THE EFFECTIVENESS OF USING SMALL GROUP DISCUSSION IN TEACHING WRITING HORTATORY EXPOSITION TEXT FOR SENIOR HIGH SCHOOL

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ABSTRACT

This research is aimed at analyzing the effectiveness of the Small Group Discussion/Interaction technique in teaching Writing Hortatory Exposition Text. This research is True experimental with pretest and posttest design. The population of this research was the eleventh graders students of SMA RaudlatulUlum Gondanglegi Malang, Indonesia in the academic 2018-2019. Students' writing achievement was measured by an objective test. The findings of the research revealed a statistically significant effect between writing score and post-tests on their writing test. Based on the statistical computation, the value for treatment is .000 with the level of confidence 95%(α = .05), thus, the p-value was smaller than (.05). In other words, there is any difference taught by using Small Group Discussion/Interaction. The significant improvement on the posttest score of the experimental group was affected by several reason. Firstly, the implementation of Small Group Discussion/Interaction helped students to organize the information they got from the material in affective way. Secondly, the implementation of Small Group Discussion/Interaction prevented the students' feeling as they never felt before.

Keywords: Writing, Small Group Discussion, Expository Text

INTRODUCTION

According to Tarigan[1] Writing skill is one of communication tool that have important role in daily life. By writing, people can express their idea. Tarigan said that writing is language skill that is used to communicate with other indirectly. Writing is also a productive and expressive activity. According to some experts of writing, writing is finding new things. It is supported by Heriyawati[2], one of the best lectures in Malang, in her articles. She said that writing is the most complicated skill to accomplish. It is believed that writing forces us or writer to be responsible for paragraph content, organization and diction, as well as complex grammar which can be accounted. It means, when we write down, we have already been thinking first about what we were going to say and how to say it. After that, we look at our written text to change it into written form and make correction.

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[1] Tarigan, H.G. *Menulis. Sebagai Suatu Keterampilan Berbahasa. (Bandung: Angkasa, 2013).* p.03

[2] Heriyawati, D.F. *The Implementation of Content-Based Approach in Improving Academic Writing Skills of EFL Students. (Malang: Universitas Kanjuruhan, 2014). p.01*

Written form is made to show that writing provides information for the readers and persuade the readers to do something like proposed in it. We can share it in many media, such us magazine, newspaper and all media we want. Especially are for every institution like school, university and etc. If we master in this skill, we will be able to communicate each other easily. In Indonesia, writing still in the high level for Indonesian students', so that they were not able to communicate each other by using written form, especially using English.

Dhimas mentioned in his thesis about the academic writing of Indonesian students was able to be called in the low level.[3] It was proved of the lowest Scientific work which done by the Indonesian students.   Based on the list of Asia Publication, Indonesia was placed at the 12 of 20 countries in Asian Pacific. In addition, Indonesian students need something to help them reaching the academic writing qualification. Something which can force them to face and solve their own problems in academic writing. it can be a technique or way for teacher in teaching learning activity. If the teacher can give a good and interesting way or technique, the teacher can help students to solve their problems in teaching learning process. It can be called as Strategy. According to Dhimas opinion about the academic writing of Indonesian students, Strategy is the best solution.

Rhalmi[4] said that Strategy is technique to solve problem which is posed by the language input and output. It is also called the special or specific treatment that we made for breaking something. In conclusion, strategy helps teacher in teaching learning activity and helps students in understanding the lesson material. Teacher need the strategy in teaching not only for make an easy teaching and make students easily in understanding the lesson material but also can make a good atmosphere in teaching learning process. This is the logic reason why teacher should use the strategy in teaching. One of the effective strategies is dividing the whole class in several groups.

Although some research about group discussion had been conducted, this research is still worthy for other people. In conclusion, we can clearly see that the method is effective on teaching writing skill.Furthermore, the researcher tried to measure this method is effective in teaching writing skill. According to Dyan in her final project which was taken from one of experts that the small group can discuss content, it also can share ideas in solving the problems. Edy also stated that small group discussion was highly effective in improving the students' writing achievement. As a result, this experimental research is conducted.

