

The Effect of Small Group Discussion on Students' Ability in Writing

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Abstract: This Research is about The Effect of Using Small Group Discussion Technique on The Students' Ability in Paragraph Writing in English Study Program of University of HKBP Nommensen Pematangsiantar. The aim of this research is to solve the students problems in writing descriptive text, such as They are lack in vocabulary and they are difficult in certain generic structure. The students are not interested in Writing skill. Students still found difficulties to express their idea and they are bored in writing. Students' writing ability especially descriptive paragraph still low. This research deals with experimental research. The objectives of the research is to find out which has more significant between the effect of Small Group Discussion to the students' writing skill in writing descriptive paragraph ; teaching writing descriptive paragraph writing by small group discussion or teaching writing descriptive paragraph writing by conventional method. The research design that used in this study in experimental research. The score of data were taken from students at first semester of English Study Program of University of HKBP Nommensen Pematangsiantar. Which consist of 160 students who were chosen by taking group A and group B as a sample. The research design that used in this study in experimental research. The score of data were taken from students at first semester of English Study Program of University of HKBP Nommensen Pematangsiantar. Which consist of 160 students who were chosen by taking group A and group B as a sample. In this research, the score of the writing descriptive paragraph writing in control group and experimental group used as collecting data. There were two data used in this research. They were: pre-test and post test. The data were analyzed applying t-test formula. After analyzing the data, the result of the research showed that T-observed was 2.47 and T-table 2.00 at the level of significant $p= 0.975$ and $df= 62$; N_x+N_y-2 ; $32+32-2=62$. The result of the analysis shows that the value of the T-test was higher than the value T-table ($2.47>2.00$). It can be concluded that applying small Group Discussion significantly effects on the students' Keywords : Students' Skill, Writing, Descriptive Paragraph, Small Group discussion.

Keywords: Small Group Discussion, writing, descriptive text

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I. INTRODUCTION

The English Study Program in HKBP Nommensen University apply curriculum KKN1 since two years ago. The students in the first semester begin to study writing skill, or it is called as a Paragraph Writing subject, on the curriculum before the students learned writing skill in third semester. That is also becoming a problem for the students because they are still confused in writing. Since English writing is taught in university, lecturers must know their role as they teach writing. As the observation applied, it was found that the students were in fact get some difficulties in learning subject. The students are difficult to begin their writing because it is the new one for them because they are lack in vocabulary and they are difficult in certain the generic structure.

The researcher interviewed some students in previous time, and found that the very basic problem was that they are not interested on the writing subject. Students found some problems in beginning to writing a paragraph, for example difficulty in inventing the topic sentence, difficulty in arranging the sentence or in developing the topic sentence. Related to these difficulties, most of the students in the first semester got low scores on Paragraph Writing subject.

To solve the problem above there are many techniques can be used by lecturer to teach writing subject. Slavin (2005) proposed many techniques of cooperative learning such as: Students-Team-Learning, Small-Group-Discussion, Students-Team-Achievement-Division, Jigsaw, etc. The Small Group Discussion is chosen and considered as the most appropriate technique to be applied to help students covering their problems in writing paragraph and develop the students' ability in writing. This technique is designed to meet what students need in writing a paragraph and encourage them to get a high achievement in writing. Small-Group- Discussion is one of the Cooperative Techniques in which Students works in group or three or four. A small Group is small member of humans, work together through interaction whose independent relationship allows them to achieve a

mutual goal. Small group discussion carried out by dividing the students into groups. The number of members of a group is between 3-5 people. Small group discussion refers to interacting in a face-to-face situation so they do the dialog, not only with teacher but also with other learners. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Students can share conversation discussion in group and exchange of their ideas.

