Buzz Group Technique to Promote Students Reading Comprehension

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Abstract. This present study was quasi experiment research. This study aimed to find out whether or not there is any the improvement of the students' reading comprehension by using buzz group technique. The population of the study was all the eighth grade students of SMP SENTOSA BAKTI BATURAJA in Academic Year 2019/ 2020. The sample was taken by using cluster random sampling. The sample is divided by two experimental class and control group. The try-out was done at VIII. C with 22 respondents. The data was collected by using test. The reliability of the data was taken through Alpha Cronbach. The data were analyzed by using paired T-test of control class and paired t-test of experimental class and independent t-test too. The result showed that from the mean score was 71 improved to be 84, 6 and based on independent T-test the value of T obtained was 8,122 as significant level of 0.05 for 2 tailed testing and degree of freedom (df) was 48 the critical value of T table 3, 425. The value was higher than T table (8,122>3,425) and the value sig, (2 tailed)= 0.000 less than the value of significant level (0.05). It mean that there was significant improvement the students who was taught by using buzz group technique and those who was not at SMP SENTOSA BAKTI Baturaja. It concluded that Buzz group technique was effective to promote students' reading comprehension at the Eighth Grade students of SMP SENTOSA BAKTI BATURAJA.

Keywords: Buzz Group technique, Improvement, Reading comprehension

1. Introduction

In linguistics, reading is the most important academic skill and the basic foundation for all academic learning. Reading is the key to learning, because this skill is essential to being able to learn any subject taught in school.

Mashuri (2015:1) states that reading is one of the ways to communicate in written forms. A writer puts his idea on the page and a reader tries to understand the author's ideas and thinks about what he has read. Because reading is used to communicate, when the reader needs to figure out what is being read. In finding out the idea of the paragraph, a reader should comprehend the text. Reading is not only to get information but it needs understanding and comprehension to get some points from the text.

According to Milaningrum (2015:67) comprehending is the ability of the reader to understand and gain meaning from what has been read in written texts. Reading and understanding are related to each other. In conclusion, reading comprehension In conclusion, reading comprehension consists of two words; reading and comprehension. Mashuri (2015:2) states that reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful

interpretation or written verbal symbols through medium of writing. A reader doesn't only read the paragraph but also gets the lesson from the text. So, Reading comprehension is very important in order to get deep information through the text.

There are some kinds of text genre that is taught by teacher in classroom such as descriptive text, narrative text, recount text, procedural text and etc. in Learning process usually the teacher will ask the students comprehension about the content of the text and also teacher will examine the students comprehension by a test to answer some questions related to the text. In real, there are some condition faced by the students appears in teaching reading comprehension. Some students assume that if they read it is means they should know the meaning of English vocabulary. It condition make the students have poor motivation in reading because lack of vocabulary. Another problem which appears in teaching reading comprehension is students are difficult to formulate the main idea of paragraph. The problem is more complex when students are difficult to differentiate the generic structure and language feature of the text. So, it is crucial for the teacher to apply a strategy in overcoming the problems.

There are some techniques that can be used by the teacher in teaching reading comprehension. One of the techniques is the buzz group technique. . According to Keith (2010:11) a buzz group is a way to promote the quick exchange of ideas. Buzz group ideas need to be followed by careful analysis that is reported to the large group. This analysis is sometimes done by the group as a whole, and sometimes done by a subgroup or a separate committee.

There a journal about Buzz group done by Ardayati (2018) with the title "Buzz Group Technique (BGT) In Teaching Reading Comprehension", from her research her found that it was effective to use Buzz Group Technique (BGT) in teaching reading comprehension.

The researcher also did the pre-observation in some schools most of the students was lazy to read book because of lack of vocabulary, less motivation and difficult to formulate the main idea of the text. Based on the situation explain above, the writer interest in doing a research entitled "Buzz group technique to promote the students reading comprehension at SMP SENTOSA BHAKTI BATURAJA."

