) Group work can foster enthusiasm or self-motivation by playing an active role in learning activities.
- 4) Enrich ideas because they get a lot of information and knowledge from group members.
- 5) Small group members tend to develop the self-reflection and self-discipline skills necessary for lifelong learning, as well as a greater sense of control over their learning activities and a greater chance to self-direct their individual learning.

e. The Stage of Small Group Learning

According to Robertson, the stage of small group learning are as follows:¹¹

¹⁰ Jones, R. W (2007). "Learning and Teaching in Small Groups: Characteristics, Benefits, Problems and Approaches". *Anaesthesia and Intensive Care*, 35 (4), 587-592.

¹¹ Sulistyawati, Anin Eka (2018). "The Use of Cooperative Learning in Small Group Discussion in Genre-Based Reading Class", *BELTIC Journal*, vol.1. English Education Department, University of Pancasila Tegal.

- 1) The orientation phase, during which participants learn about each other and their roles in the group.
- 2) The stage of norm establishment where group members assess the instructor and each other. Naturally occurring conflict provides an opportunity to practice problem solving and interpersonal skills.
- 3) The phase of productivity
It is the longest phase of a group's existence during which time members concentrate on the task at hand as well as interpersonal relationships.
- 4) The group's termination phase, during which members reflect on their time spent together and address the challenges of leaving.

f. The Advantages and Disadvantages of Small Group Learning

Harmer claims that there are several benefits to using small group instruction:¹²

- 1) The Advantages of Small Group Learning Method
 - a) When there are more than two students in the group, interpersonal relationships are typically less problematic. Compared to pair or individual work, there is also a greater chance of differing opinions and negotiation.
 - b) Compared to pair work, it fosters wider cooperation and negotiating skills and is more confidential than work done in front of the entire class.
 - c) It encourages learners' autonomy by letting them decide for themselves in the group rather than having teachers dictate what they should do.
 - d) While it is not our intention for any individual in a group to be entirely passive, some students may select their degree of participation in the

¹² Hotmaria, Hilman Pardede, Bloner Sinurat, "The Effect of Small Group Discussion on the Students Ability in Speaking English at Grade VIII of SMP Negeri 2 Siantar". *JETAFL*, vol.5, (1019): 2459-9506. (50).

group more easily than in a whole class or pair work setting.

- 2) The Disadvantages of Small Group Learning Method
 - a) It is a probably going to be noisy, though maybe not as loud as pair work. When the class is divided into smaller groups, the cohesive atmosphere that has been painstakingly developed may evaporate, which makes some teachers feels as though they are losing control.
 - b) Some students fond it boring because they would rather work with their peers than be the center of attention for the teacher. Students occasionally find themselves in awkward group and long to be in another place.
 - c) People might adopt entrenched roles in groups, making some members passive and others dominant.
 - d) Groups can be more difficult to set up than pairs; starting and finishing group projects that require students to move around the classroom can.

2. Students' Activeness

a. Definition

Abdurrahman defines actively as everything that is done, including both physical and non-physical activities.¹³ One way to characterize activity in the context of active learning is that students engage in action while reflecting on their learning (Bonwell & Eison,).¹⁴ Students' activeness, as defined by Paramita and Indarwati, is the capacity to engage in regular physical, mental, and other activities that are related to

¹³ Abdurrahman, M. (2013). *"Pendidikan bagi Anak Berkesulitan Belajar."* Rineka Cipta.

¹⁴ Bonwell, C. C., & Eison, J. A., (1991). "Active Learning: Creating Excitement in the Classroom." ERIC Clearinghouse on Higher Education.

the learning process.¹⁵ Student activeness can be marked by student having good cooperation between students and teachers in class activities, students are active in doing assignment and establish good communication with teachers, student involvement in participating in learning, including evaluating their own learning outcomes. According to Kunandar's arguments, student activity is defined as their participation in the form of behavior, thought, and attention during a learning activity in order to support a successful learning process and reap the benefits of the activity.¹⁶ According to Sanjaya's assessment of students' learning indicators, students are considered active when they demonstrate both mental and physical engagement.¹⁷ Student activeness in learning is the physical and mental involvement of students in earnest participate in learning activities.¹⁸ The activeness of students is needed in good language so that students are not only master the material, but have the provision of useful skills.

b. Characteristic of Students Activeness

Rusman described students as being highly engaged and active learners who:¹⁹

- 1) Engaged in physical, mental, and intellectual activities.
- 2) Engaged in experimental activities.
- 3) Established a supportive learning environment.

