THE EFFECT OF SMALL GROUP DISCUSSION ON STUDENTS' WRITING ABILITY AT ELEVENTH GRADE OF SMAN 1 MUMBULSARI IN THE 2019/2020 ACADEMIC YEAR

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ABSTRACT

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Writing is an important skill to be mastered by students to communicate in written language when they are studying English. Even though writing is the most difficult skill to learn and to master, because writing is an active or productive skill.

In this research, the problem is "is there any significant effect of small group discussion on students writing ability at eleventh grade of SMAN 1 Mubulsari in the 2019/2020 academic year?." and the objective of this research referring to the research problem is to know whether or not there is a significant effect of using small group discussion on students writing ability.

The kind of this research is experimental research while the design of this research is quasi-experimental research in which the researcher does not need to randomize the subject research. The sample of the research are XI IPA 1 as an experimental group and XI IPS 1 as a control group. The data are collected using two writing test, they are pre-test and post-test.

After the data were tested and found to be homogeneous variance and distribution of the data is normal, the hypothesis was tested using Independent Sample T-Test in SPSS showed that the significant values is 0.000. Those value is lower than significance level of 5% which means that Null Hypothesis (H_0) is rejected. So, Alternative Hypothesis (H_a) is accepted.

From those analysis result, it can be concluded that there is significant difference of using small group discussion on students' writing ability at SMAN 1 Mumbulsari in 2019/2020 academic year.

Key Word: Writing Ability, Small Group Discussion

INTRODUCTION

English is taught in Indonesia as a foreign language from junior high schools until universities. This is very important for students to master the four skills, they are liste ning, speaking, reading, and wri ting. Harmer (2007) states that we use language in terms of four skills reading, writing, speaking and liste ning. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. productive skills is the term for speaking and writing, skills where students actually have to pro duce language themselves.Among those skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text. In addition, the problems could be caused by several factors such as motivation, interest, intellegence, or learning materials, but the teaching strategy it is seems still become major reason why the problem in writing are still happened. Therefore, some method were needed to bring out the problem is small group discussion method.

According to Donelson (2009), a group may be said to exist when two or more person have as one quality of their relationship; some interdependence and possess some recognized unity. It can be said that group is a number of people when it consist of more than two pople interacting with each person influences, and is influenced by ano ther person in group. According to Djamarah (2006, p. 73-74) small group discussion is learning method that gives effect for students to study more active in teaching and learning process, because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve students' final outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increase students' participations in taking decision.

The problem of this is formu lated as "is there any significant effect of small group discussion on students writing ability at eleventh grade of SMAN 1 Mumbulsari in the 2019/2020 academic year?"

Based on the problem of the research above, the aim of this rese arch is to know whether or not there is a significant effect of using small group discussion on students writing ability at eleventh grade of SMAN 1 Mumbulsari.

REVIEW RELATED LITERATURE, HYPOTHESIS AND RESEARCH METHOD

Writing is discovery process, it involves discovering ideals, disco vering how to organize them and discovering what that you want to put ever to your reader (Ron,1987). So a lot of what a writer does a writer doesn't actually appear on the page. Writing is very complex. It is neither an easy as spontaneous activity. Writing needs some mental efforts that must be combined and arranged. Writing needs hard wor king, when the students do writing.

They not only have to keep minds but also considered the past opinion or ideas, which are relevant to their goal at the teaching.

There are five criteria aspect of a good writing. They are:

1. Content (the agreement with the litle chosen).
2. Organization (paraghraph, coherence, and cohesion).
3. Vocabulary.
4. Language use.
5. Mechanics (spelling and punctuation)

Writing is indeed a thinking process. It can be said that when we are trying to write something, we needs some of steps. Harmer (2004) states that writing process will be divided into four stages, they are: planning, drafting, and editing.

First, planning. Experienced writers plan what they are going to write. Before starting to writer or type, they try and decide what it is they are going to say.

Second, drafting. We can refer to the first version of a piece of writing as a draft. First, go" at a text is often done on the assumption that it will be amended later.

Third, editing. Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

Last in final version, Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

A narrative text tells a story by representing a sequence of events. Narrative can be dominant pattern in mainly types of writing formal. Such as history, biography, autobiography, and journalism as well as less formal such as personal letters and entries in diaries and journals.