Based on the explanation above, the writer formulated the question: "Were there any improvement students who are taught by Buzz group technique and those who are not at SMP SENTOSA BHAKTI Baturaja?"

a. The Nature of Reading

According to Junaidi (2019) states that reading is a process to understand and reconstruct the meaning contained in reading material. There are 3 interactions in reading mutual interaction, active interaction and dynamic interaction between the readers has basic knowledge with the sentences, facts, and information contained in the text readings. Reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read – a little more than 80 percent of the world's population can read to some extent (Elley, 2001; Tucker, 2000; UNESCO, 2007).

Besides, Milaningrum,E. (2011) says that reading implies both a writer and a reader. A writer puts his ideas onto the page and the reader tries to understand the author's meaning and thinks about what he has read. Because it is used to communicate, when reading one needs to figure out what is being read. In other words, one should comprehend or understand the ideas. Reading is one of the aspects noted as an important ability in broadening readers" perspectives, giving them a chance to see the world.

The Nature of Reading Comprehension

Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.

`Comprehension is necessary if one wishes to learn from textbooks and manuals, enjoy great literature, or simply follow directions in a cookbook. However, contrary to what one might expect given its importance, we know much less about the nature of comprehension than we know about other basic reading skills, such as decoding. this has lead us to a situation in which most teachers in elementary classrooms know a good deal about how to teach decoding skills (adams, 1990; reynolds & brown, 2001), know less about teaching research-based comprehension skills and strategies (durkin, 1979; reynolds & brown, 2001), and know almost nothing about the processes that underlie and connect these two major components of reading (reynolds, 2000).

According to Burhanuddin (2012) identified reading for general comprehension is a skill that involves absorbing the content of the text. Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. However, according to Pang (2003) comprehension is the process of deriving meaning from connected text. It involved word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engaged with the text to construct meaning. This active engagement included use of prior knowledge. It involved drawing inferences from the words and expressions

that a writer used to communicate information, ideas and viewpoints.

Concept of Discussion text

Discussion is a process of finding common ground between two different thoughts, views or opinions. And discussion text can be defined: Discussion text is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. In other word, Discussion is a kind of genre used to present (at least) two points of view about an issue. (British Course: 2017).

1. **Purpose of Discussion text**
   a) To present two points of view about issue or problem.
   b) To present arguments from differing points of view about issue or problem..

2. **Generic Structure of Discussion text**
   a) Issue: stating the issue which is to discussed
   b) Argument pro : presenting the point in in supporting the presented issues
   c) Argument cons : presenting other points which disagree to the supporting point
   d) Conclusion / recommendation : stating the writer' recommendation of the discourse

3. **Language Features of Discussion Text**
   The characteristics of descriptive text consists of six points, they are:
   a) Introducing category or generic participant
   b) Using thinking verb; feel, hope, believe, and etc.
   c) Using contrastive conjunction; however, on the other hand, but, in other side, although, etc.
   d) Using modalities; must, should, could, may, etc.
   e) Using adverbial of manner; deliberately, hopefully, etc.
   f) Simple present

Example:

Giving Children Homework
There are a lot of discussions as to whether children should be given homework or not. Is it enough for children having time to study at school or needing additional time in home for study after school time? (**issues**)
There are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school. Furthermore they claim that the school day is too short to get anything done. It makes sense to send home tasks like independent reading or further writing task which not the teacher need support.**(pro argument)**
However, Some people claim that children do enough work in school already. They also argue that children have their hobbies which they want to do after school, such as sport or music. A further point they make is that a lot of homework's are pointless and does not help the children learn at all. **(contra argument)**
I think, on balance, that some homework is good idea but that should only give at the weekend when children have more time. **(conclusion)**

Source: British House (2017)

Concept of Buzz Group Technique
1. Definition of Buzz Group Technique

Buzz group is a large group made fast and without any preparation to have a small discussion which consists of 2 to 15 students meet simultaneously in specified time. They are discussing a problem, theme, or issued. Ernest W. Brewer quoted from Bellon, Bellon, and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.

According to Keith (2010:11) a buzz group is a way to promote the quick exchange of ideas. Buzz group ideas need to be followed by careful analysis that is reported to the large group. This analysis is sometimes done by the group as a whole, and sometimes done by a subgroup or a separate committee.

