

## **CHAPTER I**

### **INTRODUCTION**

Some aspects of the research are presented in this chapter. It includes background of the research, problems of the research, objectives of the research, hypothesis, assumption, scope of the research, significance of the research, and operational definition of key terms.

#### **1.1 Background of The Reasearch**

English has an influence on curriculum changes in Indonesia. As we know, English is very popular among people in various countries, including Indonesia. The popularity of English influences many aspects, especially in the educational curriculum. The Indonesian government has implemented the Independent Curriculum as an effort to provide freedom and flexibility for schools in developing a curriculum that suits the needs of students. The Merdeka Curriculum, which was introduced in 2022, replaces the 2013 Curriculum and places emphasis on developing basic competencies and more student-centered learning. In this context, English is one of the prioritized subjects, both as a compulsory subject and as part of cross-subject learning. As a result, English has become one of the competencies that must be mastered by students in elementary schools, middle schools and high schools, in order to support 21st century skills that are more relevant to global developments.

In the Merdeka Curriculum, improving the four English language skills reading, writing, listening, and speaking is the main goal of English language education in Indonesia. This curriculum emphasizes learning based on student needs and interests, with a more flexible and comprehensive approach. One of the methods used to support the achievement of this skill is Discussion Based Learning, where students not only learn passively, but are also actively involved in discussions that encourage them to develop communication skills, critical thinking, and a deep understanding of the material being studied. With this approach, students are expected to master the four English language skills

holistically, as well as preparing them to face global challenges with effective communication skill.

The Discussion Based Learning (DBL) method is in line with the principles of the Independent Curriculum which emphasizes student-centered learning, providing freedom for students to explore knowledge, and encouraging their active involvement in the learning process. Thus, DBL is expected to have a positive impact on students' English language skills, in the aspects of speaking, listening, critical thinking, and collaborative abilities in solving problems. The application of Discussion Based Learning in the context of English classes is expected to increase students' involvement and motivation in learning, while strengthening their mastery of English in a more interactive and fun way. Therefore, this research focuses on the application of DBL to improve students' academic performance in English language learning.

Researcher want to conduct research (quasi-experimental research) that focuses on discussion based learning material and is carried out at the high school level because there are several studies that use discussion based learning material. However, in the first research, the level was still in junior high school. According to the study's findings, the researcher's experiment with students showed that using small group discussions to teach reading comprehension has an impact on learning outcomes.

Based on the aforementioned rationale, the researcher hopes to investigate the impact of discussion-based learning on students' academic achievement in the tenth grade. Finally, the researcher concludes to make a research as “The Effectiveness of Discussion Based Learning on Academic Performance in English Language Classrooms”

## **1.2 Problem of the Research**

This study aims to describe the effectiveness of discussion based learning on academic performance in English language classroom. The following is the formulation of the problem statements:

- a) Is there any significances difference of discussion based learning on academic performance in english language classroom?
- b) How to apply discussion based learning on academic performance in english language classroom?

### **1.3 Objectives of the Research**

- a) To know any significant difference of discussion based learning on academic performance in english language classroom
- b) To find out how to apply discussion based learning on academic performance in english language classroom

### **1.4 Hypothesis**

According to Rury Durriyah (2018), indicated the lecture approach was less successful than the conversation approach. The study suggested that when teaching social studies, teachers might favour the discussion method. The statistical hypothesis of this research can be seen as:

Null Hypothesis: there is no significant difference in influence between academic performance using the discussion based learning method and not using the discussion based learning method on tenth grade students at MAN Lumajang.

Alternative Hypothesis: there is significant influence difference between academic performance using the discussion based learning method and not using the discussion based learning method on tenth grade students at MAN Lumajang, and then, the criteria used as follows:

1. If  $t\text{-test } (t_0) > t\text{-table } (t_t)$  in significant degree of 0.05,  $H_0$  (null hypothesis) is rejected, and  $H_a$  (alternative hypothesis) is accepted.
2. If  $t\text{-test } (t_0) < t\text{-table } (t_t)$  in significant degree of 0.05,  $H_0$  (the null hypothesis) is accepted, and  $H_a$  (alternative hypothesis) is rejected.

### **1.5 Assumption**

The researcher makes the assumption that the instructor in those two groups is capable, professional, and serious.

### **1.6 Scope of the Research**

This research is focused on the effectiveness of discussion-based learning on academic performance in English language classrooms. The research is conducted in the Tenth grade of MAN Lumajang

### **1.7 Significances of the Research**

#### 1. Teachers

This research can provide guidance for English language teachers to use discussion-based learning as an alternative to improve students' academic and communication skills in English. If the research shows positive results, teachers can implement this method more broadly to enhance students' learning outcomes.