Narrative text is also an essential part of casual conversation, and it may dominate tell tales. Speeches and shaggy dog stories, as well as the feature stories presented on tele vision. According to Anderson (1997 , p 8) narrative is a piece of text, tells a story, and in doing so entertains or informs the reader or listener.

Besides generic structure, langu age features are also important in writing narrative text. According to Anderson in teaching narrative text in improving writing to the tenth grade students of sma negeri 1 peta rukan, pemalang by Intan Karolina (2006) the language features of narrative text are:

a. Nouns that identify the spesific characters and places in the story.

b. Adjectives that provide accurate descriptions of the characters and settings.

c. Verbs that show the actions that occur in the story.

d. Time words that connect events to tell when they occur; the use of simple past.

Small group discussion is one of the cooperative learning in which students work in groups of three or four. A small group is a small mem ber of human, work together through interaction whose interdependent relation ship allows them to achieve a mutual goal (Kenz and Greg, 2000, p. 4). Sagala (2008) state that group discussion team is more effective if the group consists of 3-4 students,

enable students gives their opinions or ideas to other students easily.

Advantages of small group discu ssion Technique according to Harmer (2001, p. 117-118) the advantages of small group discussion is dramati cally increases the amount of talking for individual students, because there are more than two people in the group, personal relationship are usually less problematic.Small group discussion encourages broader skills of cooperation and negotiation.It promotes student autonomy by all owing students to make their own decision in the group without being told what to do by the teacher.

Small group discussion has many steps to be done for making this method easier. There are some procedure of small group discussion Ernest (1997), they are introduction, directing the dicussion, and summa rizing the discussion.

First, Introduction. The teaher introduces and explains more the material on which all of the students have some backround knowledge, so they have a basis for discussion then, the teacher gives an instruction to the students at the beginning of the discussion.

Second,directing the discussion. The presenter is in charge of directing the discussion on the piece of paper that is provided by the teacher and presents the result of their discussion in their own group first and to other groups. The other members of groups clarify. Give opinion/comment and critizied. Once the discussion begins, questions are essential in keeping the discussion moving.

Third, summarizing the discuss ion a final summary is essential at the end of the dicussion.

Based on the explanation above, it can be concluded that procedure of small group discussion conducted in three phases, starting from introdu ction, directing the dicussion and summarizing the discussion.

The hypothesis in this research, the researcher assumses that there is a significant effect of small group discussion on students writing ability at eleventh grade of SMAN 1 Mumbulsa ri in the 2018/2019 Academic year.

This research used experimental research. According to Arikunto (2010) experimental research is study to know whether there is an effect or not to the subject that is given treat ment. In other words, experiment tries to look for the casual relation ship by comparing one or more group which given any treatment with one or more comparator group which is not given any treatment Arikunto (2005). In this study, the researcher took two classes; one class is choose as experimental class in which the students will get treatment using small group discussion technique and control group will not get special treatment instead they get the treatment from the teacher usually gave in their regular classes (lecturing method).

The design of this research is quasi-experimental research. Quasi-experiments include assigment, but not random assigment of participants to groups, because the experimenter cannot artificially create groups for the experiment. The design can be describe as follow:

Group	Pre-test	Independent Variable	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

(Ary et al.2010.p.316)

In this reasearch the researcher using two classes which that one classes is experiment group which given treatment and test, and the other class is control class that was given a leturing treatment and test.

The Population in this research was all of the eleventh grade students of SMAN 1 Mumbulsari consisting 152 students.

In sample, the researcher uses cluster sampling to determine the experiment and control group. After selecting the samples using cluster sampling, the researcher choose two classes using lottery. The researcher made a lottery by using roll paper, and then the researcher took two roll papers XI IPA 1 and XI IPS 1 are choosen as sample and decide as the experimental and control group in which XI IPS 1 as an experiment group and XI IPA 1 as a control group.

This research will be held at SMAN 1 Mumbulsari in academic year 2019/2020, the researcher choose SMAN 1 Mumbulsari for the study because based on observation of the researchers at the school, there are still constraints faced by teachers in learning english. The use of lecture methods by teachers make students very bored, so that learning activities become passive and students are less enthusiastic in learning activities. the researcher conducted 2 week for experiment and control class. The researcher did

the research for 4 meetings of each class. It consist of the pre-test on the firs meeting, the treatment on the second and third meeting and the post-test in the last meeting.

