CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Results
1. Research Process

This research began by conducting observations at state Islamic junior high school Kudus. The observation results were that class VIII C students were less active this could be seen from the process of English learning during the lesson. This research lasted for one month. Viewed from the preliminary activity stage, the core activity stage, the final activity state, and the evaluation activity stage of English learning in class.

The initial preliminary activity stage includes:

a. The teacher ordered one of the student to lead a prayer before the lesson took place.
b. The teacher opened the lesson by greeting, asking how they were doing, and attendance.
c. The teacher conveys the purpose of learning activities that will be carried out today.
d. The teacher gives an apperception about the learning material.
e. Teachers provide motivation in learning.
f. The teacher raises problems to interest students.
g. The teacher writes down the students' initial opinion.

The initial core activity stage includes:

a. The teacher writes down the title related to learning problem.
b. The teacher asks students to think about the learning material orally.
c. The teacher explains the learning material.
d. The teacher divides students' into several groups.
e. The teacher gives worksheet to students.
f. The teacher asks students to observed and convey the meaning of the worksheet that has been given.
g. The instructor gives the class the chance to ask questions regarding the lesson content.

h. The teacher encourages students to work together in groups.
i. Students perform well in teams.
j. Students dare to express their opinions and ideas to each other in groups.
k. Students discuss with their groups.
l. The teacher acts as a facilitator.
m. Pupils are allowed to express their creativity however they see fit.
n. Students dare to present their group results in front of the class.
o. Students dare to ask questions with the group that is presenting.
p. Students dare to give input and objections to other groups that are presenting.

The initial final activity stage includes:

a. The teacher gives homework to students personally.
b. The encourage students to apply learning materials in everyday life.

The initial evaluation stage includes:

a. The teacher asked the students again about the understanding of today's learning material.
b. The teacher assesses students' knowledge.
c. The teacher concludes and re-exposes today's learning material.

Students appear passive when English learning in class. When English learning, students only listen to the teacher explaining the material, few students respond to the teacher, ask questions or are enthusiastic about answering questions. Based on this, the researcher wants to try out English learning activities to help students become active through the small group learning method.

From the result of observations and documentations, this research involved 1 class as a sample in this research, namely class VIII C. This research was conducted in three meetings with one chapter according to the lesson plans as the material. At the first meeting, the teacher taught English without using the small group learning method because the

36

researcher wanted to know the initial state of students' activeness. The teacher explains the material and only asks students a few times about their understanding of the material taught. After completing English learning, the researcher gave students questionnaires in the form of small group learning method and students' activeness questionnaires. The researcher used this as pretest data because there was no treatment for the students.

At the second meeting, the teacher taught English using the small group learning method. The teacher will divide the class into several groups, each with four to five students, as part of the learning steps. Then each group is given the name group 1, group 2, and so on. After that, the teacher asks students to work on the questions on the students' worksheet by discussing them as a group. Each group that has found the answer is instructed to write it down on the whiteboard in a representative manner. If all the questions have been answered, the teacher corrects the group answer on the board by asking representatives from each group to explain what they mean. That way, every student will easily understand the material and can make students active in English learning. After the English learning at the second meeting was completed, the researcher did not give questionnaires to the students. The aims is to give students a pause to feel whether there is a difference when English learning using the small group learning method or not.

At the third meeting English learning meeting, the teacher taught using the small group learning method. The steps are the same as for the second meeting. After completion, the researchers gave questionnaires to students in the form of small group learning method and students' activeness questionnaires. This was used by researcher as posttest data because treatment had been carried out in the form of a small group learning method. Following are the pretest and posttest data on students' activeness using the small group learning method.

a. Description of the Results of the Pretest and Posttest Data on Using the Small Group Learning Method in

English Learning at State Islamic Junior High School Kudus

Table 4.1

Data on pretest and posttest results using the small group learning method in English learning at state Islamic junior high school Kudus

Average Results of Using the Small Group Learning Method in English learning		Difference in the Average Pretest-Posttest	T-Test Results
Pretest	Posttest	8,63	P value
56,82	65,45		0,000

