

## **EFFORTS TO INCREASE LEARNING OUTCOMES THROUGH GROUP WORK METHOD IN ENGLISH LESSONS**

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**Abstract:** Classroom action research generally aims to improve the quality of learning for students of class VIII SMP Negeri 3 Kisaran. specifically aims to: 1. Efforts To Increase Learning Outcomes Through Group Work Method In English Lessons For Class VIII Students SMP Negeri 3 Kisaran District Asahan academic year 2019/2020; 2. Describe the management of learning English by teachers; 3. Through Group Work Method. This classroom action research conducted in two cycles, each cycle consisting of planning, action, observation and reflection. Classroom action research conducted in class VIII SMP Negeri 3 Kisaran totaling 29 students. The subjects were English Lessons teacher class VIII and class VIII SMP Negeri 3 Kisaran, data were collected through observation, interviews, tests, and study documentation. The results of study in the first cycle reaches the average value of 77.87% after the first cycle and the second cycle, reflection and recommendation average value reached 86.49%.

**Keywords:** group work; learning outcomes

**Abstrak:** Penelitian tindakan kelas secara umum bertujuan untuk meningkatkan kualitas pembelajaran siswa kelas VIII SMP Negeri 3 Kisaran. secara khusus bertujuan untuk : 1. Upaya Peningkatan Hasil Belajar Melalui Metode Kerja Kelompok Dalam Pembelajaran Bahasa Inggris Pada Siswa Kelas VIII SMP Negeri 3 Kisaran kab. Asahan TP. 2019/2020; 2. Mendeskripsikan manajemen pembelajaran bahasa Inggris oleh guru; 3. Melalui Metode Kerja Kelompok. Penelitian tindakan kelas ini dilakukan dalam dua siklus, setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Penelitian tindakan kelas dilakukan di kelas VIII SMP Negeri 3 Kisaran yang berjumlah 29 siswa. Subyek penelitian ini adalah guru mata pelajaran Bahasa Inggris kelas VIII dan kelas VIII SMP Negeri 3 Kisaran, data dikumpulkan melalui observasi, wawancara, tes, dan studi dokumentasi. Hasil belajar pada siklus I mencapai nilai rata-rata 77,87% setelah siklus I dan siklus II, nilai rata-rata refleksi dan rekomendasi mencapai 86,49%.

**Kata Kunci:** hasil belajar; kerja kelompok



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## INTRODUCTION

Awareness of the importance of education can provide better hope in the future, has encouraged various efforts of society to every step and the development of education in Indonesia. Various ways the government undertakes to improve the quality of education in Indonesia such as the Education Unity Level Curriculum (KTSP) mandated by Law No. 20 of 2003 on National Education System and Government Regulation No. 19 of 2005 on National Education Standards. Learning to read as part of language learning progresses from time to me, such as in European countries and the United States.

Learning to read should be considered regular and well thought habits (Giusti, Sunaryo, & Suriatie, 2021). This is due to reading as a very complex process, involving all the higher mental processes, such as memory, mind, imagination, setting, implementation, and problem solving (Charunnisa, 2018). Another reason is that teachers still use teacher-centered learning methods (teacher oriented), where students simply follow the English lesson taught by teachers in the classroom by simply listening to material explanations and working on questions given by the teacher without any response, criticism and questions from student to the teacher as a feedback in teaching and learning activities (Primadoniati, 2020).

In solving the English problem that is very necessary is the mastery of the concept, if the students only learn English (Visakha, 2019). From the description of the above problems it is necessary a more appropriate and interesting learning model, where students can learn to work together, can ask even if not the teacher directly, and express opinions and thoughts freely. In order to have religious power, self-control, personality, intelligence and skill of the many components of education, the teacher is a very important factor in improving education. In addition to it's ability to develop teaching methods, teachers communicate more with students asking things that have not been understood and provide an opportunity to ask questions.

Discussion is a form of speech activity. By discussing we can broaden our knowledge and gain many experiences. Discussion is an exchange of thoughts, ideas, opinions between two or more people orally with the aim of seeking agreement or understanding of ideas or opinions. In group discussions, a leader is needed, called the discussion leader. The task of the chairman of the discussion is to open and close the discussion, arouse the intention of members to convey ideas, mediate members who are debating and present the conclusions of the results of the discussion. Discussion is a process that involves two or more individuals who are verbally integrated and face to face

regarding certain goals or objectives through the exchange of information. The Discussion method is essentially student-centered, where the activities carried out in the implementation of unstructured discussions to structured activities where the teacher can act tough and autocratic. With discussion students will work hard, work together trying to solve problems by submitting appropriate opinions and arguments.

