THE EFECT OF SMALL GROUP DISCUSSION ON STUDENT WRITING NARRATIVE TEXT

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Abstract

This study aims to examine the effect of the Small group discussion Strategy on the Writing Skills of Students X Class of SMA Swasta Al'mashum Sidodadi in the 2022/2023 Academic Year. The population of the research is 70 students. The strategy used in the study was a small group discussion for treatment in an experimental class consisting of 35 students. They were asked to discuss with group friends to understand story, then write it in the forms of narrative text while in the control class the conventional method was used, namely 35 students. After receiving the treatment, the student writing skill were getting better. Based on the t-test calculation, the product moment degree of freedom (df) = n-2 35-2=33 obtained thitung > ttable, namely thitung = 3.745 and thitung = 1.692 significance 0.000 < 0.005 (Ho is rejected and Ha is accepted).

Keywords: Small Group Discussion Strategy, Narrative Text, Writing

INTRODUCTION

In order to be fluent in English, students must master four fundamental abilities in order to communicate effectively. These fundamental abilities are also frequently utilized as a standard for evaluating a person's linguistic abilities. In accordance with (Sreena & Ilankumaran, 2018) these fundamental abilities are collectively referred to as "language skills." There are two types of language skills: receptive skills, which are associated with listening and reading, and productive skills, which are related to speaking and writing. These four fundamental English abilities are interconnected and must be acquired to succeed in English topics. This research was primarily concerned with reading abilities.

Based on the results of observations and interviews with English teachers at Almashum Sidodadi Private High School, it was found that there were still many students who experienced difficulties in understanding narrative texts, especially in class X on the material for writing narrative texts. An example of this is that there are still many students who have difficulty presenting material clearly, they also still have difficulty writing clearly, using topic sentences to develop paragraphs, and. They also have a limited vocabulary in English, so that there are some or even many terms they don't understand, making it difficult for them to understand the contents of the text. Furthermore, according to Abbott (2010: 1) is a story or in general it means telling a story. In general, stories have events or several events that run according to the

chronological time and these events are conveyed through several media. An event can qualify to be a story if there is a change from the initial state.

As a result, various approaches or solutions can be used to increase students' knowledge attainment through the application of appropriate learning methodologies to overcome these problems. In this research, the strategy implementation (SMALL GROUP DISCUSSION WRITING NARRATIVE TEXT) strategy was used.

Based on pre-observation in SMA Swasta Almashum Sidodadi ,the rescher find the small group discussion on student witting narrative text. That it happened because some of factors, the teachers in teaching reading make the students bored, the students were not motivated to know about the learning material. The students not familiar aboutthe topic. Then the students have lack of vocabulary. Every kinds of information can be found when the students read and they understand what they read.

Based on description above, the title of this research is "The Effect Of Small Group Discussion On Student Writing Narrative Text At Grade X SMA Swasta Alma'shum SidodadiAcademic Year of 2022/2023".

METHOD

This research will use experimental research. Experimental research is one type of quantitative research. The research design in this study will used an experimental design. An experiment involving the comparison of the effect of a particular treatment. This research will intended to investigate the Effect Of Small Group Discussion On Student Writing Narrative Text at Grade X Of SMA Swasta Almashum Sidodadi Academic Year of 2022/2023. The researcher used pre-experimental design, the form of one-group, pre-test, post-test design. Penelitiannya adalah X-3 dan X-4 yang diambil secara acak, dimana X-3 sebagai kelas eksperimen dan X-4 sebagai kelas kontrol

The research design present as follows :

O1   X   O2
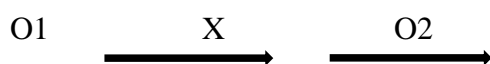
Notes :

O1 : Pretest

X : Treatment

O2 : Posttest

Instruments Data will collect using Narrative tests. The test is divided into two forms, namely pre-test and post-test. The pre-test is given to determine students' understanding of a material that will be taught using a conventional model. The post test is given to find out the understanding of a material after being taught with a peer response strategy. The tests given to students in this study were in the form of essays containing narrative texts, in which students gave answers by composing narrative texts.

Validity of The Test

Validity is to show the valid of the instrument of the data. The test given can be said to be valid, if the level of validity is high. On the other hand, if the level of validity is low, then the test is said to be invalid. To find out whether the test given is valid or not, this research was used the formula from (Arikunto, 2013).

The formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

rxy : The correlation between X variable and Y variable

N   : Total Of the data

X   :   The mark in the pre-test

XY :   Sum of multiplication

X² : Square of X

Y² : Square of Y

Realiability Of Tests

Reability is the consistency of a series of measuring instruments. The reliability of the test is carried out to find out whether the test to be given remains consistent after repeated tests on the subject and under the same conditions.

The formula:

$$r_{11} = \frac{2.r1/21/2}{(1 + r1/21/2)}$$

Where:

r11 : The reliability

r1/21/2 : Coefisient Between the two test

The Technique of Collecting Data

The technique of collecting data will applied in this research.

1. Pre-test
   Both the experimental and control groups of students completed a pre-test. A pre-test administered to say whether the sample's prior knowledge or baseline ability was typically homogeneous. This test performed prior to the start of treatment. Followed that, the research team compiled and evaluated the answer sheets.

2. Treatment
   Students received treatment followed the pre-test. Instruction delivered to the experimental

and control groups utilizing a range of different instructional strategies. The experimental group instructed students on how to create recount text used the small group technique, whereas the control group instructed students on how to produce recount text without utilizing the small group technique. After completed the pre-test, both groups got treatment for three meetings.

3. Post-test

Followed treatment, both the experimental and control groups will take a post-test. A post-test administered to determine the effect of the presentation on both groups. The teacher distributed the one-item post-test rumble sentence. The items on the test was identical to those on the pretest. The same test's goal was to establish the test's reliability and validity.

Technique of Data Analysis

The data that has been collected was analyzed to determine the effect of SMALL GROUP strategy in students' writing narrative text and to find out whether the research hypothesis is accepted or not by using following steps:

1. This research was to check the right answer from the items given to the students and then make the students' scores in the table
2. This research was calculated the mean (M) and standard deviation (SD) of the test.

RESULT AND DISCUSSION

a. Result

This research was carried out from May 19 to June 7 2023. Data collection was carried out by giving a test which consisted of a pre-test and post-test and the form of the test was in the form of an essay totaling 1 question about Narrative Text. This research was conducted on class X students of Almashum Sidodadi . The research sample was divided into two groups, namely 35 students in class X-3 as the experimental class and 35 students in class X-4 as the control class. Each group was given the same test. The research data aims to find out that the Small Group Discussion Strategy can have a significant influence on students' abilities in writing narrative text.

The table below shows student scores in the pre-test and post-test in the experimental class X-3 and student scores in the pre-test and post-test in the control class X-4 Almashum Sidodadi Private High School.

Table 4.1 The Score of Pre-Test and Post-Test of Eksperimental Group

No	Student's Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	X2	Y2	XY
1	A-1	60	73	3600	5329	4380
2	A-2	60	80	3600	6400	4800
3	A-3	53	73	2809	5329	3869
4	A-4	67	86	4489	7396	5762
5	A-5	60	80	3600	6400	4800
6	A-6	60	73	3600	5329	4380
7	A-7	67	86	4489	7396	5762
8	A-8	53	67	2809	4489	3551

				$\sum X^2$	$\sum Y^2$	$\sum XY$
9	A-9	60	73	3600	5329	4380
10	A-10	53	67	2809	4489	3551
11	A-11	60	80	3600	6400	4800
12	A-12	53	73	2809	5329	3869
13	A-13	47	60	2209	3600	2820
14	A-14	60	80	3600	6400	4800
15	A-15	53	67	2809	4489	3551
16	A-16	60	80	3600	6400	4800
17	A-17	53	73	2809	5329	3869
18	A-18	60	73	3600	5329	4380
19	A-19	53	73	2809	5329	3869
20	A-20	53	73	2809	5329	3869
21	A-21	60	73	3600	5329	4380
22	A-22	67	86	4489	7396	5762
23	A-23	53	67	2809	4489	3551
24	A-24	60	73	3600	5329	4380
25	A-25	67	86	4489	7396	5762
26	A-26	60	73	3600	5329	4380
27	A-27	53	73	2809	5329	3869
28	A-28	53	67	2809	4489	3551
29	A-29	67	86	4489	7396	5762
30	A-30	67	80	4489	6400	5360
31	A-31	60	80	3600	6400	4800
32	A-32	60	73	3600	5329	4380
33	A-33	60	73	3600	5329	4380
34	A-34	67	80	4489	6400	5360
35	A-35	53	73	2809	5329	3869
Total :		$\sum X=$ **2052**	$\sum Y=$ **2633**	$\sum X^2=$ **121340**	$\sum Y^2=$ **199489**	$\sum XY=$ **155408**

From the data above, it showed that the student's score in the pre-test was lower than the post-test. The mean of student's score in the pre-test was 58,6. After being given the treatment using the Small Group Discussion strategy the student's score in the pre-test increased to 75,2. So that, in the result above shows that the pre-test smaller than the post-test or pre-test post-test in experimental group, namely 58,6 75,2.