¹⁵ Paramita, S. and Indarwati, T. A. (2015). "Improving Interest, Activeness, and Student Learning Outcome Using Problem Based Learning Model. Trending Issues of School. (Surabaya: Unesa).

¹⁶ Kunandar. (2008). "*Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru.*" Jakarta: PT Raja Grafindo Persada.

¹⁷ Sanjaya, N. (2006). "*Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.*" Jakarta: Kencana Prenada Media.

¹⁸ Damayanti, Alfiani., Tarmedi, Eded., Jupri. (2018). "Implementing Cooperative Script Type of Cooperative Learning Model to Improve Students Sctiveness in earning Social Studies." *International Journal Pedagogy of Social Studies*. Vol. 3. No. 1.

¹⁹ Muthmainnah, N. (2019). "An Effort to Improve Students Activeness at Structure Class Using Slido App." *J. Eng. Educ. Society*. 4:1.

- 4) Actively sought out and used available learning resources.
- 5) Engaged in multidirectional interaction.

There are several learning activities which are classified from activeness by Usman, M and Setiawati, L, such as:²⁰

- 1) Visual activeness
- 2) Oral activeness
- 3) Listening activeness
- 4) Motoric activeness
- 5) Writing activeness
- 6) Drawing activeness
- 7) Mental activeness
- 8) Emotional activeness

According to Sudjana, the activeness of students in following the teaching and learning process can be seen in :²¹

- 1) Participating in carrying out their learning tasks
- 2) Engaging in problem-solving
- 3) Asking other students or the teacher if they do not understand the problem they face
- 4) Trying to find various information needed to solve problems
- 5) Carrying out group discussions in accordance with the teacher's instructions
- 6) Starting his abilities and results obtained
- 7) Training himself in solving similar problems
- 8) Opportunities to use or apply what has been obtained in completing the task or problem it faces.

According to Dirna, students' activeness during the learning process indicates their desire or motivation to learn.²² Students are said to have

²⁰ Usman, M. and Setiawati, L. (1993) "*Upaya Optimalisasi Kegiatan Belajar Mengajar*". Bandung: Remaja Rosdakarya.

²¹ Sudjana, Nana. (2016). "*Penilaian Hasil Proses Belajar Mengajar.*" Bandung: Rosdikarya.

²² Dirna, F. C. (2022). "*Pengaruh Suasana Lingkungan Sekolah Terhadap Peningkatan Motivasi Belajar Siswa di SLB Negeri Banyuasin*". *Salus Cultura: Jurnal Pembangunan Manusia dan Kebudayaan*, 2(1), 26-35.

activeness if behavioral characteristics are found, such as:²³

- 1) Students continually ask questions or ask for explanations from their teacher when there is material or problems they cannot understand and solve
 - 2) Students express their idea and discuss with others
- Meanwhile, the activeness in the learning process is marked by:

- 1) Students actively ask questions to the teacher or group mates
- 2) Students actively express opinions
- 3) Students actively contribute to less relevant student responses or one of the students actively solves the problem given by the teacher
- 4) Active students independently work on assignment given by the teacher

c. The Factors of Students' Activeness

According to Denis, the factors of students' activeness are determined by internal factors and external factors.²⁴ Internal factors are factors that come from within the students that influence the activeness of learning that students' activeness. According to Rusno, the internal factors that affect the students' activeness such as:²⁵

- 1) Characteristic of students
- 2) Motivation and enthusiasm for learning
- 3) Attitude following learning
- 4) Study concentration
- 5) Study habits

²³ Lestari, Supeni Dwi. (2022). "Implementation of STAD Cooperative Learning to Improve Activeness and Learning Outcomes of Class VII B Students at SMPN 22 Semarang". *Forum Ilmu Sosial* 49 (2), P. 138-144.

²⁴ Denis & Rustanto 2013. *Peningkatan Keaktifan dan Hasil Belajar Siswa Kelas XI IPS 2 Smanegeriturenpada Pokok Bahasan Turunandengan pembelajaran Kooperatif Tipeteams Games Tournament (TGT)*. Malang: Universitas Negeri Malang.

