



**THE USE OF SMALL GROUP DISCUSSION IN TEACHING WRITING
(NARRATIVE TEXTS) TO SENIOR HIGH SCHOOL STUDENTS
(A Case Study of the Tenth Grade Students of SMA Walisongo Pecangaan
Jepara in the Academic Year of 2006/2007)**

FINAL PROJECT
Submitted in Partial Fulfillment of the Requirements for
The Degree of Sarjana Pendidikan in English

by:

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Motto:

Nothing Worthwhile Can Ever Be Had Without Effort.



ABSTRACT

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Key Words: writing, senior high school students, narrative texts, experimental research.

This final project is an experimental research. In this study, I limit the discussion by stating the following problems: “How well does small group discussion give contribution to teach narrative texts? Then, is there any significant difference in the achievement between the students who were taught narrative texts using small group discussion and students who were taught narrative texts without using small group discussion?”. The aims of this experimental research are to find out how well small group discussion gives contribution to teach narrative texts and to determine whether there is significant difference in the achievement between the students who were taught a narrative text by using small group discussion and without small group discussion.

There were three steps in conducting this experimental research: choosing the tenth grade of SMA Walisosongo Pecangaan Jepara as the population, taking two groups of the students as the samples, one as the experimental group and the other as the control group, and after that, conducting real experiment. To obtain the data, the writer carried out three steps in implementing the step. They were pretest, activities in experiment, and post-test.

Based on the data analysis, I used the student's result that was completed by the mean score of experimental group and control group to know the difference between the two groups. The results showed the difference between the two groups that is 1,71 the t-test shows that this difference is not significant.. The analysis was done based on product moment formula to know whether the instruments were reliable or not.

Referring to my experience in conducting this experimental research, I offer several suggestions. First, teachers should use small group discussion as their teaching technique. Second, teachers should be able to convince their students to improve their performance in the academic achievement. Then, I also suggest that there should be further studies on teaching English using small group discussion.

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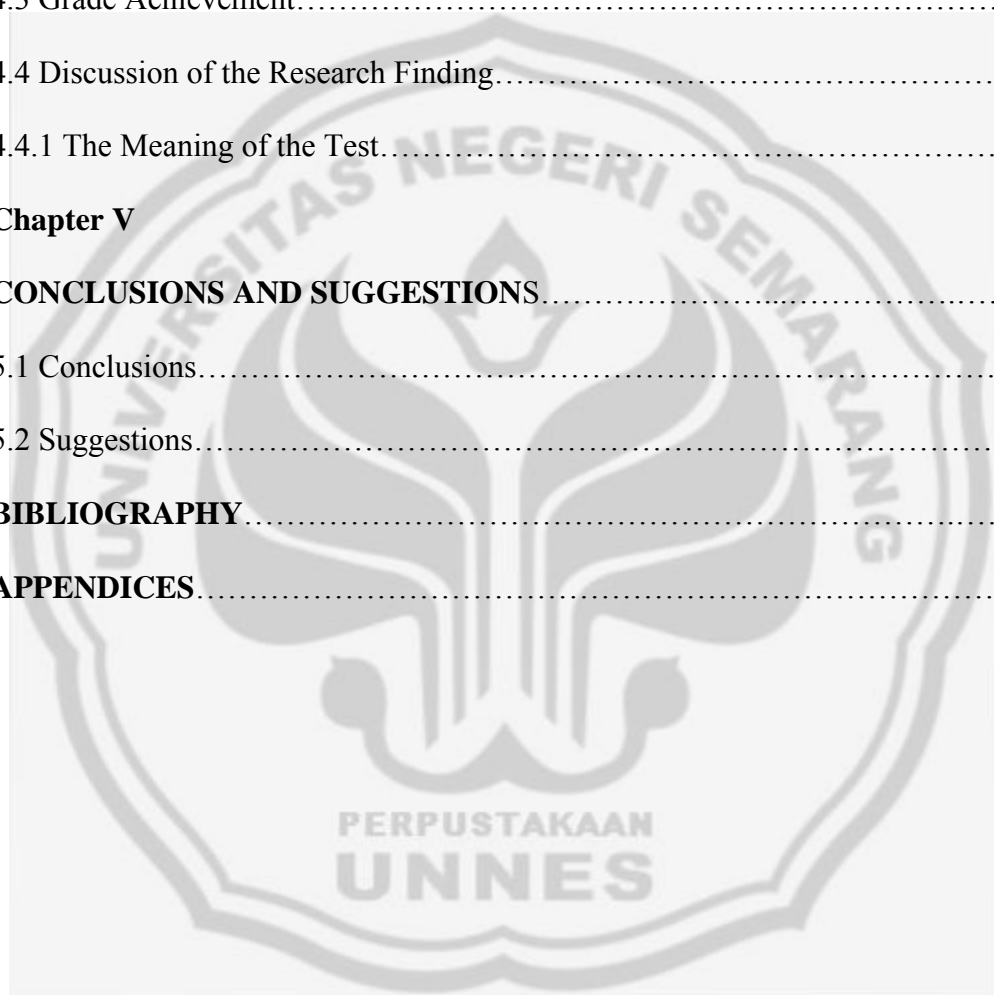
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a means of communication, language is inseparable from almost every human activity. With language a man can express his ideas and wishes to other people.

