

**THE INFLUENCE OF USING SMALL GROUP DISCUSSION TOWARDS  
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT  
THE FIRST SEMESTER OF THE TENTH GRADE OF  
SMA HIDAYATUL MUSLIHIN WAY KANAN  
IN THE ACADEMIC YEAR OF 2016/2017**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**By**

**YUSUF EFENDI**

**NPM.1211040130**

**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
1438 H / 2017 M**

**THE INFLUENCE OF USING SMALL GROUP DISCUSSION TOWARDS  
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT  
THE FIRST SEMESTER OF THE TENTH GRADE OF  
SMA HIDAYATUL MUSLIHIN WAY KANAN  
IN THE ACADEMIC YEAR OF 2016/2017**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**By**

**YUSUF EFENDI**

**NPM.1211040130**

**Study Program: English Education**

**Advisor : Bambang Irfani, M.Pd**

**Co – Advisor : Yulan Puspita Rini, M.A**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
1438 H / 2017 M**

## ABSTRACT

### THE INFLUENCE OF USING SMALL GROUP DISCUSSION TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA HIDAYATUL MUSLIHIN WAY KANAN IN THE ACADEMIC YEAR OF 2016/2017

By  
Yusuf Efendi

Writing is one of English skills that must be mastered by the students. Based on the preliminary research in SMA Hidayatul Muslihin Way Kanan, most of the students, 40 students (65.58%) got lower than 70. Criteria of minimum mastery (KKM) in SMA Hidayatul Muslihin Way Kanan is 70. The objective of this research is to find out whether there is significant influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

In this research, the writer used quasi-experimental research design. The population of this research was the students of SMA Hidayatul Muslihin Way Kanan at the tenth grade. The writer chose the sample randomly by using cluster random sampling technique. The writer used small group discussion in experimental class as a treatment and lecture method in control class. In collecting the data, the writer used instrument in written form. The instrument was used for pre-test and post-test. Before analyzing the data, the writer did test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was homogenous or not. The result was the data had normal distribution and the variance of the data was homogenous. Therefore, to analyzing the data, the writer used independent sample t-test.

After analyzing the data using independent sample t-test, it was found that the result of t-test was 2.50, the result then it was consulted to the score of  $t_{critical}$  in significance level of 0.05 was 1.68. It means that the alternative hypothesis ( $H_a$ ) was accepted. Therefore, there is a significant influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

**Keywords:** writing ability, descriptive text, small group discussion



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN  
LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jln. Letkol. H. Endro Suratmin Sukarame 1 Bandar Lampung ☎ (0721) 703260

**APPROVAL**

**Title : THE INFLUENCE OF USING SMALL GROUP DISCUSSION TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA HIDAYATUL MUSLIHIN WAY KANAN IN THE ACADEMIC YEAR OF 2016/2017**

**Student's Name : Yusuf Efendi**  
**Student's Number : 1211040130**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic University,  
Raden Intan Lampung

**Advisor,**

**Co - Advisor,**

**Bambang Irfani, M.Pd**  
**NIP.1973051720064041001**

**Yulan Puspita Rini, M.A**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd**  
**NIP.19800515 2003122004**



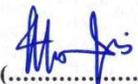
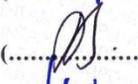
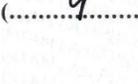
**KEMENTERIAN AGAMA  
INSTITUT AGAMA NEGERI RADEN INTAN  
LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat: Jl. Letkol. H. Endro suratmin Sukarame I Bandar Lampung (0721) 703260*

**ADMISSION**

A Thesis entitled: **“THE INFLUENCE OF USING SMALL GROUP DISCUSSION TOWARDS STUDENTS’ DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA HIDAYATUL MUSLIHIN WAY KANAN IN THE ACADEMIC YEAR OF 2016/2017”** By: Yusuf Efendi, NPM: 1211040130, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, May 10<sup>th</sup>, 2017.

**Board of Examiners:**

- |                       |                                     |   |
|-----------------------|-------------------------------------|---|
| The Chairperson       | : <b>Meisuri, M.Pd</b>              | (.....<br>  |
| The Primary Examiner  | : <b>Fitrah Auliya Ansar, M.Hum</b> | (.....<br> |
| The First Co-Examiner | : <b>Bambang Irfani, M.Pd</b>       | (.....<br> |
| The Secretary         | : <b>Dian Reftya Wati, M.Pd</b>     | (.....<br> |

The Dean of  
Teacher Training Faculty



**Dr. H. Nurul Anwar, M.Pd**  
NIP. 19600810198703 1 001

## **DECLARATION**

I hereby declare that this thesis entitle “The Influence of Using Small Group Discussion Towards Students’ Descriptive Text Writing Ability at the First Semester of the Tenth Grade of SMA Hidayatul Muslihin Way Kanan in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the next.

Bandar Lampung, February 08<sup>th</sup> 2017  
Declared by

Yusuf Efendi

## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and by the (record) which (men) write.” (Q.S. Al-Qalam : 1)<sup>1</sup>

---

<sup>1</sup> Khadim al Haramain asy Syarifain, *Al Qur'an dan Terjemahannya* (Jakarta: Mujamma' Khadim al Haramain asy Syarifain al Malik Fahd li thiba'at al Mush-haf asy Syarif, 1971), p. 960.

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents Mr. Wage and Mrs. Sumini who always give me spirit and love.
2. My beloved sister and brothers Fathurrahman, Pranaja and Nourel I. Diandra who always gives me spirit and suggestion for my success.
3. My beloved aunt Mrs. Sunarni and my uncle Mr. Suwarso who always give their endless love keeping and pray for my success.
4. My beloved almamater IAIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The writer whose full name is Yusuf Efendi was born on October 12<sup>th</sup>, 1994 in Negara Harja, Way Kanan. He is the fifth child of Mr. Wage and Mrs. Sumini.

The writer graduated from Elementary School of SDN Bumijaya Negarabatin Way Kanan in 2006. Then, he continued his study at Junior High School of SMPN 2 Negaranatin Way Kanan and finished in 2009. After graduating, he continued his study at Senior High School at SMA Hidayatul Muslihin Way Kanan and graduated in 2012. In the same year, he registered as a student of English Department of IAIN Raden Intan Lampung.

## **ACKNOWLEDGEMENT**

First of all, all praises to be Allah SWT, the Most Merciful, the Most Beneficent for the blessing and mercy given to the writer during his study and in completing this final project. Then the best wishes and salutation be upon the great messenger prophet Muhammad peace is upon him.

This thesis is presented to the English Study Program of IAIN Raden Intan Lampung in order to fulfill a part of students' task in partial fulfillment of the requirements to obtain S1-degree.

Then the writer would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with all staff who have given the writer opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd the Chairperson of English Education Study Program IAIN Raden Intan Lampung.
3. Bambang Irfani, M.Pd the Advisor who has patiently guided and directed the writer until the completing of this thesis.
4. Yulan Puspita Rini, M.A the second advisor who has spent countless hours correcting this final project for its betterment.
5. The English Department Lecturers in IAIN Raden Intan Lampung.

6. Yeni Nurmayunita, S.Pd as the English teacher of SMA hidayatul Muslihin Way Kanan for being helpful during the research process and giving suggestion during the research.
7. Suwarso, S.Pd the principal of SMA Hidayatul Muslihin for allowing his to conduct the research.
8. The students of SMA Hidayatul Muslihin for being cooperative during the research.
9. Annisa who have given his spirit and strength to finish his thesis.
10. His all beloved friends who have given his motivation and support to finish his thesis.
11. At last but not least, I would like to thank to PT. Sriwijaya Alam Segar has been producing Mie Sedaap in Indonesia so that I can survive and finish this thesis.

Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always wholeheartedly welcome.

Bandar Lampung, February 2017  
The Writer

Yusuf Efendi

## TABLE OF CONTENTS

	<b>Page</b>
<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ADMISSION</b> .....	<b>iv</b>
<b>DECLARATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURUCULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	7
D. Formulation of the Problem.....	7
E. Objective of the Research.....	7
F. Use of the Research.....	8
G. Scope of the Research.....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>9</b>
A. Frame of Theory.....	9
1. Concept of Teaching English as a Foreign Language ..	9
2. Concept of Writing.....	11
3. Concept of Writing Process.....	13
4. Concept of writing ability.....	14
5. Concept of Text.....	16
a. Definition of Text.....	16
b. Kinds of Text.....	17
6. Concept of Descriptive Text.....	19
a. Definition of Descriptive Text.....	19
b. Generic Structure of Descriptive Text.....	20
c. Grammatical Features of Descriptive Text.....	21
7. Concept of Descriptive Text Writing Ability.....	23
8. Concept of Small Group Discussion.....	24
a. Definition of Small Group Discussion.....	24

b. Advantages and Disadvantages of Using Small Group Discussion .....	28
c. Procedure Using Small Group Discussion .....	29
9. Procedure of Teaching Descriptive Text Using Small Group Discussion.....	30
10. Concept of Lecture Method .....	32
a. Definition of Lecture Method.....	32
b. Advantages and Disadvantages of Lecture Method.....	33
11. Procedure of Teaching Descriptive Text Using Lecture Method .....	34
B. Frame of Thinking.....	35
C. Hypothesis .....	36
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>37</b>
A. Research Design.....	37
B. Variable of the Research.....	38
C. Operational Definition of Variable .....	39
D. Population, Sample and Sampling Technique .....	40
1. Population .....	40
2. Sample of the Research.....	40
3. Sampling Technique .....	41
E. Data Collecting Technique .....	42
1. Pre-test .....	42
2. Post-test.....	42
F. Instrument of the Research .....	42
G. Research Procedure .....	43
1. Planning .....	43
2. Application .....	45
3. Reporting.....	45
4. Scoring .....	46
H. Validity, Readability and Reliability of the Test .....	48
1. Validity.....	48
2. Readability .....	50
3. Reliability.....	51
I. Data Analysis .....	53
1. Fulfillment of Assessment.....	53
a. Normality Test .....	53
b. Homogeneity Test .....	54
2. Hypothetical Test.....	55

<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>57</b>
A. General Description of the Research Place.....	57
1. Brief Profile of SMA Hidayatul Muslihin Way Kanan.....	57
2. The Research Procedure.....	59
B. Process of Treatment .....	60
1. Description of the First Treatment.....	61
a. Pre-teaching .....	61
b. While-teaching .....	62
c. Post-teaching .....	62
2. Description of the Second Treatment .....	62
a. Pre-teaching .....	63
b. While-teaching.....	63
c. Post-teaching .....	64
3. Description of the Third Treatment .....	64
a. Pre-teaching .....	64
b. While-teaching .....	64
c. Post-teaching .....	65
C. Result of the Research .....	65
1. Result of the Pre-test.....	65
2. Result of the Post-test .....	67
3. The Increase of Students' Descriptive Text Writing Ability .....	68
D. Result of Data Analysis .....	70
1. Fulfillments of the Assumptions .....	70
a. Result of Normality Test .....	70
b. Result of Homogeneity Test .....	71
c. The Result of Hypothetical Test .....	73
E. Discussion .....	74
 <b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	 <b>77</b>
A. Conclusion.....	77
B. Suggestion .....	77
 <b>REFERENCES .....</b>	 <b>80</b>
<b>APPENDICES.....</b>	<b>83</b>

## LIST OF TABLES

	<b>Page</b>
1. Table 1 The Students' Score of Descriptive Text Writing .....	4
2. Table 2 The Example of Descriptive Text.....	21
3. Table 3 The Population of Tenth Grade of SMA Hidayatul Muslihin Way Kanan in Academic Year of 2015/2016 .....	40
4. Table 4 Pre-test Instrument Topics .....	43
5. Table 5 Post-test Instrument Topics.....	43
6. Table 6 List of Teachers and Staffs in SMA Hidayatul Muslihin .....	57
7. Table 7 Extracurricular Activities in SMA Hidayatul Muslihin.....	58
8. Table 8 The Number of Students at SMA Hidayatul Muslihin in the Academic Year of 2016/2017 .....	59
9. Table 9 The Result of Students' Score of Pre-test .....	66
10. Table 10 The Result of Students' Score of Post-test.....	68
11. Table 11 The Increase from the Pre-test to Post-test in the Experimental Class .....	69
12. Table 12 The Increase from the Pre-test to Post-test in the Control Class .....	69
13. Table 13 Normality Test of the Experimental Class and Control Class.....	70
14. Table 14 T-test of Pre-test and Post-test in Experimental Class and Control Class.....	73

