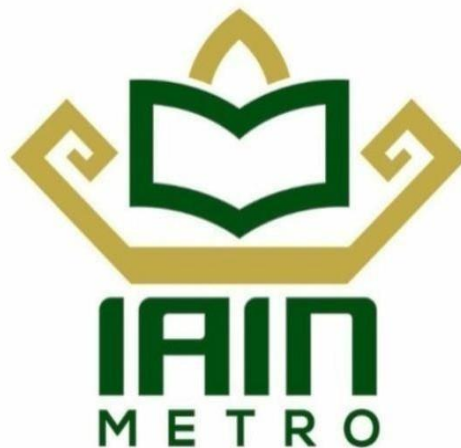


AN UNDERGRADUATE THESIS

**THE EFFECT OF USING BUZZ GROUP METHOD ON
STUDENTS READING SKILL OF THE SEVEN GRADERS
AT SMP TMI ROUDLOTUL QUR'AN METRO**

BY :

**Deva Tanaroro Hisyami
St. Number 2001051006**



**Tarbiyah And Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

AN UNDERGRADUATE THESIS

**THE EFFECT OF USING BUZZ GROUP METHOD ON
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AT SMP TMI ROUDLOTUL QUR'AN METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Education Department

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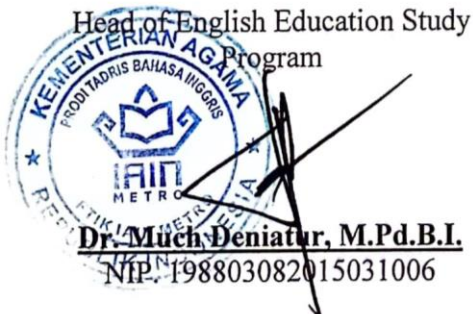
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE EFFECT OF USING BUZZ GROUP METHOD ON STUDENTS READING SKILL OF THE SEVEN GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO . Written by Deva Tanaroro Hisyami , student number 2001051006. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, May 16th 2024 at 14.00 - 16.00 p.m.

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**THE EFFECT OF USING BUZZ GROUP METHOD ON
STUDENTS READING SKILL OF THE SEVEN GRADERS
AT SMP TMI ROUDLOTUL QUR'AN METRO**

ABSTRACT

BY

DEVA TANARORO HISYAMI

The purpose of this study was to determine the effect of the buzz group method on students' reading skills of seventh grade students of SMP TMI Roudlotul Qur'an Metro on descriptive text using buzz group learning method. Overall, students participated relevantly in the learning process of descriptive text through small group and large group discussions. A total of 27 seventh grade students of SMP TMI Roudlotul Qur'an Metro participated in the learning process with the buzz group learning method. In other words, based on data analysis, the t-Test value with one sample t-Test of 0.000 is smaller than $\alpha = 0.05$. So, there is a significant difference in learning outcomes between the experimental class and other classes. This means that the use of learning treatment using the buzz group method has a positive influence in the learning process of students' reading skill. Thus, it can be concluded that the Buzz Group learning method can have an effect the activity and learning outcomes of students in class VII of SMP TMI Roudlotul Qur'an Metro.

Keywords : Effect , Learning Method , Buzz Group

**PENGARUH PENGGUNAAN METODE BUZZ GROUP TERHADAP
KEMAMPUAN MEMBACA SISWA KELAS VIII SMP TMI
ROUDLOTUL QUR'AN METRO**

ABSTRAK

OLEH

DEVA TANARORO HISYAMI

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode buzz group terhadap kemampuan membaca siswa kelas VII SMP TMI Roudlotul Qur'an Metro pada materi descriptive text dengan menggunakan metode pembelajaran buzz group. Secara keseluruhan, siswa berpartisipasi secara relevan dalam proses pembelajaran teks deskriptif melalui diskusi kelompok kecil dan kelompok besar. Sebanyak 27 siswa kelas VII SMP TMI Roudlotul Qur'an Metro berpartisipasi dalam proses pembelajaran dengan metode pembelajaran buzz group. Dengan kata lain, berdasarkan analisis data diperoleh nilai t-Test dengan one sample t-Test sebesar 0,000 lebih kecil dari $\alpha = 0,05$. Jadi, terdapat perbedaan hasil belajar yang signifikan antara kelas eksperimen dengan kelas lainnya. Hal ini berarti bahwa penggunaan perlakuan pembelajaran dengan menggunakan metode buzz group memberikan pengaruh yang positif dalam proses pembelajaran terhadap kemampuan membaca siswa. Dengan demikian, dapat disimpulkan bahwa metode pembelajaran Buzz Group dapat memberikan pengaruh terhadap aktivitas dan hasil belajar siswa kelas VII SMP TMI Roudlotul Qur'an Metro.

Kata Kunci : Efek, , Metode Pembelajaran , Buzz Group

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MOTTOS

..... وَلَا تَأْيِسُوا مِّن رَّوْحِ اللَّهِ إِنَّهُ لَا يَأْيِسُ مِّن رَّوْحِ اللَّهِ إِلَّا
الْقَوْمُ الْكَافِرُونَ ٨٧.....

"And do not despair of the mercy of Allah. Verily, none despairs of the mercy of Allah but those who disbelieve." (Q.S Yusuf: 87)

Nobody Can Turn Back the Time
The Future Depends on What You Do Today
(Wise Word)

DEDICATION PAGE

I dedicate this undergraduate thesis to :

1. My beloved parents, Mr. Muhammad Farid Hisam and Mrs. Marta Ervaliani who always support me in finishing this thesis.
2. My beloved all of my family.
3. My beloved all of my teacher who have given their prayers and support, Ust. Mustamar Aziz, S.H Al-Hafidz.
4. My best friends, they are Reni Amelia, Fadilla Rindiani, Merlin Jhean Aura, and Eva Anggun Widyaningsih who always help me in finishing this thesis.
5. My almamater Islamic boarding school Of Roudlotul Qur'an.
6. My almamater IAIN Metro.

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In the name of Allah SWT, the Most Compassionate, the Most Merciful. All praise is due to Allah SWT, the Lord of the universe, for His extraordinary mercy and grace so that the writer can complete this research report.

Sholawat and greetings from the author to the Great Prophet Muhammad SAW whom we look forward to his intercession in the final yaumul.

Researcher does not forget to express her gratitude to those who have contributed to the preparation of this report. This research report is entitled "THE EFFECT OF USING BUZZ GROUP METHOD ON STUDENTS READING SKILL OF THE SEVEN GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO", submitted to fulfill one of the requirements in completing the Bachelor of Strata One (S1) Program at the English Education Department, Faculty of Tarbiyah and Teacher Science, State Islamic Institute (IAIN) Metro Lampung. Many parties have provided input to perfect this research report. Regarding to the undergraduate thesis, the researcher offers big thanks for:

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Hopefully, this undergraduate thesis would give a positive contribution to the educational development or those who want to carry out further research.

Metro, Mei 2024
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Deva Tanaroro Hisyami
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading skill is complex, and a clear understanding of its component processes is necessary to effectively and efficiently address difficulties. Readers find it important to use reading method in order to examine English texts more effectively. Subsequently, students seem to learn most effectively in school situations when the end result of reading is actually supported and or guided by a trainer¹.

In fact, some researchers suggest that contextual elements in the classroom may influence what readers find interesting and important response to this effort, the trainer will innovate his tutoring methods to create a good atmosphere, improve students' reading comprehension skills, and make the English class more exciting. Teachers must be able to create interesting material and apply technology that interests students in the teaching process and know how to apply it. The influence of English teachers' materials and techniques on the teaching and learning process is crucial, as students have a greater interest in listening to the lectures²

Furthermore, one of the best ways to learn to read is to use the buzz group method. The buzz group method involves a team of 4 to 6 students who assemble quickly and spontaneously to answer lessons and related questions,

¹ Kristen L. McMaster Panayiota Kendeou and Theodore J. Christ, "Reading Comprehension: Core Components and Processes," 2016 3, no. (1) : 2, <https://doi.org/10.1177/2372732215624707> bbs.sagepub.com.

² Peiman Abbasi, *Reading Skill*, 2021, 4.

generating ideas from large group feedback and community. In other words, it is a small group discussion formed for a specific task, such as generating ideas, solving a problem, or developing a general view of an issue, and then having a whole-class discussion in a larger group to explore the issue within a specific group period.

Commonly, one way to deepen discussion of texts and share experiences with students is through group interaction. Group interaction in the buzz group method is an effective problem solver because, while interacting, other people help to bring ideas and perspectives to the solution of the problem. When one person provides an answer to a question, he/she suggests another member of the group for further analysis. This already makes other students hone their thinking by giving feedback or sharing their different ideas. Students will interact with each other as they discuss the text. You can exchange general ideas or topics of text. By exchanging ideas with each other, they understand the content of the text.