2. Procedural Steps in Using the Buzz Group

The teacher has to prepare everything before teaching process. Start from psychological until physical, example mental before teach the students, lesson plan, chose the topic, choose the media, and time allocation. Furthermore, the teacher should prepare everything before enter the class such as greet the students, check the students attendance list, give motivation and etc.

According to Brewer,E.W (1997) said that step process of teaching reading through Buzz Groups includes:

3. The Procedures of Teaching Reading by Using Buzz Group Technique
1. Pre-activities (10 minutes)
   a) The teacher prepared the reading texts.
   b) Before the teacher gave the explanation about the material to the students, the teachers asked them some questions that have relation with the material. The teacher gave motivation to the students by asking some questions about the material which going to study. It's mean that to know the prior knowledge of the students.

2. Whilst-activities (70 minutes)
a) Introducing the issue or problem to be discussed.
The teacher may choose to use a new text or material that the class will be reading. For instance, the teacher gives the

discussion text entitled **Pros and Cons of Loving Your Own Friends**

b) **Dividing the class into several groups.**
The teacher asked the students to make a group consist of 2-3 persons, Circular seating enhances the discussion of each group and helps the members of the group become better acquainted with each other to all students.

c) **Asking the groups to choose their own leader**
The group leader makes certain that the members of the group become acquainted with each other, leads the discussion, and tries to get all the members of the group to participate. Because the buzz groups are very small, with two or three members, so it's not necessary to select a group leader and recorder. In those cases, the teacher asks each group to appoint a spokesperson to present their information at the end of the buzz group session.

d) **Giving specified time allocation at the beginning.**
The teacher gave time allocation for each group from 2 to 15 minutes, to discuss the topic about Pros and Cons of Loving Your Own Friends. It's very familiar topic. Therefore, everyone in group was able to participate in the discussion and become acquainted with each other.

e) **Moving from group to group to stimulate the discussion works well**
The teacher moved from group to group to listen and, when necessary, raise questions to bring the discussion back on track. However, the teacher should be careful not to stay too long at any group so that the members will not direct their questions to him or her.

f) **Reconvening the groups into the large group**
At the 1 or 2 minute mark, the teacher warned the student that time is almost up. When the time has ended, the teacher reconvenes the group into the large group has reported.

g) **Asking students to get together to summarize their findings into a report on the topic discussed.**
The teacher asks the group to report their answers of five questions about **Pros and Cons of Loving Your Own Friend** in front of the class. The teacher makes certain that the members of the group become acquainted with each other, leads the discussion, and tries to get all the members of the group to participate.
The following the example discussion text with questions which teacher can use for implementing Buzz Group.

2. Method

A. Method of the Research

In this research, the researcher used quasi-experimental research. The study is conducted on sample of two groups: experimental group and controlled group. In this research, firstly the writer administered the pre-test to the sample students then the writer did the treatment to the experimental group. The last, the writer gave posttest to experimental group and control group.

01   X   02

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03   04

Where:
01   = Pre-test of experimental group
02   = Post-test of experimental group
X   = Treatment
03   = Pre-test of control group
04   = Post-test of control group

3. Findings and Discussion

a. **The Result of Pre-Test in Control Class**

In control class, the writer was given pre-test on Monday, August 6th, 2019. The total number of students in control class VIII.B were 25 students. The highest score

were 95 that reached by one tudents and the lowest was 50 reached by three students. The total score was 1725, and mean 69. The result of pre-test is represented in Table 12:

Table 12
The result of Pre-test of Control Class

No	Students' Initial	Pre-test		
		True	False	Score
1	AF	10	10	50
2	AR	10	10	50
3	ART	10	10	50
4	APJ	11	9	55
5	AH	13	7	65
6	BCL	15	5	75
7	GP	12	8	60
8	GS	15	5	75
9	HBS	13	7	65
10	ID	10	10	50
11	KF	18	2	90
12	MSDJ	13	7	65
13	MDK	16	4	80
14	MVVR	14	6	70
15	NA	14	6	70
16	PL	15	5	75
17	PIS	15	5	75
18	RDA	11	9	55
19	RA	13	7	65
20	SA	14	6	70
21	SI	12	8	60
22	TR	19	1	95
23	TA	17	3	85
24	DP	18	2	90
25	RA	17	3	85
Sum				1725
Mean				69