To collect the data, the researcher Taken from test. There are several ways to collect data in this research they are as follows:

1. Give the pre-test to XI Ipa 1 as an experimental group and XI Ips 1 as a control group.
2. Give the treatment to the experimental group that teaching writing narrative text using small group discussion and give lecturing method in the contol group.
3. Give pre-test to both experimental and control group.
4. Score data from the result of post-test from both groups.
5. Compare the result of post-test from both group.

In implemating the test. The research instrument in this research is test. There are five aspects that will be used for analytic scoring. They are content, organization, grammar, vocabulary, and mechanic. This research also need other tool that is the procedure of developing instrument. The procedure of developing instrument was a technique used to analyze the data such as validity of the test and reliability of the test.

Kind of test that is used in this research is subjective test in the form of essay. The researcher asked the students' to make a narrative text based on their personal experience or a legend story. The test is given twice, pre-test and post-test. The pre-test is needed to measure the students' writing achievement before

giving the treatment. Post-test is needed to measure the students' writing achievement after they get the treatment.

In implementing the test, the researcher asks students to make narrative text consisting foratleast minimum 3 paragraphs in 60 minu tes. The topic is provided by the researcher. There are five aspects that will be used for analytic scoring, they are content, organization, gram mar, vocabulary, and mechanic. The aspects that are used by the resear cher are based on Brown (2004) theo ries about assessing writing. The aspect of evaluation are as follows.

To know whether or not the test is suitable to be used as research instrument, the researcher will analyze the test to know the validity and reliability of the test item.

Validity is defined as the extent to which scores on test enable one to make meaningful and appropiate interpretation. According to Arikunto (2010, p.211) states that an instrument will be valid if it measure accurately what is intended to measure. The researcher used test constructed based on the content validity. In addition, Content validity is use in this research because the test materials are constructed by considering the indicators to be measured. The test materials are constructed based on the school based curriculum for senior high school. The following tabel showed the characteristic of the school based on the curriculum and the test item.

Reliability is determined by the carefulness of evaluation instrument and the importance of reliability consistence, how far of the test or in

strument can be believed. (Arikunto, 2010). alpha formula is used to know the reliability of the instrument, of which score is not 1 and 0. The formula as follow:

$$r_{11} = \left(\frac{K}{K-1}\right)\left(1 - \frac{(\sum \sigma b^2)}{\sigma^2 t}\right)$$

Notes:

r11 = Reliability of the instrument

K = Number of aspect item

σb^2 = Total variant item

$\sigma^2 t$ = Variant total

Arikunto (2010) state that the coefficient criteria of correlation that can be shown from the interpretation are as follows:

0.00-0.20 = Low correlation

0.21-0.40 = Rather low correlat ion

0.41-0.60 = Fair correlation

0.61-0.80 = High correlation

0.81-1.00 = Very high correlation

Based on the calculation of tryout score, the reliability of the test is 0.77 (high correlation). So, the test is reliable.

The strategy of data analysis would be used SPSS (Statistical Package For Social Science). The writer uses statistical through calculation to know the result of writing ability test by using SPSS. The writer got the student scores of the experimental and control group. The scores from the experimental and control class would be analyzed by using T-test. It was used T-test

with the level of significance 0,05 (5%).

RESULT AND DISCUSSION

The researcher had conducted the pre-test on July 24th 2019. Below are the results of the pre-test scores of both the experimental and control group.

Table 1 Descriptive Statistics of Pre-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	20	28	64	43.60	10.772
Pre-test Experiment	20	20	72	44.20	14.595

Table 4.1 shows that the the minimum score was 28, the maximum score was 64, the mean score of control group in pre-test was 43.60, the standard deviation was 10.772 and. Furthermore, the minimum score is was 20. themaximum score was 72, the mean score of the experimental group in pre-test was 44.20 and the standard deviation was 14.595,

The researcher had conducted the post-test onAugust 7th 2019.The results of the descriptive analysis of the students' writing ability was based on the result of the post-test scores of both the experimental and control group.