Based on the research results, it was found that the average pretest score for using the small group learning method in English learning was 56,82, while the average posttest score was 65,45. These results show that the average posttest score for using the small group learning method in English learning is greater than the pretest value with a difference of 8,63.
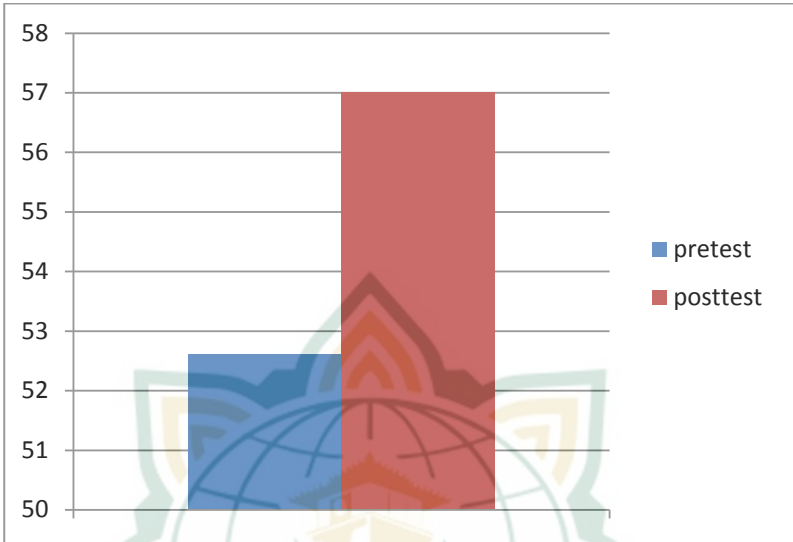

Picture 4.1. Histogram Graph of Pretest and Posttest using the Small Group Learning Method in English learning

b. Description of the Results of the Pretest and Posttest Data on Students' Activeness in English Learning Using the Small Group Learning Method at State Islamic Junior High School Kudus

Table 4.2
Data on Pretest and Posttest Results Students' Activeness in English Learning Using the Small Group Learning Method at State Islamic Junior High School Kudus

Average Results of Students' Activeness in English Learning Using the Small Group Learning Method		Difference in the Average Pretest-Posttest	T-Test Results
Pretest	Posttest	4,39	P value
52,61	57,00		0,029

Based on the research results, it was that the average pretest score of students' activeness in English learning was using the small group learning method at state Islamic junior high school Kudus was 52,61 while the average posttest score was 57,00. These results show that the average posttest score for students activeness in English learning using the small group learning method at state Islamic junior high school Kudus is greater than its pretest value with a difference of 4,39.

Picture 4.2. Histogram Graph of pretest and posttest students' activeness in English Learning Using the Small Group Learning Method at State Islamic Junior High School Kudus

2. **Data Analysis**

Data interpretation in this study uses validity testing, reliability testing, prerequisite analysis testing, and hypothesis testing. The validity test can be calculated using the Product Moment Correlation by calculating the coefficient data between the instrument scores for variable X and variable Y. In this study, the instruments whose reliability will be tested are the small group learning method questionnaires and students' activeness questionnaires. The One-Kolmogorov Smirnov Test was used to determine whether the data were normal for the analysis prerequisite test in this study, and the Paired Sample t-test was used the hypothesis. The t-test carried out was the results of the pretest posttest on students' activeness in English learning using the small group learning method. Testing was carried out using SPSS for windows version 27 program.

a. **Validity Test**

A validity test determines the validity or invalidity of a measuring device. Data is declared valid if it has a value of t-count. The validity test will be carried out using SPSS calculations with the following decision making criteria:

1) If the value of r-count > r-table then the statement is considered valid and can be used.
2) If the value of r-count < r-table then the statement is considered invalid and cannot be used.[1]

In this research, the research instruments that were tested for validity by experts were the small group learning method and students' activeness questionnaires. The experts panel is Hj. Ida Vera Sophya, M.Pd. and Drs. Ulin Nuha, M.Pd.

a) Validity of The Small Group Learning Method Questionnaire Instrument

The following is a table of the results of the validity test of the small group learning method questionnaire instrument using SPSS calculations.

Table 4.3
Results of the Validity Test of the Small Group Learning Method

No.	R-Count	R-Table	Criteria
1.	0,747	0,344	Valid
2.	0,610	0,344	Valid
3.	0,347	0,344	Valid
4.	0.752	0,344	Valid
5.	0,649	0,344	Valid
6.	0,366	0,344	Valid
7.	0,512	0,344	Valid
8.	0,423	0,344	Valid
9.	0,658	0,344	Valid
10.	0,489	0,344	Valid
11.	0,792	0,344	Valid

---

[1] Anggraini et al., "pembelajaran statistika menggunakan software SPSS untuk uji validitas dan reliabilitas," 6500.

