The Effect of Using Small Group Discussion (SGD) on Students' Analytical Exposition Text Writing

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Abstract

This research investigates the effect of SGD on students' analytical exposition text writing for eleventh graders in SMAN 1 Srono. This research employed experimental research in two classes, those were XI IPA 1 as experimental class and XI IPS 2 as control class. XI IPA 1 class consists of 34 students and XI IPS 2 class consists of 33 students. Both of class were given pretest, treatment, and post-test. In this research, the researcher was giving same material but different treatment. The experimental class was tough with applied SGD as the method while the control class was tough without applied SGD. The result of this research showed that the experimental class was got higher score than control class in the post-test. The mean score of post-tests in the experimental class was 84,17 while in the control class was 68,30. Then, the researcher used independent sample t-test using SPSS 28 to test the hypothesis. The result of independent sample t-test showed the significant value was <0,001 which lower than significant level 0,05. Thus, the researcher concluded that there was an effect of using small group discussion on students' analytical exposition text writing.

INTRODUCTION

English is one of international languages of communication. Some countries use English as their second language which is used to communicate in daily and combined with their mother tongue. For example, in Malaysia and Singapore. Meanwhile, Indonesia uses English as foreign language which is English doesn't use or mix in daily conversation. (Zulfikar, Dahliana, Sari, 2019) Citizen in Indonesia only use English when in the school because English is an obligatory subject in Indonesian schools.

In Senior High School, for instance, English has become one of the compulsory subjects taught. It is use to face the globalization era. (Luklua, 2021) However, despite having learned English for about several years, most Indonesian students have not mastered the English skill. In learning English, there are four skills that have to be mastered. Those are listening, speaking, reading, and writing.

Writing is one of skills in English emphasized in the education system. Hosseini in (Kusuma, Santoso, Myartawan, 2020) stated one of the keys to reach success in the academic field is writing skills. Having an ability to write in English is essential for students in the current era. Writing skill are fundamental as the facility to express and convey thoughts to the reader, as one of the stipulations to complete and finish the education process, and to get a good occupation. Writing skill is great needed to be mastered by students to assist them to be more competitive in this globalization era.

There are several text types in English learning. Based on the basic competence in Curriculum 13 for senior high school students in eleventh grade, students have to be able to arrange analytical exposition text. Analytical exposition text is related to actual issues even by paying attention to a social function, text structure, and language features correctly and properly with the context. (Sari, Winarsih, Sarwanti, 2017) Analytical exposition text is a kind of text which tell about self-opinion or argument related to a phenomenon or actual issues. This text has function to persuade the reader that there is something that needs to get attention to analyze or explain and to persuade the readers that the opinion is true and supported by arguments.

(Kusuma, Santoso, Myartawan, 2020) Indonesia's students face a significant obstacle in writing English. Kusuma stated that many students in Indonesia have problems beginning to write and difficulty to develop their ideas. Especially students at SMAN 1 Srono. The English teacher said that when the students given writing tasks, most of them write with the same topic that majority got from internet, there were arranged by them self but the structure was disorganized. Whereas the English teacher has explained and given the example before. It is

indicated that the students still have difficulty understanding and arranging a text by their selves.

Based on the case above, the researcher applied one of the best and most exciting ways to make students active and motivated in writing English is by applying the SGD method in the learning process to write analytical exposition text. According to (Lestari: 2019) SGD is one of the interesting techniques that makes the student more active in the learning process through asking and giving questions, discussion, and presentation. Afterward, SGD is an effective technique to teach writing due to the activity is done in a group, the student can discuss, learn, and make decisions with their friend, it makes the student know each other well, makes the student easy to master the material that had discussed, and it of course makes them more intimate in the process of learning. (Rahmat: 2017) also stated that small group discussion is an effective strategy because students can learn without shouting and disturbing their other friends and students will focus and serious in learning. Small group discussion is one of the strategies in learning which intend some students in a small group to develop students thinking or complete practical task. Through small group discussion, students can easy to master a material because it has been discussed in the group.