#### 2. Students

Students are encouraged to be more actively involved in the learning process, which can make them feel more motivated and better understand English learning materials through discussion-based learning.

#### 3. Future Researchers

This research can serve as a reference for future researchers interested in the topic of discussion-based learning or English language teaching. Researchers can further explore other variables that may play a role in enhancing the effectiveness of discussions in English language classrooms. The results of this study can provide insights for the development of new theories or the improvement of existing theories in the field of language learning and teaching strategies.

#### 4. Schools

The results of this research can be used by schools to evaluate and develop more effective teaching methods. Schools may consider integrating discussion-based learning as part of the main learning approach, particularly in English language classrooms.

### **1.8 Operational Definition of the Key Terms**

Here, the researcher defines some key terms operationally: there are Discussion Based Learning and Academic Performance.

Discussion-Based Learning is a learning approach that allows students to actively participate in organized conversations, where they can argue, share ideas, and expand their understanding through discussions with their teachers and classmates. According to Brookfield and Preskill (2005), discussion-based learning is an approach that emphasizes discussion as the main way to teach students to think critically and solve problems. Discussions allow students to think critically, learn different perspectives, and work together to gain new knowledge.

Academic Performance; defined by Meyer (2004) as the results achieved by students in various academic activities. These results are usually measured by the grades or scores obtained by students in exams, assignments and other assessments. This includes not only the academic knowledge students possess, but also the skills and abilities they demonstrate. The extent to which students understand the subject matter, master certain skills, and can apply what they know through this assessment.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some aspects related to the research. It includes discussion based learning, authentic materials academic performance and previous of the studies.

#### **2.1 Theoretical Review**

##### **2.1.1 Discussion Based Learning**

There are some aspects related to this term. It includes the definition of Discussion Based Learning, the types of Discussion Based Learning, the advantages of Discussion Based Learning, the steps to implement Discussion Based Learning and the advantages and disadvantages of Discussion Based Learning.

##### **2.1.1.1 The Definition of Discussion Based Learning**

Group discussions in classrooms for language learning are one of the characteristics of teaching and learning in the 21st century. It allows for a variety of interactions, including interactions between students themselves, between groups, and between teachers and students (Sudarmika et al., 2020). All of the students in the class are encouraged to actively participate in this multi-interaction so that their experiences and expertise can be included into spoken language conversations. Discussion Based Learning is a learning method to improve student understanding through communication with other students. In this case, students are required to have critical and analytical thinking so that it can enable students to build knowledge through social interaction. According to Brookfield (1987) in her book, *Developing Critical Thinkers : Challenging Adults to Explore Alternative Ways of Thinking and Acting*, “Discussion Based Learning is learning that emphasizes dialogue and reflection to develop critical thinking“ .

Discussion is very important in all learning, including in English classes, because it helps students process information, not just receive information. So, in the discussion method the teacher only acts as a facilitator and not to give lectures to certain groups. It is seen from the explanation above that the Discussion Based Learning method is a learning method that is carried out by dividing students into small groups of 3-5 students to solve problems related to the material learning and problems that exist in everyday life.

#### **2.1.1.2 The Types of Discussion Based Learning**

Numerous experts have proposed different kinds and models of discussions that can be employed in the context of discussion-based learning. Experts have identified numerous forms of discussion-based learning, including:

##### **a) Structured Discussion**

Structured Discussion according to (Miller, 2003) in his book *"The Structured Debate: A Guide to Developing Educational Debate Skills"* is a type of discussion in which participants focus on clear guidelines or a series of questions. In most cases, the facilitator sets a schedule and ensures that the discussion continues with a focus on a particular topic or issue. The aim is to guarantee concentrated learning and in-depth exploration of a particular subject.

##### **b) Socratic Discussion**

Socratic discussion (Brookfield & Preskill, 2005) is a type of discussion based on the Socratic method, and involves questions that encourage participants to critically consider and question their own opinions and beliefs. Rather than giving direct answers, the facilitator directs the discussion by asking questions. The goal is to encourage people to think critically,

think introspectively, and gain a deeper understanding of the material.

c) Academic Discussion

Academic Discussion (Brookfield & Preskill, 2005) discusses the academic concepts or material being researched. Participants engage with the material in a structured manner, aiming to clarify, critique, and understand core ideas. The goal is to engage in intellectual discussion, clarify ideas, and increase understanding of the subject matter.

d) Reflective Discussions

Reflective discussions encourage participants to think again about what they experienced, what they thought, and how they learned (Brookfield & Preskill, 2005). To encourage self-reflection and better understanding, this may involve sharing personal insights or reconsidering previous assumptions.