41

No.	R-Count	R-Table	Criteria
12.	0,674	0,344	Valid
13.	0,401	0,344	Valid
14.	0,419	0,344	Valid
15.	0,746	0,344	Valid
16.	0,323	0,344	Invalid
17.	0,691	0,344	Valid
18.	0,383	0,344	Valid
19	0,342	0,344	Invalid
20.	0,354	0,344	Valid

From the table 4.3 above, in accordance with the decision making criteria for the validity test, a statement item is said to be valid if r-count > r-table. So there are 18 valid statements while there are 2 invalid statements. the valid statements items are numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20. Meanwhile, invalid items are numbered 16 and 19. Invalid items will be removed from the list of statement items so that the small group learning method questionnaire has 18 items.

b) Validity of The Students' Activeness Questionnaire Instrument

The following is a table of the results of the validity test of the students' activeness questionnaire instrument using SPSS calculations.

Table 4.4
Results of the Validity Test of the Students'
Activeness

No.	R-Count	R-Table	Criteria
1.	0,5	0,344	Valid
2.	0,524	0,344	Valid
3.	0,534	0,344	Valid
4.	0.269	0,344	Invalid
5.	0,492	0,344	Valid
6.	0,446	0,344	Valid

No.	R-Count	R-Table	Criteria
7.	0,375	0,344	Valid
8.	0,717	0,344	Valid
9.	0,356	0,344	Valid
10.	0,202	0,344	Invalid
11.	0,616	0,344	Valid
12.	0,407	0,344	Valid
13.	0,589	0,344	Valid
14.	0,475	0,344	Valid
15.	0,578	0,344	Valid
16.	0,605	0,344	Valid
17.	0,639	0,344	Valid
18.	0,399	0,344	Valid
19	0,584	0,344	Valid
20.	0,601	0,344	Valid

From the table 4.4 above, in accordance with the decision making criteria for the validity test, a statement item is said to be valid if r-count > r-table. So there are 18 valid statements while there are 2 invalid statements. The valid statements items are numbers 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. Meanwhile, invalid items are numbered 4 and 10. Invalid items will be removed from the list of statement items so that the students' activeness questionnaire has 18 items.

b. **Reliability Test**

The reliability test is used to state the stability of an instrument in calculating the same symptoms. In this research, the instruments whose reliability will be tested are the small group learning method and students' activeness questionnaire.

1) Reliability of the Small Group Learning Method Questionnaire Instrument

The following is a table of the results of the reliability test of the small group learning method questionnaire instrument using SPSS calculations.

Table 4.5
Results of the Reliability Test of the Small Group
Learning Method
Reliability Statistics

Cronbach's Alpha	N of Items
.864	20

Based on the table 4.5, the overall Cronbach's Alpha value for the questionnaire is 0,864 > 0,6. So in accordance with the decision making criteria, the questionnaire is declared reliable.

2) Reliability of the Students' Activeness Questionnaire Instrument

The following is a table of the results of the reliability test of the students' activeness questionnaire instrument using SPSS calculations.

Table 4.6
Results of the Reliability Test of the Students'
Activeness
Reliability Statistics

Cronbach's Alpha	N of Items
.838	20

Based on the table 4.6, the overall Cronbach's Alpha value for the questionnaire is 0,838 > 0,6. So in accordance with the decision making criteria, the questionnaire is declared reliable.

From the results of the validity and reliability tests, it can be concluded that there are 18 items in the small group learning method questionnaire statements and 18 items in the students' activeness questionnaire statements which are valid and reliable. In this way, the questionnaire can be a research instruments.

44

c. **Analysis Prerequisite Test**
1) Normality Test

The purpose of the normality test is to determine whether the data distribution is normal. Testing using Kolmogorov Smornov. The normality test was carried of using SPSS calculations along with the subsequent decision making criteria:

a) If the significance value is > 0.05, the data is normally distributed.

b) If the significance value < 0.05, then the data is not normally distributed.

These are the outcomes of the Kolmogorov Smornov normality test.