Based on the explanation above, the researcher hypothesized that the Small Group Discussion will be appropriate used as the technique in teaching Paragraph Writing especially the descriptive text because. By using small group discussion, the students' descriptive text writing ability would be better. The writer proposed a research entitled: "The Effect of Using Small-Group-Discussion Technique on the students' ability in Writing Descriptive Paragraph in HKBP Nommensen University in Pematangsiantar". Based on the background the explanation above The researcher composes the problem of this research as: Does the small-group- discussion teaching technique significantly affect the students' ability in writing descriptive paragraph at the first semester of HKBP Nommensen University in Pematangsiantar?

II. REVIEW OF RELATED LITERATURE

A. Writing

Writing is one of the language skills among four skills in learning English. Writing is one of best medium of communication in education because everyone can express their ideas or convey the message that will be received accurately by the readers. But to make readable text is not easy, it also requires some particular aspect such as when they produce letter, word phrase, clauses, sentences than arranged them into a good paragraph, everyone also need to think hard and extend their knowledge to get good writing.

B. Concept of Writing Process

Writing is an activity to express and put on the ideas or thought on written form through a thinking process. Writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports or novels) and the medium it is written in (pen and paper, computer word files, live, chat, etc

C. Concept of Descriptive Text Writing Ability

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers.. Descriptive text is type of the text to describe a particular person, place or thing. According to Kane, in broad definition, description is about sensory experience-how something looks, sounds, tastes.

D. Concept of Small Group Discussion

A simple and effective method of involving students is known as small group discussion. According to Baker, small group itself is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible.

The number of members of a group is between 3-5 people. Small group discussion is an orderly process that involves a group of individuals consisting of 3-7 students in a face to face interaction cooperatively. The purpose of the small group discussion is to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusions.

III. RESEARCH METHODOLOGY

A. RESEARCH DESIGN

In this research, the writer will use quasi-experimental design. Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. It is awkward to create a new class in learning by random the participants. Thus, it is more efficient if the writer use quasi- experimental design because it is not random participants. Further, the varieties of quasi experimental designs, which can be divided into two main categories, there are pre- and posttest, posttest only. It describes that quasi-experimental design do not have random assignment, then quasi-experimental divided into categories pre- and posttest, posttest only. Then, the writer selected two classes, first class as a control class and second class as an experimental class. The research design can be presented as follows:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	X1	✓	Y1
Control Group	X1	-	Y1

In this research, the students will be given a pre-test to know their descriptive text writing ability before treatment and post-test after the treatment by small group discussion. The pre-test and post-test conducted for control and experimental class. In the control class, the treatment used lecture technique that was usually used by the teacher in teaching learning process. In the experimental class, the writer used small group discussion as the experimental treatment.

B. Population

Population in this research was all students of the first semester students of Universitas HKBP Nommensen Pematangsiantar in the academic year 2019/2020 which consists of 160 students in to 4 classes.

C. Sample of the Research

In this research, the writer chose two classes, as the sample, the first as the experimental class and the second as the control class. The total of the sample is 64 students (Group A and B).

D. Instrument of the Research

The instrument used in this research will be writing test. This test has a purpose to measure the students' writing ability. The writer made two instrument, they are pre-test and post- test. The instruments of pre-test and post-test are tests to be composed of a descriptive text that consists of 75-100 words by looking at pictures provided and 60 minutes for time allocation.

E. Technique of Data Collection

To collect the data, the writer used an instrument that was a test which consists of pre- test and post-test. The test was used to know students' descriptive text writing ability.

F. Technique of Analyzing the Data

In order to know whether there is any effect of using Small Group Discussion on the first semester students' to the ability in writing a descriptive text, the difference of mean score of two groups are calculated by using t-test. The formula of t-test is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\frac{d_x + d_y}{(N_x + N_y) - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where: t = Total score

- M_x = The mean of experimental group
- M_y = The mean of control group
- d_x = Standard deviation of experimental group
- d_y = Standard deviation of control group
- N_x = The total sample of experimental group
- N_y = The total sample of control group.

IV. FINDING AND DISCUSSION

A. Findings

In analyzing the possible correlation between these two variables are to conclude the sum of the raw scores of the two variables (Pre test and Post Test) the pre test ability indicated as (X) and post test ability is indicated as (Y) and the sum of the score of the pre test and post test ability score is marked as (XY).