### **2.1.1.3 The Steps to Implement Discussion Based Learning**

In their book "Discussion as a Way of Teaching", Brookfield and Preskill (2005) state that implementing discussion-based learning (DBL) requires a structured and reflective approach. They emphasize the importance of preparing for discussions, managing class dynamics, and providing students with opportunities to participate in deep learning. To implement DBL, Brookfield & Preskill suggests the following steps:

a) Set Clear Learning Goals

Before starting the discussion, the facilitator should set clear goals for the learning. What is the purpose of this discourse? Objectives should be directly related to the subject matter and appropriate to student needs. Once the discussion is complete, determine what the students want to achieve. This could be increased understanding of concepts, improved critical thinking skills, or exploration of multiple perspectives.

b) Prepare Challenging Questions

Challenging, open-ended questions that encourage students to think critically are essential, according to Brookfield and Preskill. These questions should encourage discussion, not just provide answers. The next step is to create questions that encourage deep thinking, reflection, and further exploration. These questions must be relevant to the subject matter and learning objectives.

c) Establish Clear Discussion Rules

To create a safe and inclusive environment, it is important to have clear discussion rules. Students should be instructed on how the discussion will take place, how they should speak, and how they should respect the opinions of others. Setting basic standards, such as speaking one on one, respecting others' opinions, and active listening, is the first step.

d) Arrange Space and Time for Discussion

To keep the discussion focused and productive, the facilitator must ensure that the discussion is well structured and has sufficient time to discuss each topic or question raised. The first step is to determine how long the discussion will last, whether in small groups or in a large class, and ensure that time is divided fairly between all participants.

e) Actively Facilitate Discussions

According to Brookfield & Preskill, facilitators must actively supervise discussions, ask follow-up questions to help students understand better, and provide clarification or direction when needed. Steps: As a facilitator, keep the discussion on topic, ask follow-up questions, and help students who may be having difficulty explaining their arguments.

f) Encourage Active Participation

To improve students' understanding and communication skills, facilitators must ensure that each student has the opportunity to participate in discussions. In the next step, use approaches such as "think-pair-share" (think individually, talk with a partner, then share with the large group) or "round-robin" (give each student a chance to speak once).

g) Managing Discussion Dynamics

Discussions can experience a variety of dynamics, such as differences of opinion, dominance by one student, or confusion. In order for the discussion to remain productive and fair, the facilitator must be able to control these dynamics so that the discussion remains fair. Steps: Make sure all voices are heard, handle dominant students in a constructive way, and make sure no students are left out.

h) Summing Up and Reflecting on the Discussion Once finished

Brookfield & Preskill emphasizes that it is important for students to summarize the results of the discussion and think back about what they have learned. According to them, facilitators should ask students to reflect on what they have learned and summarize what they have learned.

i) Provide feedback and evaluation

To increase student participation and understanding, facilitators should provide constructive feedback and assess student contributions during discussions, both individually and in groups. The next step is to provide an evaluation of how students engage in discussion, listen, and make relevant contributions.

j) Using Reflection for Continued Learning

Brookfield & Preskill also shows how important reflection is as a part of continuous learning. After the discussion is complete, the facilitator can ask students to write a reflection or discuss how they can apply what they have learned to their lives. Next, provide

assignments or activities that allow students to reflect on what they have learned.

#### **2.1.1.4 The Advantages and Disadvantages of Discussion Based Learning**

Brown (2022) cites several key benefits of the discussion based learning, including:

- a) the ability of students to produce interactive language;
- b) the embrace of an effective climate;
- c) the promotion of learner autonomy and responsibility; and
- d) the ability of students to comprehend the concept of individualising instruction.

However, S. Bahri (2009) also lists the following as the drawbacks of the discussion based learning:

- a) There will probably be noise.
- b) Some pupils dislike it because they would rather be the centre of attention than collaborate with their classmates.
- c) People can join groups that fossilize, making some people docile while others may take charge. In order to address these drawbacks, the classroom environment is designed to be more participatory, allowing students to actively participate in group discussions and to enjoy the learning experience.

However, Harmer also lists the following disadvantages of the discussion technique:

- a) It is probably going to be noisy.
- b) Some students dislike it because they would rather be the centre of attention than collaborate with their classmates.
- c) People can join groups that fossilize, making some people docile while others may take charge.

To overcome these disadvantages, the situation and conditions in the class are made to be more interactive so that students can enjoy

the learning process and students are allowed to be active when discussing in groups.

### **2.1.2 Academic Performance**

There are some aspects related to this term. It includes the definition of Academic Performance and the factors of Academic Performance.

#### **2.1.2.1 The Definition of Academic Performance**

Academic performance is the result of learning activities that shows the extent to which a person follows lessons and includes the successes achieved. Academic performance refers to a person's ability or achievement in completing academic tasks (Imam et al., 2023). A study by Nyikahadzoi, Matamande, Taderera, and Mandimika found that academic achievement correlated with performance in completing assignments. Students report their performance (Prima & Fikry, 2021).