In Indonesia, English is taught at SMP (Junior High School), SMA (Senior High School), and the university for some semesters. The Indonesian government always makes efforts to improve the quality of education. For example changing the curriculum and improving the quality of the teachers and other components which are involved in education processes.

Ramelan (1992:3) states that many people complain about the poor English mastery of Senior high school graduates in spite of their having studied it for six years. That is why the Indonesian government has been searching for the best way of teaching. The Indonesian government has tried a lot of endeavors, such as changing the curriculum and introducing new approaches (methods) of teaching to English teachers.

In the competency-based curriculum, the teaching of English at Junior and Senior High School has three purposes, those are to: 1) develop the competence to communicate in spoken and written form (listening, speaking, reading and writing), 2) grow the awareness of the reality and importance of English as one of foreign languages to be a main instrument for studying, 3) develop the comprehension of the culture and language interrelation and broaden the culture firmament. Based on one

of the aims above the students should be able to develop their competence to communicate in spoken and written language. There are four language skills (listening, speaking, reading and writing) that people should develop in order to master English. In this study, writing skill is more emphasized than others. As one of the language skills, writing is an important medium to express ideas.

Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment (Heaton, 1975:138). Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make writing easier for the students to learn.

Writing skill is one of the ways to improve students' ability in expressing their ideas, stories, and memories into the written forms. Narrative can be described as a way of telling the story, since the process of recounting events and describing details of our lives contributes to our conscious understanding of what has happened and what happens in general.

Narration is the form of writing used to relate the story of acts or events. Derewianka states that the basic aim of narration is to amuse, to get and maintain the audience's attention to our story (Depdiknas, 2004:3).

The use of small group discussion in teaching learning process will play an important role in that; it may arouse students' attention. Monotonous activities or strategies of a teacher in teaching will make students bored. To avoid being bored and tired of studying and to make teaching of narrative text more effective and interesting, the writer believes that by using small group discussion in teaching

narrative texts, the students will be more interested and enthusiastic in learning English and of course the result of the study will be satisfactory.

Due to the fact above, the writer tried to use small group discussion to help and make students write a narrative text easily. By using small group discussion she hopes the students will be able to express their ideas that they learn from discussion about the story, especially in writing a narrative text.

1.2 Reasons for Choosing the Topic

The reasons for conducting the research are as follows:

- (1) To give the teachers appropriate teaching technique especially in narrative texts class.
- (2) To give the students motivation when they are reading narrative texts, so they are willing and able to read.
- (3) To solve students' difficulty in understanding a narrative paragraph by discussing a story chronologically with their groups.

1.3 Statements of the Problem

The problems that this study deals with are as follows:

- (1) How well does small group discussion give contribution to teach narrative texts?
- (2) Is there any significant difference in the achievement between the students who were taught narrative texts using small group discussion and students who were taught narrative texts without using small group discussion?

1.5 Objectives of the Study

The objectives of the study can be stated as follows:

- (1) To describe how well small group discussion gives contribution to teach narrative text.
- (2) To explain whether there is significant difference in the achievement between the students who were taught a narrative text by using small group discussion and without small group discussion.