²⁵ Rusno, 2011. *Faktor-Faktor yang Mempengaruhi Keaktifan Siswa dalam Proses Pembeajaran Mahasiswa Program Studi Akuntansi Universitas Kanjuruhan Malang*. *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang*.

- 6) Level of confidence
- 7) Multiply learning ability
- 8) Process learning materials

Meanwhile, according to Ramayulis, external factors are factors that come from outside the student's self which influence the students' activeness. The external factors that affect the students' activeness such as:²⁶

- 1) Teachers Factors
Within its scope, it must have several skills related to the task to be carried out. Such as:
 - a). understanding characters of students
 - b). designing learning methods
 - c). carry out learning
 - d). exploring and developing student potential
- 2) Environments Factors
Environmental factors have a significant influence on students' activeness. Environmental factors can have positive and negative impacts that affect students' activeness.
- 3) School Curriculum
The curriculum is an important reference for developing learning processes that aim to increase students' activeness.
- 4) Facilities and Infrastructure
Facilities and infrastructure also have an influence on the students' activeness. The condition of buildings, classrooms, libraries, and other facilities is an important component that supports the realization of good learning activities.²⁷

3. Students' Activeness in English

Mastering the English language is crucial. This is due to the fact that English is the most widely used language in the world.²⁸ This implies that all people

²⁶ Ramayulis, 2001. *Metodologi Pengajaran Agama Islam*. Jakarta: Kalam Mulia.

²⁷ Aunurrahman, Op.Cit, hlm. 177-185

²⁸ Kustanti, D.,& Prihmayadi, Y. (2017). "Problmatika Budaya Berbicara Bahasa Inggris". *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam*, 14(1), 161-174.

around the world know and use English to communicate. English proficiency is one of the abilities that students need to have from the beginning.²⁹

According to Hanum, the purpose of the English subject is:³⁰

- a. Communicate clearly and concisely while adhering to the relevant ethical standards.
- b. Respect and take pride in the fact that English is used internationally.
- c. Recognize English and apply it correctly to a range of scenarios.
- d. Using English to develop social, emotional, and cognitive abilities.
- e. Appreciating and applying literary works to extend knowledge and language abilities, enhance habits, and widen perspectives.
- f. Values and take pride in literary works.

The intention behind the group learning method is to activate students during English learning. According to Zain, learning English focuses on four skills, namely listening, reading, and writing. The four components include:³¹

a. Ability to Read

According to Rahim, reading is a complex thing that involves many things, not only the pronunciation of written words, but also visual, reasoning, psycholinguistic, and metacognitive activities.³²

b. Speaking Ability

Speaking, according to Brown, is a collaborative activity involving two or more people. Participants act

²⁹ Wijaya, I. K. (2015). "Pembelajaran Bahasa Inggris di Sekolah Dasar". Bahtera: Jurnal Pendidikan Bahasa dan Sastra, 14(2), 120-128.

³⁰ Hanum, R. (2018). "Upaya eningkatkan Kemampuan Berbicara Siswa Melalui Penggunaan Media Audio Visual Pada Pembelajaran Bahasa Indonesia Di Kelas V MIN Rukoh Banda Aceh". Pionir: Jurnal Pendidikan, 7(1).

³¹ Zain, 2016.. "Evaluasi Pembelajaran Bahasa Inggris". Jakarta: Kencana

³² Rahim, Farida. (2008). "Pelajaran Membaca di Sekolah Dasar". Jakarta: Bumi Aksara.

as both speakers and listeners, and they are expected to react to what they hear and contribute meaningfully.³³

c. Listening Ability

Listening is the ability to understand statements to obtain information.

d. Writing Ability

Writing is one of the crucial abilities that students must master. For example, combining random sentences into complete paragraphs, writing a story, describing yourself or a place.

When learning English, students follow a methodical process that is designed by the teachers to assist them in achieving learning objectives and interacting with all available learning resources.³⁴ So, students' activeness in English is involvement and participation of students in participating in English learning activities, both in reading, speaking, listening, and writing.

B. Review of Previous Study

Based on the title of the thesis above, there are certain findings from earlier studies that have been carried out by previous researcher that are relevant to this research. The research includes:

1. A study was conducted by Zamila Fitriani Siregar in 2019 entitled "The Effect of Small Group Discussion Strategy on Students Reading Comprehension at Grade X SMK Panca Dharma Padangsimpuan". This study examined how small group discussion techniques affected the reading comprehension of SMK Swasta Panca Dharma Padangsimpuan's grade X students. The researcher for this journal discovered that $t_{count} = 4,18$ and $t_{table} = 1.67591$ based on the t-test computation. This indicated that $t_{count} > t_{table}$ ($4.18 > 1.67591$).