By considering the definition, it can be concluded that academic performance refers to how well a person can complete learning tasks. This form of performance can be shown by what someone gives or does for their academic progress, so that this action is considered as an achievement of ability towards the results they achieve. Academic performance can be measured through the results of cognitive tests given to students. Low academic performance indicates that there are obstacles or evaluations in the implementation of the education system, both in the physical and non-physical environment, and that good academic performance will help achieve educational goals, namely improving students' cognitive and affective quality (Imam et al., 2023).

#### **2.1.2.2 The Factors of Academic Performance**

There are 2 main factors that influence student achievement (Imam et al., 2023) namely as follows :

- a) Internal Factors, Internal factors are factors that are closely related to all student conditions, including:

- (a) Physical health
  - (b) Psychological
  - (c) Motivation
- b) External Factors, External factors are factors that come from outside the individual, either in the form of the environment physical and social environment, including :
- (a) School physical environmental
  - (b) Class climate environment
  - (c) Family sosial environment

## **2.2 Previous of the Studies**

The first research was conducted by Ningsi et al.,(2021). According to the research's background, teaching reading comprehension through small group discussions is more successful than preaching method. Because they are able to read more thoroughly in small groups with their friends and then talk about what they have read. This study sought to ascertain the impact of small group conversations on student learning outcomes in reading comprehension. Twenty eighth grade students at SMP Muhammadiyah Camba were given pre- and post-tests as part of this study's quantitative methodology. A pre-experimental design was used in this investigation. Students are given a multiple-choice test that involves reading narrative texts.

Other research was conducted Wahyuni & Yusnarti (2020) The purpose of this study was to determine the effectiveness of discussion techniques in improving the speaking abilities of first-grade students at MT.S. Darul Falah Duman during the 2018–2019 academic year. Experimental research (quantitative method) was the methodology used in this study. The participants in this study were MTs. Darul Falah Duman students enrolled in the 2018–2019 school year. 36 students from two classes made up the study's sample. Lottery technique sampling was the sample method employed in this investigation.

The research is by Rahayu (2023). In an attempt to enhance the learning outcomes of class IX-B students in English at SMP Negeri 21 Surabaya, she

carried out research on the application of discussion-based learning. The differences of this research with her studies are this research about effectiveness of discussion based learning on academic performance in english classroom of tenth grade student in MAN Lumajang using quasi experimental research design and using pretest-posttest control group design. She did her studies using classroom action research. This research was conducted over two cycles, where each cycle consisted of planning, implementation, observation and follow-up.

Other research was conducted by Durriyah (2018). Examining the impact of the Small Group Discussion technique on students' reading comprehension of recount texts was the aim of this study. With a pre-test and post-test quasi-experimental design, this study employs a quantitative methodology. The differences of this research with her studies are this research was conducted in senior high school at MAN Lumajang. She did her studies in junior high school at SMP Attaqwa 02, Bekasi Utara.

Table 2.2 Table of Differences in Previous Research

NO	NAME	YEAR	TITLE	APPROACH	DESIGN	DATA ANALYSIS
1.	Tri Andayani Rahayu	2023	Implementation of Small Group Discussion Method as an Effort to Improve Student Learning Outcomes in English Subjects for Junior High School	quantitative research	classroom action research	descriptive statistics
2.	Rurry Durriyah	2018	The Effectiveness Of Using Small Group Discussion On Students' Reading Comprehension Of Recount Text	quantitative research	quasi-experimental	inferential statistics
3.	Suriana Ningsi, et al	2021	The Use Of Small Group Discussion In Teaching Reading Comprehension At Junior High	quantitative research	quasi-experimental	inferential statistics

			School			
4.	Nur Wahyuni & Mulya Yusnarti	2020	The Effectiveness Of Using Small Group Discussion On Students' Reading Comprehension Of Recount Text	quantitative research	quasi- experime ntal	inferential statistics

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method applied in this research, consisting of the research design, the population and sample, the research instrument, the technique of collecting data, the technique of analyzing data, and hypothesis testing.

#### **3.1 The Research Design**

This research using a quasi-experimental research design. This study using a pretest-posttest control group design. The design using aims to find out whether the discussion based learning method is effective for academic performance in the English language classroom or not, two first grade classes at MAN Lumajang are selected. The first class is used as an experimental group that received several treatments using the discussion based learning method, the other class is used as a control group. The research design used is quantitative research (quasi experimental research).