Table 4.7
Kolmogorov Smornov normality test results

One-Sample Kolmogorov-Smirnov Test

		pretest small group learning method	posttest small group learning method	pretest students' activeness	posttest students' activeness
N		33	33	33	33
Normal Parameters[a,b]	Mean	56.8182	65.4545	52.6061	57.0000
	Std. Deviation	13.07300	11.33879	10.45807	11.34130
Most Extreme Differences	Absolute	.115	.130	.144	.120
	Positive	.096	.069	.137	.120
	Negative	-.115	-.130	-.144	-.087
Test Statistic		.115	.130	.144	.120
Asymp. Sig. (2-tailed)[c]		.200[d]	.171	.078	.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.	.313	.164	.078	.263
	99% Confidence Interval Lower Bound	.301	.154	.071	.252
	Upper Bound	.324	.173	.085	.274

From the table 4.7 above, conclusions can be obtained:

a) Normality test of the pretest small group learning method

From the table 4.7, the significance value of the small group learning method pretest is obtained, namely 0,200. Because 0,200 > 0,05

the small group learning method questionnaire instrument has a normal distribution.

b) Normality test of the posttest small group learning method

From the table 4.7, the significance value of the small group learning method posttest is 0,171. Because 0,171 > 0,05 the small group learning method questionnaire instrument has a normal distribution.

c) Normality test of the pretest students' activeness

From the table 4.7, the significance value of the pretest students' activeness is obtained, namely 0,078. Therefore, 0,078 > 0,05, the students' activeness questionnaire instruments has a normal distribution.

d) Normality test of the posttest students' activeness

From the table 4.7, the significance value of the posttest students' activeness is obtained, namely 0,200. Therefore, 0,200 > 0,05, the students' activeness questionnaire instrument has a normal distribution.

2) Hypothesis Testing

The purpose of hypothesis testing is to determine whether the hypothesis related to the formulation of the research problems is accept or reject. The following are the research's hypothesis:

a) There is no effect on the small group learning method on students' activeness in English learning at state Islamic Junior High School Kudus.

b) There is an effect of the small group learning method on students' activeness in English learning at state Islamic Junior High School Kudus. This hypothesis test used a paired t-test, because it is a hypothesis testing method

Due to the non-independent nature of the data used in this hypothesis test, a paired t-test was employed. The characteristic is that one individual

46

(research object) receives two different treatments. Even though the same individual is used, the researcher still obtains two types of data. The sample is data from the first treatment and data from the second treatment. The following are the results of hypothesis testing using the Paired t-test, as follows:

a) Results of Paired t-Test Small Group Learning Method

Table 4.8

Results of Paired t-Test Small Group Learning Method

Paired Samples Test

| | | | Paired Differences | | | | | | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | |
					Lower	Upper			
Pair 1	pretest small group learning method - posttest small group learning method	-8.63636	12.78627	2.22580	-13.17018	-4.10255	-3.880	32	.000

Based on the table 4.8 above, in the event that the p value is less than 0,05, a significant difference is identified. The results of the t-test calculation results show that the p value of 0,000 is smaller than 0,05 (0,000 < 0,05). These results show that there is a significant difference between the small group learning method pretest score and the small group learning method posttest score in English learning, where the posttest score is higher than the pretest score.

Based on the calculation results, it can be concluded that H_0 : there is no effect of the small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus is rejected, while H_a : there is an effect of small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus is accepted.

b) Results of Paired t-Test Students' Activeness

Table 4.9
Results of Paired t-Test Students' Activeness

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	pretest students' activeness - posttest students' activeness	-4.39394	11.03387	1.92075	-8.30638	-.48150	-2.288	32	.029

Based on the table 4.9 above, if the event that the p value is less than 0,05, a significant difference is identified. The results of the t-test calculation results show that the p value of 0,029 is smaller than 0,05 (0,029 < 0,05). These results show that there is a significant difference between the students' activeness in English learning pretest score and the students' activeness in English learning posttest score, where the posttest score is higher than the pretest score.

Based on the calculation results, consequently, it can be said that H_0 : there is no

effect of the small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus is rejected, while H_a : there is an effect of small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus is accepted.

B. Discussion

The purpose of this research is to find out whether there is an effect of the small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus and how to extend the effect of the small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus. The sample taken in this research was class VIII C with 33 students.

1. Using the Small Group Learning Method in English Learning at State Islamic Junior High School Kudus

From the results of research carried out in three meetings, it can be seen that the average pretest for using the small group learning method in English learning was 56,82, while the average posttest was 65,45. These results show there was a difference in the level of use of the small group learning method before and after treatment with an increase of 8,63.

Based on the pretest and posttest using the small group learning method in English learning, it is known that posttest average is higher than the pretest results. To find out whether there was a significant increase between the average results of the pretest and posttest, a t-test was carried out. The calculation results contained in the attachment show that the p value is smaller than 0,05, namely $(0,000 < 0,05)$, so it can be said that there is a significant difference between the results of the pretest and posttest using the small group learning method in English learning, where the results posttest is greater than the pretest results.