Table 13
Pre-test Scores' Distribution of Control Class

No	Score	Criteria	Score	
			Frequency	Precentage
1	>80	Very Good	6	24%
2	65-79	Good	11	44%
3	49-64	Average	8	32%
4	39-48	Poor	0	0%

5	<40	Fail	0	0%
Total			25	100%
Minimum Score			50	
Maximum Score			95	
Mean			69	

The table showed that in pre-test there were 6 (24%) students who in very good category, 11 (44%) students were in good category, 8 (32%) students were in average category, 0 (0%) students were in poor category and 0% students were in fail category. The total students of pre-test were 25 (100%) students.

b. The Result of Pre-test in Experimental Class

The students were given pre-test before being taught using buzz group technique which reliability had been tested before through try out test to the non-sampling class. In experimental class, the writer was given pre-test on Monday, august 6th, 2019. The total number of students in class VIII.A (experimental class) were 25 students. The highest score were 95 that reached by four students and the lowest was 50 reached by five students. The total score was 1775 and mean 71. The result of pre-test is shown in Table 14 and the pre-test scores' distribution of the experimental class is presented in Table 15:

Table 14
The result of Pre-test in Experimental Class

No	Students' Initial	Pre-test		
		True	False	Score
1	AFA	10	10	50
2	ARD	10	10	50
3	ATS	10	10	50
4	AR	13	10	65
5	AJS	11	9	55
6	APS	14	6	70
7	DPS	15	5	75
8	MDF	19	1	95

9	MNP	17	3	85
10	NGP	16	4	80
11	PA	15	5	75
12	PAR	14	6	70
13	RO	10	10	50
14	RHS	19	1	95
15	RH	10	10	50
16	RP	11	9	55
17	RDM	14	6	70
18	SR	15	5	75
19	SP	19	1	95
20	TWM	17	3	85
21	TMA	16	4	80
22	DA	15	5	75
23	SNR	12	8	60
24	SA	14	6	70
25	YAP	19	1	95
Sum				1775
Mean				71

Table 15
Pre-test Scores' Distribution of Experimental Class

No	Score	Criteria	Score	
			Frequency	Precentage
1	>80	Very Good	8	32%
2	65-79	Good	9	36%
3	49-64	Average	8	32%
4	39-48	Poor	0	0%
5	<40	Fail	0	0%
Total			25	100%
Minimum Score			50	
Maximum Score			95	
Mean			71	

The table shown that in pre-test of experimental group there were 8 (32%) students who in very good category, 9 (36%) students were in good category, 8 (32%) students were in average category, 0 (0%) students were in poor category and 0%

students were in fail category. The total students of pre-test were 25 students.

a. The Result of Post-test in Control Class

The post-test were given on Friday, 9th, 2019. The highest score were 95 that reached by four students and the lowest was 75 reached by nine students. The total score was 2050, and mean 82. The result of post-test is shown in Table 16 and the post-test scores' distribution of control class were presented in Table 17:

Table 16
The result Post-test in Control Class

No	Students' Initial	Post-test		
		True	False	Score
1	AF	15	5	75
2	AR	15	5	75
3	ART	18	2	90
4	APJ	19	1	95
5	AH	17	3	85
6	BCL	16	4	80
7	GP	15	5	75
8	GS	15	5	75
9	HBS	19	1	95
10	ID	19	1	95
11	KF	15	5	75
12	MSDJ	15	5	75
13	MDK	17	3	85
14	MVVR	16	4	80
15	NA	16	4	80
16	PL	16	4	80
17	PIS	13	7	65
18	RDA	17	3	85
19	RA	15	5	75
20	SA	16	4	80
21	SI	19	1	95
22	TR	15	5	75
23	TA	19	1	95
24	DP	18	2	90
25	RA	15	5	75
Sum				2050
Mean				82