³³ Brown, (2004). "Language Assessment: Principles and Classroom Practices". Longman

³⁴ Rizkina, Cut Bismi Adela. "Investigating Students' Motivation in Learning English at MAN 1 Sigli". (Thesis Universitas Islam Negeri Ar-Raniry Banda Aceh 2021).

Thus, the journal's researcher could conclude that H_a was approved and H_0 was denied.³⁵

The similarity is that both of them use the small group method. The difference is examined the researcher will examine students' activeness, while the journal examine students' reading comprehension.

2. A study was conducted by Hasria S in 2020 entitled "The Implementation of Co-Op Co-Op Strategy to Increase the Eighth Grade Students Activeness in Reading at MTsN 2 Sidrap". the purpose of the study was to determine whether or not eighth-grade students at MTsN 2 Sidrap were becoming more active readers. The outcome of the t-test revealed that the test (t_0) velocity was greater than the table (t_t), with $t_0 > t_t = 3,63 > 1,671$. the Co-Op Co-Op strategy (H_a) is accepted and Null Hypothesis (H_0) is ejected at a significant degree of 0,05 (5%). To sum up, the Co-Op Co-Op approach raises students' reading engagement.³⁶

The similarity is subject of research, the eighth grade student activeness. The difference is the variable. The researcher will research with small group learning method. While the journal is deals with Co-Op Co-Op strategy.

3. A journal was conducted by Roy Wahyuningsih and Ahmad Fatkurohman Huda in 2021 entitled "Implementation of Learning Model Start with a Question (LSQ) TO Improve Activeness Students Learning Result". According to the study's findings, fifth-grade students at SDN Pinggir Nganjuk Regency may become more active when using the Learning Start with A Questions (LSQ) learning model. This rise was evident in the first cycle's increase in the percentage of

³⁵ Siregar, Zamila Fitriani. "The Effect Of Small Group Discussion Strategy On Students' Reading Comprehension At Grade X SMK 5 Panca Dharma Padangsidempuan". (Thesis, Institut Agama Islam Padangsidempuan 2019).

³⁶ Hasria S, Hasria s. "The Implementation of Co-Op Co-Op Strategy To Increase The Eighth Grade Students' Activeness In Reading at MTsN 2 Sidrap". (Thesis, Institut Agama Islam Negeri Parepare 2020).

students, which reached 66,95%, after a 51,22% increase in the first cycle.³⁷

The similarity is that both are equally concerned about students activeness. The difference is the object. The researcher will research with small group learning method. While the journal is deals with Learning Model Start a Question (LSQ).

4. A research was conducted by Kiki Prasetyohati Susanto in 2022 entitled “The implementation of small group discussion method in writing descriptive text for tenth grade of Walisongo senior high school pacangaan Jepara academic year 2020/2021”. Research objectives in this study were to find out the implementation of small group discussion method, the problems and solutions in overcoming the problem in the implementation of small group discussion method.³⁸

The difference is type. The researcher will research with quantitative type. While the journal with qualitative type. Besides that the variable. The researcher will research students activeness. While the journal research writing descriptive text. The similarity is that both of them use the small group method.

5. A research was conducted by Mita Ariyani in 2021 entitled “The Influence Of Using Small-Group Discussion Method Towards Students’ Writing Analytical Exposition Text Ability At The Second Semester Of The Eleventh Grade Of SMK Ma’arif Sukoharjo In The Academic Year Of 2020/2021”. The purpose of the study was to determine whether the

³⁷ Wahyuningsih, Roy. Huda Ahmad Fatkurohman. “Implementation of Learning Model Start with a Question (LSQ) to Improve Activeness and Students’ Learning Result”. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* (2021). 7 (3), 672-679.