## LIST OF APPENDICES

		Page
Appendix 1	Pre-test Instrument.....	84
Appendix 2	Post-test Instrument .....	88
Appendix 3	Readability Instrument.....	92
Appendix 4	The Result of Readability Test.....	93
Appendix 5	Instrument of validity .....	94
Appendix 6	List of Sample of the Research .....	95
Appendix 7	List of Sample of the Research .....	96
Appendix 8	Pre-Test Score Analysis of Students in Experimental Class....	97
Appendix 9	Pre-Test Score Analysis of Students in Control Class.....	98
Appendix 10	Post-Test Score Analysis of Students in Experimental Class ..	99
Appendix 11	Post-Test Score Analysis of Students in Control Class .....	100
Appendix 12	Reliability for pre-test.....	101
Appendix 13	Reliability for Post-Test.....	102
Appendix 14	Analysis of Normality Test of Pre-Test in Experimental Class.....	103
Appendix 15	The Analysis of Normality Test of Pre-Test in Control Class .....	104
Appendix 16	The Analysis of Normality Test of Post-Test in Experimental Class .....	105
Appendix 17	The Analysis of Normality Test of Post-Test in Control Class .....	106
Appendix 18	Homogeneity Test (Pre-Test Control Class and Experimental Class) .....	107
Appendix 19	Homogeneity Test (Post-Test Control Class and Experimental Class) .....	109

Appendix 20	The Analysis of Hypothesis Test Experimental Class and Control Class.....	111
Appendix 21	Syllabus .....	115
Appendix 22	Lesson Plan for Control Class .....	117
Appendix 23	Lesson Plan for Treatment .....	139
Appendix 24	The result of interview for the Teacher .....	169
Appendix 24	The result of interview for the Students .....	172

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Writing is one of the language skills instead of listening, speaking and reading that must be mastered by English learners. The practice of writing has become something important because writing covers grammatical complexity. They have to be able to express their thoughts in writing to develop their ideas, and make readers are interested when their writing are read. Douglas states that writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.<sup>1</sup> It means that in order to communicate in English, writing is one of the language skills used by people through written form to transfer information and knowledge to others.

In other words, writing can be said as a mean of communication between the writer and the reader. Writing is indeed a thinking process.<sup>2</sup> It means that writing is a way of communication or how people can express their idea, transform the ideas into written text through thinking process. The process will make people explore the ideas.

---

<sup>1</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed) (San Fransisco: Longman, 2000), p. 337.

<sup>2</sup> *Ibid*, p. 336.

Writing is the one of competencies in English that should be mastered by the students. In writing process, the students are expected to write their written product grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. Meanwhile, in real condition we know that the portion of writing in learning and teaching process in some schools is little and also the students feel difficult to express their ideas in written form because writing is mixture idea, vocabulary and grammar. According to Heaton, writing skills are more complex and difficult to teach requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment.<sup>3</sup> It can be concluded that there are many problems in writing such as the students feel difficult to develop their ideas in written form, then the students are not only lack of knowledge of grammatical and rhetorical but also conceptual and judgment in writing.

As one skill of English, writing is needed in school environment that should be learned by students, besides reading, speaking, and listening. Writing has always formed part of the syllabus in the teaching of English.<sup>4</sup> Based on the *Kurikulum Tingkat Satuan Pendidikan* (School-Based Curriculum) 2006, in the syllabus of Senior High School that descriptive text included one of subject material in writing.<sup>5</sup> Descriptive text is a text that has purpose to describe a particular person, place,

---

<sup>3</sup> J. B. Heaton, *Writing English Language Test* (London: Longman. Group Ltd, 1975), p. 135.

<sup>4</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p. 31.

<sup>5</sup> Syllabus of 2006 *Kurikulum Tingkat Satuan Pendidikan* for SMA/MA.

animal or thing.<sup>6</sup> According to Kane, in broad definition, description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.<sup>7</sup> It means that descriptive text is one of the texts that has to be taught to Senior High School students and it is very crucial to learn more about descriptive text, both its generic structures and its grammatical features.

Based on the preliminary research conducted at SMA Hidayatul Muslihin Way Kanan, the writer found that the students had difficulty in writing especially descriptive text and there were a lot of problems that the teacher and students faced in teaching learning process. The writer interviewed Yeni Nurmayunita as an English teacher to get the data. She said that the difficult aspect in teaching writing in descriptive text such as grammar and vocabulary. She also said that the students felt difficult to understand generic structures about text.<sup>8</sup> On the other hand, the students had some difficulty to write descriptive text in English because they have not mastered vocabulary, spelling, and grammar.<sup>9</sup> It indicates that most students still faced difficulties in writing descriptive text. The students' writing score can be seen on the following table.

---

<sup>6</sup> Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah* (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003), p. 81.

<sup>7</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000), p. 352.

<sup>8</sup> Yeni Nurmayunita, *The teacher of SMA Hidayatul Muslihin*, January 23<sup>rd</sup> 2016 (An Interviewed).

<sup>9</sup> Dian Elisa, Anang Prabowo, Bilqis Mufida, Anisa U. Afifah, *Students of SMA Hidayatul Muslihin*. January 25<sup>th</sup> 2016 (An interviewed).

**Table 1**  
**The Students' Writing Score**

No	Class	Score	Total of Students	Percentage
1	X 1, X 2, X 3	$\geq 70$	21	34.42%
2		$< 70$	40	65.58%
<b>Total</b>			<b>61</b>	<b>100%</b>

*Source: English teacher's documentation at SMA Hidayatul Muslihin.*

Based on the table 1, it can be seen that students who get score under 70 are 65.58%. It can be concluded that the students' descriptive text writing ability is still low. Based on interview to teacher and students, the problems appeared during the teacher taught writing especially descriptive text. One of them is the teaching method used by the teacher in teaching descriptive text. The teacher still used traditional or conventional method. In this case the teacher used lecture method. This method only emphasizes the students to keep silent in the class while listening to their teacher's explanation without discussion. The teacher stood before a class and presented information for the students to learn. Sometimes, the teacher wrote on a blackboard while explained the descriptive text. Students are expected to take notes while listening to the lecture. This condition made students were not interested in learning. The students did not feel exciting to write and it was hard for the students to develop their ideas in writing especially descriptive text.

Therefore, the teacher should have various methods to help the students in writing especially descriptive text. One of the suitable methods in teaching writing is small

group discussion. According to Ernest, small group discussion allows presenters to announce a topic or idea for group discussion among participants.<sup>10</sup> Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. Small group discussion carried out by dividing the students into groups. The number of members of a group is between 3-5 people.<sup>11</sup> 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.<sup>12</sup> Students can share conversation discussion in group and exchange of their ideas.

In addition, the small group discussion method students can share information and experiences in solving a problem. Small group discussion is a method to make teaching writing especially descriptive text more effective and it makes the students active in teaching learning process.

Small group discussion is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Khusnu Amalia about The Use of Small Group Discussion in Teaching Written Procedure Text at the Tenth Graders

---

<sup>10</sup> Ernest W. Brewer, *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers* (California: Corwin Press, Inc., 1997), p. 22.

<sup>11</sup> Wina Sanjaya, *Op. Cit.* p. 157.

<sup>12</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed) (Longman, 2000), p. 165.

of SMA Islam Sultan Agung 3 Semarang in The Academic Year of 2008/2009.<sup>13</sup> It was found that small group discussion could be used as the method in teaching English writing which was done by using experimental research. It can be concluded that teaching English writing by using small group discussion is effective.

Based on the background above, the writer chose small group discussion as the method in teaching writing especially the descriptive text. Hopefully, by using small group discussion, the students' descriptive text writing ability would be better. The writer proposed a research entitled: "The Influence of Using Small Group Discussion Towards Students' Descriptive Text Writing Ability at the First Semester of the Tenth Grade of SMA Hidayatul Muslihin Way Kanan in the Academic Year of 2016/2017."

### **B. Identification of the Problem**

Based on the background of the problem above, the writer identified the problems of the research as follows:

1. Students' writing ability especially descriptive text was still low.
2. Students still found difficulties to express their idea and they were bored in writing descriptive text.
3. The teaching method used by teacher was not effective.

---

<sup>13</sup> Khusnu Amalia, *The Use of Small Group Discussion in Teaching Written Procedure Text* (English Departement Faculty of Language and Arts Semarang State University, 2009).

### **C. Limitation of the Problem**

In this research, the writer focused only on the influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

### **D. Formulation of the problem**

Based on the background of the problem above, the writer formulated the research problem as follows:

Is there any influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017?

### **E. Objective of the Research**

The objective of the research is to know whether there is an influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

## **F. Use of the Research**

The uses of the research are:

1. Theoretically, to motivate the teachers to use a good method for teaching writing, so that student can increase their ability in English especially in writing.
2. Practically, it is as a model to improve the students' descriptive text writing ability.

## **G. Scope of the Research**

The writer will determine the scope of the research as follows:

1. Subjects of the research

The subject of the research is the tenth grade students of SMA Hidayatul Muslihin Way Kanan.

2. Object of the research

The object of the research is the use of small group discussion and students' descriptive text writing ability.

3. Place of the research

Place of the research was at SMA Hidayatul Muslihin Way Kanan.

4. Time of the research

The research was conducted at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

## **CHAPTER II REVIEW OF RELATED LITERATURE**

### **A. Frame of Theory**

#### **1. Concept of Teaching English as a Foreign Language**

English is one of the most widely used international languages. It has been spread all over the world and it plays an important role in global communication. We can communicate or express our feeling, knowledge or idea to another people. There are many people in the world, especially in Indonesia who do not speak English than people who do. English as a first foreign language in Indonesia is considered to be taught that is started from elementary school to university. Therefore, English language teaching has an important role in improving language skill.

Harmer describes that teaching means to give (someone) knowledge or to instruct or train (someone).<sup>1</sup>It is undertaking certain ethical task or activities the intension of which is to induce learning. It means that teaching is a process to help the learners for understanding something that is learned. Therefore, English teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (3rd ed) (New York: Longman, 2004), p. 56.

Based on the 2004 Curriculum, English is one of the primary subjects at school. The objectives of teaching English to senior high school students as a primary subject of the study are:

- a. Developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading, and writing.
- b. Giving information that English is one of the most important foreign languages that become means of communication in education.
- c. Developing the understanding of language and culture. Therefore the children will have knowledge about culture.<sup>2</sup>

In teaching English, the role of an English teacher is very important because the teacher has the task to develop the material and method, prepare a good lesson, provides appropriate resources to be taught and so on in teaching in the classroom in order the students can master English well. In other words, the teacher with good educational background logically has chance to be a good facilitator. According to Brown, the teacher's roles may change from controller, director, manager, facilitator, and resource.<sup>3</sup> Good environment and media also support the success of language teaching.

---

<sup>2</sup> Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah* (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003), p. 14.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed) (San Fransisco: Longman, 2000), p. 167.

Based on the explanation above, it can be concluded that teaching English as a foreign language is the process for helping the students to learn English and make they understand in learning process. In teaching English, the teacher should be creative to interest the students in learning English as a foreign language.

## **2. Concept of Writing**

Writing is one way to communicate with other people besides listening, reading and speaking. George states that writing as define as the symbolic representation of language through the use of graphic signs.<sup>4</sup>It means that writing is representation of language through a text using sign or symbol. According to Heaton writing is a means of communication which the writer uses the language to express his or her ideas, thought and feeling.<sup>5</sup>It means that writing is activity where the people express their idea, what they thought pour written form. People have practiced writing since long time ago. Harmer states:

“However long time ago writing really started, it has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught.”<sup>6</sup>

In addition, writing and reading are ways into knowing, learning and

---

<sup>4</sup> George Yule, *The Study of Language* (4th ed) (New York: Cambridge University Press, 2010), p. 212.