Table 2 Descriptive Statistics of Post-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Control	20	36	80	61.20	13.987
Post-test Experiment	20	56	96	78.40	10.733

Table 4.2 shows that the maximum score was 80 and the minimum score was 36, the mean score of control group in post-test was 61.20 and the standard deviation was 13.987. Furthermore, the maximum score was 96 and the minimum score was56, the mean score of the experimental group in post-test was 78.40 and the standard deviation was 10.733.

In the normality analysis, if the value of significance is less than (<) 0.05 it means the data is not normally distributed. And if the value of significance is more than (>) 0.05 it means the data is normally distributed.

Based on the calculation on SPSS, the test of normality above, the result of post-test control group was 0.053 and experimental group was 0.478. In the post-test control group the result was more than (>) 0.05. And, in the post-test experimental group also the result is more than (>) 0.05. Hence, the both of groups were significant.

Based on calculation of Homo geneity. The test of homogeneity of variance above, the result of pre-test was 0,194. Because the result is mo re than > (0.05), means the result is significant. In conclusion of

homogeneity of variance test from pre-test H_0 is accepted. It means that the variance of data were homogenous.

And for homogeneity of post test , the result of post-test was 0,065. Because the result is more than > (0.05), means the result is significant. In conclusion of homogeneity of variance test from post-test H_0 is accepted. It means that the variance of data were homo genous.

The result of the Independent Samples Test in post test experi mental, the Sig. (2- tailed) is 0,000 and less than 0,05 (0,000 < 0,05) it means there is significant difference in students' writing ability between the students who were taught using small group discussion and the students who were taught without using small group discus sion.

Discussion

At the first meeting the resear cher did pre test for control and experimental class, and for the first treatment in the experimental class the writer introduce what is small group discussion method in teaching learning process. Before starting the activity the writer gave explanation in detail about small group discus sion and the writer gave an example directly. Kenz and Greg (2000) defines that small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. After gave explanation about small group discussion, the writer continued by explaining the material about narra tive text and generic structure of narrative text.According to Anderson (1997, p 8) narrative is a piece of text, tells a story, and in doing so entertains or informs the reader or listener.

In the second treatment, the students were given treatment by using 8imilar method that was small group discussion. Before giving small group discussion method, the writer explained the material about narrative text and gave the students example of narrative text about pinokio. The writer do the same method like the first treatment in teaching learning process.

After conducting the treat ments, the writer did post-test to know students' narrative text writing ability after giving treatments. The score show that in experimental group is more higher than in the control group of students. There were difference in the students' outcome when before and after giving te treatment to the students by using small group discussion. When the small group discussion was implem ented in teaching learning process, students was more interesting. In fact, the students were more enthusiastic to express their ideas to make writing narrative text and they were more encouradged to work collaboratively.

Small group discussion builds a sense of cohsion and trust with one another. Discussion groups are an arena in wich differences in opinion, race, gender, and participation should be accepted and celebrated. Differences allow for the diffusion of new ideas and attitudes. In writing narrative text with small group discussion students can exchange their ideas, critized, and give opinion or ideas so it can helps students to more understand about what is narrative text and how to structure and good techniques in writing.

On the other hand, the score of control group in the post-test is also getting increased. That

happened because in the control group, the researcher taught them by using lecturing method. From the discussion above, it clearly found that the use small group discussion as method can be effective for students' writing ability. In the other words, there was positive effect on students' writing ability after being taught by small group discussion.

CONCLUSION AND SUGGESTION

Conclusion

The result of the analysis and discussion show that there is a positive effect on students' writing ability by using small group discussion. The mean score of the experimental group after got the small group discussion method was 78.40 while the control group score was 61.20. The result of this study revealed that small group discussion method could help the students to develop ideas, organize their sentences into good writing and help the students to build a sense of cohesion and trust with one another.

The application of small group discussion is more effective since it helps the students to make they more understand if they do their writing with work together with the group, And students also become easier when they want to write narrative text. The use of small group discussion is able to make the students achievment in writing test higher than the students whose not use.

Suggestion

For other researchercan use true experimental design by randomizing the subject, in order for the resear cher to be able to control all the external variables that influence the results of the experimental research.

Second, other researcher can conduct small group disccusion method in other skill of English like reading. And also in the other kind of writing text like descriptive text, report text, etc.

In addition, it is expected to be useful for the teacher as methodin teaching writing narrative text. The method is also expected to enhance the quality of teaching of teachers in English class.

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