Several researchers have been conducted relating to this research. First, Maghfuroh and Him'mawan Adi Nugroho in 2015, the result of the research showed that small group discussion can be used to teach writing descriptive text. Students were happy to use small group discussion as a method to write a descriptive text. Second, Intan Dwi Lestari in 2019, the result of the research showed that small group discussion has advantages that are easy to implement in the classroom and can be well understood by the students, effective to teaching text types, increasing the students' participation, and a more intimate relationship among students and their friends. Third, Khairan Hidayat and Muhammad Fajri Hamdy in 2020, the result showed that communicative language teaching through small group discussion had a significant effect on students' writing and reading comprehension. Fourth, Nova Chahyany, Eva Nurchurifiani, and Purna Wiratno in 2020, the results showed that there is an impact of small group discussion on the writing ability of seventh graders of SMP Muhammadiyah 1 Tumijajar Tulang Bawang Barat in academic year 2020/2021. Thus, the specialty of this research was research is focused on the analytical exposition text for eleventh grader of SMAN 1 Srono.

This research was conducted to investigate whether or not there is significant effect of small group discussion on students' writing of analytical exposition text for eleventh graders in SMAN 1 Srono. Then, the result of this research hopes can support the existing theory related to small group discussion

and writing analytical exposition text and contribute improving students' writing ability through conducting small group discussion. Then, can be used as a reference to teach writing through the small group discussion method. This research can be useful for further researchers who research the same or related topic.

METHODS

The researcher used quantitative approach and the design was experimental design. The researcher decides to use quantitative research method because the researcher wants to know the result by the number to measure for the effectiveness of use small group discussion method to write analytical exposition text of students eleventh grader in SMAN 1 Srono. This research focused on conduct experiments using small group discussion to write analytical exposition for eleventh graders in SMAN 1 Srono. In this research, the researcher used non-equivalent control group design. The researcher provided pretest for two classes to know students' ability to write analytical exposition text individually before going to teach in four times and use small group discussion for experimental class and post-test for two classes to know progress in students' ability after being taught and use small group discussion for experimental class.

The population of this research was the eleventh-grade students of SMAN 1 Srono. Then, the sample of this research determined by English teacher. The English teacher asked to conduct this research in XI IPS 2 class that consist of 33 students as the control class and XI IPA 1 that consist of 34 students as the experimental class. The researcher used a test as instrument to obtain the data from that class. Students' writing test was scored by two scorers, those were the researcher and English teacher. The researcher and the English teacher used the same scoring rubric in assessing the students' analytical exposition text. In assessing students' writing ability, the researcher used scoring rubric that adapted from J.B. Heaton (1983) and Douglas Brown (2004).

In collecting data, the researcher gave a test before and after doing treatment. The researcher used pretest and post-test to measure the students' writing ability. Before using the instrument, it must always consider two things, there are validity and reliability. In this research, the researcher applied content validity. Content validity is kind of validity depends on a careful analysis of the language being tested and of the particular course objective. Then, the researcher applied inter scorer reliability or also known as inter-rater. Inter scorer used to measure the consistency of the test. (Johnson and Christensen: 2014) Inter scorer is the degree of agreement or consistency between two or more scorers, judges, or raters. Before applied the instrument in experimental and control class, the

researcher conduct try out first. The try out aims to determine whether the instrument is reliable or not. The result of try out calculated using formula of Cohen's Kappa by SPSS 28 to know the reliability of the instrument. There was interpretation from result of Kappa by Mary L. McHugh in the following table:

Table 1. Interpretation from Result of Kappa by Mary L. McHugh

Value of Kappa	Level of Agreement	% of Data that are Reliable
0 - ,20	None	0-4%
,21 - ,39	Minimal	4-15%
,40 - ,59	Weak	15-35%
,60 - ,79	Moderate	35%-64%
,80 - ,90	Strong	64-81%
Above ,90	Almost Perfect	82-100%

Based on the result of conduct try out in XI IPA 3 class ang calculate the score by using SPSS, it concluded that the instrument was reliable. This technique applied also to analyze the data. The researcher used inter scorer for scoring the pretest and post-test in control and experimental class. Then, calculate the average of two scores and the average be agreement score. In this research, the researcher and English teacher would be the scorers. It applied to avoid subjectivity.