<sup>5</sup>J. B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p. 135.

<sup>6</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004, p. 3.

communicating.<sup>7</sup> As the result, writing is thinking on paper. It means that writing is the communication ways that transfers information through the paper.

Further, the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical rhetorical devices but also of conceptual and judgemental elements.<sup>8</sup> It means that writing skill is not really easy to be done because writing skill must consider not only of grammatical but also the elements of writing. Bell and Burnaby point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.<sup>9</sup> It means that writing is a very complex process because we have to be able to produce a good result.

In writing, the writer should make it clear. So, the reader can understand what the writer want to convey through written form, because writing also is a tool of communication to give and receive information for readers. It is supported by Siahaan who states that the skill of writer to communicate information to readers, her or his skill is also realized by his or her ability to apply he rules of the language, they are writing to transfer the information, and she or he has in her or his mind to her or his readers effectively.<sup>10</sup> It means that the writer in expressing their ideas and thoughts through written form must be easily understood by the readers in giving information.

---

<sup>7</sup>Joyce Armstrong Carroll, Edward E. Wilson, *Acts of Teaching: How to Teach Writing* (Colorado: Teacher Ideas Press, 1993), p. 6.

<sup>8</sup>J. B. Heaton, *Loc. Cit.*

<sup>9</sup> David Nunan, *Designing Tasks for the Communicative Classroom* (London: Cambridge University Press, 1989), p. 36.

<sup>10</sup> Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 2.

Based on the explanation above, it can be concluded that writing is one of the activities of human thinking process, ideas, thought and feeling which is delivered on the paper to give information to the readers.

### **3. 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).<sup>11</sup> It means that the writing also is used for clearly something through written form. According to Harmer, writing is indeed a thinking process.<sup>12</sup> It can be said that when we are trying to write something, we need some of steps. Harmer states that writing process will be divided into four stages, they are:

#### a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Secondly, experienced writers think of the audience they are writing for

---

<sup>11</sup>Jeremy Harmer, *Op. Cit.* p. 4.

<sup>12</sup> H. Douglas Brown, *Op. Cit.* p. 336.

and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

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.

d. Final version.<sup>13</sup>

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

Based on the explanation above, it can be concluded that writing process is an activity to produce something on written form through a thinking process such as planning, drafting, editing and final version.

#### **4. Concept of Writing Ability**

Writing is one of the language skills has given an important contribution to human work. Jordan states that writing as the method of human inter-communication by

---

<sup>13</sup>Jeremy Harmer, *Loc. Cit.* p. 4.

means of conventionally visible marks.<sup>14</sup> It means that writing is a permanent record as a form expression and as a means of communication. According to Siahaan, writing is the skill of a writer to communicate information to a reader or group of readers.<sup>15</sup> It means that we must have ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing, they are:

- a. Content (the agreement with the title chosen).
- b. Organization (paragraph unity, coherence, and cohesion).
- c. Vocabulary (the precision of using vocabulary).
- d. Language use or grammar (tenses and pattern).
- e. Mechanics (spelling and punctuation).<sup>16</sup>

Writing ability is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing.

Based on the explanation above, it can be concluded that writing ability is an ability to communicate or express ideas and thoughts to produce something on written form which fulfills five aspects of writing including content, organization, vocabulary,

---

<sup>14</sup>Ashok Sapkota, "Developing Students' Writing Skill Through Peer and Teacher Correction: An Action Research". *Journal of NELTA* Vol. 17 No. 1-2 (December 2012), p. 70.

<sup>15</sup> Sanggam Siahaan, *Loc. Cit.*

<sup>16</sup> Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p.130.

language use and mechanics effectively.

## 5. Concept of Text

### a. Definition of Text

A text can be any linguistic unit. It can be a word. It can also be a sentence.<sup>17</sup> Basically, verbal communication activity is the process of creating a text, both spoken and written, which happens because people interpret and respond to text in a discourse.<sup>18</sup> It means that text is a number of words to give a message to somebody in written or spoken.

Moreover, the definitions of text can be found in Oxford Learner's Pocket Dictionary. The definitions of the text are:

1. Main printed part of a book
2. Original words of a speaker, author, etc.
3. Book, play, etc that is studied.<sup>19</sup>

The text can be seen as a piece of communication products.<sup>20</sup> A conversation is produces a text, it's also when the people writes something. So, the term of text includes both of them.

---

<sup>17</sup> Sanggam Siahaan, *Op. Cit.* p. 3.

<sup>18</sup> Depdiknas, *Op. Cit.* p. 10.

<sup>19</sup> Martin H. Manser, "*Oxford Learner's Pocket Dictionary*", English Dictionary (NewEdition) (New York: Oxford University Press, 1980), p. 428.

<sup>20</sup> Depdiknas, *Op. Cit.* p. 63.

Based on the definition above, it can be concluded that a text is an original word of something written, printed, or spoken which is produced creatively and systematically by individuals in order to give explanation or only description about something.

### **b. Kinds of text**

In the subject material for Senior High School based on curriculum of 2006, there have many kinds of the text must be learnt by the students. According to Gerot and Wignell, they classify the genre of the text into thirteen types.

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3) Report

Report is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

4) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

## 6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

## 7) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

## 8) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

## 9) Description

Description text is a text to describe a particular person, place or thing.

## 10) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

## 11) Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

## 12) Discussion

Discussion text is a text to present ( at least ) two points of view about an issue.

### 13) Reviews

Reviews is a text to critique an art work or event for a public audience.<sup>21</sup>

Based on the explanation above, it can be concluded that the kinds of the text above must be mastered by the students in writing for increase the students writing ability. In this case, the writer only focuses in students' descriptive text writing ability.

## 6. Concept of Descriptive Text

### a. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. Descriptive text is a text to describe a particular person, place, animal or thing.<sup>22</sup> According to Gerot and Wignell, descriptive text is a text that has purpose to describe a particular person, place or thing.<sup>23</sup> In broad definition, description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.<sup>24</sup> It means that descriptive text is giving particular information to the readers by describing an object. The purpose of descriptive text is to describe and reveal a particular person, place, animal or thing in details to the reader. The writer can show to the reader

---

<sup>21</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Queensland: Antipadean Educational Enterprises Publishing, 1994, pp.192-220.

<sup>22</sup>Otong Setiawan Djuharie, *Genre, Ragam Teks dan Peruntukannya* (Bandung: Graha Ilmu, 2009), p. 15.

<sup>23</sup>Linda Gerot and Peter Wignell, *Op. Cit.* p. 208.

<sup>24</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000), p. 351.

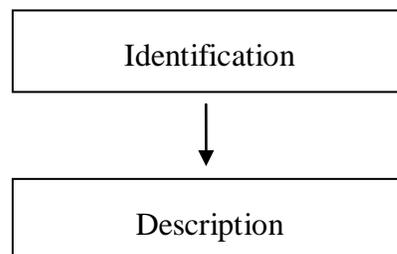
through this text about physical appearance of something clearly.

Based on the explanation above, it can be concluded that descriptive text is a kind of text that describes an object such as person, place, animal or thing in details with a purpose to give information to the readers.

### **b. Generic Structure of Descriptive Text**

The generic structure is a part of the text as a completed each of part the text. Generic structure of descriptive text is identification and description. According to Linda and Wignell, the generic structures of descriptive text are identification and description.<sup>25</sup> The generic structure of descriptive text as follows:

1. Identification is identifying phenomenon to be described.
2. Description is describing parts, qualities, characteristics.



Based on the explanation above, the writer concludes that descriptive text has two essential parts, namely the generic structure which consists of identification and description.

---

<sup>25</sup>Linda Gerot and Peter Wignell, *Loc. Cit.*

### c. Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function to improve student's knowledge, they are:

1. Focus on specific participants.
2. Use of attributive and identifying process.

Use of attributive is the use of noun and pronoun (e.g. House → It). Identifying process is used to assign the general phenomenon (e.g. Indonesia is a maritim country in Asia).

3. Frequent use of ephitets and classifiers in nominal groups is ephitet use and functional grammar.
4. Use of simple present tense.<sup>26</sup>

The example of Descriptive Text is as follow:

**Table 2**  
**The example of Descriptive Text**

<b>MARK ZUCKEBERG</b>	
<b>Identification</b>	Mark Zuckeberg is one of the phenomena of the world today. Mark followed the way of his seniors like Steve Jobs and Bill Gates to drop out from the University and built a technology-based business empire. He is known as one of the founders of social networking site, <i>Facebook</i> . He is also the CEO of the company he had built in 2004.
<b>Description</b>	Mark was born as a smart kid in literature and in the field of technology. Evidently, he was able to master the four languages and had a hobby to think the software since he was teenager. His intelligence made Harvard became the primary

---

<sup>26</sup>*Ibid.*

choice in terms of the University. He went on to the place to take computer science and sociology as the major. In the second year, Mark began to show his work when created a program or application named *Facemash*. This is an amusing application that made the students at Harvard could give their votes to the other student photos.

*Facemash* then closed in just a few days after launching because Mark did sabotage the students' photographs data from Harvard's official website and it made Harvard college blocked the site. However, he was not deterred because of that incidents, he even continued to design *Facebook*, which used the *Facemash* template. It was originally a social networking service that was intended for students at Harvard. First launched in 2004 and in just four months, it had been used by 30 campuses. Then, in late 2004, *Facebook* users reached one million people.

The fast growth of *Facebook* made Mark did not want to go back and chose to drop out. He then focused on developing its business and now, *Facebook* currently has more than 500 million users. Last, since 2010, Mark has been named as one of the 100 most influential people in the entire world. His life story has been published in a movie titled, *The Social Network*.

Based on the explanation above, it can be concluded that descriptive text is a kind of text that to describe and reveal a particular person, place, animal or thing to give information in details to the reader whose generic structure consists of identification and description and it has grammatical features that must be mastered by the students in descriptive text writing.

## 7. Concept of Descriptive Text Writing Ability

The written productive language skill is called writing.<sup>27</sup> It is the skill of a writer to communicate information to a reader or group of readers. It means that writing is one of language skill is used to express the ideas, to share information each other reader through written form. The one type of writing is descriptive text. Descriptive text is type of the text to describe a particular person, place or thing.<sup>28</sup> According to Kane, in broad definition, description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.<sup>29</sup> Moreover, the rhetorical structure or generic structure of a descriptive text consists of identification and description.<sup>30</sup> Identification explains about the topic or identifying what or who want to be described and descriptions. It is explains about details of the topic: describing parts, qualities and characteristics. Description occurs about the explanation or delineation about something. It can be concluded that descriptive text is a text that describe a subject or object in details whose generic structure consist of identification and description to give information to the reader in the written form.

In writing, the writer must give writing clearly, so it can be understood by the reader.

The ability of writing must be considered to get good writing. According to Tribble,

---

<sup>27</sup> Sanggam Siahaan, *Loc. Cit.*

<sup>28</sup> Otong Setiawan Djuharie, *Op. Cit.* p. 15.

<sup>29</sup> Thomas S. Kane, *Loc. Cit.*

<sup>30</sup> Reszy Yuli Harmenita, Yuli Tiarina, "Teaching Writing A Descriptive Text By Using Environmental Observation Strategy". *Journal of English Language Teaching* Vol. 1 No. 2 Seri A (September 2013), p. 32.

there are five component of writing include content, organization, vocabulary, language use and mechanics.<sup>31</sup>It means that in writing has component must be mastered by the writer to get good writing. In descriptive text writing ability, the writer expresses the idea or topic of the text not only keep attention about generic structure and grammatical features of descriptive text, but the writer also has to keep attention about five aspects of writing including content, organization, vocabulary, language use and mechanic that will be the assessment of writing.