Table 17
Post-test Scores' Distribution of Control Class

No	Score	Criteria	Score	
			Frequency	Precentage
1	>80	Very Good	15	60%
2	65-79	Good	10	40%
3	49-64	Average	0	0%
4	39-48	Poor	0	0%
5	<40	Fail	0	0%
Total			25	100%
Minimum Score			95	
Maximum Score			75	
Mean			82	

The table shown that in pre-test of experimental group there were 15 (60%) students who in very good category, 10 (40%) students were in good category, 0% (0%) students were in average category, 0% (0%) were in poor category and 0% (0%) students were in fail category.

b. The Result of Post-test in Experimental Class

The writer had given post-test on Saturday, august 10th 2019. The highest score were 95 reached by three student and the lowest was 75 reached by four student. The total score was 2115, and mean 84,6. The result of post-test is shown in Table 18 and the post-test scores' distribution of experimental class in Table 19:

Table 18
The Result of Post-test in Experimental Class

No	Students' Initial	Post-test		
		True	False	Score
1	AFA	17	3	85
2	ARD	15	5	75
3	ATS	16	4	80
4	AR	16	4	80
5	AJS	17	3	85
6	APS	18	2	90
7	DPS	17	3	85
8	MDF	17	3	85
9	MNP	19	1	95
10	NGP	18	2	90
11	PA	18	2	90
12	PAR	17	3	85
13	RO	15	5	75
14	RHS	15	5	75
15	RH	16	4	80
16	RP	16	4	80
17	RDM	17	3	85
18	SR	19	1	95
19	SP	17	3	85
20	TWM	19	1	95
21	TMA	17	3	85
22	DA	18	2	90
23	SNR	18	2	90
24	SA	15	5	75
25	YAP	16	4	80
Sum				2115
Mean				84,6

Table 19
Post-test Scores' Distribution of
Experimental Class

N o	Score	Criteria	Score	
			Frequency	Precentage
1	>80	Very Good	21	84%
2	65-79	Good	4	16%
3	49-64	Average	0	0%
4	39-48	Poor	0	0%
5	<40	Fail	0	0%
Total			25	100 %
Minimum Score			75	
Maximum Score			95	
Mean			84,6	

The table showed that in post-test there were 25 students. The table showed that in post-test there were 21 (84%) students who in very good category, 4 (16%) students were got good category, 0 (0%) students were in average and 0 (0%) were in poor category and 0(0%) were in fail category.

The Statistical Analysis

a. Paired Sample T-test of Experimental Class

Paired T-test were given to find out the significance differences in improving students' reading comprehension before and after teaching by using buzz group technique. It was counted by entering students' score of pre-test and post-test and then processed by using Paired Sample T-Test formula. The result is presented in Table 20:

Table 20
Paired Sample Test of Experimental Class
Paired Samples Test

	Paired Differences	T	df	

		Mean	Std. iation n	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
					Lower	Upper			
Pair 1	sesudah treatment - sebelum treatment	15,132	5,488	,890	13,328	16,935	16,997	24	,000

It described from table 20 the mean was 15,132 and the $t_{obtained}$ value of t-test was 16,997 at the significant level 0.05 with df (N-1) = 24 The critical value of t_{table} was 3,574 and the value of sig. (2-tailed) = 0,000 less than the significance level (0,05). So, the value of $t_{obtained}$ was higher than critical value of t_{table} (16.997 > 3.574). It's mean that there was a significant different of students' comprehension before and after treatment in experimental class.

b. Paired Sample T-test of Control Class

Paired T-test was given to calculate the result of pre-test and post-test. It's to find out the significance differences in improving students' reading comprehension before and after in control class. It was counted by entering students' score of pre-test and post-test in control class then processed by using Paired Sample T-Test formula. The result could be seen in Table 21:

Paired Sample Test of Control Class
Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper				
Pair 1	sesudah (control class) - sebelum (control class)	9,564	4,712	,754	8,037	11,091	12,677	24	,000