**Table 4.1.1
The Mean Scores of Pre-Test and Post-Test of Experimental Group**

EXPERIMENTAL GROUP			
NO.	Name	Scores of Pre-Test(X)	Scores of Pos-Test(Y)
1	RG	75	93
2	MR	91	92
3	MS	49	60

EXPERIMENTAL GROUP			
NO.	Name	Scores of Pre-Test(X)	Scores of Pos-Test(Y)
4	SH	52	67
5	MA	78	81
6	LS	49	69
7	PH	70	84
8	PS	62	74
9	VS	77	87
10	DS	69	76
11	LM	62	67
12	PS	65	75
13	LS	60	67
14	DK	63	69
15	DH	70	81
16	GS	83	93
17	DS	65	78
18	KS	63	76
19	SG	68	81
20	RR	67	74
21	RS	73	80
22	DS	65	75
23	EM	54	73
24	DS	64	76
25	FH	62	73
26	KS	73	83
27	RR	64	70
28	LS	75	79
29	LM	73	77
30	RS	77	88
31	GH	67	83
32	JA	62	76
TOTAL		$\sum X = 2137$	$\sum Y = 2477$

Table 4.1. above shows that in experimental group, the lowest score for pre-test is 49 and the highest score is 91, while the lowest score for post-test is 60 and the highest score is 93. In the post-test, the students are able to make descriptive text by using Small group Discussion Technique. It means that the ability of the students in post-test using Small group Discussion is more increase than in pre-test without Small Group Discussion/Conventional Technique.

4.2 The Mean Scores of Pre-Test and Post-Test of Control Group

Control Group				
No	Name	Class	Scores of Pre-Test (X)	Scores of Post-Test (Y)
1	AS		54	62
2	DA		80	83
3	IS		57	59
4	GN		60	64
5	LA		60	64
6	GN		43	47
7	RM		59	66
8	KA		58	64
9	OA		49	62
10	MG		52	59
11	FY		50	61

12	DL		60	67
13	MG		42	51
14	IE		58	64
15	JA		47	62
16	EI		60	68
17	RA		64	73
18	SA		47	51
19	AI		52	62
20	SA		53	67
21	RL		64	67
22	MN		58	62
23	ML		58	67
24	LA		38	55
25	VI		47	62
26	KI		61	68
27	CA		72	77
28	AN		52	58
29	YA		81	83
30	GA		58	63
31	RA		47	52
32	TI		60	70
TOTAL			$\Sigma X=1801$	$\Sigma Y=2050$

Table 4.2 above shows that in control group, the lowest score for pre-test is 42 and the highest score is 81, while the lowest score for post-test is 47 and the highest score is 83. In the post-test, the students are not so bad to make the descriptive text, and the ability of the students is increase than in pre-test.

Table 4.3
The students Writing Score Experimental Group

No	Name	Pre-test(X)	Post-test(Y)	X ²	Y ²
1	RG	75	93	5625	8649
2	MR	91	92	8281	8464
3	MS	49	60	2401	3600
4	SH	52	67	2704	4489
5	MM	78	81	6084	6561
6	LS	49	69	2401	4761
7	PH	70	84	4900	7056
8	VS	62	74	3844	5476
9	DS	77	87	5929	7569
10	LS	69	76	4761	5776
11	PM	62	67	3844	4489
12	LS	65	75	4225	5625
13	LS	60	67	3600	4489
14	DK	63	69	3969	4761
15	DH	70	81	4900	6561
16	GS	83	93	6889	8649
17	DS	65	78	4225	6084
18	KS	63	76	3969	5776
19	SS	68	81	4624	6561