Based on the explanation above, it can be concluded that descriptive text writing ability is the students' ability to describe or express ideas and thoughts about a specific object in details in written form whose generic structure consists of identification and description to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use, and mechanics.

## **8. Concept of Small Group Discussion**

### **a. Definition of Small Group Discussion**

A simple and effective method of involving students is known as small group discussion.<sup>32</sup>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

---

<sup>31</sup>Christopher Tribble, *Loc. Cit.*

<sup>32</sup> George Brown, Madeleine Atkins, *Effective Teaching in Higher Education* (London and New York: Methuen & Co, Ltd, 1988), p. 29.

person influences, and is influenced by another person in the group.<sup>33</sup> 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.<sup>34</sup> Discussion method is a learning method that exposes students to a problem. The main goal of this method is to solve a problem, answer questions, add and understand the students' knowledge and make a decision.<sup>35</sup> Small group discussion is defined as a process where in a group of students get together to exchange experiences, information, ideas, or their thoughts to solve a problem.

According to Ernest, small group discussion allows presenters to announce a topic or idea for group discussion among participants.<sup>36</sup> It means that small group discussion is groups led by a leader or presenter to discuss a topic or problem. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. According to Wina, small group discussion carried out by dividing the students into groups. The number of members of a group is between 3-5 people.<sup>37</sup> Small group discussion is an orderly process that involves a

---

<sup>33</sup> Carry L. Baker, *Discussion and Group Work Method in Language Learning* (New Jersey: Harper and Row Publisher, Inc., 1987), p. 159, in Khusnu Amalia, *The Use of Small Group Discussion in Teaching Written Procedure Text* (English Department Faculty of Language and Arts Semarang State University, 2009), p. 13.

<sup>34</sup> H. Douglas Brown, *Op. Cit.* p. 178.

<sup>35</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Edisi Pertama) (Jakarta: Kencana, 2006), p. 154.

<sup>36</sup> Ernest W. Brewer, *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers* (California: Corwin Press, Inc., 1997), p. 22.

<sup>37</sup> Wina Sanjaya, *Op. Cit.* p. 157.

group of individuals consisting of 3-7 students in a face to face interaction cooperatively.<sup>38</sup> 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.

Small group discussion method more effectively applied because students can directly communicate with other members who are not too many.<sup>39</sup> In addition, the small group discussion method students can share information and experiences in solving a problem. Students gain more knowledge and experience in a small group discussion of their activities, both in the classroom and outside the classroom.

According to Brown and Atkins, in small group discussion the lecturer sets a problem or a discussion topic and invites the students to form groups of three or four who discuss or solve the problem set.<sup>40</sup> It means that small group discussion is a process where the students divided into small groups to discuss a topic or problem. 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. It allows participants to express views and opinions and share with other participants. It is a systematic oral exchange of information, views and opinions about a topic, issue,

---

<sup>38</sup> Ari Christiani, Mintohari. "Penerapan Metode Small Group Discussion Dengan Model Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar". JPGSD Vol. 02 No. 02 (2014), p. 3.

<sup>39</sup> *Ibid*, p. 2.

<sup>40</sup> George Brown, Madeleine Atkins, *Loc. Cit.*

problem or situation among members of a group who share certain common objectives.

Small group discussion without good classroom organization may be totally ineffective. The arrangement of furniture in the classroom is probably the single most important factor in determining the success of the tutorial.<sup>41</sup> Nunan points out that setting in the classroom is important.<sup>42</sup> Therefore, the physical setting is an important component of successful small group discussion.

Meanwhile, teacher's and learner's role is very important in small group discussion. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.<sup>43</sup> Small group discussion means that the class has to be communicative.

According to Breen and Candlin, the teacher has three main roles in the communicative classroom. The first is to act as facilitator for the communicative process, the second is to act as participant, and the third is to act as an observer and learner.<sup>44</sup> According to Brown, the teacher's roles may change from controller, director, manager, facilitator, and resource.<sup>45</sup> Besides, the learners have more

---

<sup>41</sup> Mavis Kelly, Ken Stafford, "Managing Small Group Discussion". *Workshop Series* No. 9 (July 1993), p. 6.

<sup>42</sup> David Nunan, *Op. Cit.* p. 91.

<sup>43</sup> David Nunan, *Op. Cit.* p. 79.

<sup>44</sup> *Ibid*, p. 87.

<sup>45</sup> H. Douglas Brown, *Op. Cit.* p. 167.

active role. They can communicate directly with each other, rather than exclusively with the teacher. It can be concluded that the classroom management and teacher's and learner's role are the important components of successful small group discussion in teaching learning process.

Based on the explanation above, it can be concluded that small group discussion is a teaching method where the students work in small groups to solve the problem through a discussion process.

#### **b. Advantages and Disadvantages of Using Small Group Discussion**

Small group discussion is one of kind discussion method. According to Ernest, the advantages and disadvantages of small group discussion are:

##### 1) Advantages of Small Group Discussion

- a) All participants in the group can participate.
- b) It is a good way to get participants interested in a topic.
- c) Participants may more easily understand another participant's explanation than a presenter's explanation.
- d) The presenter can identify participants who needed assistance.
- e) The presenter can identify individual opinions about the topic.
- f) It helps the participant see relationships among ideas or concepts related to the topic at hand.

## 2) Disadvantages of Small Group Discussion

- a) It is time-consuming. Requires a fairly long time, which is sometimes not as planned like widespread discussion of the topic.
- b) Some participants in the group may do all the talking.
- c) It involves less presenter involvement than other methods.
- d) The discussion can easily get off track.<sup>46</sup>

### **c. Procedure Using Small Group Discussion**

Small group discussion has many steps to be done for making this method easier.

According to Ernest, there are some procedure of small group discussion, they are:

#### 1) Introduction

The teacher introduces and explains more the material on which all of the students have some background knowledge so they have a basis for discussion.

Then, the teacher gives an instruction to the students at the beginning of the discussion.

#### 2) Directing the discussion

The presenter is in charge of directing the discussion to get it started. The students report their own 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 criticized. The presenter should ask the participants if

---

<sup>46</sup> Ernest W. Brewer, *Op. Cit.* p. 27.

they have questions about the topic at hand. The presenter should try to keep control of the discussion, yet not dominate it. Once the discussion begins, questions are essential in keeping the discussion moving.

### 3) Summarizing the discussion

A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them.<sup>47</sup>

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

## **9. Procedure of Teaching Descriptive Text Using Small Group Discussion**

Small group discussion has many steps to be done for making this method easier.

According to Ernest, there are some procedure of small group discussion, they are:

### **a. Introduction**

In this activity, the teacher explains more to the students about descriptive text so they have a basis. The writer gives the information about the method and steps of small group discussion. Students need to understand what they are going to do before discussion activities. The teacher gives an instruction to the students before discussion begins. The teacher asks to the participants to form of small groups that consist of 3-6 people and every group asked to choose a leader/presenter. The

---

<sup>47</sup>*Ibid*, pp. 23-25.

number of members of each group depends on the number of students overall. These smaller groups should have room to sit either facing each other or in a circle, which will increase the discussion. The teacher arranges of seating in group before. After that, the teacher gives the same topic for discussed to the students in small group discussion.

**b. Directing the discussion**

In this activity, the students are to discuss the topic about descriptive text in small group discussion. All students from each group make a descriptive text by looking at the pictures provided. During the writing, the students discuss with each other to help and share information in writing descriptive text. During discussion activities, the teacher should observe the groups discussion to make sure that all members of group write descriptive text and participate in their own discussions and picking up information about students' progress. Then, the students are report their descriptive text on the piece of paper and presents the result of their discussion in their own group first and to other groups through instruction from the presenters. The other members of groups clarify, give opinion/comment and criticized. The presenters should ask the participants if they have questions about the topic at hand. Opinions and comments of other groups will help students to fix their descriptive text.

**c. Summarizing the discussion**

After discussion activities, the students and the teacher make a summary about the

topic that has been discussed. Conclusions can be recorded on the chalkboard so all can see them. When the time has ended, the teacher reconvenes the group into the large group and collects students' descriptive text. The teacher gives the score students' descriptive text.

Based on the explanation above, it can be concluded that the procedure of teaching descriptive text using small group discussion conducted in three phases, starting from introduction, directing the discussion and summarizing the discussion with attention to classroom organization and teacher's and learner's role in discussion.

## **10. Concept of Lecture Method**

### **a. Definition of Lecture Method**

The lecture method is the traditional style of teaching still found in many schools and colleges. A lecture is defined as one person speaking, more or less continuously, to a group of people on a particular subject or theme.<sup>48</sup> Lecture is a teaching method where an instructor is the central focus of information transfer. Howe gave definition as lecture occurs whenever a teacher is talking and students are listening.<sup>49</sup>

---

<sup>48</sup> Alex Amartei Marmah, "Students' Perception About the Lecture as A Method of Teaching in Tertiary Institutions. Views of Students From College of Technology Education, Kumasi (Coltek)". *International Journal of Education and Research* Vol. 2 No. 6 (June 2014), p. 602.

<sup>49</sup> Gurpreet Kaur, "Study and Analysis of Lecture Model of Teaching". *International Journal of Education Planing and Administration* Vol 1 No1 (2011), p. 10.

Based on statements above, it can be concluded that lecture method is the traditional method of teaching where an instructor is the central focus of information transfer. However, students in this class become good listener and note taker.

### **b. Advantages and Disadvantages of Lecture Method**

According to Kaur, there are some the advantages and disadvantages of lecture method that can be used by the teacher in giving treatment in control class.

#### 1) Advantages of Lecture Method

- a) The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b) Many facts can be presented in a short time in an impressive way.
- c) The lecture can stimulate very good interest in the subject.
- d) Greater attention could be secured and maintained, as interest leads to attention.
- e) Spoken word has greater weight than mute appeal by books.
- f) The language may be made suitable to all the members of the audience.

#### 2) Disadvantages of Lecture Method

- a) It is waste of time to repeat the matter already present in books.
- b) If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.

- c) A lecture delivered in a style not easily understood by pupils will serve no purpose.
- d) In the process of lecturing, the learners are more passive than be active in class.
- e) The problem solving attitudes of pupils may disappear in the lecture method.
- f) There is no cooperation and interaction between the teacher and pupils in the lecture process.<sup>50</sup>

### **11. Procedure of Teaching Descriptive Text Using Lecture Method**

According to Wina, there are some procedure of lecture method, they are:

- a. Pre-activity
  - 1. Explaining the objectives to be achieved.
  - 2. Determine the subject matter that will be submitted.

The writer determines the material which is taught to the students, that is descriptive text writing about describing people.

- 3. Prepare the media.

In teaching descriptive text writing, the writer uses the pictures to provide visuals for students.

---

<sup>50</sup>*Ibid*, p. 12.

b. Main activity

1. The beginning of the lecture

The beginning of this method is presenting the lesson. Teacher introduces topic and material of the lesson.

2. The body of the lecture (Presentation)

The students listen to teacher who explains the generic structure and language feature of the text.

3. The closing of the lecture

The closing of this method is the students make a descriptive text. After taking notes of teacher's explanation, students make a descriptive text about describing people.

c. Post-activity

Ask for and answer student questions. Teacher allows the students to ask if there is not yet understood. After that, teacher with students conclude lecture material that has been taught.<sup>51</sup>

## **B. Frame of Thinking**

Small group discussion is a teaching method where the students work in small groups to answer questions and make a decision through a discussion process. Small group discussion method is a way of discussion of the problem in practice the students are divided into the groups. Based on this theory, the writer assumes that the teaching

---

<sup>51</sup> Wina Sanjaya, *Op. Cit*, p. 149.

writing text especially descriptive text will be more effective by using small group discussion because the students will get more significant understanding in descriptive text writing through interaction in a group. Interaction is the collaborative exchange of thoughts, feelings, or ideas among the students. Interaction allows opportunities for students to get more of students' understanding in descriptive text writing.

Small group discussion can solve the problem in descriptive text writing. It will be developing students' awareness, self confidence and independence in learning which prove educable to the students. Small group discussion avoids being bored and tired of studying and it makes in teaching descriptive text is more effective and interesting.