1.6 Significance of the Study

The significances of the study are:

- (1) The result will be useful for the teacher to improve their teaching process and English teachers will be more creative in teaching narrative texts.
- (2) In teaching narrative texts, it is expected that the students can be more creative and they can express their idea, thought, feeling as freely as possible.

1.7 Organization of the Presentation

This final project consists of five chapters. In the first chapter, I present background of the study, reasons for choosing the topic, statements of the problem, the objective of the study, significances of the study and the outline of study.

The second chapter discusses review of related literature which consists definition of writing, narrative text, small group discussion, the process of small group discussion in classroom; the classroom management, teacher's and learner's role in narrative texts activities, small group discussion applied in teaching texts, advantages of small group discussion, and traditional model.

The third chapter presents the methods of investigation which consists of subject of the study, experimental design, and procedure of experimentation, test validation, method of data analysis, and method of reporting the result.

The fourth chapter discusses data analysis and the result of the study. The last chapter offers some conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURES

2.1 Definition of Writing

Writing is a difficult skill because writers must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate the mastery of all elements above in a new language.

Writing is one of the four language skills, which has its own characteristics. In writing we use symbols to express our ideas and feelings. According to Lado (1964:14), “to write is to put down the graphic symbols that represent a language one understands, so that others can read these graphic symbols if they know the language and the graphic representation”.

Basically, writing is not simply drawing a range of orthographic symbols, but actually it involves a complex process where we have to use certain grammatical rules in organizing the facts. When we write, we do not only have to keep our purpose of writing in our mind, but we also have to think about the facts, opinions, or ideas that are relevant to our purposes and think about how to organize them in the composition. Therefore, we can say that the process of writing requires an active thought. Dealing with the idea above, Brown (2001: 335) states:

“The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to

organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product".

Writing is considered as a means of communication. Communication in writing tends to involve a thinking process. Finnochiaro (1974:86) says, "Writing has been characterized as written thinking. Students should be encouraged to express their ideas, experiences, thoughts and feelings. In addition to a thinking process, writing also deals with culture".

From the ideas above, the writer may conclude that writing is a system of human intercommunication by means of visible conventional markings. That is by putting down characters or a series of characters or conventional graphics on material with a pen or pencil, according to the rules of a language. This definition reflects the major areas of learning involved in the writing process. In another way, people who wish to be able to write have to gain some learning. They must learn to write. For example, learn to write a composition. But, before we are able to create a piece of composition we should be capable to produce the smallest elements of it namely paragraph.

2.2 Narrative Text

Marcus as quoted by Tiowati (2002:12) states that the words narrate comes from the Latin *gnarus* meaning "to know", and narrating is a way of coming to know. We may associate the word narrative story, and that is certainly one definition but narrating may involve, ranging from writing a lab report to presenting an overview of a historical period. Narrating is one of the most common forms of

human conversation. To test this theory, we may listen to people talks-at parties, on buses, wherever you are, for example: a wife tells her husband about their daughter's dream to be a doctor. So, she said that she would become a doctor. She tries to tell/repeat what their daughter has told her.

Sadler and Hayllar (2000:13) state that narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means that in writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and a definite end.

Narrative text functions as a medium in reconstructing the past experiences (Wiratno, 2003:15). The writer writes the events or incidents in the chronological time of story. He also states that narrative is used to amuse or tell people by arousing the past. Some ideas or opinions about narrative have similarity. Therefore, the writer may conclude that narration is assimilating or retelling information or story that aims to entertain the audience.

Narratives can be spoken or written text. A narrator, who may be one of the characters or outsiders, usually tells us. Some of the most familiar forms of narrative are novels, short stories, folktales, myth, legends, and so on.

Based on Curriculum 2004 (Kurikulum 2004, 2004:35), narrative text has some general characteristics. Narrative text aims to entertain the audience or the reader with real and imagination experiences. There are conflict (problem) and resolution (problem solution) in it. The number of problems or resolutions may be one or more. The structure of narrative text is as follows: 1) the identification of the