No	Name	Pre-test(X)	Post-test(Y)	X ²	Y ²
20	R G	67	74	4489	5476
21	RR	73	80	5329	6400
22	DS	65	75	4225	5625
23	ES	54	73	2916	5329
24	DM	64	76	4096	5776
25	FS	62	73	3844	5329
26	KH	73	83	5329	6889
27	RS	64	70	4096	4900
28	LR	75	79	5625	6241
29	LS	73	77	5329	5929
30	RM	77	88	5929	7744
31	GS	67	83	4489	6889
32	JA	62	76	3844	5776
		$\Sigma X=2137$	$\Sigma Y=2477$	$\Sigma X^2=146745$	$\Sigma Y^2=193699$

Table 4.4

The Students Writing Score Control Group

No	Name	Pre-test (X)	Post-test (Y)	X ²	Y ²
1	AS	54	62	2916	3844
2	DA	80	83	6400	6889
3	IS	57	59	3249	3481
4	GN	60	64	3600	4096
5	LA	60	64	3600	4096
6	GN	43	47	1849	2209
7	RM	59	66	3481	4356
8	KA	58	64	3364	4096
9	OA	49	62	2401	3844
10	MG	52	59	2704	3481
11	FY	50	61	2500	3721
12	DL	60	67	3600	4489
13	M G	42	51	1764	2601
14	IB	58	64	3364	4096
15	JA	47	62	2209	3844
16	EI	60	68	3600	4624
17	RA	64	73	4096	5329
18	SA	47	51	2209	2601
19	AI	52	62	2704	3844
20	SA	53	67	2809	4489
21	RL	64	67	4096	4489
22	MN	58	62	3364	3844
23	ML	58	67	3364	4489
24	LA	38	55	1444	3025
25	VI	47	62	2209	3844
26	KA	61	68	3721	4624
27	CA	72	77	5184	5929
28	AA	52	58	2704	3364
29	Y	81	83	6561	6889

No	Name	Pre-test (X)	Post-test (Y)	X ²	Y ²
30	GA	58	63	3364	3969
31	RA	47	52	2209	2704
32	TI	60	70	3600	4900
		$\sum X=1801$	$\sum Y=2050$	$\sum X^2=106939$	$\sum Y^2=132100$

4.1 Findings

Research finding is the conclusion of the research result with data shown. After the writer treated the data and verified the hypothesis, then the writer came to the research finding. It is important as adequate exposition of the purpose of the study being reported and the chapter and section topic involved. The writer found that:

1. The average value (Mean) in experimental group is 66,78 and in control is 56,28.
2. The standard deviation (SD) in experimental group is 11,22 and in control group is 13,20.
3. In experimental group there are 22 students or about 54,6% who are at the high level, 10 students 45,4% who have medium level, and none of the students who have low level.
3. In control group there are about 16 students or about 50% who have high level, 16 students 50% who have medium level, and none of the students who have low level.
4. In other words $t\text{-test} > t\text{-table}$; $2,47 > 2,00$ at the level of significance 0,05 for 2 tails Therefore, the Alternate Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected.

4.2 Discussions

1. The writer finds out that by using Small Group Discussion Technique in learning process, the students are interesting in English and more fun in studying English. By using Small Group Discussion Technique the students are easier to show their opinion, feeling, thought, and making the students easy to make paragraph text.
2. The writer finds out that using conventional teaching method in learning process, the students are not paying attention totally, since they are not engaged to get interested in English, and get the difficulty to understand writing a descriptive text well.
3. The process of teaching and learning a descriptive text well organized. Everything executed following the rules proposed on the steps of how running a group discussion well. In sum, the small group discussion was significantly effective to be applied in teaching to construct a descriptive text.

V. CONCLUSION

The conclusion is that The Effect Of Using Small Group Discussion Technique on Students' Ability in Writing Descriptive Text in First Semester of English Department UHKBNP is higher than Conventional Technique. This can be seen from T-test(2,47) is higher than t-table (2,00) at level of 0,05. It means that Ha is accepted while Ho is rejected. In other words, using Small Group Discussion significantly affects for the students' ability in writing a descriptive text at First Semester of English Departement Universitas HKBP Nommensen Pematangsiantar.

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