³⁸ Susanto, Kiki Prasetyohati. "The implementation of small group discussion method in writing descriptive text for tenth grade of Walisongo senior high school pacangaan Jepara academic year 2020/2021". (Thesis, Institut Agama Islam Negeri Kudus 2022).

application of the small group discussion method had a significant impact on students' ability to write analytical exposition texts during the second semester of the eleventh grade at SMK Sukoharjo in the 2020-2021 academic year. Pre-and post-test instruments were used in the data collection process. The test was a written analytical exposition. After administering the post-test, compute the independents simple t-test using SPSS data analysis. The data analysis revealed that the t-test result was 0,000. As a result, the value significant generated sig. (p value) = 0,000 < a =0,05 is consulted. Consequently, Ha is accepted and H0 is rejected. We can conclude that the small group discussion method has a substantial impact on students' writing abilities.³⁹

The similarity is that both of them use the small group method. The difference is object. The researcher will research student activeness. students' writing analytical exposition text skills are being studied for the journal research.

6. A journal was conducted by Hotmaria, Hilman Pardede, and Bloner Sinurat in 2019 entitled "The Effect of Small Group Discussion on the Students' Ability in Speaking English at Grade VIII Of SMP Negeri 2 Siantar". This research concerned about the effect of small group discussion teaching technique significantly affect to the students' ability in speaking English. The study's findings show that the experimental group's pre-test score average was 45, which indicates a 45% speaking ability percentage. The post-test score average was 68, which indicates speaking ability percentage, and the post-test score average was 51, which indicated a 51% speaking ability percentage, falling into the sufficient

³⁹ Ariyani, Mita. "The Influence Of Using Small-Group Discussion Method Towards Students' Writing Analytical Exposition Text Ability At The Second Semester Of The Eleventh Grade Of SMK Ma'arif Sukoharjo In The Academic Year Of 2020/2021". (Thesis Universitas Islam Negeri Raden Intan Lampung 2021).

category. The aforementioned phenomenon indicates that small group discussions have a greater impact on the students' proficiency in speaking English at SMP Negeri 2 Siantar's grade VIII.⁴⁰ The similarity is that both of them use the small group method. The difference is examined students' activeness, while the journal examine students' speaking ability. And the researcher using technique of collecting data (questionnaire). While the journal researcher using technique of collecting data (use the test).

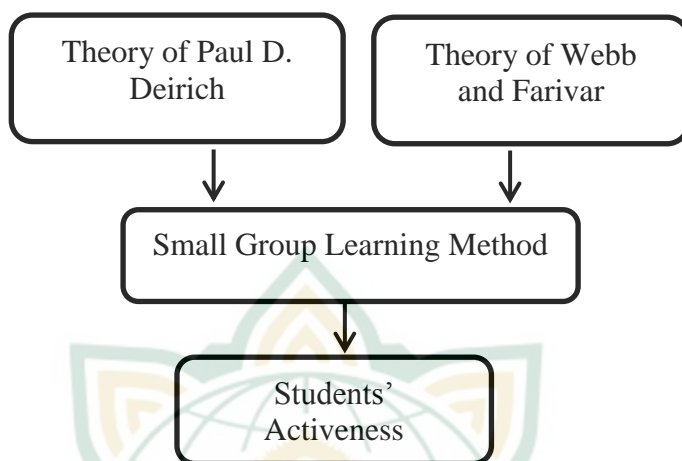
C. Theoretical Framework

This study adopted quantitative research and took place at State Islamic junior high school Kudus. In this study, the researcher will examine small group learning method towards students' activeness in English learning at State Islamic junior high school Kudus. The purpose of this study is to explore the effect of small group learning method theory of Paul D. Deirich.⁴¹ Towards students' activeness theory of Webb and Farivar in English learning.⁴² Its approach can assist students in increasing their level of activity. The teacher can apply small group learning method on learning environment and student can practice it in a group. This study refers to two things, namely small group learning method and students' activeness in English learning. Then they will be mapped on the concept map below.

⁴⁰ Hotmaria, Hilman Pardede, Bloner Sinurat, "The Effect of Small Group Discussion on the Students Ability in Speaking Eglish at Grade VIII of SMP Negeri 2 Siantar". *JETAFL*, vol.5, (2019): 2459-9506.

³⁸ Paul D Deirich, *Active Learning*, 101 Cara Belajar Siswa Aktif, (Bandung: Nusa Media dan Nuansa, 2017).

³⁹ M, Webb, N., D, J, Troper., & R, Fall. (1995) "Constructive Activity and Learning in Collaborative Small Groups". *Journal of Educational Psychology*, 87(3), 406-423.



D. Hypothesis

1. H_0 : there is no significant influence of small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus
2. H_1 : there is a significant influence of small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus.