Increase Learning Motivation and English Speaking Skills through Cooperative Learning Management with Discovery Learning Model and Buzz-Tapps Technique

Syaharuddin
Universitas Bina Sarana Informatika
e-mail: syaharuddin.udd@bsi.ac.id

Abstract - Increasing learning motivation and English-speaking skills is a major concern in today's learning context. This research explores innovative approaches in the management of cooperative learning by utilizing the Discovery Learning model and Buzz-Tapps technique. This research aims to improve students' learning motivation and English-speaking skills. Another goal is to improve students' English-speaking skills. Cooperative learning with the Discovery Learning model and Buzz-Tapps technique is designed to strengthen students' ability to communicate effectively in English. With a focus on interaction between students and the use of discovery methods, this learning model seeks to create an environment that arouses student interest and engagement in the learning process. Cooperative learning management, this approach incorporates the principles of cooperative learning management, where students work together in small groups to achieve shared learning goals. Collaboration between students encourages more active and student-oriented learning. The Buzz-Tapps technique, in addition, is designed to strengthen communication and speaking skills through structured and focused practice. Through the Discovery Learning model, students are given the opportunity to discover and understand English concepts independently through hands-on experience and exploration. This approach encourages problem-solving, experimentation, and reflection to deepen students' understanding. This study discusses the implementation and impact of this approach in increasing learning motivation and English-speaking skills, and provides practical implications for education practitioners.

Key words: Buzz-Tapps Technique, English Speaking Skills, Discovery Learning Model, Learning Motivation, Cooperative Learning Management

Abstrak - Meningkatkan motivasi belajar dan keterampilan berbahasa Inggris menjadi perhatian utama dalam konteks pembelajaran saat ini. Penelitian ini mengeksplorasi pendekatan inovatif dalam pengelolaan pembelajaran kooperatif dengan memanfaatkan model Discovery Learning dan teknik Buzz-Tapps. Penelitian ini bertujuan untuk meningkatkan motivasi belajar dan keterampilan berbahasa Inggris siswa. Tujuan lainnya adalah untuk meningkatkan kemampuan berbahasa Inggris siswa. Pembelajaran kooperatif dengan model Discovery Learning dan teknik Buzz-Tapps dirancang untuk memperkuat kemampuan siswa dalam berkomunikasi secara efektif dalam bahasa Inggris. Dengan fokus pada interaksi antar siswa dan penggunaan metode penemuan, model pembelajaran ini berupaya menciptakan lingkungan yang membangkitkan minat dan keterlibatan siswa dalam proses pembelajaran. Manajemen pembelajaran kooperatif, pendekatan ini menggabungkan prinsip manajemen pembelajaran kooperatif, dimana siswa bekerja sama dalam kelompok kecil untuk mencapai tujuan pembelajaran bersama. Kolaborasi antar siswa mendorong pembelajaran lebih aktif dan berorientasi pada siswa. Selain itu, teknik Buzz-Tapps dirancang untuk memperkuat keterampilan komunikasi dan berbicara melalui latihan yang terstruktur dan terfokus. Melalui model Discovery Learning, siswa diberi kesempatan untuk menemukan dan memahami konsep-konsep bahasa Inggris secara mandiri melalui pengalaman langsung dan eksplorasi. Pendekatan ini mendorong pemecahan masalah, eksperimen, dan refleksi untuk memperdalam pemahaman siswa. Penelitian ini membahas implementasi dan dampak pendekatan ini dalam meningkatkan motivasi belajar dan keterampilan berbahasa Inggris, serta memberikan implikasi praktis bagi para praktisi pendidikan.

Kata kunci: Teknik Buzz-Tapps, Keterampilan Berbicara Bahasa Inggris, Model Discovery Learning, Motivasi Belajar, Manajemen Pembelajaran Kooperatif

INTRODUCTION

Increasing learning motivation and English speaking skills is a major concern in today's learning context (Rita, 2022). Foreign languages, especially English, are universal languages that can be used to communicate internationally in various activities both regionally, nationally, and internationally in a particular country with polite language and pronunciation, have a character and have a structured meaning and almost all parts of the world use it both through communication and used by various brands of products on an international scale. English has become a very important international language in global communication, commerce, education, and professional careers (Siregar, 2023). In this era of globalization, the ability to communicate fluently in English has become a very valuable skill. However, developing these proficiency is not always easy for many students, especially those in less engaging or less supportive learning environments.

In high-tech industries or companies on a national and international scale provide prerequisites and standards in regruitment of new employees, one of the requirements is to take tests in English in writing and orally, therefore, in the world of education students both students and students are required to develop skills in communicating using fluent English. One of the key factors influencing the success of learning English is student motivation (Napitupulu et al., 2021). High learning motivation is associated with active involvement in the learning process, high interest in learning material, and willingness to strive to achieve learning goals (Syaparuddin et al., 2020). However, creating a learning environment that is able to generate student motivation is a challenge for many educators.

In addition to learning motivation, English speaking skills are also an important aspect of learning English. Good speaking skills enable one to communicate effectively with native English speakers as well as non-native speakers in a variety of communication situations (Arsyad, 2019). Therefore, the development of English speaking skills is the main focus in learning English. In the system and process of teaching and learning English at the Sahid Jakarta Tourism College (STP), implementing a learning system with teaching reference standards (SAP), for example in the first semester students are required to master the basics of English with a pattern of hospitality through Basic of English Profession, Semester II with English with a pattern of hospitality (English for Hospitality) and semester III English.

In an effort to increase students' learning motivation and English speaking skills, an innovative and effective learning approach becomes very important (Melati et al., 2023). One approach that has attracted attention is the management of cooperative learning by utilizing the Discovery Learning model and Buzz-Tapps techniques. This approach emphasizes collaboration between students, independent concept discovery, and focused speaking exercises.

RESEARCH METHODOLOGY

Research Design, this study uses an experimental approach. The classes involved were divided into two groups. An experimental group that implemented cooperative learning management with the Discovery Learning model and Buzz-Tapps technique, and a control group that received conventional learning. Participants, participants in this study were 2nd semester students of the hospitality study program who had varying levels of English proficiency. Randomly selected classes from participating educational institutions. Grouping, after obtaining permission from the relevant educational institution and obtaining approval from students and lecturers of the course, participants were divided into two groups randomly: the experimental group and the control group. Intervention, the experimental group received learning by cooperative learning management using the Discovery Learning model and Buzz-Tapps technique, while the control group received conventional learning according to the applicable curriculum.

Data was collected using a variety of instruments, including English speaking proficiency tests, learning motivation questionnaires, class observations, and field notes (Malik & Chusni, 2018). The implementation, management of cooperative learning with the Discovery Learning model and Buzz-Tapps techniques are applied in learning sessions relevant to the English topic being studied. Measurements, data on students' learning motivation and English speaking ability were collected before and after the intervention (Ratnadi et al., 2022). In addition, classroom observations are conducted to monitor student participation and the effectiveness of learning management (Damayanti & Nuzuli, 2023). Data analysis, the collected data are analyzed using appropriate statistical techniques, such as comparative analysis between groups (e.g., independent t-test) and analysis of changes in experimental groups (e.g., paired t-test) (Suryadi et al., 2018).

Through this research method, it is expected to gain a deep understanding of the impact of cooperative learning management with the Discovery Learning model and the Buzz-Tapps technique on students' learning motivation

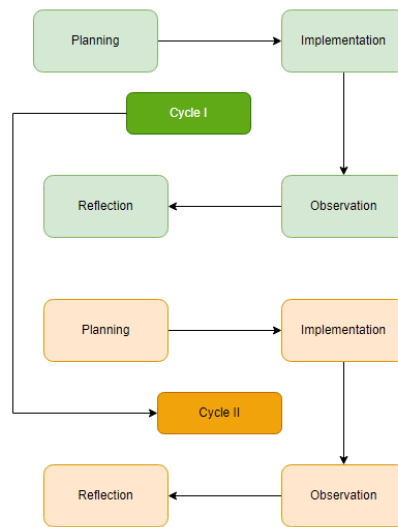and English-speaking skills. The steps in this study are as follows:

Figure 1. Research Steps

RESULTS AND DISCUSSION

1. Exploration

The exploration stage begins with introducing English concepts or topics to students through relevant and interesting situations or examples (Wijaya, 2020). Students are given the opportunity to observe, explore, and gather information about the topic through various sources, such as text, images, videos, or conversations. The purpose of this stage is to arouse students' interest and initial knowledge about the topic to be studied.

2. Discovery

After gaining an initial understanding of the topic, students are encouraged to discover new concepts independently or in small groups (Susanti et al., 2021). Lecturers facilitate the discovery process by providing guidance, guiding questions, and necessary reference materials. Students are invited to conduct experiments, problem solving, or other discovery activities to deepen their understanding of the English concepts learned.

3. Application

After discovering new concepts, students are given the opportunity to apply their knowledge in different contexts (Hartono & Asiyah, 2019). Lecturers provide various situations or assignments that require students to use English concepts that have been learned in various communicative contexts. The purpose of this stage is to ensure that students can generalize and apply the concepts they have learned in different situations.

4. Reflection

The final stage in the cycle is reflection, where students are asked to reflect on their learning experience (Gunadi et al., 2023). Students are given the opportunity to rethink what they have learned, how they learned, and the difficulties or challenges they faced. Lecturers and students jointly evaluate the learning process and its outcomes, and discuss strategies to improve English comprehension and speaking skills in the future. This cycle of stages creates a holistic and structured learning experience that combines concept discovery, application in relevant contexts, and reflection on learning. Thus, the Discovery Learning model and the Buzz-Tapps technique provide a comprehensive approach to increase students' learning motivation and English-speaking skills.

5. Initial Conditions

Based on the results of observations and questionnaires given to 2nd semester students of the hospitality study program before the implementation of the action, data was obtained that students' English-speaking skills were still below average. When given the option to do assignments in the form of videos speaking English or written, all students choose to do assignments in written form. After observing and distributing questionnaires, students lack

confidence in speaking English. From the observations, it can be stated that the 2nd semester students of the hospitality study program have not completed learning English, especially the value of speaking skills.

The problem found is that almost all students lack confidence to speak English because of low vocabulary skills. Students also revealed that the lack of English-speaking practice in class triggered students' lack of confidence. Therefore, researchers chose to apply the Discovery Learning learning model and the Buzz-Tapps technique as an action in improving student abilities. Through the Discovery Learning model and Buzz-Tapps technique, students can conduct collaborative learning by discussing, presenting results, and making videos speaking in English (Revianti & Anggoro, 2022). In addition, the author chose to use the full-English learning method to train students' speaking skills during the learning process.

Cycle I

1. Action Planning I

Action planning activity I was carried out for one week. At this planning stage, lecturers compile teaching modules as a guide for learning implementation. In addition, lecturers prepare LKPD which allows students to work in groups and make presentations related to the results of discussions. Not to forget, lecturers prepare interactive activities to increase student interest in learning as seen in figure 2.

Figure 2. Action Planning Activities

2. Action Execution I

At the action implementation stage, lecturers carry out the English learning process by applying the Discovery Learning model and Buzz-Tapps techniques, namely discussions and presentations. Students are divided into several small groups that will work together to complete LKPD in the form of making projects based on the material being studied. During the learning process, lecturers use full-English in teaching to familiarize students to speak English in class. After the students were formed into several groups, students were asked to discuss the project they would make based on the theme they took, namely cooking in the kitchen. Lecturers monitor the course of discussions to ensure students use English. After determining the project, students make presentations in groups. The presentation was conducted in English. The other group was given the opportunity to respond to the other group's presentation using English as seen in figures 3 and 4.

Figure 3. Buzz Group Method

Figure 4. Tapps Technique

3. Observation I

During the implementation of actions, lecturers pay attention to student responses when conducting discussion and presentation activities. Overall, it can be said that students become more enthusiastic and motivated in learning English using the discovery learning method and Buzz-TAPPS Technique. After being given action treatment I, lecturers can determine the value of each student's skills in speaking English in class. Based on the results of the actions of all students in semester 2 of the hospitality study program have high learning motivation as evidenced by their ability to speak English, use appropriate vocabulary, and appropriate pronunciation. From the value of these skills, it can be concluded that the results obtained by students after giving actions in cycle I, show that the level of students' English-speaking skills has increased.
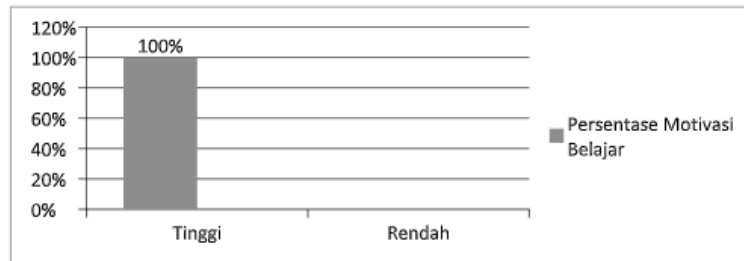

Figure 5. Learning Motivation Percentage Graph

4. Reflection I

Based on the actions that were implemented in cycle I, the researcher felt that the implementation of action I had an impact on improving student learning outcomes, especially in improving English speaking skills. In general, students seem very enthusiastic about learning. However, due to limited time, the presentation activities, especially the responses from other groups, were less than optimal. Therefore, further improvements are still needed at the next cycle stage. From the results of the reflection, the researcher determined new steps to improve learning in the second cycle. These improvement steps are: (1) electing a team leader in each group to ensure that discussions are carried out according to instructions. (2) maximize presentation activities by providing feedback to other groups. (3) giving assignments to make videos explaining food preparation. (4) provide additional time outside class hours.4.

Cycle II

Based on the results of the evaluation and reflection carried out in cycle I, in cycle II, lecturers continue to apply the project learning model with discussions, presentations, and making video projects speaking English. The implementation of action II is carried out with the same stages, namely the stages of planning, implementation, observation, and reflection.

1. Action Planning II

Action planning activities II are carried out after reflecting on cycle I. At the planning stage, lecturers compile teaching materials as a guide for learning implementation. In addition, lecturers prepare LKPD to direct students in making English speaking video projects related to Procedure text material. Students will carry out group discussions and presentations, then continue with making video projects.

2. Action Execution II

At the stage of implementing actions, lecturers carry out the English learning process by applying the project learning model. At the beginning of the meeting, lecturers provide online practice questions to increase students' interest in learning. After that, the students returned to the group that had been divided at the previous meeting. Together with group friends, students began to determine the chosen food preparation theme in making videos, distributing assignments, and loading scripts. Lecturers supervise the course of discussion and ensure that the projects chosen by each group are different. After finishing the discussion, each group made a presentation in front of the class using English. Other groups are welcome to respond. Due to less time and limited recording media, students are given the opportunity to record outside of study hours. After being given action II, lecturers make observations in class during discussions, presentations, and responses. In addition, lecturers assess video projects submitted by students.

3. Observation II

During the implementation of actions, lecturers pay attention to student responses when conducting discussion and presentation activities. Overall, it can be said that students show a high interest in learning English using the project method. After being given action treatment II, lecturers can determine the value of each student's skills in speaking English in class through discussions, presentations, responses, and video project assessments. The results obtained in action II showed a significant improvement. From the value of these skills, it can be concluded that the results obtained by students after giving actions in cycle II, show that the level of students' English-speaking skills has increased. Based on the implementation that has been carried out by lecturers, it can be said: (1) all students are very enthusiastic in participating in learning with the project learning model, (2) procedure text and LKPD learning materials have succeeded in increasing student interest in learning so that students become enthusiastic in participating in learning, (3) lecturers have sufficient time to supervise or control students in the learning process.

4. Reflection

At the end of cycle II, lecturers as researchers reflect by reviewing, seeing, and considering the results or impacts of the actions that have been implemented. At this stage, lecturers as researchers analyze learning outcomes that have been carried out in cycle II to find out the advantages and disadvantages of the learning methods that have been used. Based on the results of reflection, researchers can revise the next learning plan. Based on the results of research conducted in cycle I and cycle II, a presentation of the results of learning motivation was obtained as figure 6.
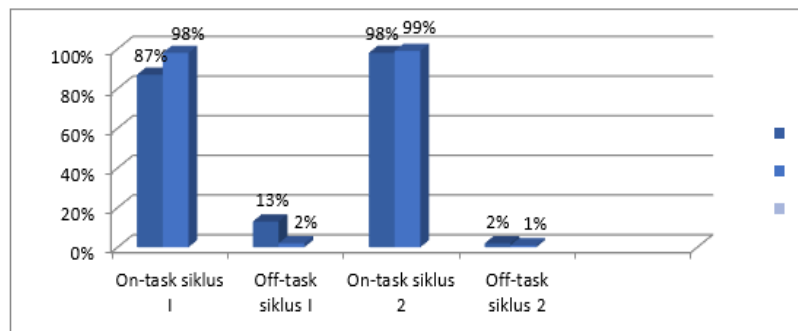

Figure 6. Study Motivation Test Results Graph

Based on the results of research conducted in cycle I and cycle II, a presentation of the results of the English-speaking skills test was obtained as figure 7.
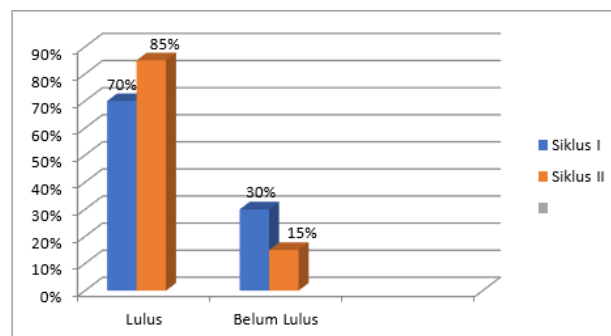

Figure 7. Graph of English-Speaking Skills Test Results

Based on data obtained after the implementation of cycle I and cycle II actions, students revealed that through the application of the project learning model: discussions, presentations, making videos, students experienced an increase in English speaking skills. From the results of filling out questionnaires by students, there are several advantages of applying the project learning method, namely increasing students' interest in learning, increasing vocabulary, increasing self-confidence, creating collaborative learning, and improving English speaking skills.

CONCLUSION

Based on exposure and findings in research, data analysis and reflection on each cycle. Class action research at Sekolah Tinggi Pariwisata Sahid Jakarta with the title "Management of Cooperative Learning by Using the discovery learning model and Buzz-TAPPS Technique to Increase Learning Motivation and English Speaking Skills in Second Semester Students of Sekolah Tinggi Pariwisata Sahid Jakarta in the First and Second Cycles can be concluded as follows.

The implementation of learning management using the discovery learning model and the Buzz-TAPPS technique can increase the learning motivation of cycle I and cycle II students by 100% each, which can be seen from student learning enthusiasm as well as the learning process has increased from 85% to 93%. Furthermore, research on English speaking skills also increased from 56% to 82%. Can increase student activity innovatively.

The advice for related resources is educators and education staff to continue to strive for innovations, creativity and high professionalism in order to run and carry out the process of teaching and learning activities systematically and fun (have a fun) in higher education institutions, especially the Sahid Tourism College Jakarta, so that lecturers and students can achieve learning goals that become standard operational procedures of the institution in the hope of achieving the ideals of the Indonesian people, namely educating the nation's life in science and technology and Imtaq.

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