Writing is a way of communicating a message to a reader for a purpose.[5] The purposes of writing are to express one self, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work.

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[3] Dhimas, A. K. Persadha. *Studi Kompetensi Kemampuan Menulis di Kalangan Mahasiswa.* (Malang: Universitas Negeri Malang, 2016). p.01
[4] Rhalmi, M. *How to Teach Writing Skills to ESL and EFL Students.* (Accessed on 30 July 2020).
[5] Susanti, Nova. *Improving Students' Achievement in Writing Hortatory Exposition Texts Through Dictogloss Technique.* (Medan : English Department, 2010).

Aliv said his thesis that process of writing is everything that writer does, from the moment writer starts to think about idea or what will the writer do in writing, until the final writing is complete.[6] Every writer gives a version of process writing stages or steps differently. There are three steps in the process of writing. Those are Prewriting, Writing, and Rewriting. In the prewriting stages, the writer collects any ideas from some sources. Then, arranging the ideas into written form in the writing stages. The last is rewriting. It means like revising. In this stage, the writer revises the writing after making correction before sharing or publishing the final form.

There are more than ten kinds of text in English Writing Class that have researcher mentions in the first chapter. One of them is Hortatory Exposition. It includes in expository text. there are two kinds of expository text, Hortatory Exposition and Analytical Exposition.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.[7]

To support this research, there are some previous studies related to this case. Edy Rahmat conducted the research with the same topic:"Improving Students' Achievement in Procedure Text Writing Through Small Group Discussion Technique at Tenth Grade Students of SMAN 1 Sukadana Kayong Utara, in Academic year 2011-2012".[8] The design of the study is a Quasi Experimental. The result of his study was success. It showed the empirical data of the research. Then, Dyan Ayu also conduct the research by using the same strategy and the same skills: "Improving the Ability in Writing Hortatory Exposition Texts Through A Group Discussion for Grade XI Students of Senior High School, in Academic Year 2008/2009".[9] The design of this research is Experimental research. The result showed that the research was success. according to the data, experimental group get the higher score than the control group. It can be concluded, the result showed the significant difference in the achievement between both class, experimental group and control group.

METHOD

The study attempted to findout the effect of Small Group Discussion/Interaction on Writing Text. Accordingly, to gain the accuratemeasurement of the effectiveness of small group

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[6] Muhammad, Aliv Rizal.Thesis. *Improving the Ability of English Department Students of Kanjuruhan University in Writing Descriptive Essays Through PREMORA.* (Malang: University State of Malang, 2010). p.21.

[7] Husein, Dr.Rahmad, M.Ed, & Pulungan, Dr. Anni H, M.Hum. *Sumber Belajar Penunjang PLPG.* (Jakarta: Kemendikbud, 2017).

[8] Rahmat, Edy. *Improving Students' Achievement in Procedure Text Writing Through Small Group Discussion Technique.* (Pontianak: Tanjungpura University, 2013).

[9] Purnomowati, Dian A. *Improving the Ability in Writing Hortatory Exposition Texts Through A Group Discussion.* (Semarang: Universitas Negeri Semarang, 2010).

discussion/interaction on students' writing achievement, the researcher had to choosea research design allowing the researcher to measure it accurately. Thus, this researchwould be conducted in an experimental research.

Latief stated that Experimental research measures the effect of one independent variable to dependent variable.[10]

In this research, it has to divide into two classes, those are the experimental group and the control group. Further due to incapacity of assigning subject in agglomerating randomly in SMA Raudatul Ulum Putukrejo Gondanglegi Malang, this research uses true experimental design. Sugiyono stated that true experimental is situation which the researcher is able to control all variable that hamper the experiment process.[11]

The following considerations is over the option of this design. The random assignments of the subject can be conducted, because the researcher get a big opportunity from the school authority, so that both of group are selected randomly. According to school situation, the classes can be reorganized or schedule can be disrupted in accommodating this study of research.

There were two variables in this study. They were independent variable (cause) and dependent variable (effect).The independent variables of this study are small group discussion/interaction and non-small group discussion/interaction and dependent variable is the effect of another variable. In this research the dependent variable is the students' writing skill.

According to Nana, in the research, population is divided into two population. Those are General Population and Target Population.[12] Target population is become the subject that researcher must focuses in the researcher. So, the Population of SMA Raudlatul Ulum Gondanglegi Malang in academic year of 2018/2019 was second years student for girl.

In this present research, the sample of simplerandomwascarried out in the population. The researcher took the sample randomly from the population. Based on the all members of population, the researcher took 30 students to be sample of the research.

Two writing techniques were implemented during the treatment in the experimental. Those were small group discussion and non-small group discussion/interaction.

The researcher used the small group discussion/interaction to treat experimental group and Jigsaw Technique was used to treat the control group. At the end of the experiment, both of the groups were post-tested.

There were two instruments that applied in this study: a writing test and questionnaires. The topic for writing test was designed to be different as researcher assumed that students would be able to remember what they had carried out incorrectly. The questionnaire was used to know the students'

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[10] Latief, M.A. *Research Methods on Language Learning an Introduction.* (Malang: UM Press, 2011). p. 93

[11] Prof. Dr. Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D.* (Bandung: ALFABETA, 2011). p.75

[12] Sukmadinata, Nana. S. *Metode Penelitian Pendidikan.* (Bandung: 2010). p.250

attitude toward the writing strategy is applied in thisstudy.

According to the research design of this study, the data collection processes was carried out into 3 steps or stage generally. They will be pretest, treatment, and posttest.

The data analysis aimed to test the research hypothesis. The second years students who taught by Small Group Discussion achieved better than students who taught by Jigsaw technique in Writing achievement at SMA Raudlatul Ulum Gondanglegi Malang, first of all, the data in this study was organized and summarized by using the descriptive statistics.

The writing test data had been obtained and the researcher started to organize the data. After that, the researcher arranged the measure into a frequency distribution and presented the data in the graphical forms.

After organizing the data, the researcher summarized the data to find a single index that could represent a measure set. There were three indexes those called the measure of central tendency in statistics. Those are Mean, Median, and Mode. The mean is all scores' sum divided by the number of items in distribution. The median is the middle scores in the score distributions. The mode is frequently occurring score in distribution.

The researcher used the variance analysis (ANOVA) from SPSS version 17 computation to analysis the posttest data. F distribution, the null hypothesis was rejected and the alternative hypothesis was accepted.Furthermore, the researcher carried out a statistical power analyisis. Then, the power of statistical is the probability that the significance of statistical particular test will lead to reject the null hypothesis.

FINDING

The posttest result showed that the experimental mean score was76.5while the control mean score was 65.9. in addition, the mean difference of the experimental and control group was 10.6 point.

See the table below

One-Sample Kolmogorov-Smirnov Test

		pretest experimental	posttest experimental	pretest control	posttest control
N		15	15	15	15
Normal Parameters[a]	Mean	64.80	76.58	63.42	65.92
	Std. Deviation	7.698	6.294	6.932	7.137

The obtained in the posttestwas computed by usingOne Way ANOVA by meansof SPSS version 16.0.Based on the statistical computation, that a significance .000 < .5 with the level ofconfidence 95% (α = .5). it means that is valid. While the effect of Small Group Discussionto posttest score is .000. it < .5 with the level of confidence 95% (α = 0.5). it means that there is a significance of Small Group Discussion in the students' writing. see the table below

ANOVA

ANOVA

pretest and posttest of experimental dan control group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1632.736	3	544.245	11.002	.000
Within Groups	2770.150	56	49.467		
Total	4402.886	59			

To be efficient in testing, however, the null hypothesis was formulated as stated in Research Methodology. In order that the hypothesis testing could be performed effectively, those null hypotheses wasrestated here. The formulations of the null hypothesis were as follows: there is no any differenceachievement between students taught by small group discussion and students taught by non-Small Group Discussion.