### **C. Hypothesis**

Based on the theoretical views and assumption above, the writer formulated the hypotheses as follows:

$H_o$  : There is no significant influence of using small group discussion towards students' descriptive text writing ability.

$H_a$  : There is a significant influence of using small group discussion towards students' descriptive text writing ability.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the writer used 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.<sup>1</sup>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.<sup>2</sup>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 anexperimental class. The research design can be presented as follows:

G1 : T1 O T2

G2 : T1 X T2

---

<sup>1</sup>John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed) (Boston: Pearson Education, 2012), p. 309.

<sup>2</sup>*Ibid.* p. 310.

Notes:

G1 : Group one (Control Class)

G2 : Group Experimental Class (Experimental Class)

T1 : Pre-test

T2 : Post-test

O : Treatment by using lecture method

X : Treatment by using small group discussion

In this research, the students gave 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 method 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. Variables of the Research**

Variable is a characteristic of people group that the attitude or environment which has a variation between one person to another.<sup>3</sup> There are two variables of this research, they are independent variable and dependent variable.

### 1. Independent variable

Independent variable is small group discussion that is symbolized by (X).

---

<sup>3</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif* (Edisi Pertama) (Yogyakarta: Graha Ilmu, 2006), p. 101.

## 2. Dependent variable

Dependent variable is the students' descriptive text writing ability that is symbolized by (Y).

### **C. Operational Definition of Variable**

The operational definition of variable is used to describe the characteristics of the variable investigated by the writer is as follow:

#### 1. Independent Variable (X)

Small group discussion is a kind of method that can be used for teaching writing where the students work in small groups to solves the problem through a discussion process. It is a method where the students discuss the topic to make a text in small groups and delivered on the paper.

#### 2. Dependent Variable (Y)

Descriptive text writing ability is the students' ability to describe or express ideas and thoughts about a specific object in details in written form whose generic structure consists of identification and description to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use, and mechanics.

## D. Population, Sample and Sampling Technique

### 1. Population

Population consists of all possible people who fall into a particular category.<sup>4</sup>

According to Setiyadi, all individuals who can be the target in research are called population.<sup>5</sup> Population in this research was all students of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017 which consists of 61 students in 3 classes.

**Table 3**  
**The Population of the Tenth Grade of SMA Hidayatul Muslihin Way Kanan in the Academic Year of 2016/2017**

No	Class	Gender		Total
		Male	Female	
1.	X 1	12	10	<b>22</b>
2.	X 2	8	11	<b>19</b>
3.	X 3	10	10	<b>20</b>
<b>Total of the Students</b>				<b>61</b>

*Source: The data of documentation the Tenth Grade of SMA Hidayatul Muslihin Way Kanan in the Academic Year of 2016/2017.*

### 2. Sample of the Research

Sample is a smaller number of individuals drawn from the total population which can be taken as representative of that population.<sup>6</sup> According to Arikunto, sample

<sup>4</sup> *Handbook Research Method in Education* (The Open University, 2001), p. 123.

<sup>5</sup> Ag. Bambang Setiyadi, *Op. Cit.* p. 38.

<sup>6</sup> *Handbook, Op. Cit.* p. 123.

is a part of the population.<sup>7</sup> In this research, the writer chose two classes, the first as the experimental class and the second as the control class.

### **3. Sampling Technique**

The sampling technique used in this research was cluster random sampling. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>8</sup> One class is as control class and one class is as experimental class. The writer conducted the research at the tenth grade. The tenth grade consists of three classes and the writer selected two classes as the sample. Here are the steps of taking sample by using cluster random sampling technique.

- a. First, the writer provided three pieces of small paper, each paper contained the name of 3 classes.
- b. Second, the writer rolled up and put the paper into a box.
- c. After that, the box was shaken until one of the rolled-paper out of the box. It was done twice since the samples are consisted of two classes.
- d. The writer chose one piece of paper randomly, the first as experimental class and the second as control class.

---

<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2006), p. 131.

<sup>8</sup>Jack R. Fraenkel, Norman E. Wallen, Helen H. Hyun, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc, 2009), p. 96.

### **E. Data Collecting Technique**

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.

#### **1. Pre-test**

The writer gave pre-test for students to know students' descriptive text writing ability before giving the treatment. The students were asked to write descriptive text based on the provided topics.

#### **2. Post-test**

Post-test is used to know the students' descriptive text writing ability after they are given treatment. Post-test is used to know whether there is a significant influence of using small group discussion. The pre-test and post-test are given to the control class and experimental class.

### **F. Instrument of the Research**

The instrument used in this research was 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.

**Table 4**  
**Pre-test Topics**

No	Pre-test Instrument	Times
1.	Joko Widodo	60 Minutes
2.	Taj Mahal	
3.	Kangaroo	

**Table 5**  
**Post-test Topics**

No	Post-test Instrument	Times
1.	Susilo Bambang Yudhoyono	60 Minutes
2.	The Great Wall of China	
3.	My chicken	

## **G. Research Procedure**

The procedure of the research is as follows:

### **1. Planning**

Before applying the research procedure, the writer made some planning to run the application well. There are some steps that must be planned by the writer. The procedure of making planning of this research can be seen as follows:

#### **a. Determining the subject**

The tenth grade students of SMA Hidayatul Muslihin Way Kanan were chosen by writer as the subject of the research, one as an experimental class and one as a control class.

#### **b. Selecting material**

The writer selected the material based on the Curriculum for Senior High School.

c. Preparing the pretest

The writer prepared the pre-test that was given to know students' descriptive text writing ability before being given the treatment. The students were given three topics, they were: *Joko Widodo*, *Taj Mahal* and *Kangaroo*.

d. Determining the material

The writer determined the material which is taught to the students, that was descriptive text writing about describing people, place and animal. The writer chose describing people with the title *Joko Widodo* and *Susilo Bambang Yudhoyono* because both of them are famous people in Indonesia so that the students more easily write descriptive text through the information they have. Second, the writer chose *Taj Mahal* and *Great Wall of China* because both of places are the only place in the world so it would be interesting if students write descriptive text with that theme. The last, the writer chose the theme of *Kangaroo* and *My Chicken* because this animal is easy to find in everyday life or from social media so that the students will be easy to describe the theme.

e. Preparing the post-test

The writer prepared the post-test that was given to know the students' descriptive text writing ability after being given the treatment. The students were given three topics, they were: *Susilo Bambang Yudhoyono*, *The Great Wall of China* and *My chicken*.

## **2. Application**

The writer conducted the research in five meetings for each class. The five meetings consist of several activities as follows:

- a. One meeting was for pre-test. The writer asked the students to make a descriptive text that consists of 75-100 words to know students' descriptive text writing ability before being given the treatment with the topics provided.
- b. Three meeting were to introduce the material and teaching method. In this research, the writer conducted the treatment by using small group discussion in the experimental class and by using lecture method in control class.
- c. One meeting was for post-test. The teacher asked to the students to make a descriptive text that consists of 75-100 words to know students' descriptive text writing ability after being given the treatment with the topics provided. The total number of the test items was determined by the validity and reliability analysis of the pre-test. It means that only the valid and reliable test items are used in post-test.

## **3. Reporting**

In this step, the writer collected the data of the pre-test and post-test. After that, the writer analyzed whether the result of the post-test is higher than the pre-test. In other words, it was to know whether small group discussion can give a significant influence of students' descriptive text writing ability. The last point in the research procedure is reporting.

#### 4. Scoring

In this research, the writer used inter-rater to score the result of the test. It means that in scoring the test was more than one rater. The writer used the two people to score the test. The scoring was done by the writer himself and another person who also score the test, the English teacher in the school. The scores of two raters was summed up and divided into two. The score of the test was calculated based on the following system proposed by Tribble, they were:

<p><b>Content</b></p> <p>20-17</p> <p>16-12</p> <p>11-8</p> <p>7-5</p> <p>4-0</p>	<p><b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.</p> <p><b>Good to average:</b> Adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.</p> <p><b>Fair to poor:</b> Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.</p> <p><b>Very poor:</b> Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very reacted; almost no useful detail.</p> <p><b>Inadequate:</b> Fails to address the task with any effectiveness.</p>
<p><b>Organization</b></p> <p>20-17</p> <p>16-12</p> <p>11-8</p>	<p><b>Excellent to very good:</b>Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).</p> <p><b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion).</p> <p><b>Fair to poor:</b> Very uneven expression, ideas difficult to</p>

7-5  4-0	follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion). <b>Very poor:</b> Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion). <b>Inadequate:</b> Fails to address this of aspect of the task with any effectiveness.
<b>Vocabulary</b>  20-17  16-12  11-8  7-5  4-0	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register. <b>Good to average:</b> adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate. <b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate. <b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register. <b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness.
<b>Language use</b>  30-24  23-18  17-10  9-6	<b>Excellent to very good:</b> confident handling of appropriate structures, hardly any errors of agreement, tense, number, word,order, articles, pronouns, prepositions; meaning never obscured. <b>Good to average:</b> acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured. <b>Fair to poor:</b> insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured. <b>Very poor:</b> major problems with structures-even simple ones; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.

5-0	<b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness.
<b>Mechanics</b>	
10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
1-0	<b>Very poor:</b> Fails to address this aspect of the task with any effectiveness. <sup>9</sup>

The final score = Content + Organization + Vocabulary + Language use + Mechanics.

Based on the explanation above, it can be concluded that the scoring scale for evaluating students' descriptive text writing ability is adopted by Tribble with considered the content, organization, vocabulary, language use and mechanics.

## H. Validity, Readability and Reliability of the Test

### 1. Validity

A good test is test that has validity. The test can be considered valid if the instrument item can be used to measure what should be measured.<sup>10</sup> A test is valid if the test can really test what needs to be tested correctly. To measure whether the test is valid or not, the writer analyze the test from content validity and construct validity.

---

<sup>9</sup>Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p.130.

<sup>10</sup>Suharsimi Arikunto, *Op. Cit.* p. 211.

a. Content Validity

The content validity is the extent to which a test measures a representative sample of subject matter, the focus of the content validity is a adequacy of the sample and simply on the appearance of the test.<sup>11</sup> It means that to get the content validity the test appropriate with the students' book that is test is suited with the material that is taught to the students. In other words, the writer made the test based on the syllabus for Senior High School students. Thus, it can be said that the test has content validity since it is a good representation of material in the classroom.

b. Construct Validity

Construct validity is a second category of validity that teacher must be aware of in considering language. It means that item should really show whether they have in using descriptive text that have been teach or not. The test item should really measure that students' descriptive text. To get the construct validity evidence, the writer arranged the material based on the objectives of teaching in the school based on curriculum for tenth grade of SMA Hidayatul Muslihin and the writer consulted the instrument to the English teacher at SMA Hidayatul Muslihin, Mrs. Yeni Nurmayunita, S.Pd, to make sure that instrument has construct validity evidence.

---

<sup>11</sup>Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Rajawali Press, 2013), p. 211.

At the beginning of activity, the writer conducted validity of the test to ascertain whether the direction and instructions can be understandable by the test takers. The validity form of the writing sheet was given to the English teacher as a validator.

The result was the instrument after consulting the writer found that the test was having valid. Validity test was conducted before the treatment that was held on September 10<sup>th</sup>, 2016 (See appendix 5).

## **2. Readability**

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.<sup>12</sup> The readability of the writing was given to the some students in the tenth grade as the test takers. The writer conducted readability in order to see the clarity of the direction and the clarity of the instruction. Readability test conducted before the treatment which is given by the writer. To know readability of the essay test instrument, the writer follow Kouame's research. Participants asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>13</sup> The questions tested individually. The participants may not have difficulty understanding because they take the context of the writing into

---

<sup>12</sup>Julien B. Kouame, "Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants". *Journal of Multy Diciplinary Evaluation* Vol. 6 No. 1 ISSN 1556-8180 (August 2010), p. 133.