##### **3.1.1 Variables**

The variables used are classified into dependent and independent variables:

- 1) The independent variable is discussion based learning method because it is the most well-known methodology being studied, the researcher chose, adjusted, and measured it.
- 2) The dependent variable is academic performance test score that is measured and observed in order to ascertain the independent variable's impact.

##### **3.1.2 Research Schedule**

Table 3.1.2 Time of the Research

No	Date	Time	Activity
1	May 1 <sup>st</sup> 2025	09.00-10.00	Asking permission to the headmaster of MAN Lumajang
2	May 5 <sup>th</sup> 2025	10.00-11.30	Conducting pre-test at X E (experiment class)
3	May 6 <sup>th</sup> 2025	10.00-11.30	Conducting pre-test at X B (control class)
4	May 12 <sup>th</sup> 2025	08.30-10.00	1 <sup>st</sup> meeting at X E (narrative text)

5	May 13 <sup>th</sup> 2025	10.00-11.30	1 <sup>st</sup> meeting at X B (narrative text)
6	May 19 <sup>th</sup> 2025	08.30-10.00	Conducting post-test at X E (experiment class)
7	May 20 <sup>th</sup> 2025	10.00-11.30	Conducting post-test at X B (control class)

### 3.1.3 Teaching Procedures

The researcher administers the pre-test to the two classes as the first step in the teaching process. The experiment and control classes are then treated by the researcher at various times. Finally, the researcher administers a post-test to see whether or not the results changed following treatment. For teaching procedure, the experiment class used discussion based learning method and for control class not used discussion based learning method. Students start by listing all of the information they are aware of concerning the subject. After learning new information, students make a list of questions about what they still want to know about the subject. For more details, the treatment procedures are below:

#### 1) The Application of Teaching in English Classes Using Discussion Based Learning (Experimental Class).

The teaching in english classes using discussion based learning had some activities on it.

1. Show the class the narrative text. You can start with a well-known or sympathetic tale.
2. Introduce any important words or phrases that students might require to comprehend the material.
3. Establish the discussion's goal. For instance: "Today, we will discuss the conflict in the story and how the characters resolve it."
4. Students should be divided into groups of four to six. Give them a list of enquiries to help direct their text analysis.
5. Give students time to read, converse, and express their thoughts to each other.

6. Students should be encouraged to examine several readings of the text and think about the decisions, actions, and motivations of the characters.
  7. Keep an eye on the groups, provide assistance as required, and lead them back to the main ideas and concepts of the story.
  8. Ask students to consider the story after the conversation. They can explain the lesson learnt, highlight their favourite character, or provide a succinct synopsis of the book.
  9. Students might use the text's inspiration to compose a brief narrative for assessment, utilising comparable patterns (orientation, intricacy, resolution).
  10. Organise a class discussion to contrast and compare the various group interpretations or analyses of the story.
- 2) The Application of Teaching in English Classes Not Using Discussion Based Learning (Control Class).

The application of teaching in english classes not using discussion based learning, as below :

1. The teacher explains the basic concepts of narrative text to students, including the elements contained in narrative text.
2. The teacher explains the structure of narrative text by presenting examples of familiar texts, such as fairy tales or short stories.
3. The teacher writes several sentences from the narrative text that has been read on the board and asks students to mark the verbs used in the past tense form to focus on aspects of the language in the narrative text.
4. The teacher asks several comprehension questions related to the narrative text that has been read.
5. The teacher asks students to write their own short stories, using the narrative text structures they have learned. The teacher

reviews the structure of narrative texts and the language used in narrative stories.

6. The teacher assesses students' story writing based on the use of correct narrative structure, use of appropriate tenses, and creativity in writing.

## **3.2 The Population and Sample**

### **3.2.1 Population**

The population in this research is students of tenth grade of MAN Lumajang.

### **3.2.2 Sample**

In this research the author used Purposive Sampling to take research samples. The author took 64 students from two classes, namely class XB with 32 students and class XE with 32 students. Researcher conducts a lottery to determine which is the experimental class and which is the control class. The result is that the first class (Class XE) is an experimental class taught using the discussion based learning method in English class and the other class is the control class (Class XB) which is taught using the lecture method in English class.

## **3.3 The Research Instrument**

An instrument is a device used by researchers to gather information. The researcher used a test in this investigation. A test is a series of questions or activities given to a person or group in order to gauge a sample of their behavior. Ary et al. (2008:201) define a test as a series of stimuli intended to elicit reactions from a person, from which a score in the form of a number can be determined. The test's results or scores provide information on how well the pupils understood the material being tested.

The purpose of this test is to compare the student achievement which used discussion based learning method. The test is constructed in multiple choices. Students' understanding is measured through their achievements as

part of the courses given (Nunan, 1991). Multiple choice tests are used because they are more effective and efficient than WH questions because reading comprehension is a receptive skill.