Based on the statement above, the null hypothesis had been tested in accordanceto the analysis result. Thefirst null hypothesis testing, p-value is .000 since the p-value was smaller than the α (.05), the null hypothesis H_{01} wa rejected and the working hypothesis H_1 was accepted that there is any differenceachievement between students taught by small group discussion and students taught by non-Small Group Discussion.

DISCUSSION

The final result of data analysis presented in Chapter IV, which had been derived from the analysis of ANOVA by which H_0 is rejected, revealed that there is any diference in the students' writing achievement between students taught by Small Group Discussion and those with the Jigsaw technique.

Before the treatment, the mean score of the experimental group on the writing score at the pretest was 64.8 while the mean score of the control group on the writing pretest was 68.41. The mean difference score between the experimental and control group at the pretest was 1.39. In the posttest, the experimental group mean score was 76.58 while the control group score was 65.91. The mean difference between both of group was 10.67.

The significant improvement on the experimental group posttest score was affected by several reasons. First, the implementation of the Small Group Discussion helped students to organize the information/idea they got from the writing material in affective way. By training students to comprehend keywords of the material and write down the information of the keywords, the students could easily understand the detail infromation from the writing materials. Then, the practicing activities also forced them to analyze and evaluate the information, also changed the information into written form with clearly structure. By doing those activities, the students were trained to think critically in every meeting. Second, the implementation of Small Group Discussion prevented the students from unexpected feeling as they ever felt before. The motivation of the experimental students in this group was being improved. This is based on the result of students' attitude questionnaire. Therefore, the Small Group Discussion is an effective way in teaching writing and improving the students' achievement of that.

In conclusion, the Small Group Discussion had a higher effect in

improving the students' writing achievement of the experimental group. These finding, in line with what Dyan Ayu (2010) and Edy Rahmat (2012) found in their research that Small Group Discussion successfully improve the students' Writing achievement.

Small Group Discussion is effective in improving the students' writing achievementmay be caused of some reasons. First, the students taught by Small Group Discussion have higher motivationin writing. Based on the attitudequestionnaire result was given aftertreatment, the result showed that students like writing. Applying Small Group Discussion gives students newlearning experiencethat they nevergot in advanced. Further, the students also recommendthat Small Group Discussion should be applied in othersubjects besidesthe writing class.

Second, Small Group Discussion can make students enjoy while writing. In the writing class applying the Small Group Discussion, the students are engaged in an ongoing activity. Small Group Discussion makes students more understand about working in team, so that students can focus to the important thing. Finally, Small Group Discussion provides mental framework to help students in organizing knowledge and build the framework peace, linking it to others framework. It can be concluded that the use of Small Group Discussion helps students to work together effectively and focus to their goal in every learning activity.

CONCLUSION

Based on the research problem and the data analysis result, it can be concluded that there is any difference in students' writing achievement taught by using Small Group Discussion and the Jigsaw technique. Thus, the teaching of Small Group Discussion in teaching has impact on the students' writing achievement than using the Jigsaw technique in writing class.

This study shows the effectiveness of Small Group Discussion on students' Writing which is consistent with the result of several previous studies. As there a lot of studies on the effectiveness of Small Group Discussion on students' writing achievement,limitation of this study is presented. That is the guidance in summary activity while doing the Small Group Discussion needs to be improved. During the treatment, the main attention of the researcher is how to help students organize the idea and turn it into written form systematically. Future studies should emphasize on improving the students' vocabulary items since all of them are part of Small Group Discussion.

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