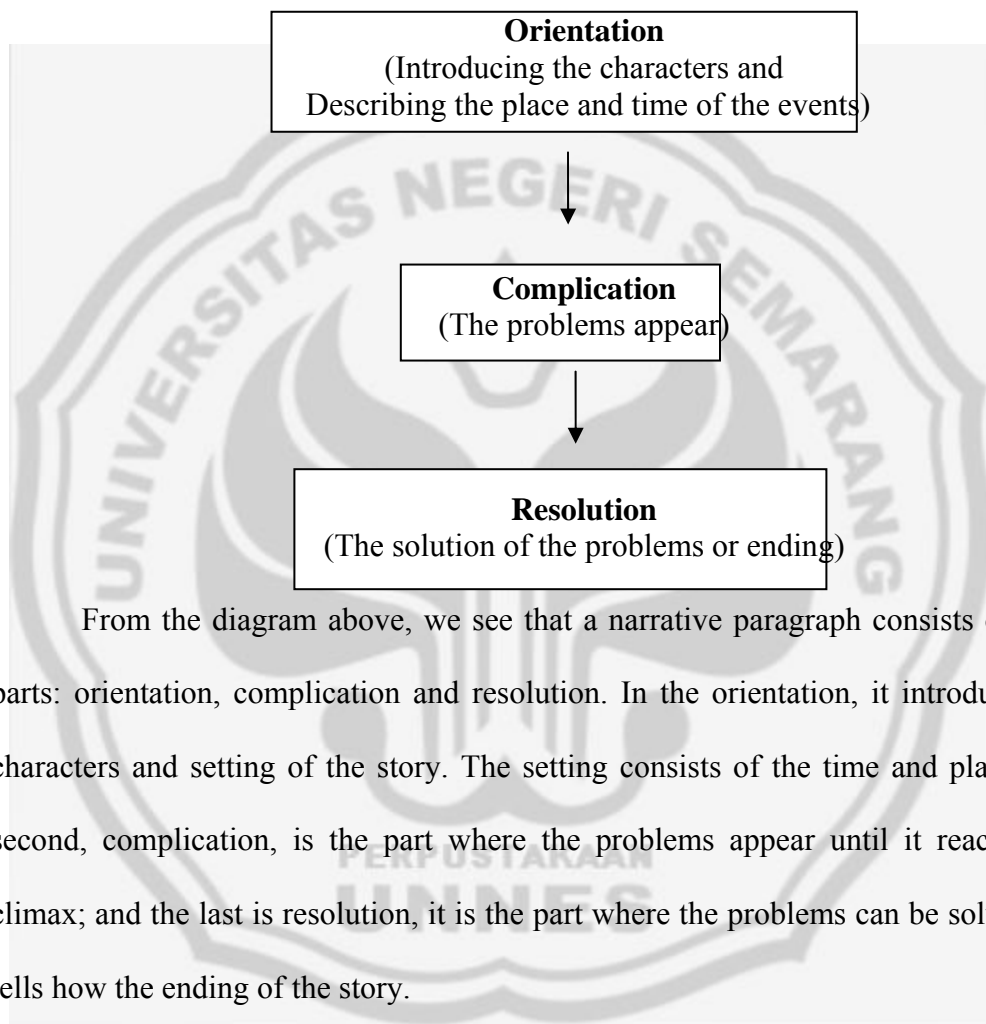
characters, time and place, 2) conflict development, 3) problem resolution, 4) the changing of the characters and the lesson that can be taken from the story. Narrative text also has some language characteristics, such as, it uses: 1) certain *nouns* as pronouns (e.g. stepsisters, housework, etc), 2) *adjectives* which form *noun phrase* (e.g. long black hair, two red apples, etc), 3) *time connectives* and *conjunctions* to order the events (e.g. then, before, soon, etc), 4) *adverbs* and *adverbial phrases* to show the place and the event (e.g. here, in the mountain, etc), 5) *action verbs* in *past tense* (e.g. stayed, climbed, etc), 6) *saying verbs* which sign the statement like: *said, told, promised, and thinking*, 7) *verbs* which sign thought, perception or the feeling of the characters like: *thought, understood, felt, etc.*

Narration is telling a story. Then, to be interesting, a good story must have interesting content. It should talk about an event our audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, the writer should be detailed and clear, with events arranged in the order in which they happened or in some other effective way. In writing a narration, the text should achieve the following goals:

- (1) It is unified, with all the action developing a central idea.
- (2) It is interesting; it draws the readers or audience into the action and make them feel as if they are observing or listening the events,
- (3) It introduces the four Ws of a setting-who, what, when, where-within the context of the action.
- (4) It is coherent; transitions indicate changes in time, location and characters.

- (5) It begins at the beginning and ends at the end. The narrative follows a chronological order-with events happening in a time sequence.
- (6) It builds towards a climax. This is the moment of the most tension or surprise- time when the ending is revealed or the importance of event become clear (Meyers, 2005:52).

Based on Curriculum 2004 (Depdiknas, 2004:37), there is a text organization of a narrative paragraph:



From the diagram above, we see that a narrative paragraph consists of three parts: orientation, complication and resolution. In the orientation, it introduces the characters and setting of the story. The setting consists of the time and place. The second, complication, is the part where the problems appear until it reaches the climax; and the last is resolution, it is the part where the problems can be solved and tells how the ending of the story.

As a method of invention, narration answers such questions as “What happened?” “What is happening?”, “What will happen?”, “Where did it happen?”, and

“When did it happen?” Because of its concern with time, narration is related to process and cause and effect.

Narration	What happened?
Process	How did it happen?
Cause and Effect	Why did it happen?

Based on the simple illustration above, in narration, the emphasis is on the *what*. In process, the emphasis is on the *how*. A process is a series of actions, changes, functions, steps or operations that bring about a particular end or result. Like narration, process suggests on going movement and continuous action. When we think of a process, we generally tend to think of slow, gradual changes and of a series of interlocking steps whereby an end is achieved. In a cause and effect, the emphasis is on the *why*. A cause is a force or influence that produces an effect. It is an agency or operation responsible for bringing about an action, event, condition, or result and an effect is anything that has been caused. It is the result of a force or an action. Another meaning of the word effect is something worked out, accomplished, or produced. To recount the particular thing of an occurrence or event in time and space is to invent. In the process of invention, we must also keep in mind of what the end to be achieved.

The story may be true as in the writing of history, autobiography, or news reports. They are the kinds of non-fictional narratives, which are based on fact. On the other hand, there are many stories that may be fictional as in a short story, novelette, or novel. They come directly from the author’s imagination. A narrative can tell what happens in a matter of minutes or years. To support this idea, Abisamra

(2005) claims that the purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event.

Then, there are two points of view, which can be used as types of storytelling: from the viewpoint of a participant or from the viewpoint of an outsider. We can use first-person narration if we narrate an incident in which we have participated. It means that we are the persons who tell the actions, for example, an autobiography story narrates about events in our own lives. The second type of storytelling is the third-person such as the pronouns *he*, *she*, *it* or *they*, for example, a biographical story narrates about other people's events.

According to Meyers (2003:51-54) Narration is one of the most powerful ways of communicating with others. A well written story lets your readers respond to some event in your life as if it were their own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in the scene and make it happen for them.

Moreover, because narration often engages readers' emotions so powerfully, it can play a large role in other types of writing. A strong narrative paragraph can support a persuasive argument or illustrate an explanation or a report. It gives life to your ideas.

2.3 Small Group Discussion

Small group learning format has demonstrated that students' achievement is facilitated by cooperative learning format. Johnson (1975:78) points out that in cooperative learning situation, the classroom has to be organized so that students are

clustered together in groups. So, they can focus on each other and on shared materials and equipment to other groups, and to materials.

While small group itself, according to Baker (1987:159), is three or more people discussing face to face, with or without an assigned leader, in such a way that each person influences, and is influenced by every other person in the group. The small group may vary in size, but it is generally agreed that the best size in terms of total discussion and greatest efficiency is somewhere between five and seven members.

Baker (1987:160) also asserts that there are two major types of small groups, namely, primary groups and discussion groups. The primary, or psyche group, functions as a support system for its members. On the other hand, the discussion group as opposed to primary groups is characterized by:

- (1) Cooperation among its members
- (2) Face to face interaction
- (3) Shared perceptions
- (4) Communication through verbal and non verbal means.

Therefore, Slavin (1989) as quoted in *The Encyclopedia of Educational Research*, sixth edition on page 1379 argues that two factors are necessary for cooperative learning in small group discussion: (a) use of group goals and (b) individual accountability. These factors provide incentives for students to help one another to learn. Slavin also emphasizes that if the two factors are not present; students have no real interest or have a counterproductive interest in one another's success.

Nevertheless, a small group has to have some purposes, however ill defined.

