THE EFFECTIVENESS OF CLASS DISCUSSION LEARNING METHOD BY USING CISCO WEBEX APPLICATION AT THE ENGLISH LANGUAGE DEPARTMENT OF UNIVERSITY OF MUHAMMADIYAH TANGERANG

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Abstract

This study aims to determine the effectiveness of class discussion learning models using the Cisco Webex application in improving students' speaking skills and learning outcomes at the University of Muhammadiyah Tangerang. The research method was used as a quasi-experimental research method with the research samples were students who took the speaking subject in the English Study Program. The research design used pretestpretest and posttest control group design. A different test was conducted to measure the differences in the effectiveness of using learning media of the Cisco Webex application and using other applications learning media based on learning outcomes. It can be concluded that the class discussion method's level of effectiveness using the Cisco Webex application learning media in the experiment class is higher than that of the control class using other applications learning media $82.25 > 80.52$.

Keywords: Class discussion, speaking skills, learning media, Cisco Webex, learning outcomes.

In daily life, humans certainly need a means of the language used to communicate or interact socially. According to Chaer and Agustina (2004: 14), the function of language is as a tool to interact or as a communication tool in the sense that language is used to convey information, thoughts, ideas, feelings, or concepts. Therefore, everyone is required to be able to speak (Musaba, 2012: 2). Following its function, language has a role as the delivery of messages between humans and other humans. Kridalaksana (1993: 21) conveys that language is an arbiter sound-symbol system used by members of a community to collaborate, interact, and identify themselves.

In language, humans or speakers need to pay attention to the politeness of language when communicating. The purpose of the speaker to use politeness, including politeness in language, is to make the atmosphere of interaction visible pleasant, non-threatening, and effective (Zamzani, et al., 2011: 35). Besides, another purpose of paying attention to the politeness of the language when interacting is so that humans can use polite language and not make mistakes while communicating so that the speaker and interlocutor can establish good communication. Therefore, the rules governing speakers and interlocutors are needed in interaction. These rules can be seen in the politeness principle of language proposed by Leech (in Rahardi, 2005: 59-60) which divides the politeness principle into six, namely the maxim of wisdom, the maxim of generosity, maxim of appreciation, maxim of simplicity, maxim of agreement, and maxim of sympathy. Language errors often occur during the process of communication and interaction between humans. Language errors

in communication and interaction can occur in official or informal forums. On-campus, which is a place or institution for learning and teaching as well as a place to receive and give lessons, it turns out that there are still often errors in politeness in language. This can be seen when teaching and learning activities are taking place and activities that occur around the campus environment.

The politeness of the language is also an essential aspect to shape one's character and attitude. A person's character and personality can be known from the language used in speaking to others.

Speaking skills are necessary when communicating in class so that the communication process between lecturers and students, students, and students can be well established. Learning activities related to speaking skills include activities to discuss, telling the stories, asking questions, expressing ideas, and responding to learning problems.

Problems that are often found in students in speaking skills, one of which is during class discussions. Discussion activity seeks to express ideas, ideas, or exchange ideas about an issue that is the topic of discussion. In discussions, students often use less polite language or words when expressing their opinions.

Therefore, learning activities are very much needed on how to discuss politely and the right choice of words when talking to others. Discussion is also one of the activities or parts of speaking skills that also need attention.

In line with the development of science and technology, the issue of education is increasingly gaining attention from all parties, both from the government and from the community. Education plays a vital role in producing a quality generation of the nation for the nation's future. Quality human beings are expected to be formed through education so that they can meet the demands of society and national development; this is in line with one of the missions of the establishment of the Republic of Indonesia based on the *Pancasila* and the 1945 Constitution, which is to educate the nation's life.

The government has tried to continue to improve the quality of education in Indonesia. This is in line with the objectives of national education listed in the Law of the Republic of Indonesia Number 20 the Year 2003 Chapter II article 3. According to the Ministry of Education and Culture of the Republic of Indonesia, national education functions to develop capabilities and forming the character and civilization of a dignified nation in order to educate the nation's life aims to develop the potential of students to become people of faith and devotion to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and become democratic citizens and responsible.

The purpose of this national education will be achieved if all parties participate in supporting the progress of education, both by the government, lecturers as educators and the community. A lecturer has a crucial role in determining the success of learning carried out. The success of a learning process is also influenced by, among other things, learning resources, and a pleasant learning atmosphere; therefore, good classroom management is also needed by choosing the right learning model. Nevertheless, so far, the learning model used has not adequately provided opportunities for students to develop skills and understanding independently so that the knowledge obtained is more firmly embedded in their minds.

The more so, with the Covid 19 outbreak that struck our country, the process learning must also be combined and combined with adequate technology to support the learning process so that it can run effectively even if separated by distance. One application often used in the distance learning process (PJJ) is the Cisco Webex application.

WebEx is an online application developed by Cisco that makes it easier for users to collaborate through images, video, and sound from anywhere. WebEx combines communication by telephone with a display on a screen computer. No hardware must be purchased, nor software that must be downloaded. With this application, both companies and individual users can reduce

operational costs and make work more efficient. This Webex is perfect for seeing and directly following distance learning (PJJ) that can be done by instructors and participants from different places wherever they can discuss online and face to face. Webex has several advantages in terms of features, performance, and mobility.

Based on the background above, the researcher is motivated to conduct the research that will be covered with two aspects to be studied, namely the effectiveness of class discussion student learning using the Cisco Webex application and the mastery of student speaking learning through the application of the class discussion model using the Cisco Webex application.

a. Problem of the research

How effective the use of the class discussion learning model by using the Cisco Webex application learning media in improving students' speaking skills and the quality learning outcomes of English study program students at the University of Muhammadiyah Tangerang?

b. Objectives of the research

The objectives of this study were: Knowing the effectiveness of the use of class discussion learning model by using the Cisco Webex application learning media in improving students' speaking skills and the quality learning outcomes of the English language study program of the University of Muhammadiyah Tangerang?

