

BUZZ GROUP METHOD TO ENHANCE COOPERATION AMONG STUDENTS IN CLASSROOM

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ABSTRACT

This article describes the concept of using buzz group in classroom to enhance cooperation among students. Buzz group can be alternative method employed by educators (teachers or lecturers) to maximize small group work classroom activity. Buzz group can be applied by students to solve problems given during learning activities. By using buzz group, it is expected that each students has chance to share information each other in a small group work. Thus, the students can be acknowledged for their individual and group strength when they explore a topic given in a limited time.

Keywords: buzz group, teaching method, classroom activity, small group work

ABSTRAK

Artikel ini mendeskripsikan konsep penggunaan buzz grou dalam kelas untuk meningkatkan kerjasama antar siswa. Buzz group dapat menjadi metode alternatif yang digunakan oleh pendidik (guru atau dosen) untuk memaksimalkan aktivitas kelas dengan kelompok kerja kecil. Buzz group dapat diaplikasikan oleh siswa untuk memecahkan masalah yang diberikan selama kegiatan pembelajaran. Dengan menggunakan buzz group, diharapkan bahwa setia siswa memiliki kesempatan untuk saling membagi informasi dalam kelompok kerja kecil. Dengan demikian, kekuatan individu dan kelompok siswa dapat diakui ketika mereka mengeksplor topik yang diberikan dalam waktu yang terbatas.

Kata kunci : buzz group, metode mengajar, aktivitas kelas, kelompok kerja kecil

A. Introduction

Studying English as foreign language in Indonesia requires many aspects to support such as the learning goal, learning material and media, teaching method, and of course motivation from both students and educators. In studying English, students need to master the four language skills, namely listening, speaking, reading, and writing, which are necessary for students. The four language skills are divided into receptive and productive skill as stated by Milaningrum and Mulyanto (2016) that

reading and listening are said to be passive or receptive skills, while writing and speaking are said to be active and productive skills. Besides those skills, mastery vocabulary and understanding grammar or structure also become other aspects to be learned by students.

In teaching English, the method applied by the educators is an important thing that needs to consider. This is also implied by Samiudin (2016) as cited in Kusumaningsih and Suryani (2021) that learning methods which are not used appropriately with the teaching objective

will cause ineffective learning activities and will be obstacles to achieve the formulated learning objective. Different language skills shall require different teaching method in order to achieve the learning objectives or goals. Therefore, educators should prepare wisely the use of method in delivering the materials in the classroom activities, so that the students have correct comprehension of the materials given.

In this article is discussed one method that can be implemented by teachers or lecturers. Buzz group is a method dealing with small group work in the class which usually consists of 3 to 4 students to discuss a given topic in a limited time. In order to have more comprehension, below shall be discussed further how to apply buzz group in classroom activity.

B. Discussion

Buzz Group

Dr. Donald Phillips was the first who used buzz group at Michigan State University by dividing his large classes into six-member clusters and gave them topics to discuss within 6 minutes; thus, this later known as “Phillips 66” technique (“Concept of Buzz Group”, 2017). Buzz groups method is a small group discussion arranged to discuss a topic within a specific period of time and specific task such as generating ideas, solving problems or reaching a common viewpoint (Milaningrum and Mulyanto, 2016). In buzz group, the class is divided into small groups to have a brief discussion about a problem (Desemyati, 2020 as cited in Afifah, 2023). Buzz group is a large group created simultaneously in specified time and without any preparation into small discussion consists of 2 to 15 students to discuss a problem, theme, or issued (Puspa Sari, 2020). Buzz group is classified as a discussion activity since they require students to work in small groups rather than as a whole class and it allows students to discuss the same or other problems presented by the teacher (Fitriani and Pahliyani, n.d.).

From all above description, it can be concluded that buzz group is a small group that created simultaneously to discuss over a

same or different certain topics, issues, or problems in a given limited time for each group. The intention of giving time limitation is to force the students to think and response fast that can trigger their creative and critical thinking as well as their courage to speak in front of the class.

Recent Studies on Buzz Group

Many studies have been implemented on the use of buzz group for achieving the four language skills as elaborated in the next paragraph.

Buzz group can be implemented as teaching method for reading. A research conducted by Milaningrum and Mulyanto (2016) tried to compare the buzz group method with direct instruction method that focused on reading translation and task. The result showed that in buzz group method, students were encouraged to actively participate in reading discussions while also establishing positive interdependence within groups and developing communicative skills. Within groups, students can expand their expertise to overcome reading challenges. Another research by Helmy, Jufri, and Jufri (2019) proved significant result of using buzz group in teaching reading compared to conventional teaching technique. In buzz group, students were actively involved in reading discussion, fostering positive interdependence among groups, and developing communicative skill. In addition, they also can elaborate knowledge to solve the reading problems within the groups.

Moreover, buzz group also can be used to teach speaking skill. Puspa Sari (2020) in her research concluded that buzz group was effective to improve students' speaking ability. The students taught by using buzz group obtained higher score than students taught without buzz group. It also proved the hypothesis that the alternative analysis hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. While Fitriani and Pahliyani (n.d.) explained that in their research, which aimed to prove empirically the effect of buzz group on students' speaking ability, the experimental class taught using buzz group showed higher average value (63.5) in post-test while the

control class taught using memorization lower value (59.7) in post-test. This research also proved using buzz group to teach speaking is more effective than using the memorization method.