Here the researcher divides the test into pretest and posttest. If certain tests can measure student academic performance well, then we need to show that this is true. The tests used in the pretest are the same as the tests used in the posttest. But, in the post test, the test has been arranged. The test is given in multiple choice form (a, b, c, and d).

If a test can measure precisely what it is intended to measure, it is considered valid. In addition, Airasian (2000:19) states that assessment data can't produce accurate conclusions if it lacks validity. If a test is able to measure what it is supposed to measure, it is considered valid (Arikunto, 2006:169). Construct validity, face validity, criterion-related validity, and content validity are the different categories of validity (Brown, 2004:22-27).

### **3.3.1 Validity**

Validity is a measure that shows the level of validity or authenticity of an instrument. An instrument is considered to be able to accurately reveal data from the variables under study and to measure what is wanted. Therefore, to find out whether this research instrument is valid or not, an empirical validity analysis is carried out to determine the validity of each question item using the help of the SPSS Application program with a significance of 0.05

### **3.3.2 Normality**

Normality Test is conducted to determine whether the research data is normally distributed or not. To find out, researchers use the help of the SPSS Application program. Data is said to be normally distributed if the significance value is  $>0.05$ .

Table 3.3.2 Test of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Resluts	1	.086	32	.200 <sup>*</sup>	.969	32	.475
	2	.101	32	.200 <sup>*</sup>	.966	32	.401
	3	.156	32	.170	.953	32	.179
	4	.195	32	.150	.930	32	.059

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

### 3.3.3 Reliability

Fraenkel and Wallen (2006:165), reliability as used in research, refers to the consistency of scores or answer provided by an instrument. Test reliability defines the degree to which a test consistently measures whatever it will measure. When a test is administered, the more confident a person is, the more accurate their result is. There are two types of instruments that are trustworthy, and all of them are dependable. These are the pre-test and post-test reliability analyses, respectively. Alpha Cronbach's test of reliability was conducted using the SPSS 15.00 edition. Reliability must be at least 0.70, according Eisenrich and Rubera (2010): 27. Because the alpha Cronbach test could support internal consistency, several researchers used it.

### 3.4 The Technique of Data Collecting

Technique and instruments in data collection were:

The research is conducted in tenth grade of MAN Lumajang that are class XB and class XE. The research in this study was conducted about one month, started from 5th May until 5th Juni 2025.

In collecting the data, the following steps were taken:

- a. Planning the teaching procedure for the control and experimental groups.
- b. Creating research tools that included pretest, posttest, and preparation.
- c. A pre-test is given to both the experimental and control groups to examine starting abilities between two groups.

- d. Organizing lesson plans in teaching using discussion based learning method. The experimental group was given treatments by discussion based learning method then the control group was taught by not using discussion based learning method.
- e. Administering post-test to both the control and experimental groups in order to reveal the result of treatment.

### **3.5 The Research Procedure**

#### **3.5.1 Administering Pre-Test**

As previously stated, a written exam is used to deliver the pre-test. Based on the provided text, both the experimental and control groups are asked to respond to multiple-choice questions. After that, the researcher will evaluate it. Calculating students achievement in the score is how the scoring method is carried out.

#### **3.5.2 Conducting the Treatment**

After performing pre-test, the next step is given treatment for experimental group. The treatment is conducted through discussion based learning method to observe student' academic performance in english language classroom in four times. Control group is still taught by not using discussion based learning method.

#### **3.5.3 Administering Post-Test**

A post-test, equivalent to the pre-test, was administered to the experimental group following treatment. The post-test score will serve as a last comparison to identify any discrepancies between the experimental and control groups' students' performance.

### **3.6 The Technique of Data Analyzing**

The next step of the research, researcher process and analyze data. Researcher analyzed pre-test and post-test scores. This is to determine the difference in scores of students who use discussion-based learning methods and without using discussion-based learning methods.

#### **3.6.1 Homogeneity Test**

According to Sugiyono (2013), the homogeneity test determines if two or more groups in sample data are representative of the same population. The procedures of homogeneity test are as follows:

- 1) Determining standard of deviation X and Y
- 2) Determining F (h) from variant of X and Y
- 3) Compare between F (h) and F table
- 4) If F (h) < F table : Homogeneous
- 5) If F (h) > F table: Not Homogeneous

### 3.6.2 Independent T-Test

The technique of data analyze that is used by the researcher in this research is statistical analysis with T-Test (Sudijino, 2010:325).