<sup>13</sup>*Ibid*,p. 133.

consideration. After that, the writer measure mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.43, the instrument is quite readable and understandable by the readers or test takers.<sup>14</sup>

Furthermore, based on the finding of Kourame's research, if the mean of all items of the instrument text has mean under 4.43, the instrument was quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above was 2.41 (lower than 4.43), it means that the instrument was readable (See appendix 4).

### **3. Reliability**

Reliability is to measure of accuracy, consistency, dependability, or fairness of scores resulting administration of particular examination. A reliability test is consistent and dependable.<sup>15</sup> According to Arikunto, reliability shows that an instrument can be believed for used as tool of data collecting technique when the instrument is good enough.<sup>16</sup> If the data are true based on the facts, how many data that are taken, the result is always the same. To get the reliability of the test, the writer used inter-rater reliability, they are two raters: English teacher and the writer. To estimate the

---

<sup>14</sup>*Ibid*, p. 134

<sup>15</sup> H. Douglas Brown, *Teaching By Principle: An Interactive Approach to Language Pedagogy* (2nd ed) (San Fransisco: Longman, 2001), p. 386.

<sup>16</sup> Suharsimi Arikunto, *Op. Cit.* p. 211.

reliability of the test, the writer used rank order correlation.<sup>17</sup> The formula is:

$$P = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

Notes:

$P$  = The number of rank correlation

$6 \& 1$  = Consonant number

$D$  = Difference of rank correlation

$N$  = The number of students

The writer uses the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low.<sup>18</sup>

The writer calculated the scores of test used the reliability formula based on two raters to know the test was reliable or not. The result for calculation in the control class of scores was 0.99 for pre-test and 0.99 for pos-test. (See appendices 12 and 13).

From the result of reliability above, the writer concluded that the result of reliability for pre-test and post-test in control class and experimental class had a very high

---

<sup>17</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*(Jakarta: Raja Grafindo Persada, 2008), p.232.

<sup>18</sup> Suharsimi Arikunto, *Op. Cit.* p.142.

reliability based on the criteria of reliability. Furthermore, the reliability of the tests in this research was reliable.

## I. Data Analysis

### 1. Fulfillment of Assessment

#### a. Normality Test

Normality is used to see whether the sample come from a population which is distributed normally.<sup>19</sup>In this case, the writer use *Lilliefors test*.

- 1) Arranging the sample's data from the lowest until highest.
- 2) Determining the score Z from each data by using the following formula:

$$Z_i = \frac{x_1 - x_2}{s}$$

Notes:

S : Standard of deviation

X<sub>1</sub> : Single datum

X<sub>2</sub> : Coefficient of single datum

- 3) Counting the cumulative frequency of each Z score S (z).

$$S(z_i) = \frac{z_1, z_2, z_3, \dots, z_n}{n}$$

- 4) Counting the differential of  $| F(Z_i) - S(Z_i) |$

---

<sup>19</sup>Sri Indah Pertiwi, Desmawati Radjab, Fitrawati, "The Effect of Using Cooperative Integrated Reading Composition (CIRC) Teaching Model in Teaching Reading Narrative and Hortatory Exposition Text at Grade XI Senior High School 1 Akabiluru". *Journal of English Language Teaching* Vol. 1 No. 3 Serie A (June 2013), p. 46.

5) Determining the  $L_{\text{observed}}$  score with highest score, compare to the  $L_{\text{critical}}$ , score from the table of *Lilliefors*.

6) Hypotheses formula are:

$H_a$  : The data have normal distribution

$H_o$  : The data do not have normal distribution

7) The test criteria:

$H_a$  is accepted if  $L_{\text{observed}} < L_{\text{critical}}$ , it means that the data are normal distribution.

$H_o$  is rejected if  $L_{\text{observed}} > L_{\text{critical}}$ , it means that the data are not normal distribution.

#### **b. Homogeneity Test**

After the normality test, the writer determined the homogeneity of the test.

Homogeneity is used to know whether two groups of sample is homogeny or not.<sup>20</sup>The homogeneity test used the test of two variances. The writer used the formula as follows:

$$F = \frac{vb}{vk}$$

Notes:

F = Homogenous

$vb$  = Biggest variant

---

<sup>20</sup>*Ibid.*

$\nu k$  = Smallest variant

The hypotheses are:

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

In this case, the criteria for the criteria for the homogeneity test are:

$H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$ , it means the variance of the data is homogeneous.

$H_a$  is rejected if  $F_{\text{observed}} > F_{\text{critical}}$ , it means the variance of the data is heterogeneous.

## 2. Hypothetical Test

In this research the writer used the quantitative analysis to know whether there is an influence of using small group discussion towards students' descriptive text writing ability or not. The data analysis was using T-test in order to know the significance of the treatment effect.

a. The T-test formula is:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

$M_x$  : Mean of control class

$M_y$  : Mean of Experimental class

$\Sigma x^2$  : Average of deviation of control class

$\Sigma y^2$  : Average of deviation of experimental class

$N_x$  : Number of the students in control class

$N_y$  : Number of the students in experimental class

$X$  : Deviation each score  $x_2$  and  $x_1$

$Y$  : Deviation each score  $y_2$  and  $y_1$

With d.f :  $N_x + N_y - 2$ .<sup>21</sup>

b. The hypotheses are:

$H_o$  : There is no significant influence of using small group discussion towards students' descriptive text writing ability.

$H_a$  : There is a significant influence of using small group discussion towards students' descriptive text writing ability.

c. The criteria are:

$H_a$  is accepted if the score of  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$ , or ( $t_{\text{observed}} > t_{\text{critical}}$ ),  
with  $\alpha = 0.05$

$H_o$  is rejected if the score of  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$ , or ( $t_{\text{observed}} < t_{\text{critical}}$ ).

---

<sup>21</sup>Suharsimi Arikunto, *Op. Cit.* p. 269.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. General Description of the Research Place**

#### **1. Brief Profile of SMA Hidayatul Muslihin Way Kanan**

SMA Hidayatul Muslihin is located on Jln. BGD Karta Jaya 34562, Kec. Negarabatin Kab. Way Kanan. It was built on 1976. The activities of teaching learning process are done in the afternoon. The classes begin at 01.10 P.M. and finish at 05.15 P.M. In this school there are some extracurricular activities, they are basket ball, rohis, and volleyball. In the academic year of 2016/2017, SMA Hidayatul Muslihin has 24 teachers. It consists of 9 female and 15 male teachers. Specially, there are 2 English teachers in SMA Hidayatul Muslihin. The condition of the teacher of SMA Hidayatul Muslihin can be seen in this following table:

**Table 6  
List of Teachers and Staffs in SMA Hidayatul Muslihin**

<b>No</b>	<b>Name</b>	<b>Subject</b>	<b>Position</b>
1	Suwarso, S.Pd	Indonesian	Headmaster
2	Nursidik, S.Pd	English	Vice Chairman of Curriculum
3	Ahmad Kodir Jaelani, S.Pd	Sport	Vice Chairman of Studentship
4	Asmaul Khusnah, S.Pd	Civics	Teacher
5	Dasar Santoso, S.Pd	Civics	Teacher
6	Dewi Asmalaningsih, S.Pd	Geography	Teacher
7	Dewi Kartika Sari, S.Si	Science	Teacher
8	Dewi Nopitasari, S.Pd	History and Art of Islamic	Teacher

9	Edi Purwanto, S.Pd	Civics	Teacher
10	Hamdani, S.Pd	Technology Information and computer	Teacher
11	Irwan Jauri, S.Pd	Indonesian	Teacher
12	Jumarni, S.Pd	Technology Information and computer	Teacher
13	M. Khoiri, S.PdI	Islamic Education	Teacher
14	M. Khotib Rifa'I, S.HI	Sociology	Teacher
15	Mita Rostanti, S.Pd	Mathematics	Teacher
16	Nurudin, S.PdI	Arabic	Teacher
17	Puji Langgeng, S.Pd	Sport	Teacher
18	Purwani, S.PdI	Lampung	Teacher
19	Rois Junaedi, S.PdI	Islamic Education	Teacher
20	Sholikatul Mahmudah, S.PdI	History	Teacher
21	Sunarni, S.Pd	Economy	Teacher
22	Sutardi, S.Pd	Mathematics	Teacher
23	Sutopo, S.Pd	Physics	Teacher
24	Yeni Nurma Yunita, S.Pd	English	Teacher

Source: Document of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

This school also has some extracurricular, it can be seen in the following table:

**Table 7**  
**Extracurricular Activities in SMA Hidayatul Muslihin**

No	Name of Extracurricular	Advisor
1	Rohis	M. Khoiri
2	Volley ball	Puji Langgeng
3	Basket ball	Ahmad Kodir Jaelani

Source: Document of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

On the other hand, SMA Hidayatul Muslihin has 9 study groups from class X to XII with 199 students. The number of students in SMA Hidayatul Muslihin can be seen in the following table:

**Table 8**  
**The Number of Students at SMA Hidayatul Muslihin**  
**in the Academic Year of 2016/2017**

No	Class	Number of Students		
		Male	Female	Total of Students
1.	X 1	12	10	22
2.	X 2	8	11	19
3.	X 3	11	16	27
4.	XI IPA	12	9	21
5.	XI IPS	9	11	20
6.	XI IPS 1	9	10	19
7.	XII IPA	7	19	26
8.	XII IPS	12	18	30
9.	XII IPS 1	6	9	15
<b>Total</b>		<b>86</b>	<b>113</b>	<b>199</b>

*Source: Document of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.*

## 2. The Research Procedure

The writer conducted the research on November 07<sup>th</sup>, 2016. Before conducting the research, the writer asked vice chairman of curriculum, the headmaster and the English teacher for permission at the school. After getting the permission, the writer conducted through the following steps:

- a. Determining the subject of the research, namely the students at the tenth grade of SMA Hidayatul Muslihin Way Kanan.
- b. Designing the test which was the writing test.
- c. Determining the sample of research by using cluster random sampling.
- d. Holding pre-test in order to know the students' score in descriptive text writing before they had treatment.

- e. Analyzing the data gotten through pre-test.
- f. Giving the treatment to the sample of research by implementing small group discussion in teaching and learning descriptive text writing.
- g. Holding post-test in order to know the students' score in descriptive text writing after the treatments.
- h. Analyzing the data gotten through post-test.
- i. Testing the hypothesis and making the conclusion.
- j. Reporting the result of the research.

## **B. Process of Treatment**

In SMA Hidayatul Muslihin Way Kanan, the English subject was taught twice in a week. This research had been carried through three steps. They involved pre-test, three times treatments and post-test. On Saturday, November 05<sup>th</sup>, 2016 the writer administered pre-test in control class (X2) and in experimental class (X1) on Monday, November 07<sup>th</sup>, 2016. In the next meeting, the writer gave the treatment. The treatments were held in three times, it began on Tuesday, November 08<sup>th</sup> 2016 until Saturday, November 26<sup>th</sup>, 2016. After the treatments, the writer administered the post-test in experimental class on Monday, November 28<sup>th</sup>, 2016 and control class on Tuesday, November 29<sup>th</sup>, 2016. To find out the influence of using small group discussion, the writer indentified several results, they were the students' score before the treatment, students' score after the treatment, and the differences between students' score in pre-test and post-test.

Before the test was used as an instrument to collect the data, the writer prepared the item as the instrument of the test. The choice of the instrument had been done by considering three category, they are readability, validity and reliability. The test given before and after the students followed the learning process was provided by the writer.

This test was given for control class and experimental class. Before the activities were conducted, the writer determined the materials and lesson plans. The experimental class was taught by using Small Group Discussion while the control class used Lecture Method.

### **1. Description of the First Treatment**

The first treatment was administrated on Tuesday, November 14<sup>th</sup>, 2016. The writer found out the students looked nervous. The class was begun by checking the attendant list. The students were not interested when the writer said about writing. They assumed that it would be very difficult. From the situation above, the writer gave the motivation first.

#### **a. Pre-teaching**

The writer greeted to the students, prayed together, checked the attendant list and gave motivation to make them enjoyed and interested in teaching learning process. The writer gave an instruction to the students before the teaching learning process began. The writer asked the participants to form small groups

that consisted of 3-6 people and every group was asked to choose a leader/presenter.