## METHOD

This research is a classroom action research. This classroom action research using a form of collaboration, in which teachers work as partners with researchers. Each focuses on aspects of classroom action research according to their expertise, teachers as learning practitioners, researchers as a designer and a critical observer. This action is expected to student researchers succeeded 85% in order to minimal completeness criteria predefined schools can be improved.

Characteristic of action research (action research), is the existence of cycles is a breakdown process towards better learning practices.

### 1. Planning (planning)

The activities in this activity is to conduct preliminary tests aim to determine the ability of students before the beginning of KBM begins and identify problem will be analyzed based on initial tests.

### 2. Action (action)

Activities undertaken in this phase is the delivery of the subject matter involves the activities of the students individually or in groups.

### 3. Observation (observation)

This observation phase is done in the classroom when learning activities take place, in which researchers act as teachers. Observations were equipped with observation sheet to collect data relating to the action research.

### 4. Reflection (Reflection)

This reflection serves to analyze and give meaning to the data obtained, clarify the data obtained and take the conclusion of the actions taken. The result of this reflection is then used as the basis for the next planning phase.

The procedure was carried out research with the following steps:

1. Preparation of the study (consultation, drafting a research proposal, prepare lesson plans and learning achievement test items the subject matter of Writing).
2. As an initial step in the field of research, researchers conducted a consultation with my friends kind of teachers as partners in the implementation of learning
3. To determine the ability of beginning students then performed the initial tests. The results of these tests are used to identify the beginning of the action to be performed.
4. After the initial tests, researchers conducted a study plan that had been developed previously.
5. During the planning process of learning takes place, researchers also perform such observations of the behavior of students during a lecture in progress.
6. At the end of each act, given training to students in order to see

- the results achieved by students through the provision of action.
7. After that, an analysis of the data obtained was carried out. The data from the analysis of learning outcomes I (cycle I) is followed by planning what will be done as learning improvements that will be carried out at the next stage (cycle II).
  8. Entering the second cycle, researchers have identified new problems that arise from reflection and analysis that then once identified/unknown location of faults and weaknesses of the students will be followed by the preparation of planning improvement of learning outcomes.
  9. After the preparation of the planning of improvement of learning outcomes, the researchers carry out the design.
  10. To determine student mastery after the implementation of the teaching improvement, then carried back achievement test.
  11. After the learning outcomes test is carried out, then a re-evaluation is carried out as was done in cycle I, and if the results of the analysis of the evaluation of learning outcomes in stage II are still low percentages, it will be held again to improve learning outcomes so that the percentage of student learning outcomes reaches 85%.

## RESULT AND DISCUSSION

### Cycle I

Results of the assessment on teacher performance Group Work Method is as follows:

- (A) The number of teacher performance score of 30,
- (B) Percentage of 62.5% of teacher performance,
- (C) The category of better teacher performance.

The results of the assessment of student learning activities in the first cycle there are 21 students or 76% of students actively participating in educational learning English. Thus the study in the first cycle has not fulfilled an indicator of success, so this study should be continued in the next cycle.

Although in the first cycle is showing good results but some improvements still need to be done include:

1. Rules of learning needs to be improved such as the need for the implementation of the limitation period, the student accuracy, and completeness of answers.
2. At the time of the discussion about the teacher should write about that will be filled by students in sequence on the board then appoints students to fill.
3. At the time of assignment where students should sit far apart with the other students so as not to imitate the answer.

### Cycle II

Results of the assessment on teacher performance Group Work Method is as follows:

- (A) The number of teacher performance score of 41,
- (B) Percentage of 85% of teacher performance,
- (C) The category of better teacher performance.

The results of the assessment of student learning activities in the

first cycle there are 25 students or 89% of students actively participating in educational learning English. Thus a study in this cycle already meets the indicators of success, so this study should not be continued in the next cycle.

## CONCLUSION

Based on the writing and discussion, it can be concluded as follows:

1. The results of the study before the study Group Work Method

reached an average value 60.74%. after motivated to do research through the first cycle and the second cycle of reflection and recommendation average value reached 86.49% means that there is an increase of 25.75%.

2. The results of study in the first cycle reaches the average value of 77.87% after the first cycle and the second cycle, reflection and recommendation average value reached 86.49 % means that there is an increase of 8.62 %.

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