The formula was:

$$T_0 = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

With the explanation:

$M_1$  : Mean of the differences of Experiment

$M_2$  : Mean of the differences of Controlled Class

$SE_{M_1}$  : Standard error of experiment class

$SE_{M_2}$  : Standard error of controlled class

X: Teaching reading comprehension using authentic materials in experiment class

Y: Teaching reading comprehension using authentic materials in controlled class

The procedures of are calculations as follows:

- 1) Determining Mean of Variable X:

$$M_1 = \frac{\sum X}{N^1}$$

- 2) Determining Mean of Variable Y:

$$M_2 = \frac{\sum Y}{N^2}$$

- 3) Determining Standard of Deviation Score of Variable X:

$$SD_1 = \sqrt{\frac{\sum X^1}{N^1}}$$

- 4) Determining Standard of Deviation Score of Variable Y:

$$SD_2 = \sqrt{\frac{\sum X^2}{N^2}}$$

- 5) Determining Standard Error Mean of Variable X:

$$SE_{m_1} = \frac{SD_1}{\sqrt{N^1 - 1}}$$

- 6) Determining Standard Error Mean of Variable Y:

$$SE_{m2} = \frac{SD_2}{\sqrt{N^2 - 1}}$$

- 7) Determining Standard Error of Different Mean of Variable X and Mean of Variable Y, with formula:

$$SE_{m1 - m2} = \sqrt{SE_{m1}^2 - SE_{m2}^2}$$

- 8) Determining  $T_0$  with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{m1 - m2}}$$

- 9) Determining Degrees of Freedom (df), with formula:

$$df = (N_1 + N_2) - 2$$

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the research finding applied in this research, consisting of the results of data analysis, hypothesis testing, and discussion.

#### **4.1 The Results of Data Analysis**

The experiment class and the controlled class were taught with different method in English language classrooms. The experimental class was taught using discussion based learning method, whereas the controlled class not using discussion based learning method. The information displayed here was gathered from the pre- and post-test results of both the experiment class and the control group.

##### **4.1.1 The Data of Experiment Class**

The pre-test mean for the 32 students in the class was 62.25, and the post-test mean was 83.62, as can be seen from the score description for the experimental class above. Thus, the mean gain score obtained by the researcher was 21.37. According to the above table, one student received the highest pre-test score of 96. In contrast, two students received the lowest pre-test score of 40. Prior to the students receiving treatment using the discussion-based learning method, the highest student's score was 96, while the lowest student's score was 40. Additionally, as can be seen from the above table, three students achieved the highest post-test score of 100. Additionally, two students had the lowest post-test score of 60. For the differences between the students' score in pre-test and students' score in post-test, it could be conclude that there was a positive effects of using discussion based learning method on academic performance in English language classrooms. (See on appendix 7)

##### **4.1.2 The Data of Control Class**

The pre-test mean for the 32 students in the class was 59.75, while the post-test mean was 69.5, as can be seen from the score description in

the controlled class above. The average gain score obtained by the researcher was 9.75. The smallest score in the pre-test was 40 by one student and the highest score was 84 by one student. After the researcher giving the treatment without using discussion based learning method, the researcher gave the students post-test. The data showed in post-test that the smallest score was 54 by one student and the highest score was 88 by one student. From the differences above it, it could be concluded that there was positive effects of using discussion based learning method on academic performance in English language classrooms. (See on appendix 7)

#### 4.1.3 The Result of Comparison of the Experiment and Control Class

Before calculating the t value of the observation, the researcher would like to calculate gain (d).

Table 4.1.3 the Result of Comparison of the Experiment and Control Class

Students' Identification	Experiment Class	Control Class	X (X-MX)	Y (Y-MY)	X <sup>2</sup>	Y <sup>2</sup>
1	20	20	-1,37	21,37	1,8769	456,6769
2	4	-2	-17,37	15,37	301,7169	236,2369
3	24	24	2,63	21,37	6,9169	456,6769
4	4	-2	-17,37	15,37	301,7169	236,2369
5	40	26	18,63	7,37	347,0769	54,3169
6	40	-10	18,63	-28,63	347,0769	819,6769
7	24	16	2,63	13,37	6,9169	178,7569
8	28	28	6,63	21,37	43,9569	456,6769
9	20	28	-1,37	29,37	1,8769	862,5969
10	32	0	10,63	-10,63	112,9969	112,9969