**b. While-teaching**

In the beginning of the treatment, the writer asked the students to gather with their own group. Then, the writer introduced the descriptive text. The writer explained about definition and purpose, generic structure and language features of descriptive text. The writer gave an example of descriptive text about describing people with the title “**B.J. Habibie**”. After that, the writer asked the students to discuss a topic with the title “**Andre Taulani**” by using the picture provided. The students were asked to make a descriptive text with their own groups through the discussion process. Then, the students were asked to discuss to the other groups to fix their descriptive text with the teacher and submit their text after making a conclusion together. As the last activity of this treatment, the writer gave chance to the students to ask if they had difficulty about the material.

**c. Post-teaching**

The writer and the students concluded the material that had been studied together. The writer asked the students if they had difficulty in understanding this lesson. Then, the writer closed the lesson.

**2. Description of the Second Treatment**

The second treatment was held on Tuesday, November 17<sup>th</sup>, 2016. In the second treatment, the students were interested and enthusiastic to follow the learning

process. The writer gave an instruction to the students before the teaching learning process begun. The writer asked the participants to form small groups that consisted of 3-6 people and every group was asked to choose a leader/presenter.

**a. Pre-teaching**

The writer greeted to the students, prayed together, checked the attendant list and gave motivation to make them enjoyed and interested in teaching learning process. Before using small group discussion method, the writer reviewed the material.

**b. While-teaching**

The second treatment was better than the first meeting because the students did not look nervous and feel afraid anymore. They felt enjoyable with the material descriptive text. The writer started the teaching learning process by reviewing material about descriptive text, generic structure and language features. The topic of second meeting was describing place with the title “**Goa Tabuhan**”. After that, the writer asked the students to discuss a topic with the title “**Borobudur Temple**” by using the picture provided. In this treatment, the students looked more active in discussion process. The students were asked to make a descriptive text with their own groups through the discussion process. . Then, the students were asked to discuss to the other groups to fix their descriptive text with the teacher and submit their text after making a conclusion together. As the last

activity of this treatment, the writer gave chance to the students to ask if they had difficulty about the material.

**c. Post-teaching**

The writer and the students concluded the material that had been studied together.

The writer asked to the students if they had difficulty in understanding this lesson.

Then, the writer closed the lesson.

**3. Description of the Third Treatment**

For this section, the third treatment was held on Monday, November 21<sup>st</sup>, 2016. It was similar to previous treatment, the writer asked the students to make small groups.

**a. Pre-teaching**

The writer greeted to the students, prayed together, checked the attendant list and gave motivation to make them enjoyed and interested in teaching learning process. Before using small group discussion method, the writer reviewed the material.

**b. While-teaching**

The writer started the teaching learning process by reviewing material about descriptive text, generic structure and indicators of writing process. The topic in the last meeting was describing animal with the title “**Sea Eagle**”. After that, the writer asked the students to discuss a topic with the title “**Camel**” by using the picture provided. In this treatment, the students easily made a descriptive text through discussion process because they interacted and exchanged their thoughts,

ideas among the students. The students were asked to make a descriptive text with their own groups through the discussion process. Then, the students were asked to discuss to the other groups to fix their descriptive text with the teacher and submit their text after making a conclusion together. As the last activity of this treatment, the writer gave chance to the students to ask if they had difficulty about the material.

### **c. Post-teaching**

The writer and the students concluded the material that had been studied together. The writer asked the students if they had difficulty in understanding this lesson. Then, the writer closed the lesson.

Based on the application of the treatment on three meeting, the writer found all activities could run well. All students paid attention to the writer enthusiastically while presenting the material. The students did not seem to be nervous anymore and they participated in learning English in the class well. The treatments were very interesting to the students. They felt interested and enjoyable of the activities.

## **C. Result of the Research**

### **1. Result of the Pre-test**

The writer administered pre-test in experimental class on Monday, November 07<sup>th</sup>, 2016 and control class on Saturday, November 05<sup>th</sup> 2016. The pre-test was administered in order to know students' descriptive text writing ability before the

treatments were given. The score of five aspects of writing tested in the pre-test. It can be seen from the score of students' descriptive text writing test in the pre-test. The students were asked to write descriptive text with the picture provided that consisted approximately 100 words in 60 minutes. Then, the writer used assessment based on Tribble to calculate the score in the pre-test. He said that there were five scoring criteria for writing, they were fulfillment/content, organization, vocabulary language use and mechanics. It can be seen from the score of students' descriptive text writing test in the pre-test. In the experimental class, they were content (11.18), organization (11.86), vocabulary (11.72) language use (14.90), and mechanics (6.93). It showed us the students' descriptive text writing ability before they got the treatments. The mean of the pre-test in the experimental class was 56.65 (see appendix 8).

**Table 9**  
**The Result of Students' Score of Pre-test**

	<b>Criteria</b>									
	<b>C</b>		<b>O</b>		<b>V</b>		<b>L</b>		<b>M</b>	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
<b>Experimental Class</b>	10.6	11.7	12.3	11.5	12	11.5	15.3	14.5	7.09	6.77
	11.18		11.86		11.72		14.90		6.93	
	<b>Criteria</b>									
	<b>C</b>		<b>O</b>		<b>V</b>		<b>L</b>		<b>M</b>	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
<b>Control Class</b>	10.6	12.4	13.1	11.9	11.8	11.7	15.5	14.7	7.16	7.16
	11.5		12.5		11.73		15.10		7.15	

In the control class it can be seen from the score of students' descriptive writing test in the pre-test, they were content (11.5), organization (12.5), vocabulary (11.73) language use (15.10), and mechanics (7.15). It showed us the students' descriptive text writing ability before they got the treatments. The mean of the pre-test in the control class was 58.05 (see appendix 9).

## **2. Result of the Post-test**

The writer administered post-test in experimental class on Monday, November 28<sup>th</sup>, 2016 and control class on Tuesday, November 29<sup>th</sup>, 2016. The post-test was administered in order to know students' descriptive text writing ability after the treatments were given. The score of five aspects of writing tested in the post-test. It can be seen from the score of students' descriptive text writing test in the post-test. The students were asked to write descriptive text with the picture provided that consisted approximately 100 words in 60 minutes. Then, the writer used assessment based on Tribble to calculate the score in the pre-test. He said that there were five scoring criteria for writing, they were fulfillment/content, organization, vocabulary language use and mechanics. It can be seen from the score of students' descriptive text writing test in the post-test. In the experimental class, they were content (15.70), organization (15.70), vocabulary (16.04), language use (22.59) and mechanics (8.11). It showed us the students' descriptive text writing ability before they got the treatments. The mean of the post-test in the experimental class was 78.15 (see appendix 10).

**Table 10**  
**The Result of Students' Score of Post-test**

	Criteria									
	C		O		V		L		M	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
<b>Experimental Class</b>	16	15.4	16	15.4	16	16.1	22.9	22.3	8.18	8.05
	15.70		15.70		16.04		22.59		8.11	
	Criteria									
	C		O		V		L		M	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
<b>Control Class</b>	15.7	15.1	15.4	15.2	15.4	15.4	21.2	20.5	8.21	7.95
	15.42		15.28		15.39		20.84		8.07	

In the control class it can be seen from the score of students' descriptive writing test in the post-test, they were content (15.42), organization (15.28), vocabulary (15.39), language use (20.84), and mechanics (8.07). It showed us the students' descriptive text writing ability before they got the treatments. The mean of the post-test in the control class was 75 (see appendix 11).

From the average score of both experimental class and control class, it can be concluded that there was significant differences of students' writing achievement between the class that was taught through by using small group discussion (experimental class) and class that was taught through lecture method (control class).

### **3. The Increase of Students' Descriptive Text Writing Ability**

The result of pre-test and post-test in the experimental class implied that small group discussion could increase students' achievement in descriptive text writing. It can be observed from the total score of pre-test and post-test in the experimental class,

1246.5 up to 1719.5. The mean was from 56.659 up to 78.159. It can be seen in table below:

**Table 11**  
**The Increase from the Pre-test to Post-test in the Experimental Class**

Mean (X)	The score of pre-test	The score of post-test	The increase
	56.659	78.159	21.5

Having seen the result of the pre-test and post-test in the experimental class, we can see the increase of the students' score (see appendix 14 and appendix 16). It included the increase of content, organization, vocabulary, language and mechanics.

The result of the pre-test and post-test in the control class implied that lecture method could not be used to increase students' achievement in descriptive text writing as that in the experimental class. It can be observed from the total score of pre-test and post-test in the control class, 1103 up to 1425. The mean was from 58.0526 up to 75 (see appendix 15 and appendix 17). It can be seen in table below:

**Table 12**  
**The Increase from the Pre-test to Post-test in the Control Class**

Mean (X)	The score of pre-test	The score of post-test	The increase
	58.0526	75	16.9474

From the result above, it could be stated that small group discussion could improve each aspect of writing including content, organization, vocabulary, language and mechanics. It can be concluded that small group discussion can be use to develop students' descriptive text writing ability.

## D. Result of Data Analysis

### 1. Fulfillment of the Assumptions

#### a. Result of Normality Test

The normality test is used to measure whether the data in both control class and experimental class are normally distributed or not. In this case, the writer used *Lilliefors* formula to test the normality of the data.

The hypotheses for normality test formulated as follows:

$H_a$  = the data have normal distribution

$H_o$  = the data do not have normal distribution

The test criteria:

$H_a$  is accepted if  $L_{\text{observed}} \leq L_{\text{critical}}$ , it means that the data are in normal distribution.

$H_o$  is accepted if  $L_{\text{observed}} \geq L_{\text{critical}}$ , it means that the data are not in normal distribution.

**Table 13**  
**Normality Test of the Experimental Class and Control Class**

Class	Pre-test		Post-test		Conclusion
	$L_{\text{observed}}$	$L_{\text{critical}}$	$L_{\text{observed}}$	$L_{\text{critical}}$	
Control	0.148311	0.195	0.091526	0.195	Normal
Experimental	0.144154	0.190	0.112391	0.190	Normal

Based on the table above, it can be seen that in experimental class and control class showed that  $L_{\text{observed}} < L_{\text{critical}}$ . The writer concluded that the data in both classes were normally distributed (For more information see appendices 14, 15, 16 and 17).

#### **b. Result of Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not.

The hypotheses are:

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

The criteria of the test are as follows:

$H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$  it means that the variance of the data is homogenous.

$H_a$  is rejected if  $F_{\text{observed}} \geq F_{\text{critical}}$  it means that the variance of the data is heterogeneous.

To measure the homogeneity test of control class, the writer used the formula as follows:

$$F_{\text{observed}} = \frac{\text{the biggest variants}}{\text{The smallest variants}}$$

The result of homogeneity test is:

1) Pre-test of Experimental class and Control class

Variance ( $S^2$ ) of pre-test control class: 21.7193

Variance ( $S^2$ ) of pre-test experimental class: 20.6044

$$F_{observed} = \frac{21.7193}{20.6044} = 1.0541$$

**Table 12**  
**Homogeneity Test Result in Pre-test Control Class and Experimental Class**

Class	Variance	$F_{observed}$	$F_{critical}$	Conclusion
Control	21.7193	1.0541	2.08	Homogenous
Experimental	20.6044			

2) Post-test of Experimental and Control class

Variance ( $S^2$ ) of the post-test control class: 17.7222

Variance ( $S^2$ ) of post-test experimental class: 11.5568

$$F_{observed} = \frac{17.7222}{11.5568} = 1.53349$$

**Table 13**  
**Homogeneity Test Result in Post-test Control Class and Experimental Class**

Class	Variance	$F_{observed}$	$F_{critical}$	Conclusion
Control	17.7222	1.53349	2.08	Homogenous
Experimental	11.5568			

Based on the table above, it can be seen at the result of the test in pre-test and post-test are 1.0541 and 1.53349 while the  $F_{critical}$  at the significant level of 0.05 is 2.08. It proved that  $H_0$  is accepted because  $F_{observed} \leq F_{critical}$ . It means that the variance of the data was homogeneous (See appendices 18 and 19).