Literature Review

a. Learning

According to Sugandi et al (2004), learning is a translation of the

word *instruction,* which means *self-instruction* (from internal) and *external instructions* (from external). Learning that is external, among others, comes from the teacher called teaching. In learning that is external, the principles of learning will automatically become learning principles.

b. The effectiveness

Permata Wesha (1992: 148) The definition of effectiveness according to Permata Wesha is the condition or the ability of a work done successfully by humans to provide the expected benefits to see work effectiveness which is generally used by four types of considerations, namely: Economic considerations, physiological considerations, psychological considerations, and social considerations.

c. Class Discussion

Ibrahim (2003: 106), class discussion is exchanging information, opinions, and elements of experience regularly intending to get a more precise and more accurate mutual understanding of the problem or topic being discussed.

d. Learning Outcomes

Learning is a relatively permanent change in behavior, knowledge, and the ability to think gained through experience (Sardiman, 2000). Definition of Learning Outcomes, In essence, student learning outcomes are changes covering the cognitive, affective, and psychomotor fields oriented towards the teaching and learning process experienced by students (Nana Sudjana, 2005).

e. Previous research

The study results were in the form of instrument test results and pretestpretest and posttest t-test results. The validity of the items analyzed by the product-moment formula consulted with the table of product-moment r at the 95% confidence level was rtable = 0.361. There were 17 valid questions, but the valid questions do not represent all indicators. To fulfill the representation of all the indicators, the researcher added three questions from the tested questions so that the questions that will be used to measure student achievement can represent all the indicators. The reliability of the instrument at a 95% confidence level was obtained by a count of

0.81, where the level of reliability was very high.

The data were homogeneous based on the F-test and normally based on the test *squared.* Based on the t-test analysis results with a significant level of 5%, the count was 2.23. This t-count value was then compared with the table value with dk = 28 + 29 - 2 = 55. The table value obtained at a significant level of 5% and the one-party test is 1,684. Because the value of tcount (2.23) was greater than the value of ttable (1,684), Ho was rejected, and Ha was accepted. This shows that the classroom discussion learning model with the technique *buzz* group gives a significantly better influence than the lecture method on the learning achievement of chemistry in the subject matter of hydrocarbon in class X semester 2 of SMAN 1 Gunung Sari in the academic year 2011/2012.

f. Hypothesis

The hypothesis of this study is: The effectiveness of using learning models of *the class discussion* by using the Cisco Webex application learning media is higher than that the use of instructional media that use applications other than Cisco Webex in improving student learning outcomes in English study programs at the University of Muhammadiyah Tangerang.

METHOD

This research focused on the extent of the effectiveness of using the model learning *class discussion* by using the Cisco Webex application learning media was higher than the use of instructional media that use applications other than Cisco Webex. Judging from its purpose, this study included experimental research, the research conducted by providing specific treatment of the subject of the study concerned using the pretest-posttest control group design experiment design. The experiment group was given cisco Webex learning media, and the control group was given another application.

Furthermore, to determine the effectiveness of applying the Cisco Webex application in learning, the researcher has used the *N-gain* score test to calculate and analyze the differences between the pretestpretest and posttest scores. Using a *Normalized gain* or *N-gain* score can determine the effectiveness of the use or application of a particular method or treatment in this research.

Tabel 1. Formulation Of The Research

Group	PretestPretest	Treatment	Posttest
EG	V1	X1	V2
CG	V3	X2	V4

Note:

EG: Experiment Group

CG: Control Group

V1: Experiment Class before being given treatment

V3: Control Class before being treated

X1: Treatment with class discussion method using Cisco Webex

X2: Treatment with class discussion method using other applications

V2: Experiment class after being given treatment

V4: Control Class after being treated

a. Population and Samples

The populations were the students of the English Department program. The sample consisted of 25 students and 25 female students, and in total, there were 50 people.

b. Place and Time of research

This research was conducted at the Faculty of Teacher Training and Education in English Language Study Program, University of Muhammadiyah Tangerang. His research was conducted in

February 2020 until April 2020.

RESULTS AND DISCUSSION

a. Results of data processing

After processing the data from the answers of the experiment class and control class respondents, the average value obtained as the table below:

Score	Experiment Class	Control Class
PretestPretest average	52.90	53.15
Posttest average	82.25	80.52

b. Normality Test

From the results of the normality test calculation for the experiment class p values = 0.506 and for, the control class p values = 0.347 obtained. By comparing the value of $\alpha = 0.05$, then for the experiment class $p = 0.506 > \alpha$ (0.05) and the control class $p = 0.347 < \alpha$ (0.05), so it can be concluded the results of the two classes were normally distributed.

	Sig. (P)	α	Conclusion
Experiment	0.299	0.05	Normal
Control	0.225		Normal

c. Gain data

Based on the data of the pretestpretest and posttest values in the experiment class and the control class, it could be concluded that the effectiveness of the discussion method by using the Cisco Webex application learning media in the experiment class was higher than the control class using the class discussion using another application.

Class	PreTest Average	PostTest Average	Gain	Criteria
Experiment Class	52.90	82.25	0.62	Normal
Control Class	53.15	80.52	0.58	Normal

CONCLUSION

Based on the results of the data processing with the pretestpretest and posttest values in the experiment class and the control class as well as the hypothesis testing process, it is concluded that the level the effectiveness of class discussion method by using the Cisco Webex application learning media in the experiment class is higher than the control class 82.25 > 80.52.

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