Based on the table 21, the writer found that the mean was 9.564 and the t_{obtain} value of t-test was 12.677 at the significant level 0.05 with df (N-1) = 24. The critical value of t_{table} was 3.566 and the value of sig. (2-tailed) = 0,000 less than the significance level (0,05). So, the value of $t_{obtained}$ was higher than critical value of t_{table} (12.677 > 3.566). Its mean that there was a significant different of students' reading comprehension in control class.

c. Independent T-test

To determine whether or not there was significant difference between the means of two independent samples, the writer used independent T-test. Data from the post-test also used to determine how the use of buzz group technique increased reading comprehension by comparing the achievement (post-test result) of the expeor not rimental group and control group. The result could be seen in Table 22:

Table 22
Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Value	Equal variances assumed	1,628	,206	8,122	48	,000	7,006	1,393	8,670	14,222
	Equal variances not assumed			8,188	70,184	,000	7,006	1,398	8,658	14,234

From the Table 22, the writer found the value of $t_{obtained}$ was 8,122. as significant level of 0.05 for 2 tailed testing and degree of freedom (df) was 48 the critical value of t_{table} 3,425 so, the value $t_{obtained}$ was higher than t_{table} (8,122> 3,425) and value of sig. (2-tailed) = 0.000 less than the value of significant level (0.05).

Based on the explanation, the writer concluded that alternative hypothesis (Ha) was accepted. So, it meant that there was significant improvement between the students who are taught by using buzz group technique and those who are not at SMP SENTOSA BAKTI BATURAJA.

INTERPRETATION OF THE RESEARCH

From the result of research finding, the writer expected that teaching reading by Buzz group technique at the eighth grade students' of SMP SENTOSA BAKTI BATURAJA could promote the students' reading comprehension. It meant that there was a significant improvement to the students who were taught by using buzz group technique. It could be seen from the computation formula of the t-test was found and the value of sig. (2-tailed) = 0,000 less then significance level of 0, 05. The Writer suggests Buzz Group to be one of best techniques to be implemented at class. The activities during The Buzz Group technique can increase students" confidence and also leads the students to be more active and more interested in learning reading. They can learn not only from the teacher but also their friends while the discussion comes up.

According to Ni'mah (2015:29) buzz group technique is a technique used as an Excellent means of getting total participation of students from small groups to a large group, which help students to dig their critical thinking dealing with some topics in their surroundings.

This research found that the used of Buzz Group technique as a technique in teaching and learning process especially in reading comprehension could make the students express their ideas and promote the student's reading comprehension. It was proved by the mean score was 71 then improved to be 84,6 And also, based on the result of independent t-test the writer found the value of $t_{obtained}$ was 8,122 as significant level of 0.05 for 2 tailed testing and degree of freedom (df) was 48 the critical value of t_{table} 3,425. The value $t_{obtained}$ was higher than t_{table} (8,122 > 3,425) and value of sig. (2-tailed) = 0.000 less than the value of significant level (0.05). So, the writer concluded that alternative hypothesis (Ha) was accepted. It meant that there was significant improvement between the students who was taught by using buzz group technique and those who was not at SMP SENTOSA BAKTI BATURAJA. Based on the result of this research, the writer concluded that Buzz group technique was effective to promote students' reading comprehension at the Eighth Grade students of SMP SENTOSA BAKTI BATURAJA.

4. Conclusion

The writer concluded that the implementation of Buzz group technique in teaching reading comprehension at the eighth Grade students of SMP SENTOSA BAKTI BATURAJA promote the student's comprehension. It could be seen from the result Independent T-Test the writer found the value of $t_{obtained}$ was 8,122. as significant level of 0.05 for 2 tailed testing and degree of freedom (df) was 48 the critical value of t_{table} 3,425 so, the value $t_{obtained}$ was higher than t_{table} (8,122> 3,425) and value of sig. (2-tailed) = 0.000 less than the value of significant level (0.05). Post-test was better than pre-test in experimental class. Therefore, the writer concluded that alternative hypothesis (Ha) was accepted. So, it meant that there was significant improvement between the students who are taught by using buzz group technique and those who are not at SMP SENTOSA BAKTI BATURAJA.

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