Then, to find out the significant effect of small group discussion method on students' writing ability at eleventh graders. In this research, to analyze the data, the researcher conducted the normality test first to know whether the data have normal distribution or not, then homogeneity test to know whether the data is homogeneous or not. If the data had normal distribution and homogeneous so that this data used parametric statistics. Then, to analyze whether the method had significant effect, the researcher used independent sample t-test formula in standard of significant 0,05 by using SPSS 28.

RESULTS AND DISCUSSION

In this part, the researcher would like to show the score that was got by two classes. In the pretest, the control class was got 84 as the maximum score and 50 as the minimum score. While, the experimental class was got 90 as the maximum score and 46 as the minimum score. Afterward, in the post test, the control class was got 92 as the maximum score and 55 as the minimum score. While the experimental class which conducted the post-test by using small group discussion was got 94 as the maximum score and 75 as the minimum score.

The data obtained was analyzed using SPSS 28 to find out the normality and homogeneity. The result of SPSS showed that the data was normal and

homogeneous. So that, this data was called parametric and the researcher can continue to test the hypothesis using parametric formula, there was independent sample t-test. Independent sample T-test was conducted to find out whether the two samples or two classes had significant differences or not. The data that calculated using independent sample T-test is score of post-test in experimental and control classes. Based on the data output by using SPSS, significance two-sided of the equal variance assumed is <0,001. It means that significance was <0,05.

Based on the result of independent sample T-test by SPSS 28.0 on significance level 0,05 obtained result <0,001. It is mean that significance value (p-value) is 0,001 < 0,005. So, Ho is rejected and Ha is accepted. Therefore, the use of small group discussion is effective on eleventh grade students' analytical exposition text writing ability. small group discussion is effective to use because can enhance the students' writing achievement. It also proven by the students' score taught with small group discussion higher than taught without small group discussion.

There were differences in the students' outcome when teaching using small group discussion and without small group discussion. When, the students in experimental and control classes do the test without small group discussion, they tend noisy. When using small group discussion to do the post-test, the students in experimental class become focus on their activities with their groups without disturbing or asking someone who not member of their groups. It was supported by Ernest W. Brewer in which he stated that people enjoy discussions and the arenas of thought they uncover, talking with friends reveal attitudes, values, and offers insight into ways of solving personal problems.

The students felt more enthusiast to write when they know that they will do the writing task in group. Then, in each group there were a students' who understood with the material, it made the students believe that they could finished the task faster and well. It was also related to a research which was conducted by Chahyany, et,al. entitled "The Influence of Small Group Discussion towards Students Writing Ability of Descriptive Text at the Seventh Grade of SMP Muhammadiyah 1 Tumijajar Tulang Bawang Barat in Academic Year of 2020/2021". In their result showed that through small group discussion the students were very enthusiastic to work collaboratively and this technique was the best way and more effective to use in teaching learning in the class, especially in teaching writing. Thus, students who had applied small group discussion method got higher English writing analytical exposition text score. On the contrary, students who had not applied small group discussion method tend got lower English writing analytical exposition text score.

CONCLUSION

Based on the hypothesis testing and discussion about the effect of using small group discussion to write analytical exposition text for eleventh graders in SMAN 1 Srono. The researcher concluded, that there is significant effect of applying the small group discussion method to write analytical exposition text for eleventh graders in SMAN 1 Srono. It showed on the result of independent sample T-test analysis that the significance is <0,001. It is lower than significance level of 0,05. It means that small group discussion can enhance the students' analytical exposition text writing ability.

By applying the small group discussion method, the students become increase their ability to arrange analytical exposition text with suitability between title and body paragraph, organization, conjunction and grammatical used, and capital letter used. Therefore, the use of SGD affected student's analytical exposition text writing ability.

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