Meanwhile, buzz group method is useful for teaching reading because it provides equal space and flexibility for each student to share their thoughts. As a result, every student has the opportunity to participate in a conversation to address the problem of reading the text. Students can apply their knowledge and convey it to their friends. In addition, they can communicate with each other to solve problems. This will also help the learning of less ability students.³

³ Dian Hapsari and M. Sayid Wijaya, "Comprehending Personal Experience: Implementing Buzz Group in Teaching Reading," *Pedagogy: Journal of English Language Teaching* 7, no. 1

Commonly, students who use the buzz group method learn on their own, learn more, feel more confident and committed, love the class, become mentors to other students, and develop into independent learners. They can utilize their expertise and pass it on to their friends. With the help of this method, students can help each other in small groups before joining a larger group (class discussion). The teacher asks a spokesperson from each buzz group to report to the whole class after the students have had a chance to discuss in small groups. Each group has the opportunity to discuss ideas related to the text and the questions given by the teacher.

In addition, students' ability to read is also influenced by teaching strategies as well as their motivation to learn. The motivation behind a person's actions, is their desire to satisfy their wants. Therefore, the motivation component has a significant impact on how engaged children are in reading. To understand what you read, you need to pay close attention. Successful reading is determined in addition to concentration, vocabulary, interest and resources.

Furthermore, one needs the skills and willingness to read was in order to understand what they read. All language learning should start with a strong drive for students to excel. Without high enthusiasm for learning English, comprehension of the subject matter will also not be maximized. It has been proposed that construction is an important step in raising children who will become readers. If students have not read the printed material, then is

unreasonable to expect them to understand it. It is also irrational to anticipate that they will be motivated to read on their own.⁴

Few of the several models of reading education that have been proposed take into account the significance of motivation. In reality, attempts to increase reading comprehension using the Buzz Group method appear to place an undue emphasis on the technical parts of reading without exploring the emotional or psychological components, particularly motivation.

Moreover, the researcher observed the seven graders students of SMP TMI Roudlatul Qur'an Metro. It was found that although the students were outstanding readers, they had problems low score on reading the text .

Table 1.
The Data From Reading a Story

MCC	Score	Percents	Description
70	>70	45%	Complete
70	<70	55%	Incomplete
Total		100%	

Based on the above data, in line with the reading problem experienced by the students of the seven graders of SMP TMI Roudlotul Qur'an Metro above, it is necessary to have an effective effort to improve the reading. The researcher conduct a research title "The effect of using the buzz group method on students reading skill of the seven graders at SMP TMI Roudlotul Qur'an Metro".

⁴ Berliana Kusumaningsih and Ela Suryani, "The Effectiveness Of The Buzz Group Discussion Methods On Improving The Collaboration Of Basic School Students," *International Journal of Global Accounting, Management, Education, and Entrepreneurship* 2, no. 1 : 1, <https://doi.org/10.48024/ijgame2.v1i1.12>.

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The students look bored while studying.
2. The students have low score in reading skill.
3. The students lack of confidence

C. Problem Limitation

There are many problems related to the effect of learning on reading, but researcher will only focus on have low score on student reading skill.

D. Problem Formulation

The problem formulation of the research is follows: “ Is there any positive and significant effect of using the buzz group method on student reading skill of the seven graders at SMP TMI Roudlotul Qur’an Metro?”

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of the research is to find out whether there is the effect of using buzz group method on students reading skill of the seven graders at SMP TMI Roudlotul Qur’an Metro.

2. Benefit of the Study

The benefits of this study are as follows :

- a. For the Students
 - 1) Students can improve cooperation.
 - 2) Train students' reading skill and foster students confidence.

3) Students can develop their knowledge from the text they read.

b. For the Teacher

1) To contribute ideas to teachers, especially English teachers at SMP TMI Roudlotul Qur'an Metro to develop more effective and efficient learning methods.

2) Teachers can find out the effect of the buzz groups method on reading of student learning outcomes.

c. For the Headmaster

The result of this study could be used as an effort to increase the activeness of teaching and learning generally in English subject especially in reading skill.

F. Prior Research

There are three previous studies that researchers took related to this study. The first was conducted by Fandi Ardiansyah Budikafa in July 2017 with the title "Effectiveness of Buzz Group method in Teaching Reading at SMP Negeri 10 Kendari in 2017/2018 School Year.". Based on the research findings, it can be said that this study is to find out whether there is a significant difference between the students of SMP Negeri 10 Kendari who are taught by using the learning strategy by using the buzz group method and those who are in the 2017-2018 school year in terms of improving reading skills. The result obtained from this study is that the reading comprehension of students taught by using Buzz Group technique is not significantly different from students taught by using Contextual method.

However, the Buzz Group method can have a greater impact on students' learning skill.⁵

The second is that researchers found that Buzz Groups can be used to develop and motivate students' reading comprehension. This study purposes to help students improve their reading comprehension by using Buzz Group. English teachers should provide interesting activities and materials, to prevent students from boredom and encourage students' attention in learning English, especially in reading. The result of this study is that learning by using the Buzz Group method is a good method to help students improve their reading skill.⁶

The third research was conducted by Berliana Kusumaningsih in January 2019 with the title "The Effectiveness of the Buzz Group Discussion Method on Increasing Cooperation of Elementary School Students". The purpose of this study was to see the significant effect of the buzz group discussion method on the cooperation of grade V elementary school students. Based on the results of the study, the data obtained showed that there was an effect of the buzz group discussion method on the cooperation of grade V elementary school students. The final data used in this study is to determine the increase in student cooperation using the buzz group discussion method. The average pretest score in the control class was lower than the experimental

⁵ Fandi Ardiansyah Budikafa and Asrun Lio, "Effectiveness of Buzz Group Method in the Teaching of Reading At SMP Negeri 10 Kendari," *Journal of Language Education and Educational Technology* 2, no. 1 (2017): 4.

⁶ Hapsari Dian and M. Sayid Wijaya, "Comprehending Personal Experience Implementing Buzz Group in Teaching Reading," *Pedagogy : Journal of English Language Teaching* 7, no. 1 (July 4, 2019): 11.

class. Then at the time of giving the posttest, the score in the experimental class increased compared to the control class. This is because it is influenced by differences in learning treatments in the two classes. Students in the control class used the large group discussion method while the experimental class students used the buzz group discussion method.

This can be seen that there is a significant effect of the buzz group discussion method on students' collaboration abilities. When using the buzz group discussion method, students look more active when discussing so that learning runs effectively. This is reinforced by research conducted by Daslinar (2019) which states that buzz groups can provide opportunities for students to discuss their ideas with a group of friends. This is important because students begin to build their knowledge with their group of friends so that students better understand what they are learning and increase their cooperation in group discussions.⁷

The similarity of the three studies conducted previously with the research to be carried out is to use the same method, namely the buzz group method to improve the quality of student learning. The difference between the three previous studies and the research conducted is the location, time, purpose and reading context of the research. Research with the buzz group method in this class is very important to do as a means of increasing students' interest in learning so as not to get bored in class, and make students more

⁷ Berliana Kusumaningsih and Ela Suryani, "The Effectiveness Of The Buzz Group Discussion Methods On Improving The Collaboration Of Basic School Students," *International Journal of Global Accounting, Management, Education, and Entrepreneurship (IJGAME2)* 2, no. 1 (April 2, 2021): 4.

confident in expressing opinions in class.

Based on the both study above the research can conclude that buzz group method has the big effect for the students' in reading . The research hopes that buzz group method can be the effective learning for the students' reading mastery.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Reading Skill

1. The Definition of Reading Skill

The Definition of Reading is useful for language acquisition. Provided that students more or less understand what they read. The more they read, the better they get on it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and on their writing. In other word, by reading besides we get information from the text also can improves our knowledge, spelling and writing.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read⁵. It mean that reading is the process to get inferred meaning of the words or phrases that is written.⁸

Jhonson defines that reading is constantly developing skill. Reading skill can be better by practicing. Reading also is the act linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading.⁹ Of course, all information that is gained by reading is represented in written forms. So, the purpose of reading activity is to

⁸ Ratna Sari Dewi et al., "Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta," 2020, 10, <https://repository.uinjkt.ac.id/dspace/handle/123456789/50885>.

⁹ Parlindungan Pardede, "A Review on Reading Theories and Its Implication to the Teaching of Reading," 2008, 3.

recognize the meaning of words and phrases of the reading passages.

Based on the definition of the expert above, it can be get the conclusion that reading is cognitive activity that comprise process of constricting meaning by the the interaction previous knowledge and experience to get meaningful message from the writer to reader to get information or ideas, fact, and experiences from the text, book, newspaper, magazine, and other.

According to Alyousef, reading can be seen as an interactive process between the reader and the text that leads to automaticity or fluency. In this process, the reader interacts dynamically with the text as he tries to gain information about the meaning of the text¹⁰. In addition, Tarigan, states that reading is defined as a process carried out by the reader to capture the author's messages. Reading is one skill that commonly used for Indonesian students, who learn English as foreign language. It cannot be denied that in Indonesian students' real life, the portion for applying their reading skill is bigger than the other skills. Having conversation or oral communication in English becomes a part of classroom activities only for students. It is not every student get the chance to apply their speaking skill in their daily life or to speak with native speakers.

¹⁰ Jasmin S Villanueva Sarah B Velasco, "Development and Validation of a Reading Comprehension Scale," *E-PALLI, DELAWARE, USA*, 2022, 1, no. 1 : 4.

Besides, reading is also considered as essential for students because of several factors¹¹. First, reading was effect their ability in communication in both oral and written form. Knowledge is acquired from reading is one keypoint of fluency in communicating. Second, in the academic context, it is used to learn and gain access to explanation and information which then used to be interpreted in academic settings, for example in academic writing and presentation. Last, US Department of Education, (2005) emphasizes that through reading, one has access to a wide range of knowledge found in various reading materials like academic books, magazines, newspapers and journals.

This statement implies the wide area of reading skill to be used by the students. The above reasons are enough to put the reading as the main skill to be mastered by the students, especially foreign language students. However, reading is not a simple activity. It is more than pronouncing words in the text correctly or knowing the translation of words in a passage, but understanding all the components of the texts.

2. The Kinds of Reading Abilities

Pearson and Nicholson categorized reading ability into two categories namely, literal reading ability, interpretation reading ability.¹²

¹¹ Boeriswati Endry Rombot Olifia and Suparman M. Atwi, "Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning," 2020 7, no. (1) : 7, <http://dx.doi.org/10.24235/al.ibtida.snj.v7i1.6045>.

¹² Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015)," *Linguists : Journal Of Linguistics and Language Teaching* 3, no. 1 (July 1, 2016): 3, <https://doi.org/10.29300/ling.v3i1.102>.

a. Literal Reading Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading.

For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

Throughout the elementary grades and high school, practice in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used:

- 1) Multiple-choice exercises
- 2) Statements of truth and falsehood
- 3) Direct text-based factual questions
- 4) Complete sentence

It can be concluded that the ability to read word for word includes the use of objective techniques in standardized tests, informal tests, discussions, and assignments to practice word for word comprehension, but little or no development of the skill to use thinking skills to gain deeper meaning.

b. Interpretive reading skills

Interpretation is a very useful category of thinking skills that should be emphasized when reading. The term is used broadly enough

to cover all thinking skills. Generally can make student think more.

It can be said that interpretation requires more depth than literal understanding. For example, in the third lesson, students read a story about a ship. There is a sentence in it: "The captain threw himself on the roof of the cabin." The teacher asked: "Where did the captain throw himself?" This is a literal skill problem. Instead, she could have used a question that does given the children a chance to think. She might have said, "Can you give a reason why he went up on the roof?" or, "The sentence says he swung himself up on the roof.

This is a very simple example. As children progress through the senior grades and high school, texts become more complex, and as teachers of all disciplines look for ways to encourage students to use their thinking skills, opportunities to interpret experiences multiply rapidly. Interpretation is a set of different thinking skills such as:

- 1) Make a generalization
- 2) Causal Argument
- 3) End of prediction
- 4) To compare
- 5) Determine Motivation
- 6) Discover relationships.

3. Reading Assessment

Assessment is a student's assessment of their ability in a particular field that aims to analyze the extent to which students are able to master

the specific field being tested.¹³

There are two kinds of assessments; they are formative assessment and summative assessment. Formative Assessment is the assessment that is done to evaluate students' progress in learning; while Summative Assessment will be done to evaluate students' performance at the end of the lessons.

Assessing reading skill should be done by valid instrument and with the appropriate band of score. Below is the band score of the reading skill:

Table 2
Reading Performance Band Score Criteria a Story Text

No.	Criteria	Excellent	Good	Enough	Need Guidance
		4	3	2	1
1.	fluency in reading	student reads the whole text fluently	student reads more than half of the text fluently	the student reads less than half of the text fluently	not yet reading fluently
2.	voice intonation	voice intonation is correct on all punctuation marks	voice intonation is correct on most punctuation marks	voice intonation is correct on a small number of punctuation marks	intonation is not correct on all punctuation marks

Reading is sometimes defined as the ability to convert printed words into spoken responses. So the teacher emphasized the accuracy of word recognition and oral reading, while ignoring the teaching comprehension. So it's no surprise that teachers take for granted that students can read aloud with accuracy, fluency and correctness.

¹³ Eka Sustris Harida, "Authentic Assessment for Reading Comprehension," *English Education: English Journal for Teaching and Learning* 3, no. 02 (December 28, 2015): 2, <https://doi.org/10.24952/ee.v3i02.1202>.

Reading also has components, the components of reading include:¹⁴

a. Phonemic Attention

Phonemes, the lowest units making up spoken language, combine to form syllables and words. Phonemic attention refers to the student's competency to concentrate on and manipulate these phonemes in spoken syllables and words.

Phonics

The link between individual sounds in spoken language and the letters (or letter combinations) in written language is known as phonics. Students who get phonics training learn how to read and spell words using these relationships.

b. Fluency

Oral reading with the right tempo, accuracy, and expressiveness is a skill of fluent readers. The capacity to read aloud and comprehend written material without pausing to interpret each word is known as fluency.

c. Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

¹⁴ Mohammed Ibrahim Alajlan and Mariyyah Abdullah Al-Wehaibi, "Essential Components Of Effective Reading Instruction: Major Investigation Of Special Education Teachers' Erudition," *Journal of Namibian Studies : History Politics Culture* 34 (June 19, 2023): 2, <https://doi.org/10.59670/jns.v34i.1829>.

d. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

Students can use these "reading skills" without further instruction to 'learn' from texts in any content area.

Reading without understanding is a sign of escalating future failures and perpetuates a compounded inability to make sense of the printed world around us. Reading ability occurs when total meaning of a passage is fitted into the network of information, organized in ways that are meaningful to society.¹⁵

One of the reading materials is not just understanding the message of the text. Instead, students should pay attention to the way the text is constructed; what language is used to give examples or create generalizations; what language the author uses as backward and forward references. When students digest the paragraphs and the construction of the text they are reading, they have a better chance of understanding the meaning in the text. However, there are still some reasons that result in some students not being able to understand and be active in reading comprehension lessons.

The obvious fact that a comprehension passage must be read at some first stage of the lesson also leads one to ask a number of questions about

¹⁵ Asran Asran, "Improving Students' Reading Ability," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 5, no. 3 (May 26, 2021): 5, <https://doi.org/10.33578/pjr.v5i3.8401>.

classroom activities. For instance, how should the passage be read? Should the students read silently or should the teachers prepare students for silent reading by explaining difficult words? Can students understand all the reading instructions given by teacher? If not, the reading comprehension lesson will not be a successful one and this leads to the problem of students being unable to comprehend well.

Whereas, based on the observation result and interview that had been done with the teacher in SMP TMI Roudlotul Qur'an Metro, the researcher found a few problems concerned. The problems could be identified as follows:

- a. The students look bored while studying.
- b. The students have low score in reading skill.
- c. The students lack of confidence

So, the use of the right strategy, approach, method and technique is very important to arouse students interest in reading ability. Therefore, teachers should have a well-planned lesson in order to make reading ability a more enjoyable lesson for the students. A good starting point is to motivate learners to discover their wants, needs, and interests, and then to select texts and device activities that are appropriate.

B. The Concept of Buzz Group Method

1. Definition of Buzz Group Method

The Buzz Groups method is particularly effective in larger courses and encourages participation from more reserved students. In fact, some

students find it difficult to participate in class discussions or meetings, so by breaking up the class into smaller groups, more students will have the chance to voice their opinions.

This is because students will have the chance to practice their comments and broaden their range of ideas in their buzz groups. Buzz groups are a common discussion method that divides the class into various groups. Three to five people make up this group . Its realization starts with the teacher typically presenting an issue, which is then broken down into smaller problems that each subgroup must solve. The group leader will present the findings of the conversation after the small group discussion. Because each group was engaged in active discussion activities with one another, the buzz group method can also be used in noisy environments.¹⁶

Buzz group is a discussion that aims to quickly discuss a certain issue in a way discuss it from different perspectives (Ahmadi & Prasetya). Another definition of buzz group, namely by dividing students into several groups. The number of group members is 3-5 people. Its implementation begins with the teacher presenting the overall problem and the problem broken down into sub problems that must be solved by each subgroup. In group discussions small, the facilitator presents the results of the

¹⁶ Elisabeth Milaningrum and Subur Mulyanto, "The Effectiveness Of Buzz Groups Method To Teach Reading Comprehension Viewed From Students' Learning Motivation (An Experimental Study At The Mechanical Engineering Department Students Of Balikpapan State Polytechnic)," *JST (Jurnal Sains Terapan)* 2, no. 2 (October 4, 2016): 12, <https://doi.org/10.32487/jst.v2i2.140>.

discussion (Majid). It can be concluded the learning method with the buzz group type is a method that can help students develop self-confidence in expressing opinions so that students are more active in groups.

2. The Important of Buzz Group Method in Reading

The researcher believes that the discussion learning method with the buzz group type is applied effectively so that an active classroom atmosphere will be created and strengthen students' understanding of what is obtained in discussion, thus being able to help students to stay more focused on abilities it has. Basically, this form of activity can also be noticed when the student is contribute to solving a problem and have the desire to ask questions when there are things you don't understand.¹⁷

The Buzz Group method is very effective to be implemented in reading activity because the teacher can divide a large group into smaller groups. It means all students can deliver their own opinion to their friends without being ashamed. This method is beneficial because it gives all students the freedom to express themselves equally, so every student gets a chance to ontribute to the discussion to solving the problem in question. By using Buzz Groups method, students can learn in the group discussion so that they are easier to express themselves and share their understanding of written text in reading classroom. The Buzz Group method really provides opportunities for the students to understand the lesson material

¹⁷ Hapsari and Wijaya, "Comprehending Personal Experience," 9.

more by asking each other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher.

Using the buzz group learning method in class. The teacher must really understand which students are active and which are passive, so that the buzz group teacher method can make students more active. The teacher must also consider the advantages of the game, the ability to attract students' attention, reduce student stress, and provide opportunities for students to communicate in real terms. Finally, the teacher needs to give a good response so that they understand more about what they have to do.

3. The Steps of Buzz Group Method

The rules of method teaching learning process, there are several steps to use Buzz Group is a method is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by whole group. It means that Buzz Group can respond to more questions. Steps of Buzz group discussion in Supriadi are :¹⁸

- a. Teachers assign pupils to small groups of three to four.
- b. Using the lecture method, the teacher first gives an overview of the content or its main points, after which the topic of the issue is decided.
- c. The teacher keeps an eye on and monitors student activity during the

¹⁸ Firda Fadhilah Muzanni Lubis, Aisyah Risti Wardani, and Yunita Mutiara Harahap, "Buzz Group Method To Enhance Cooperation Among Students In Classroom," *EXCELLENCE: Journal of English and English Education* 3, no. 1 (June 30, 2023): 7, <https://doi.org/10.47662/ejee.v3i1.583>.

conversation.

- d. The instructor reminds the class about the due date for turning in the assignment before the discussion is over.
- e. The outcomes of each group's discussion are gathered and given to the teacher once the allotted amount of time has passed.
- f. The instructor discusses the issue at hand to increase students' conceptual understanding.

4. Advantages and Disadvantages of Buzz group

Advantages according Brewer :¹⁹

- a. It allows everyone's ideas to be expressed.
- b. Participants learn to work in a real-life situation where other's opinions are considered.
- c. It sets the groundwork to get discussion started
- d. Because members are expressing opinions it is good for dealing with controversial subject.

Disadvantages according Sunaryo :²⁰

- a. Learning will not be successful if there is no good cooperation in a discussion group.
- b. Lack of preparation time because it was a group that was made suddenly.
- c. This method cannot be successful if the group members consist of

¹⁹ Rizki Izefti Aulia, "The Effect of Small Group Discussion toward Eighth Graders Reading Comprehension," *Study on the Group Discussion-Based English Reading Teaching* 7, no. 1 (July 28, 2014): 4.

²⁰ Aulia, 5.

people who do not know anything so that the discussion will go in circles.

C. Hypothesis

To determine whether there is a positive and significant effect of the buzz group method in learning to read in class seven graders at SMP TMI Roudlotul Qur'an Metro. The researcher uses a t-Test to see the effect of a learning program using the buzz group method, by comparing the achievement of students who have participated in the program with those who have not participated in the program²¹. Researchers analyzed the data using an independent sample test with the SPSS 20.0 program with the following hypothesis :

Ho : there is no positive and significant effect from the use of buzz group method on the student in reading of the seven graders at SMP TMI Roudlotul Qur'an Metro.

Ha : there a positive and significant effect from the use of buzz group method on the student in reading of the seven graders at SMP TMI Roudlotul Qur'an Metro.

One Sample t-Test guide lines :

1. If the probability or Sig. < α (0.05), then the null hypothesis (Ho) is rejected.
2. If the probability or Sig. > α (0.05), then the null hypothesis (Ho) is accepted.

²¹ Nadya Dewi, "Doing Quantitative Research by Daniel Muijs," January 1, 2004, 3, https://www.academia.edu/40027547/Doing_Quantitative_Research_by_Daniel_Muijs.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Muijs said that there are two main types of quantitative research design experimental design and non-experimental design. Experimental design can be defined as a test performed to show whether a hypothesis is accurate or not. Experimental research design divided into two, they are quasi-experimental and true experimental. Quasi-experiment is defined as an experiment which has a treatment, impact measurement, unit experiment but does not use random assignment to create comparisons in order to infer changes caused by the treatment. True-experimental is to investigate possible cause-and-effect relationships with a design in which there is a real treatment group and a control group and to closely compare the results of the treatment with the control.¹

From the above definition, the focus of this study is the effect of buzz groups on students' reading ability and uses an experimental research design that is included in the quasi-experimental design. The researcher compare the average of seventh grade students whether the average of the class that has been selected as the experimental class using buzz group. Furthermore, the average assumption used is 70.

¹ Daniel Muijs, “Doing Quantitative Research in Education with SPSS: Muijs, Daniel: 9781849203241: Amazon.Com: Books,’ 10, Accessed May 21, 2023,” n.d., 3, accessed December 3, 2023.

This research used two classes as research objects. One class as a control group (before treatment) and one class as an experimental class (after treatment). This type of research was chosen because a control group was impossible to obtain. Data obtained before treatment, both test results and other data are classified as data from the control group, while data collected after treatment are classified as data from the experimental group. After completing the treatment, a post-test was given².

B. Population, sample, and Sampling Technique

1. Population

Population is the whole subject in the research. The population of SMP TMI ROUDLOTUL QUR'AN METRO consists of 166 students.

Table 3
Number of Population

Class	Total
VII A	27
VII B	27
VII C	30
VII D	27
VII E	28
VII F	27
Total	166

2. Sample

Sample part of the population that has been research . The samples of the research are the student from the seventh class which the total 27 student from VII A and 27 student from VII B of SMP TMI Roudlotul Qur'an Metro.

² Harana2Jorge Mariscal- Abdullateef Shima and Khir Ashraf Alastruey Jordi, "P124 Impact of Tapering on Arterial Blood Pressure Using a One-Dimensional Computational Model" 25, no. (1) (February 17, 2020): 7, <https://doi.org/10.2991/artres.k.191224.150>.

Table 4
Number of Sample

Class	Total
VII A	27
VII B	27
Total	54

3. Sampling Technique

The sampling technique used in this research is random sampling.

The rules as follow :

- a. The teacher explains the rules that will be carried out
- b. Students are divided into groups
- c. The teacher gives an option to choose 1 out of 5 story texts from the ones that have been prepared
- d. Each group chooses one of the stories from the ones that have been given
- e. Representatives of each group member are given the opportunity to re-read the story that has been given

C. The Operation Definition of Variable

Operational definition is the definition which based on characteristic of the things that be defined. Based on the quotation above, the operation defined of variables as following:

1. Independent Variable

The independent variable (X) of this study is Buzz Group Method. It is a game variation that can be defined as a game where learners can improve their creative ability to build their liveliness discussing a problem

together so that they will be able to better understand what they are learning.³ The researcher measured the independent variable by using a oral test. The researcher tested the students by giving a story text and the students must to re-reading of the text.

In addition, the indicators of this variable are as follows:

- a. Students can find new vocabulary.
- b. Students can more easily understand the words and reread the story that has been read.
- c. The students can be more interested in learning English.

2. Dependent Variable

The dependent variable (Y) of this study is reading ability which can be defined as obtaining meaning or meaning from the reading obtained or that has been read and mastered and understood by students.²² It is very important to support the English learning process in listening, speaking, reading and writing. The meaning that students usually see, do and feel or more precisely in accordance with the facts they usually experience. The researcher measured students' comprehension mastery by using a test. There were 5 choices of story titles presented. And each group must choose 1 of the 5 options that have been provided. Each item consists of 5 paragraphs. Students are asked to re-read the story from the passage they have read. The score for the lowest good conclusion is 40 and the largest is 100. The indicators on this variable are as follows:

³ “8. Using Buzz Groups in Your Teaching | Bible.Org,” 7, accessed February 1, 2024, <https://bible.org/seriespage/using-buzz-groups-your-teaching>.

- a. Students can increase cooperation and also foster self- confidence
- b. Students are able to find the meaning or meaning of the story being read.

D. Data Collection Method

To collect data, researchers use testing as a data collection technique. According to Suharsimi Arikunto, a method of collecting or obtaining data is a way that a researcher can use to collect or obtain data. The methods used in this research are test, observation, documentation⁴. Get an average from the test and compare it to the average of the VII students. To see how well students mastered comprehension, the researchers used a test that asked students to make inferences about the meaning, or meaning, of the stories they were telling.⁵

E. Research Instruments

The instrument is a research tool used in each method. The instrument used is a test in the form of a pre-test and posttest after validity consisting of 5 choices of story titles then each group chooses one judl from 5 story titles. Instruments include tests, questionnaires, observation schedules and other tools used to collect data." This means that valid data can be obtained through several data collection method techniques, one of which is a test. Furthermore, the research instruments include :

⁴ Jacobs Ary, Donald and Razavieh Lucy Cheser Jacobs Asghar, "Introduction to Research in Education |," 4, accessed February 1, 2024, <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=358>.

⁵ Suharsimi Arikunto;, *Research procedure* (Rineka Cipta, 2019), 5.

1. Observation

Observation is an important component of any scientific enquiry in the context of science, observation simply means observing the world around us to get ideas for researching the implementation of the research project properly.⁶ The instrument that will be used as an observation method is a test on the score of students' comprehension mastery in giving the answer conclusion from the text read for the pre-test and post-test of SMP TMI Roudlotul Qur'an.

2. Test

In this study, tests will be used as a data collection method to measure both variables. The researcher will use a test by reading a story and a pronunciation test to measure the level of reading mastery. In addition, there were 5 choices of story titles presented. And each group must choose 1 of the 5 options that have been provided. There are two test used in this study as follows:

a. Pre-test

The pre-test was conducted before the treatment. It was conducted within the control class and experimental class to find out the students quality before treatment. The test is written by giving students essay questions where students are expected to be able to re-read from the stories that have been read. These questions will be used to test word usage and meaning. To check students' form, the

⁶ Geoffrey R. Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology* (John Wiley & Sons, 2010), 6.

researcher used one story text. To check pronunciation, the researcher asked the students to read the word correctly.

b. Post-test

Post-test was conducted after the treatment. Researchers used the post-test to determine the effect of learning by using the buzz group method on reading mastery after being given treatment. The post-test was given to the classes after receiving treatment. The questions given during the post-test have the same indicators as the pre-test. However, in the post-test, researchers used story form PPT.

3. Documentation

Documentation as a method used to collect information or data from written sources, or documents. In this research, the instrument used for the documentation of student grades of SMP TMI Roudlotul Qur'an Metro, and data from the internet that corresponds to the syllabus of grade VII students of SMP TMI Roudlotul Qur'an Metro City. Then, the researcher selects this data to choose a database that is in accordance with the focus and purpose of the research.

The instruments that will be used in the documentation in this study are:

- a. Documentation on the condition of teachers and staff at SMP TMI Roudlotul Qur'an Metro.
- b. Documentation on the number of students at SMP TMI Roudlotul Qur'an Metro.

- c. Documentation on the organizational structure of SMP TMI Roudlotul Qur'an Metro.
- d. Documentation on the score of students' comprehension mastery in giving inferences contained in stories for the pre-survey data of SMP TMI Roudlotul Qur'an Metro.

F. Data Analysis Method

The data obtained from the experimental class will be analyzed with SPSS version 20 to answer the question "Is there a positive and significant effect of learning by using the buzz group method in learning to read for Grade VII Students of SMP TMI Roudlotul Qur'an Metro?". The researcher used one sample t-test to analyze the students' scores. One sample t-test is one of the inferential statistical testing procedures used to test whether the average data used is statistically significantly different when compared to a known average value based on assumptions or opinions. In this study, researchers used parametric statistical significance tests.

1. Prerequisite Tests

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by authors in many disciplines, including, statistical parametric tests to produce accurate results, underlying assumptions such as normality and homogeneity tests must be met⁷. Based on the above definition, to get accurate results,

⁷ David M. Erceg-Hurn and Vikki M. Mirosevich, "Modern Robust Statistical Methods: An Easy Way to Maximize the Accuracy and Power of Your Research," *The American*

researchers must conduct several tests such as the normality test before analyzing the data. Researchers used SPSS version 20 (Statistical Package for the Social Sciences) to process data in the normality test.

a. Normality test

The normality test calculates the probability that the sample is taken from a normal population.

Ho : If the significance value < 0.05 then the data is not normal

Ha : If the significance value > 0.05 then the data is normal

The criteria for acceptance or rejection of the normality test are as follows:

Ho is accepted if $\text{sig} < \alpha = 0.05$

Ha is accepted if $\text{sig} > \alpha = 0.05$

2. Hypothesis Test

After the researcher knows that the data is normal and homogeneous, the data is analyzed using a sample t-test, to determine the significance of the treatment effect.

If our significance is less than 0.05 to show statistical significance⁸. The researcher used SPSS version 20 (Statistical Package for the Social Sciences) to process the data in the t-test. The researcher formulated the hypothesis as follows:

Ha : Buzz group method is not effective in teaching comprehension to give conclusion in class VII at SMP TMI Roudlotul Qur'an Metro.

Psychologist 63, no. 7 (October 2008): 9, <https://doi.org/10.1037/0003-066X.63.7.591>.

⁸ Dewi, "Doing Quantitative Research by Daniel Muijs," 9.

H : Buzz group method is effective in teaching comprehension to give inferences in grade VII at SMP TMI Roudlotul Qur'an Metro.

The criteria for acceptance or rejection of the hypothesis test are:

H, accepted if Sig. $< \alpha = 0,05$

H, accepted if Sig. $> \alpha = 0,05$

CHAPTER IV

RESULT AND DISCUSSION

A. Result Of The Research

1. Research Setting

a. The History of SMP TMI Roudlotul Qur'an Metro

SMP TMI Roudlotul Qur'an Metro is one of the private junior high schools under the Roudlotul Qur'an Islamic Boarding School Foundation in Metro City Lampung, Indonesia. Unlike junior high schools in general, there is a combination of two curricula, namely the curriculum from the Education Office and Tarbiyyatul Muallimin al-Islamiyyah (TMI) which is adopted from the education system at AL-Amien PREDUAN AND Darusalam Gontor Islamic Boarding Schools. SMP TMI Roudlotul Qur'an Metro was established on July 1, 2004 which is the first boarding school in Lampung and is located on Jl. Pratama Praja, 16 c Mulyojati Metro abrat Metro City.

b. Number of Teachers and Staff SMP TMI Roudlotul Qur'an Metro

In 2011, SMP TMI Roudlotul Qur'an Metro was awarded the title of the first pesantren-based private junior high school in Lampung. This school has a total of 56 teaching staff assisted by 5 education staff (Administration and laborers). Consisting of 14 male teachers and 45 female teachers.

c. Number of Students in SMP TMI Roudlotul Qur'an Metro

The number of students at SMP TMI Roudlotul Qur'an Metro is 498 students. There are 224 male students and 274 female students.

As for the detail as following :

Table 5
Number of the Student of SMP TMI Roudlotul Qur'an Metro

No.	Class	Sex		Total
		Male	Female	
1	Class VII	72	94	166
2	Class VIII	86	92	178
3	Class IX	74	80	154
Total				498

d. The Infrastructure Facilities

Junior High School TMI Roudlotul Qur'an has well infrastructure and facilities to support teaching learning process, it can be seen from the list of supporting infrastructure under the learning process below :

Building area : 2.550 m²

Surface area : 40,000 m²

B. Result of the Research

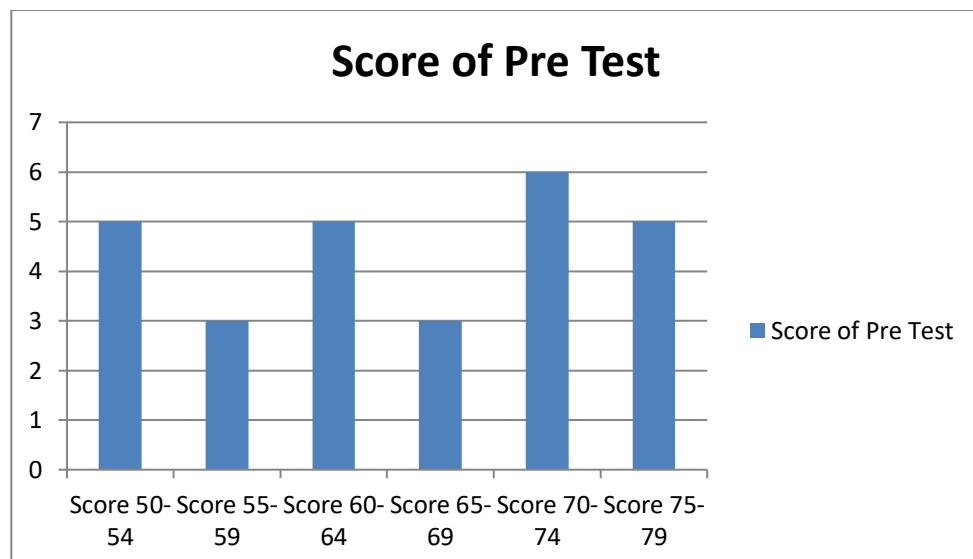
1. Result of the Pre-Test

The pre-test was administered on Friday, 1st March 2024. It was the first meeting, the writer conducted a pre-test to find out the students' previous abilities in reading skill. The score of students' tested in pre-test could be seen below:

Table 6
Score of Pre-Test

Class Interval	Fi	Average	Mode	Median	Variance	Standard Deviation
50-54	5	65.15	72.73	65.00	81.05	9.00
55-59	3					
60-64	5					
65-69	3					
70-74	6					
75-79	5					

Figure 1
Result of Pre-Test



Based on table and figure, it could be seen that 5 students got score 50-54, 3 students got score 55-59, 5 students got score 60-64, 3 students got score 65-69, and 6 students got 70-74 and 5 students got score 75-79. The mean of pre-test in experimental class was 65.15, standard of deviation was 9.00, N was 27, median was 65.00, variance was 81.05, minimum score was 50.00 and maximum score was 79.00. The minimum standard criteria for English is 70, and based on data above only 11 students got score more than minimum mastery criteria (MMC), 16

students got score fail in level for the score 70. It means that most of students get low score.

2. Data Analysis of the Treatment

a. First Treatment

The first treatment was held on Wednesday, 6th March 2024. The researcher explained how to read properly and correctly based on the writing according to the text, how to intonate each punctuation mark. After that, the first treatment was opened by reading the writing around the school.

The researcher explained the rules of the buzz group method used. Here the researcher explains what the buzz group method is and how to play this learning method. After that, the researcher gave time to students to read the text in groups (each group consisted of 4-5 students). The researcher gave students time to read alone first, the researcher asked students to re-read the text and use intonation according to punctuation. Finally, students and researchers together read the text again.

b. Second Treatment

Researchers conducted the second treatment on Friday, 8th March 2024. This treatment lasted for 50 minutes. In addition, the second treatment was made so that students enjoyed the learning method more. The theme raised in the second treatment was "classroom".

After explaining the material, the researcher told them that they had to re-read the text they had read with the right intonation as in the first treatment. The procedure was the same as the previous treatment. After that, the researcher and students discussed together, then the researcher gave students the opportunity to ask questions if they had difficulties. In this second treatment, a pre-test was also given to students. Then the pre-test questions were discussed together after they finished working.

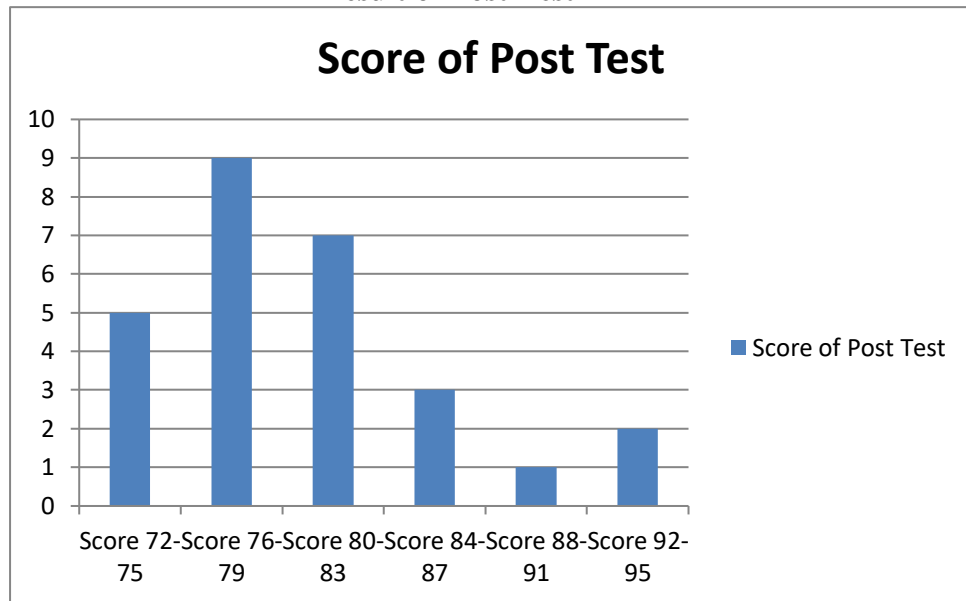
3. Result of the Post-Test

Researchers conducted a post-test to determine students' reading skills after they received treatment using the buzz group method. The post-test was conducted on Wednesday, 13th March 2024. The results of student tests on the post-test in the experimental class can be seen below :

Table 7
Score of Post Test

Class Interval	Fi	Average	Mode	Median	Variance	Standard Deviation
72-75	5	73.39	77.50	76.44	50.47	7.10
76-79	9					
80-83	7					
84-87	3					
88-91	1					
92-95	2					

Figure 2
Result of Post Test



Based on the table and figure, it could be seen that 5 students got score 72-75, 9 students got score 76-79, 7 students got score 80-83, 1 student got score 88-91, and 2 students got score 92-95. The mean of the post-test in experimental class was 73.39, standard of deviation was 7.10. N was 27, median was 76.44, variance was 50.47, minimum score was 72.00 and maximum score was 95.00. The minimum mastery criteria (MMC) for English was 70.00, and based on data above all of the students was passed tests.

4. Data Analysis

a. Result of Normality Test

Researchers conducted a normality test after obtaining the pre-test and post-test scores of students' reading skills using SPSS version 20. The normality test serves to determine whether the residual values

are normally distributed or not.

1) The hypothesis are:

Ha: The data have normal distribution if sig value > 0.05 .

Ho: The data do not have normal distribution if sig value > 0.05 .

Table 8
Result of Normality Test, Test of Normality

	Kolmogorov - Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig
The Result Study of the Student	,128	27	,200	,919	27	,037

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smirnov was 0.200 and standard value is $> a=0.05$. It means that Sig. (p value) was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

b. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test have met the requirements for the t-test. Therefore, the writer used t-test by independent t-test for hypothetical of test.

The hypotheses as follow :

H_0 : The average of students given learning using the buzz group method is equal to 70.

H_a : The average of students given learning using the buzz group method is not equal to 70.

The criteria of acceptance or rejection of the hypothesis for Hypothetical t-test was as following:

H_a is accepted if Sig. value $<$ a 0.05

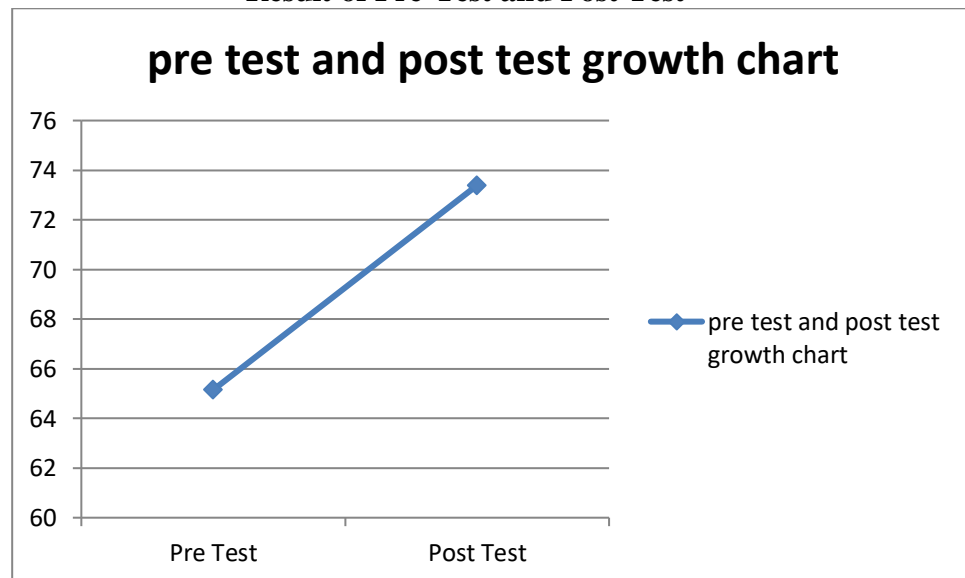
H_o is accepted if Sig. value $>$ a 0.05

Table 9
Result of Hypothetical Test One Sample Test

	Test Value = 70			
	t	df	Sig.(2-tailed)	Mean Difference
The Result Study of the Student	8,770	26	,000	10,296

Based on the table of one sample t-test results in the table, the resulting significant value Sig. (p value) = 0.000 and the significance level value $<$ $\alpha = 0.05$. So, the value of Sig. (p value) 0.000 is smaller than the value of $\alpha = 0.05$. The conclusion from the results of the data analysis is that there is a significant difference in student learning outcomes.

Figure 3
Result of Pre-Test and Post Test



Based on the picture above, it can be concluded that learning by using the buzz group method can have an effect on students' reading skills, the mean value of the pre-test was 65.15 and the mean value of the post-test was 73.39. This shows that the students' post-test score is greater than the students' pre-test score. Based on the results of data analysis, the researcher concluded that learning using the buzz group method is effective for teaching students' mastery of reading skills in the second semester of the seven graders at SMP TMI Roudlotul Qur'an.

C. Discussion

This section presents a discussion based on the research findings. This discussion relates to the effectiveness of learning by using the buzz group method on students' reading ability. Furthermore, this can be seen from the test results. The seven graders students at SMP TMI Roudlotul Qur'an Metro, especially class VII B have conducted the test where before conducting the test, the researcher gave two treatments to the experimental class. In addition, after the researchers conducted the research, the average scores they got in the test were very different. The average of students in the control class was 70 while students in the experimental class got 73.39. This shows that the average of the experimental class is higher than 70. In other words, based on data analysis, the t-Test value with one sample t-Test of 0.000 is smaller than $\alpha = 0.05$. So, there is a significant difference in learning outcomes between the experimental class and other classes. This means that the use of learning

treatment using the buzz group method has a positive influence in the learning process of students' reading skill.

Precisely through learning using the buzz group method, the students learnt to read an English text. More precisely, there is a positive and significant effect of buzz group learning on students' reading ability after the treatment. The fact shows that there is a change in the number of students who got low scores. In the end, they can apply their learning outcomes especially on reading skills. This is related to the purpose of the Buzz group method in learning is a discussion to quickly discuss a particular issue by discussing it from different perspectives.

Lastly, learning using buzz group method can be a solution for teaching and learning process especially in reading skill because this method makes students more interested and active in learning. As in previous studies, this method can give effect students' reading learning on learning skill. The students have fun with this method of learning, because in the buzz group method can create groups and they can work together. In addition, they are given more opportunities to help each other in reading a text. By using buzz group method, the teaching and learning process becomes more interesting, fun, and they can participate better in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In teaching and learning activities in English subjects, it is very important to choose appropriate learning methods to improve students' abilities. By learning using the buzz group method, it can help students to develop their awareness in learning English subjects, especially reading skills. Based on the data obtained, it can be concluded that there is an effect of buzz group learning on students' reading ability and this has been proven in class VII students of SMP TMI Roudlotul Qur'an Metro.

To measure the effect of buzz group method on students' reading ability, the researcher gave a test after the treatment in the experimental class. The result of one sample t-Test or sig. (2-tailed) is 0.000. The value is smaller than $\alpha = 0.05$. So, there is a significant difference in student learning outcomes in the experimental class using the buzz group method treatment.

B. Suggestions

Based on the above conclusions, the researcher would like to propose the following suggestions:

1. Suggestion for Teachers

Teachers can use learning with the Buzz Group method to improve students' reading skills. Using this method in the teaching-learning process is very fun and interesting for students. In addition, learning with Buzz Group method is very easy to implement and can motivate students in

learning English.

2. For Students

The students can apply and practice learning with Buzz Group method by following the steps because this method can help them to improve students' reading ability.

3. For Other Researchers

The results of this study only confirm the hypothesis, but do not prove that something is absolutely true at all times. Therefore, researchers need the development of thoughts for further research. In addition, the results of this study are expected to be used as a starting point for further research on the same topic.

C. Implication

The results of this study are used as input for teachers and prospective teachers. Improve themselves in connection with the teaching that has been carried out and student learning achievements that have been achieved by paying attention to appropriate learning methods.

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APPENDICES

Appendix 1

Number of Teachers and Staff of SMP TMI Roudlotul Qur'an Metro

No.	Name	Sex
1.	AD	Male(Staff)
2.	A S	Male(Staff)
3.	AL	Male (Staff)
4.	AN	Male
5.	DW	Male
6	FE	Male (Staff)
7.	HAL	Male (Staff)
8.	IST	Female
9.	LIO	Male
10.	MA	Female
11.	MIS	Male
12.	NAD	Female
13.	NAI	Female
14.	NE	Female
15.	NUR	Female
16.	RIZ	Female
17.	I	Female
18.	WID	Female
19.	WIL	Male
20.	ZAK	Female
21.	SU	Male
22.	ANA	Female
23.	ANA	Female
24.	AR	Female
25.	AUL	Female
26.	DAI	Female
27.	DAN	Male

28.	DEN	Male
29.	DI	Female
30.	EV	Female
31.	INDI	Female
32.	IR	Female
33.	NI	Female
34.	NUAI	Female
35.	IK	Female
36.	JUA	Female
37.	LAI	Female
38.	LEN	Female
39.	LI	Female
40.	LUS	Female
41.	MIQ	Male
42.	MIL	Female
43.	MOH	Male
44.	MUB	Male
45.	NUR	Female
46.	RES	Female
47.	SAM	Male
48.	SIT	Female
49.	SI	Female
50.	SUD	Female
51.	SUK	Male
52.	SUR	Female
53.	UJ	Male
54.	US	Female
55.	WI	Female
56.	WIN	Female

Appendix 2**Research Schedule**

No	Date	Agenda
1.	Friday, 1 st March 2024	Pre-Test
2.	Wednesday, 6 th March 2024	First Treatment
3.	Friday, 8 th March 2024	Second Treatment
4.	Wednesday, 13 th March 2024	Post-Test

Appendix 3

The Measurement of Reading Skill

Assessed Aspect	Description Criteria	Maximum Score	Criteria
Accuracy in voicing the writing	Precise in pronouncing simple words and sentences.	19 – 20	Very good
	Less precise pronunciation of simple words and sentences	16 – 18	Good
	Fairly precise pronunciation of simple words and sentences.	13 - 15	Enough
	Incorrectly pronounce simple words and sentences.	10 – 12	Less
Reasonableness of memorization	Natural, not contrived and does not show regional characteristics	19 – 20	Very good
	Less natural, not contrived and does not show regional characteristics.	16 – 18	Good
	Quite natural, contrived, and shows regional characteristics	13 - 15	Enough
	Unnatural, contrived and shows regional characteristics	10 – 12	Less
Reasonableness of intonation	Precise in the use of intonation.	19 – 20	Very good

	Good in the use of intonation.	16 – 18	Good
	Adequate in the use of intonation.	13 - 15	Enough
	Lacking in the use of intonation.	10 – 12	Less
Fluency	Fluent in reading simple sentences	19 – 20	Very good
	Fluent but not yet correct in reading simple sentences	16 – 18	Good
	Fairly fluent in reading simple sentences	13 - 15	Enough
	Not fluent in reading simple sentences.	10 – 12	Less
Voice clarity	Voice is clear and does not stammer.	19 – 20	Very good
	Voice is clear but less precise and does not stammer.	16 – 18	Good
	Voice is less clear and does not stammer.	13 - 15	Enough
	Voice is unclear and stammers.	10 – 12	Less

Appendix 4

Instrument of Pre- Test

Reading Skill Test. (PRE -TEST)

Read the following paragraph, and answer correctly on the answer sheet

Task 1

Read the following text and then answer the question number 1 to 3

As one of the most popular places in Indonesia, the Equator Monument was made during the Dutch East Indies government as a marker of the zero degree point of the equator line located on Jalan Khatulistiwa, North Pontianak District, West Kalimantan. In 1928, the Equator Monument began to be built in a simple form, in the form of a milestone (better known as a peg) with an arrow on it. The construction was carried out by Dutch geographers to determine the equator. Then, this simple monument was perfected in 1930 by replacing the signs with circles. In 1938, the refinement of the monument was carried out by an architect named Silaban, so that the shape of the monument became better.

Unlike the previous form, the results of the refinement of the monument shape became more complicated, the building consisted of 4 bollards of belian wood. Each of them measures 0.3 meters. The height of the front pillars (two pillars) is 3.05 meters from the ground. Meanwhile, the height of the rear bollard as part of the circle and direction arrow is 4.4 m.

To experience the tourist icon of the Equator Monument, you are free of charge. Therefore, visitors are expected to continue to maintain cleanliness.

1. Rewrite the story you have read...
2. Which province is the equator monument located in....
3. How many belian wooden bollards are on the equator monument...

Task 2

Read the following text and then answer the question number 4 to 5


Coral reefs are a group of coral animals that are symbiotic with a type of algae plant called zooxanthellae. As the home of various types of fish and marine animals, the preservation of coral reefs must be maintained. But unfortunately today, coral reef ecosystems are threatened with extinction because many are damaged due to several factors such as illegal collection of coral reefs, coastal development, waste pollution, mining, illegal fishing, the causes of coral reef damage are very detrimental to life, especially for life in seawater. Although very beautiful, coral reefs must always be preserved.

4. The main idea of the passage is...

5. Are coral reefs very important for marine animals...

Appendix 5

Reading Skill Test. (POST -TEST)

Read the following paragraph, and answer correctly on the answer sheet. 
Read the following text and then answer the question number 1 to 5

The turtle is famous for his arrogant nature, feeling that he deserves to fly rather than swim in the water. The tortoise was annoyed because of the hard shell that made his body feel heavy. The turtle even seemed annoyed that his friends were having fun swimming. His annoyance increased when he saw birds flying freely in the sky. The turtle forced the swan to fly and without further ado he asked the turtle to hold the log he was lifting. However, the turtle's hands were quite weak so it had to use its mouth to make it stronger. The tortoise seems to be able to feel how fun it is to fly like a bird. The turtle bragged when he saw his friends swimming. As a result, he forgets that his mouth must still bite a piece of wood.

1. The sign (,) in a story or writing means...
2. The main idea of the passage is...
3. Who is the main character in the story...
4. Rewrite the story you have read...
5. Does the tortoise have a good nature...

Nama : Faiqon
KIS : VII (7^A)

1. The equator monument was made during the dutch east indies government as a marker of the zero degree point of the equator line. located on jalan Khatulistiwa, North Pontianak district. west, Kalimantan. In 1928, the equator monument began to be built in a simple form, in the form of a milestone (better known as a ^{stilah} ~~peg~~ with an arrow on it. this simple monument was refined in 1930 by Repling replacing the signs with circles. each measures 0.3 metres. The height of the ~~front~~ ^{front} bollards (two bollards) is 3.05 metres from the ground. the rear bollard as part of the circle and direction arrow ~~is~~ is 4.4 m.
2. west Kalimantan
3. 4. pieces of bollards 20
4. coral reefs are a group of coral animals that are symbiotic with a type of algae plant called Zooxanthella as the home of various types of fish and marine animals. 20
5. Yes. Coral reefs very important for marine animal 20

100

df

NAMA = MECA
 KELAS = 9A

- ① The Equator Monument was made during the Dutch East Indies government as a marker of the zero degree point of the equator line, West Kalimantan. In 1928, the then simple monument was refined each measures 0.3 metres. The height of the front bollards is 3.05 metres from the ground, the height of the rear bollards distance is 9.4m. 20

② East Kalimantan ✗

③ 6 pieces of bollards ✗

④ Meanwhile, the height of the rear bollard as part of the circle and direction error is 9.4cm ✗

⑤ No coral reefs very important ✗

20

df

Nama: Kaysa.
Kelas: 7A.

- ① The Equator Monument was made during the Dutch East Indies government as a marker of the zero degree point of the equator line, located on Jalan Khatulistiwa, North Pontianak District, West Kalimantan. In 1920, the equator monument began to be built in a simple form. Unlike the previous form, the result of the refinement of the monument shape became more complicated, the building consisted of 4 belian wooden bollards, each measures 0.3 metres. The height of the front bollards (two bollards) is 3.05 metres from the ground. Meanwhile, the height of the rear bollard as part of the circle and direction arrow is 4.4 m.
- ~~② East Kalimantan~~
- ~~③ 5 pieces of bollards~~
- ~~④ Meanwhile, the height of the rear bollards as part of the circle and direction arrow is 4.4 m.~~
- ~~⑤ NO coral reefs very important~~

20

df

Nama: Mikeisha Ayu Dia Inara

Kelas: VI B

(1.)

The turtle is famous for his arrogant nature, feeling that he deserves to fly rather than swim in the water. The tortoise was annoyed because of the hard shell that made his body feel heavy. His annoyance increased when he saw birds flying freely in the sky. The turtle forced the swan to fly and without further ado he asked the turtle to hold the log he was lifting. 20

2.) the turtle is famous for his arrogant nature, feeling that he deserves to fly rather than swim in the water 20

3.) the turtle 20

4.) A comma is used before a conjunction word 20

5.) No, turtles have a bad nature 20

100

df

NAMA: RAISA H. S.
 kelas : VII b

- 1.) the turtle is famous for his arrogant nature, feeling that that he deserves to fly rather than swim in the water. the tortois was annoyed because of the hard shell that made his body feel heavy
 the tortoise seems to be able to feel how fun it is to fly like a bird the turtle braged when he was his friends swimming as a result he forgets that is mouth
 mus piece of wood 20
- 2.) the turtle is famous for his arrogant nature, feeling that the deserves to fly rather than swim in the water 20
- 3.) the turtle is famous for his arrogant 10
- 4.) A comma is used before a contin word 20
- 5.) no, turthe have a had nature, 20

90

df

Nama : Annisa Fadillah Rahmadhani.

Kelas : VII B.

4.) The turtle is famous for his arrogant nature, feeling that he deserves to fly rather than swim in the water. The tortoise was annoyed because of the hard shell that made his body feel heavy. 20

The turtle even seemed annoyed that his friends were having fun swimming. his annoyance increased.

2.) As a result, he forgets that his mouth must still bite a piece of wood. X

3.) The turtle. 20

1.) A comma is used ~~for~~ for reading. X

5. Yes, turtles have a good nature. X

40

df

Appendix 6

Score of Pre-Test

No.	Name	Score
1.	AN	72
2.	AYF	50
3.	AZ	51
4.	BA	65
5.	BI	79
6.	CS	70
7.	DTH	75
8.	DP	56
9.	FR	59
10.	FRS	76
11.	GH	54
12.	HJI	76
13.	HK	56
14.	IQ	53
15.	IZ	60
16.	KLP	69
17.	LH	62
18.	MIQ	72
19.	MMF	76
20.	NAS	66
21.	NIH	76
22.	OLP	60
23.	RFH	52
24.	RR	70
25.	TM	52
26.	VIR	62
27.	ZFW	71
Mean		65.15

Appendix 7

Score of Post-Test

No.	Name	Score
1.	AB	75
2.	AL	76
3.	BL	80
4.	CF	76
5.	CGH	84
6.	DER	95
7.	DTN	76
8.	EBA	75
9.	FAH	76
10.	GAG	80
11.	GTI	75
12.	IRS	80
13.	IZA	84
14.	JAB	75
15.	JLB	75
16.	KAS	76
17.	KNT	80
18.	LIP	95
19.	LKI	76
20.	MAD	90
21.	MIJ	76
22.	NIH	80
23.	RFY	76
24.	SLI	84
25.	TO	80
26.	UC	76
27.	WH	80
Mean		73.39

Appendix 8

The Documentation of Research



The Researcher gives instruction to the students



The Researcher interview the students



The Researcher photo with teacher



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-207/In.28/S/U.1/OT.01/04/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DEVA TANARORO HISYAMI
NPM : 2001051006
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051006

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 April 2024
Kepala Perpustakaan



Dr. Asad S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Deva Tanaroro Hisyami
 NPM : 2001051006
 Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 25 April 2024

Ketua Program Studi TBI



Devi Much Deniatur, M.Pd.B.I.
 NIP. 198803082015031 006



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Nomor : B-1495/In.28/D.1/TL.00/03/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROULOTUL
QURAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1494/In.28/D.1/TL.01/03/2024, tanggal 06 Maret 2024 atas nama saudara:

Nama : **DEVA TANARORO HISYAMI**
NPM : 2001051006
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP TMI ROULOTUL QURAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROULOTUL QURAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING BUZZ GROUP METHOD ON STUDENTS READING SKILL OF THE SEVEN GRADERS AT SMP TMI ROUDLOTUL QURAN".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-1494/In.28/D.1/TL.01/03/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DEVA TANARORO HISYAMI**
 NPM : 2001051006
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TMI ROULOTUL QURAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING BUZZ GROUP METHOD ON STUDENTS READING SKILL OF THE SEVEN GRADERS AT SMP TMI ROUDLOTUL QURAN".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 06 Maret 2024

Mengetahui,
 Pejabat Setempat

M. Iqbal Beny Saputra, M. Pd.

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



مَجْدِدُ رَوْضَةِ الْقُرْآنِ الْإِسْلَامِيِّ

**YAYASAN PONDOK PESANTREN ROUDLATUL QUR'AN
SMP TARBIYYATUL MUALLIMIN AL ISLAMIYYAH
PONDOK PESANTREN ROUDLATUL QURAN METRO
NPSN : 10809699 TERAKREDITASI A**

Jl. MuktiPraja 16 B Kel. MulyojatiKec. Metro BaratKota Metro ☎ (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id,www.dprq.or.id

Nomor : 032/ SMPTMI/ RQ/III/2024

Perihal : Izin Pelaksanaan Research

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

Menindak lanjuti perihal surat permohonan izin research dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro

Nama : DEVA TANARORO HISYAMI

NPM : 2001051006

Semester : 8 (Delapan)

Jurusan : Tadris Bahasa Inggris

Dengan ini kami memberikan izin, untuk melaksanakan research di SMP TMI Roudlatul Qur'an Metro dengan judul "THE EFFECT OF USING BUZZ GROUP METHOD ON STUDENTS READING SKILL OF THE SEVENTH GRADERS AT SMP TMI ROUDLATUL QUR'AN"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr.Wb



09 Maret 2024

Kepala SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra, M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-1428/In.28.1/J/TL.00/03/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DEVA TANARORO HISYAMI**
NPM : 2001051006
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF USING BUZZ GROUP METHOD ON STUDENTS
READING SKILL OF THE SEVEN GRADERS AT SMP TMI ROUDLOTUL
QURAN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Deva Tanaroro Hisyam
 NPM : 2001051006

Program Studi : TBI
 Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	16/23 11	Abi Subhan	Konsultasi Bab I, II, III	
2	24/23 11	Abi Subhan	Revisi Bab I, II, III	
3	1/23 12	Abi Subhan	Revisi Bab I, II, III	
4	6/23 12	Abi Subhan	Dr. Sumar	

Mengetahui,
 Ketua Program Studi TBI



Dr. Much. Demistur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Deva Tanaroro Hisyami
NPM : 2001051006

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	08/24 /03	Abi Subhan	Konsultasi Bab IV, V	
2	Senin 11/24 /03	Abi Subhan	Revisi Bab IV, V	
3	Rabu 13/24 /03	Abi Subhan	Revisi Bab IV, V	
4	Jumat 15/24 /03	Abi Subhan	Revisi Bab IV, V	
5	Selasa 19/24 /03	Abi Subhan	<i>Abi Subhan</i>	

Mengetahui
Ketua Program Studi TBI



Dr. Much Deinjatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing



Dr. Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

CURICULUM VITAE



The name of writer is Deva Tanaroro Hisyami. He was born in Tulung Agung, December 23, 2000. She is the first child of a married couple Mr Muhammad Farid Hisam and Mrs Marta Ervaliani.

She was educated at TK Dharma Wanita in Sungai Menang in 2006-2007. Then continued her education at SDN 2 Bumi Pratama Mandira on 2007-2013. Then continued her education at SMP TMII Roudlotul Qur'an Metro on 2013-2016. She continued her education at SMA TMI Roudlotul Qur'an Metro on 2016 and finished in 2019.

After graduating from SMA TMI Roudlotul Qur'an Metro, she continued her education at Metro City. In 2020, she was registered as an undergraduate student of English Education Department State Islamic Institute (IAIN) Metro. Then, the writer studied as an undergraduate student of the English Department of the State Islamic Institute (IAIN) Metro.