In relation with writing skill, some researches also have been implemented. One is by Pangaribuan and Manik (2018) conducted research on writing recount text using buzz group. The research showed that using buzz group allowed every student to express their ideas. They also learned to work in real-life situations where they should consider others' opinions. Another research by Larasanti and Marlina (2019) explained teaching writing analytical exposition text using buzz group. The students were divided into group consisting 3 to 6 people to discuss and gather information in a short time over a topic of analytical exposition text. This research suggested that buzz group assists teacher in teaching writing, helps students to find in writing activity, makes students participate actively during learning, and builds a positive interaction among the students.

Concerning listening skill, a research conducted by Muntaha (2016) compared between teaching listening using buzz group and lecturing method and degree of students' self-esteem. The result showed that it was more effective using buzz group than lecturing method. Buzz group helped the students with high self-esteem to have better listening achievement while lecturing method was effective for low self-esteem students.

From several researches above, it is clear that buzz group is very useful method to help educators in teaching the four language skills. Buzz group can be used to teach listening, speaking, reading, and writing. Moreover, students will gain confidence in expressing their opinions during discussions. Therefore, buzz group can be an alternative method to teach English in classroom.

Advantages of Buzz Group

Suprijanto (2017) as cited in Kusumaningsih and Suryani (2021) mentions several advantages of using buzz group.

1. The buzz group discussion approach may highlight attitudes, personality, values, emotional, mental, and spiritual well-being in order for students to study with excitement and enjoyment.
2. Students will be more involved in expressing their thoughts if learning is enjoyable.
3. There aren't too many students involved in the buzz group discussion approach. It consists of 3-4 people.
4. Learn to collaborate and communicate effectively with classmates while discussing the challenges assigned by the teacher.
5. Can teach students how to express themselves and build their bravery.
6. Several stages discussions help students remember information more easily and better understand what they have discussed.
7. When there are too many students in a class, some students are less likely to speak their opinions. Considering that not all students will be willing to say an opinion in front of their friends. If a student feels embarrassed, that will lead them to not understand the material they are learning in the class. This discussion-based teaching approach has a significant impact on how well students learn in class.

Marry Slattery and Jane Wilis (2009) as cited in Puspa Sari (2020) wrote the following advantages of the buzz group.

1. The students have more speaking opportunities.
2. The students actively ask and respond to questions.
3. The students can learn from one another.
4. The students become more confidence because they speak privately rather than in front of the entire class.

Moreover, Brewer (1997) as cited in Pangaribuan and Manik (2018) also elaborated the advantages, disadvantages, and limitation of the buzz group. The advantages such as 1) it facilitates the expression of everyone's ideas, 2) teaches participants how to work in situations where other people's opinions are taken into

account, 3) it paves the way for discussion to begin, 4) and it is useful for handling contentious issues because members are expressing their opinions. However, the disadvantages are 1) effectiveness of the group may be lowered by the immature behavior of a few, 2) it may not be effective for younger groups or groups that know each other well to take each other's opinions seriously, 3) dealing with very large groups can be time-consuming. While the limitations are 1) in order to keep the group on topic, the teacher must adequately prepare the group, 2) this method should only be used as a supplement to other teaching techniques.

Thus, from those advantages written above, it can be summarized that buzz group can help students interact each other within small group and express their opinions on a larger group. This of course can improve their communication, so that they can participate in each other's learning.

Implementing Buzz Group in the Classroom

Barkley as cited in Puspa Sari (2020) writes the procedure of using buzz group.

1. After dividing the class into groups, specify the discussion guidelines and time constraints.
2. Requesting ideas from the group's participants to respond to the cues.
3. Monitoring the groups' level of engagement and attention to the pinned topic on a regular basis.
4. Telling the students to come back to the class discussion and repeat the signal to begin.

Wachidatun (2015) as cited also in Puspa Sari (2020) mentions the main steps to use buzz group.

1. Assign students to various groups; indicate the topic of the discussion and the time allocated for it.
2. Request that each group member presents their argument in response to the instructions.

3. Check periodically to see if all of the groups are still actively participating in the discussion and keeping their attention on the assigned topic or theme.
4. If the discussion has out from the topic and the allocated time, shorten it.
5. If each group is still debating the subject but the time is up, think about extending the time limit by a few minutes.
6. Instruct students to get back to the class discussion as you lead the students back to it.

While Pangaribuan and Manik (2018) illustrated the procedure of conducting buzz group as the following figure.



Figure 1. The Procedure of Buzz Group

C. Conclusion

Buzz group can be considered as a good teaching method. It is an effective method to train the students to cooperate in small group discussion as in cooperative learning model. In addition, buzz group is very useful and practical in a larger classes and it can make shyer students to become more active and participate in a group discussion. Moreover, buzz group offer opportunity for students to express their minds since each student has chance to give their comments and ideas in their buzz groups.

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