Thus, it is the duty of all teachers when they are teaching, in order to make the purposes for which the group has come together may be more easily achieved. In this matter, Johnson (1975:78) give solution to get the purposes more easily achieved that is in the cooperative goal structure, students' seat should be arranged so that each student can see all other members of this groups and can be heard without shouting (and disturb the other groups).

However, a small group has disadvantages, for example, when there are group goals but no individual responsibility, as in some cooperative learning models, students may view discussing with other students as a waste of time and may be unwilling to stop and explain concepts to other group members who are having problems.

Here, the writer used the theory from Baker and Wardani. The small group format has two major types; the discussion group has 3-7 persons in a group and according to Baker, the small group learning format itself if is three or more people discussing face to face, with or without a leader. Nevertheless, it is generally agreed that the best size in terms of total discussion and greatest efficiency is somewhere between five and seven members.

2.4 The Process of Small Group Discussion in the Classroom.

2.4.1 Classroom Management

The problem of classroom management has long been recognized as complex. It is the most time – consuming and energy – draining activities to run a class of 30 – 40 students. However, using the small group learning format, students

get together to discuss a topic in the foreign language they are learning. Nunan (1989: 91) points out that setting in the classroom are important. Setting here refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly in the classroom. For example, an activity involved in the small group will be an important factor influencing roles and relationship.

In small group learning format, the class has to be managed as in the communicative class. Wardani (1983:4) states that in a group discussion the students belong to the small group format, on the other hand, the teacher has to be in charge in each of the groups. Wardani also says that the discussion group applied to high school students still has to get more directions from the teacher. Hence, the students might have opportunity to arrange the chairs and tables in order to have a communicative class using the small group learning format in a classroom after they get the instructions from the teacher.

The small group discussion learning format according to Wardani (1983:3) has some characteristics as follows:

- (1) Persons involved in each group are about 3-7 persons.
- (2) Face to face interaction must continue and flow within the group. Each student has to get opportunity to see, to hear and to communicate directly and freely.
- (3) Each member must recognize their purpose and work toward its end.

2.4.2 Teacher's and Learner's Role in Narrative Texts Activities

The teaching of narrative texts using the small group learning format means that the class has to be communicative.

Nunan (1989:10) points out:

“I too will consider the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

Thus, here the teacher has to manage the task properly; Nunan (1989:11) also gives the example of designing a task to communicate classroom using the group work as follows:

Goal	: Exchanging personal information
Input	: Questionnaire on sleeping habits
Activity	: 1) Reading questionnaire 2) Asking and answering questions about sleeping habits
Teacher role	: Monitor and facilitator
Student role	: Conversational partner
Setting	: Pair or group work

Richard and Rogers (1986) as quoted by Nunan (1989:84) suggest that student roles are closely related to the functions and status of the teacher. They point out that some methods are totally teacher – dependent, while others view the teachers as a catalyst, consultant or guide. The teacher in communicative classroom according to Breen and Candlin as quoted by Nunan (1989:87) has three main roles. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and student. While the students have

more active role, they can communicate directly with each other, rather than exclusive with the teacher. An activity carried out in small group works makes possible a greater amount of individual participation than when it is done in the class teaching situation.

Thus, it is clear that using the small group discussion the teacher and student can discuss each other in a classroom. Nunan (1989:87) then points out that the discussions can be either between teacher and his students or between students as they discuss in small group works. The writer here concludes that in a classroom, students will be motivated by cooperative discussion in a group.

2.5 Small Group Discussions Applied in Teaching Narrative Texts.

The small group learning format can be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. But when the groups have found out how to plan work together, they may not all agree. The members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and "lost" (Barker, 1986:168).

In a class of 30 – 40 students, a teacher may have difficulties when he teaches without knowing whether the students have understood and comprehended the reading passages. Thus, in order to overcome such of a problem, the writer tries to introduce the communicative teaching technique in reading narrative text. Barker (1986:199) believes that group membership can be beneficial to some and detrimental to others. Hence, there will be discussion among the students in each

group. Moreover, the broader context of communicative, meaning – seeking and information processing will occur.