11	8	-2	-13,37	11,37	178,7569	129,2769
12	32	6	10,63	-4,63	112,9969	21,4369
13	24	-2	2,63	-4,63	6,9169	21,4369
14	24	4	2,63	1,37	6,9169	1,8769
15	20	4	-1,37	5,37	1,8769	28,8369
16	4	28	-17,37	45,37	301,7169	2058,4369
17	32	-2	10,63	-12,63	112,9969	159,5169
18	12	14	-9,37	23,37	87,7969	546,1569
19	20	-2	-1,37	-0,63	1,8769	0,3969
20	20	20	-1,37	21,37	1,8769	456,6769
21	20	22	-1,37	23,37	1,8769	546,1569
22	24	-4	2,63	-6,63	6,9169	43,9569
23	16	22	-5,37	27,37	28,8369	749,1169
24	20	4	-1,37	5,37	1,8769	28,8369
25	20	-4	-1,37	-2,63	1,8769	6,9169
26	8	26	-13,37	39,37	178,7569	1549,9969
27	20	-4	-1,37	-2,63	1,8769	6,9169
28	52	16	30,63	-14,63	938,1969	214,0369
29	16	0	-5,37	5,37	28,8369	28,8369
30	24	22	2,63	19,37	6,9169	375,1969
31	16	-2	-5,37	3,37	28,8369	11,3569
32	16	18	-5,37	23,37	28,8369	546,1569
$\Sigma$	684	312	0,16	311,84	3539,5008	11402,3808

## 4.2 Hypothesis Testing

### 4.2.1 Homogeneity Test

From the data above, it could be calculated:

- a) Standard of deviation X: 10,51

- b) Standard of deviation Y: 18,87
- c) F (h):  $\frac{10,51}{18,87} : 0,55$
- d) F table: N 32-1: 31, significouldces 5%: 1,69
- e) F (h) < F table:  $0,55 < 1,69$  : Homogeneous

#### 4.2.2 Independent T-Test

The Formula of T-test was expressed as follows:

$$t_0 = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

1. Determining  $T_0$  with formula:

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{m_1 - m_2}} \\ &= \frac{21,37 - 9,75}{3,81} \\ &= \frac{11,62}{3,81} = 3,04 \end{aligned}$$

2. Determining Degrees of Freedom (df), with formula:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (32 + 32) - 2 = 62 \end{aligned}$$

The value of df 62 at the degrees of significouldce 5% or t table was 1.66

So, Based on the formula above, the result of the statistic calculation indicated that the value of  $t_0 = 3,04$  and the value of df (degree of freedom) 62 with significance 5% was 1.66. The result showed that t-test ( $t_0$ ) > t-table (tt) ( $3,04 > 1,66$ ). It meant that t-test was higher in the value 3,14 that t-table. Since  $t_0$  score in the table was higher than t table score obtained from the result of calculating, so the alternative hypothesis ( $H_a$ ) was accepted and the null hypthesis ( $H_0$ ) was rejected.

Based on the explanation about the result above, we could conclude that teaching using discussion based learning method on academic performance in English language classrooms was better than not using discussion based learning method.

### **4.3 Discussion**

The findings of this study indicate that the use of Discussion Based Learning (DBL) significantly improves students' academic performance in English language classrooms. This is supported by the pre-test and post-test scores of both experimental and control groups.

These results align with previous studies discussed in the research findings. For instance, Ningsi et al. (2021) demonstrated that small group discussions were more effective than lecture methods for enhancing reading comprehension, as students could read more thoroughly in small groups and then discuss the material with peers. This resonates with the present study's finding that DBL fosters better comprehension of narrative texts through interactive learning.

Similarly, Wahyuni & Yusnarti (2020) found that discussion techniques improved students' speaking abilities, which supports the notion that DBL not only enhances comprehension but also encourages active student participation in the classroom. Rahayu (2023) also confirmed the positive impact of DBL on English learning outcomes, consistent with this study's findings, though her research used classroom action research and was conducted at a different educational level.

Additionally, Durriyah (2018) reported that the Small Group Discussion technique improved students' reading comprehension of recount texts. Although the text type differed, the principle of interactive discussion facilitating deeper understanding is consistent with the current study's results.

Overall, the present study strengthens empirical evidence from previous research that DBL is effective in promoting student engagement and improving understanding of English materials, particularly narrative texts.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study concludes that there is a clear difference in the academic performance of students taught using the lecture method compared to those taught using the discussion method. The discussion method has proven to be more effective for English language classes at MAN Lumajang, particularly in teaching narrative texts. This is because the discussion method encourages students to actively participate, exchange ideas, and understand the material through direct interaction with peers. Such processes not only enhance comprehension of the text but also develop students' critical thinking and communication skills, leading to more optimal learning outcomes compared to the one-way nature of the lecture method.

#### **5.2 Suggestion**

1. For teachers, it is recommended to use discussion methods more often in english learning, because it has been proven to significantly improve students' understanding and learning outcomes.
2. For schools, there needs to be support in the form of training or workshops for teachers to optimize the use of active learning methods such as discussions, so that they can be applied effectively in the classroom.
3. For further researchers, it is recommended to explore the effectiveness of discussion methods in other subjects or different levels of education, as well as considering other factors such as student learning styles and the use of learning media.