### c. The Result of Hypothetical Test

The writer used the following t-test by independent t-test for hypothetical test.

The hypotheses are:

$H_a$  : there is a significant influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

$H_o$  : there is no significant influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

The criteria of the test are as follows:

$H_a$  is accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$  or ( $t_{\text{observed}} \geq t_{\text{critical}}$ ).

$H_o$  is accepted if  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$  or ( $t_{\text{observed}} \leq t_{\text{critical}}$ ).

In this case, the writer used the level of significant  $\alpha = 0.05$

**Table 14**  
**T-test of Pre-test and Post-test in Experimental Class and Control Class**

Pre-test and Post-test	N	$t_{\text{observed}}$	$t_{\text{critical}}$	Conclusion
	41	2.50	1.68	Significant Difference

Based on the analysis of the data and the testing of hypothesis, it was obtained  $t_{\text{observed}} = 2.50$ ,  $t_{\text{critical}}$  at degree of significant 0.05 and  $df = N_x + N_y - 2 = 22 + 19 - 2 = 39$ , thus the result of level of significant 0.05 is 1.68. The null hypothesis

(H<sub>0</sub>) is refused and alternative hypothesis (H<sub>a</sub>) is accepted. Based on t-test calculation, it can be seen that the result of  $t_{\text{-test}}$  is  $2.50 \geq 1.68$ . In other words, the hypothesis is accepted.

It can be concluded that there is a significant influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017 (See appendix 20). So, teaching writing descriptive text using small group discussion could improve the students' descriptive text writing ability.

#### **E. Discussion**

The present research has shown that small group discussion could influence students' writing ability especially in descriptive text. Based on the result of research, the writer did pre-test to know the students' ability before the treatment. The scores show that the mean of pre-test in experimental class was 56.65 in which there were no students got scores higher than 70 and 22 students got scores lower than 70. While in control class the mean of pre-test was 58.05 which there were no students got scores higher than 70 and 19 students got scores lower than 70.

In order to know the influence of using small group discussion towards students' descriptive text writing ability, the writer did three treatments. In the first treatment held on November 14<sup>th</sup>, 2016. The second treatment held on November 17<sup>th</sup>, 2016, while the third treatment held on Monday, November 21<sup>st</sup>, 2016.

At the first treatment, the students looked nervous. They were not interested when the writer said about writing. They assumed that writing would be very difficult and it would be boring. The writer introduced small group discussion itself before starting the activity as a method in teaching learning process. The writer gave explanation in detail about small group discussion and the writer gave an example directly. Then, the writer continued by explaining about descriptive text and generic structure text. After that, the writer gave the topic in first meeting was about describing people. The writer gave an instruction and the students discussed the topic about descriptive text in small group discussion. All students from each group made a descriptive text by looking at the pictures provided. All pictures that provided to the students was same in every meeting, first treatment about describing people with the topic *Andre Taulani*, second treatment about describing place with the topic *Borobudur Temple* and the third treatment about describing animal with the topic *Camel*. Next, the students were reported their descriptive text on the piece of paper and presented the result of their discussion in their own group first and to other groups through instruction from the presenters. The other members of groups clarified, gave opinion/comment and criticized. After discussion activities, the students and the teacher made a summary about the topic that had been discussed.

At the second treatment, it was better than the first, because the students did not look nervous anymore to do, they felt enjoyable. In the second treatment, the students were given treatment by using similar method that was small group discussion. Before

giving small group discussion method, the writer explained the material about the descriptive text and gave the students example of descriptive text about describing place. The writer did the same method like the first treatment in teaching learning process.

In the last treatment, there were many improvements in the students' descriptive text writing ability when they written. In the third treatment, the writer explained descriptive text about describing animal. The students were more active and interesting in discussion process than the first and second meeting. They were not afraid and they assumed that writing descriptive text was easy.

After conducting the treatments, the writer did post-test to know students' descriptive text writing ability after giving the treatments. The scores show that the mean of post-test in experimental class is 78.15 in which there are 22 students get scores higher than 70 and there are no students get scores lower than 70. While in control class the score shows that the mean is 75 which are 17 students get scores higher than 70 and 2 students get score lower than 70.

It proves Harmer's theory which defines that the way to encourage the students to be more active in the teaching and learning process, a teacher should apply a method, a strategy or technique. Due to small group discussion thus the students were all active in the class for completing their task to make a descriptive text and they were all interesting to give and to achieve comments and suggestion.

It was also supported by the result of the data analysis. It showed that the using small group discussion in teaching descriptive text writing seemed to be applicable at the first semester of the tenth grade of SMA Hidayatul Muslihin. Small group discussion encouraged the students to be more active in teaching writing especially in writing descriptive text.

There were differences in the students' outcome when before and after the students were taught by using small group discussion. When the writer taught using small group discussion, he made the students got more interesting in the teaching learning process. In teaching and learning process, the students felt interesting, so they could express their ideas to make writing descriptive text and they were very enthusiastic to work collaboratively.

Based on the result of the students' score after treatment by using small group discussion, the writer's convinced and the supporting theory were proved. From the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. The hypothetical test result show that  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$  or ( $t_{\text{observed}} \geq t_{\text{critical}}$ ). Since  $2.52 \geq 1.68$  it means that is a significant influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the research that was carried out in SMA Hidayatul Muslihin in the academic year of 2016/2017, the writer might draw a conclusion as follows:

There was influence of using small group discussion towards students' descriptive text writing ability at the first semester of the tenth grade of SMA Hidayatul Muslihin Way Kanan in the academic year of 2016/2017 after being taught through small group discussion. It can be seen from the result of hypotheses test,  $H_a$  is accepted and  $H_o$  is rejected. The writer used  $t$ -critical  $(0.05) = 1.68$ .  $H_a$  is accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$  or  $(t_{\text{observed}} \geq t_{\text{critical}})$ .  $H_o$  is rejected if  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$  or  $(t_{\text{observed}} \leq t_{\text{critical}})$ . Since  $2.52 \geq 1.68$  it means that is a significant influence of using small group discussion towards students' descriptive text writing ability.

### **B. Suggestion**

The result of this research finding by applying of Small Group Discussion significantly affects students' descriptive text writing ability especially descriptive text. In reference of the conclusion above, the writer proposes some suggestion as follows:

1. Suggestion for the teacher

- a. Small group discussion in teaching descriptive text writing is recommended for English teacher to attract the students' interest and solution in learning process.
- b. The teacher should give the learning material related to the context of students live in order to make the students easier to relate new information and their background knowledge.

2. Suggestion for the students

- a. The students should be able to identify their need in learning, they can choose the way of learning that seems to be more compatible for them.
- b. The students should practice writing that they have learned in real situation.
- c. The students should know extent they can understand the use of small group discussion in descriptive text writing.

3. Suggestion for the next researcher

For the next researchers who want to conduct a research, the writer suggests:

- a. The next researchers can use small group discussion method to teach writing particularly descriptive text to be more varied methods of learning.
- b. The next researchers can use another text or combine the texts in teaching writing by using small group discussion.

## REFERENCES

- Amalia, Khusnu. "The Use of Small Group Discussion in Teaching Written Procedure Text". (English Departement Faculty of Language and Arts Semarang State University, 2009).
- Arikunto, Suharsimi. *Prosedur Penelitian*. Jakarta: Rineka Cipta, 2006.
- Armstrong Carroll, Joyce and Edward E. Wilson. *Acts of Teaching: How to Teach Writing*. Colorado: Teacher Ideas Press, 1993.
- Baker, Carry L.. *Discussion and Group Work Method in Language Learning*. New Jersey: Harper and Row Publisher, Inc., 1987, in Amalia, Khusnu "The Use of Small Group Discussion in Teaching Written Procedure Text". Semarang State University, 2009.
- Brewer, Ernest W.. *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers*. California: Corwin Press, Inc., 1997.
- Brown, George and Madeleine Atkins. *Effective Teaching in Higher Education*. London and New York: Methuen & Co, Ltd, 1988.
- Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed). San Fransisco: Longman, 2000.
- Christiani, Ari and Mintohari. "Penerapan Metode Small Group Discussion Dengan Model Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar". JPGSD Vol. 02 No. 02 (2014).
- Creswell, John W.. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed). Boston: Pearson Education, 2012).
- Depdiknas. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003.
- Gerot, Linda and Wignell. *Making Sense of Funtional Grammar*. Cammeray: Antipodean Educational Enterprises, 1995.

- Claire, Hilary. *Handbook Research Method in Education*. London: The Open University, 2001).
- Harmenita, Reszy Yuli and Yuli Tiarina. "Teaching Writing A Descriptive Text By Using Environmental Observation Strategy". *Journal of English Language Teaching* Vol. 1 No. 2 Seri A (September 2013).
- Harmer, Jeremy. *The Practice of English Language Teaching* (3rd ed). New York: Longman, 2004.
- \_\_\_\_\_. *How to Teach Writing*. New York: Longman, 2004.
- Heaton, J. B. *Writing English Language Test*. New York: Longman. Group Ltd., 1988.
- Jack R, Fraenkel and Norman R. Wallen. *How to Design and Evaluate Research in Education* (8th ed). New York: McGraw-Hill Companies, Inc, 2009.
- Kane, Thomas S. *The Oxford Essential Guide to Writing*. New York: Berkley Books, 2000.
- Kaur, Gurpreet. "Study and Analysis of Lecture Model of Teaching". *International Journal of Education Planing and Administration* Vol 1 No1 (2011).
- Kelly, Mavis and Ken Stafford. "Managing Small Group Discussion". *Workshop Series* No. 9 (July 1993).
- Kouame, Julien B.. "Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants". *Journal of Multy Dicipinary Evaluation* Vol. 6 No. 1 ISSN 1556-8180 (August 2010).
- Manser, Martin H.. "*Oxford Learner's Pocket Dictionary*". English Dictionary (1st ed). New York: Oxford University Press, 1980.
- Marmah, Alex Amartei. "Students' Perception About the Lecture as A Method of Teaching in Terteary Institutions. Views of Students From College of Technology Education, Kumasi (Coltek)". *International Journal of Education and Research* Vol. 2 No. 6 (June 2014).
- Nunan, David. *Designing Tasks for the Communicative Classroom*. London: Cambridge University Press, 1989.

- Pertiwi, Sri Indah, Desmawati Radjab, Fitrawati, “The Effect of Using Cooperative Integrated Reading Composition (CIRC) Teaching Model in Teaching Reading Narrative and Hortatory Exposition Text at Grade XI Sebior High School 1 Akabiluru “. *Journal of English Language Teaching* Vol. 1 No. 3 Serie A (June 2013).
- Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Edisi Pertama). Jakarta: Kencana, 2006.
- Sapkota, Ashok. “Developing Students’ Writing Skill Through Peer and Teacher Correction: An Action Research”. *Journal of NELTA* Vol. 17 No. 1-2 (December 2012).
- Siahaan, Sanggam. *The English Paragraph*. Yogyakarta: Graha Ilmu, 2008.
- Setiawan Djuharie, Otong. *Genre, Ragam Teks dan Peruntukannya*. Bandung: Graha Ilmu, 2009.
- Setiyadi, Ag. Bambang. *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif* (Edisi Pertama). Yogyakarta: Graha Ilmu, 2006.
- Sudijono, Anas. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Press, 2013.
- \_\_\_\_\_. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada, 2008.
- Syllabus of 2006 *Kurikulum Tingkat Satuan Pendidikan* for SMA/MA.
- Tribble, Christopher. *Language Teaching Writing*. Oxford: Oxford University Press, 1996.
- Wallace, Trudy, Winifred E. Stariha, Herbert J. Walberg. *Teaching Speaking, Listening and Writing*. Switzerland: International Academy of Education/IAE, 2004.
- Yule, George. *The Study of Language* (4th ed). New York: Cambridge University Press, 2010.