2.6 Advantages of Small Group Discussion.

According to Harmer (2001:117-118) the advantages of small group discussion are:

- (1) It dramatically increases the amount of talking for individual students.
- (2) Because there are more than two people in the group, personal relationship are usually less problematic; there is also a greater chance of different opinions and varied contribution.
- (3) It encourages broader skills of cooperation and negotiation.
- (4) It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.

According to Kozma, Belle and Williams (1978:234) the advantages of group discussion are:

- (1) It is responsive to students' needs. If a student misunderstands and needs clarification or requires an illustration of a point, or would like one position compared with another, all the need do with ask to the students. Thus, the student becomes actively involved in learning, looking out information and opinions.
- (2) Student also has an opportunity to respond; she can share her position as well or she can nod her consent, raise an objection, or contribute new ideas and attitudes to the discussion.

2.7 Limitation of Small Group Discussion.

According to Harmer (2001:118-119) the limitations of group discussion are:

- (1) It is likely to be noisy.
- (2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- (3) Individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate.

According to Kozma, Belle and Williams (1928:235) the limitations of group discussion are:

- (1) It is very unreliable.
- (2) Apart from the times it may become aimless or boring.
- (3) It is usually haphazard even when done well.
- (4) A significant amount of class time is required to maintain the group.

2.8 Traditional Model

Jacobsen (1989:221) states that when a teacher uses the traditional setting, or model, she begins with an objective and presents primary instruction. It is most often presented in the form of lecturer, textbook readings, teacher led discussions, or possible combinations of any these procedures. He also said that the traditional setting is just with rows of desks and teachers' desk at front. So, the writer concludes here that in the conventional teaching model, the students focus all attention upon the teacher and discourages communication among students. This might be ideal when teacher is presenting a lesson to entire class, but students at the rear of the room tend

to be physically separated from the teacher and are most likely to be the ones causing problem.



CHAPTER III

METHODS OF INVESTIGATION

This chapter is divided into eight sub sections. They are: (1) subject of the study, (2) the experimental design, (3) procedure of experiment, (4) statistical design, (5) instrument, (6) method of analyzing data, and (7) method of reporting the result.

3.1 Subject of the Study

3.1.1 Population and Sample

Gay (1987:102) states that the population is the group of interest to the researcher, the group to which she or he like the result of the study to be generalize. The population of this research was the tenth grade of SMA Walisongo Pecangaan Jepara in the academic year 2006/2007. There were seven parrarel classes; X.1, X.2, X.3, X.4, X.5, X.6, and X.7. On the average, each class had 30 students. All of them were given the same materials in teaching and learning process. Moreover, they were chosen as the population of the research based on some reasons, those were:

1. The students were all in the same grade.
2. The students were relatively in the same grade.
3. The students had been studying English for the same period of time.

So, those seven classes were considered parallel.

In order to study a population more effectively, I selected a sample. Kerlinger (1965:118) states that a sample is a part of a population that is supposed to represent the characteristic of the population.

I selected two classes of the students from the population as sample in this study. In order to get the representative sample, I choose the sample that could represent the true situation of the population. They were experimental group taught using small group discussion and control group which was taught without using small group discussion.

Experimental groups as a sample can already represent for the whole population of the study. Therefore, I selected 30 students as the experimental group and 30 students as the control group.

3.1.2 Variables

The variables in this research were:

1. The independent variable that was method of teaching narrative texts for both groups.
2. The dependent variable was the students' achievement manifested in the test score.

3.2 The Experimental Design

This study used "pretest-post-test". The design of the experiment can be described as follows:

E	01	x	02
C	03	y	04

(Arikunto, 2002:79)

In Which:

E : Experimental group,

C : Control group,

01 : Pre-test for the experimental group,

02 : Post-test for the experimental group,

03 : Pre-test for the control group,

04 : Post-test for the control group,

X : Treatment with small group discussion, and

Y : Treatment without small group discussion.

In the design above, subjects were assigned to the experimental group (top line) and the control group (bottom line). The quality of the subjects was first checked by pre-testing them (01 and 03), and then the experimental treatment was performed to the experimental group, while the control group was taught narrative texts without small group discussion. The test was an essay. The results of which (02 and 04) were then computed statistically.

3.3 Procedure of Experiment

The procedure of the experiment was as follows:

1. Choosing the tenth grade of SMA Walisongo Pecangaan Jepara as the population.
2. Taking two groups of the students as the samples, one as the experimental group and the other as the control group.
3. After that, conducting real experiment.