Table 4.2 The Score of Pre-Test and Post-Test of Control Group

No	Students' Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	X2	Y2	XY
1	A-1	60	67	3600	4489	4020
2	A-2	53	53	2809	2809	2809
3	A-3	53	67	2809	4489	3551
4	A-4	60	67	3600	4489	4020
5	A-5	40	53	1600	2809	2120
6	A-6	53	60	2809	3600	3180
7	A-7	53	60	2809	3600	3180
8	A-8	53	67	2809	4489	3551
9	A-9	60	67	3600	4489	4020
10	A-10	53	60	2809	3600	3180
11	A-11	53	60	2809	3600	3180
12	A-12	60	67	3600	4489	4020
13	A-13	47	60	2209	3600	2820
14	A-14	33	53	1089	2809	1749
15	A-15	53	60	2809	3600	3180
16	A-16	60	67	3600	4489	4020
17	A-17	60	60	3600	3600	3600
18	A-18	53	53	2809	2809	2809
19	A-19	53	60	2809	3600	3180
20	A-20	53	53	2809	2809	2809
21	A-21	40	53	1600	2809	2120
22	A-22	60	67	3600	4489	4020
23	A-23	53	60	2809	3600	3180

24	A-24	60	60	3600	3600	3600
25	A-25	60	67	3600	4489	4020
26	A-26	53	60	2809	3600	3180
27	A-27	60	67	3600	4489	4020
28	A-28	53	60	2809	3600	3180
29	A-29	53	60	2809	3600	3180
30	A-30	60	53	3600	2809	3180
31	A-31	53	60	2809	3600	3180
32	A-32	60	67	3600	4489	4020
33	A-33	53	60	2809	3600	3180
34	A-34	47	53	2209	2809	2491
35	A-35	60	67	3600	4489	4020
Total :		$\sum X=$ **1888**	$\sum Y=$ **2128**	$\sum X^2=$ **103260**	$\sum Y^2=$ **130340**	$\sum XY=$ **115569**

From the data above, it showed that the student's score in the pre-test was lower than the post-test. The mean of student's score in the pre-test was 53,9. Meanwhile the student's score in the pre-test was 60,8. The scores of students in the control group also increased, but not significantly and still lower than the score of the experimental group.

Discussion

The use of the Small Group Discussion Strategy in the experimental class and control class in understanding writing narrative text helped the teacher make teaching materials following calculations from research data, the experimental class got a higher score than the control class, and students were able to write narrative texts correctly.

From the results of the student answer sheets in the experimental group, it was found that many students did not understand writing narrative texts where students were asked to find content, organization, vocabulary, language use, and mechanics. And based on the analysis above, it can be seen that students' scores on the post-test were higher than on the pre-test, meaning that the students' ability to write narrative texts using the Small Group Discussion Strategy was effective. Meanwhile, the total difference in score between the pre-test and post-test of the experimental class was 280, so the control group's score was lower than the experimental group.

CONCLUSION

Based on the data and data analysis presented in the previous chapter, it can be concluded that the Small Group Discussion Strategy significantly influences the comprehension of writing narrative texts. There is a significant difference between the achievement of students' reading comprehension before and after being taught using the Small Group Discussion Strategy. The learning outcomes of students who were taught to understand

writing narrative texts using the Small Group Discussion Strategy were higher than students who were taught to write narrative texts without the Small Group Discussion Strategy.

Students' scores on the post-test outperformed those on the pre-test, demonstrating that using peer reaction in learning activities makes them more adept at crafting narrative writings.
1. Peer response when creating narrative texts using general structures, students.
2. Students were motivated and interested in engaging and being active in learning to produce narrative texts with peer reaction, according to the findings of observations and interviews.
3. As seen by post-test results that are greater than those from the pre-test, students have improved in both their ability to write and comprehend narrative texts.

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