English learning using small group learning method can improve students' activeness. This is in accordance with the opinion of Johnson, Johnson, and Holubek, can

49

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.[2] Meanwhile in this study, the small group learning method can make students become more familiar with friends, make students understand English learning material better, make students work together in doing student worksheets given by the teacher, make students respect each other's opinions, and make students exchange opinions in groups.

Based on previous research related to this research, it shows that there are significant differences in the results of the research. Research written by Hotmaria, Hilman Pardede, and Bloner sinurat examines small group learning method on English speaking ability. Meanwhile, in this study the small group learning method examines activities designed to develop basic communication skills such as expressing opinions well among students and listening attentively. Then the research written by Kiki Prasetyo Susanto examines the application of the small group learning method to students' ability to write descriptive text. Meanwhile, in this study the small group learning method examines group social skills, such as students working together with their group to complete student worksheets given by the teacher and then writing the answers on the whiteboard to be discussed together. This shows that the small group learning method has been researched by other researcher with different Y variables. This is strengthened by theoretical references according to Zain, that English learning focuses on four skills, namely listening, reading, speaking, writing.[3]

---

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

[3] Zain, 2016.. *"Evaluasi Pembelajaran Bahasa Inggris"*. Jakarta: Kencana

2. **Students' Activeness in English Learning Using the Small Group Learning Method at State Islamic Junior High School Kudus**

The results of the research were carried out in three meetings. At the first meeting, the teacher taught English without using the small group learning method because the researcher wanted to know the initial state of students' activeness. After completing English learning, the students were given a questionnaire by the researcher that measured their level of activity. The researcher used this as pretest data because there had been no treatment for students. At the second meeting, the teacher taught English using the small group learning method. After the second meeting of English learning was completed, the researcher did not give questionnaires to the students. The aim is to give students a pause to feel whether there is a difference when learning English using the small group learning method or not. At the third English learning meeting, the teacher taught using the small group learning method. Once finished, the researcher gave the students a questionnaire in the form of a students' activeness questionnaire. This was used by researchers as posttest data because treatment had been carried out in the form of a small group learning method.

The results of the pretest and posttest on students' activeness in English learning using the small group learning method at state Islamic junior high school Kudus, showed that the pretest average was 52,61, while the posttest average was 57,00. There results show that there is a change in the level of students' activeness between before and after treatment with an increase of 4,39.

Based on the results of the pretest and posttest students' activeness in English learning using the small group learning method at state Islamic junior high school Kudus, it is known that the average posttest results is higher than the pretest results. To find out whether there was a significant increase between the average results of the pretest and posttest, a t-test was carried out. The calculation results contained in the attachment show that the p value is smaller than 0,05, namely (0,029 < 0,05), so it can be said that there is a significant difference between

the results of the pretest and posttest students' activeness in English learning using the small group learning method. At state Islamic junior high school Kudus, where the posttest results are greater than the pretest results. So, it can be said that there is an effect of the small group learning method towards students' activeness in English learning at state Islamic junior high school Kudus.

Students' activeness is said to be if students actively participate in the ongoing learning process. Students' activeness in this study includes student' activeness in the form of behavior such as paying god attention to explanations from teachers and friends, then students' activeness I the form of thinking such as active discussion ad opinions. This is in accordance with Kunandar's arguments that states 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.[4] In addition, according to Sudjana, students who actively participate in the teaching and learning process demonstrate their ability to start using.[5] In accordance with this study, students' activeness includes participating in the English learning process in class well, having the courage to ask friends or teachers if they don't understand the subject matter, and having good discussions with the group.

Based on previous research related this research, it shows that there are significant differences in the research of the research. Research written by Roy Wahyuningsih and Ahmad Fatkurohman Huda examined student actively using the Start with a Question (LSQ) Learning Model. The results of this research showed that there was a good increase in students' activeness. Meanwhile, this study examines students' activeness using the small group learning method. Then in another research written by Hasria S examined students' activeness with the Co-Op Co-

---

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

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

Op strategy. The research aims to see the increase in students' activeness in reading. Meanwhile this study examines students' activeness using small group learning method. Students' activeness in this study includes activeness in behavior, thoughts, and mutual respect between students and teachers. This shows that this research has been researched using other methods.