3.3.1 The Activities of the Experimental Group

3.1.1.1 Pretest

Pretest was given before doing the experiment. First, I came to the chosen class and then I conducted the test myself to the class and explained to the students about what they were going to do. I began to distribute the instruments and asked them to do the pretest. This pretest was conducted on August 27, 2006.

3.1.1.2 Activities in the Experiment

The experiment was conducted from August 29 to September 12, 2006. In conducting the experiment, the students were given both narrative texts.

3.1.1.3 Post-test

Post-test was given after conducting all the activities above. The test given to the students was the same as pretest. It was conducted on September 19, 2006.

Table 3.1
List of activities of experimental group

No	Activities	Materials	Time
1.	Pretest	-	August 27, 2006
2.	Writing a narrative story text and generic structure.	Narrative texts	August 29, 2006
3.	Arranging Sentences of narrative texts.	Narrative texts	September 5, 2006
4.	Exercising past perfect and past simple.	Past perfect and past simple	September 12, 2006
5.	Post-test	-	September 19, 2006

3.3.2 The Activities of the Control Group

3.3.2.1 Pretest

Pretest was given before doing the experiment. First, I came to the chosen class and then conducted the test myself to the class and explained to the students about what they were going to do. I began to distribute the instruments and asked them to do the pretest. This pretest was conducted on August 27, 2006.

3.3.2.2 Activities in the Experiment

The activities on August 31st to September 14, 2006 in the experiment; the students were given verbal guidance without small group discussion.

3.3.2.3 Post-test

Post-test was given after conducting all the activities above. The test given the students was the same as pretest. It was conducted on September 19, 2006.

Table 3.2
List of activities control group

No	Activities	Time
1.	Pretest	August 27, 2006
2.	Writing a narrative story text and generic structure.	August 31 st , 2006
3.	Arranging Sentences of narrative texts.	September 7, 2006
4.	Exercising past perfect and past simple.	September 14, 2006
5.	Post-test	September 19, 2006

3.4 Statistical Design

Brown (1988:116-117) points out that statistics is calculations made to describe a sample.

I needed the calculations for statistical analysis as follows:

1. to determine the coefficients of correlation of the reliability by using split half method: the pearson's Product Moment was applied.

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

(Arikunto, 2002:146)

2. To determine the reliability of the test, the Spearman-Brown Formula was used.

$$r_{11} = \frac{2xr^{1/2}}{1 + r^{1/2}}$$

3. To determine whether there is a significant difference between the means of the experimental and the control groups the t-test formula was applied.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

(Arikunto, 1998:306)

3.5 Instrument

Before collecting the data, I made the test first as the instrument. The instrument was a narrative text. To make sure that the instrument was valid enough, I looked into Competence-Based Curriculum first. This curriculum states that the students are supposed to make a narrative text. Thus, the content of the test offered in the research was valid enough.

Harris (1969:69) states there are two kinds of test instrument used to measure the four-language skills of the students, namely the objective test and the essay test. Harris makes a comparison between the objective and essay tests of writing. It can be

concluded that as both objectives tests and narrative texts tests have their own special strength, the ideal practice is unable to measure the writing skill with a combination of both types of tests (Harris, 1967:71).

A writing test is actually subjective Harris (1969:69) states that narrative texts tests are unreliable measures because (1) students perform differently on different topics and on different occasion; (2) the scoring of the narrative text is by nature highly subjective.

In addition, he says (1969:70) that in writing narrative texts, students can cover up weaknesses by avoiding problems (e.g. the use of certain grammatical patterns and lexical items) they find difficult.

From the above advocating ideas, I decided to use essay test in form of narrative texts to the subject of my research. Before the test was given to the students, I showed it to the English teacher in the school.

3.7 Method of Analyzing Data

Through scoring, the result of the students' work was needed to be put in a form that was readily interpretable. Those data were useful to depict students' levels of writing achievement.

Since the purpose of this research was to measure the students' proficiency, the writer interpret the result both statistically and none statistically.

3.7.1 Mode Scoring

Scoring the students' work was a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in

writing was rating scale. In using the rating scale, the scorer could make a rank order of the results of the students' works based on given categories to know which students had the highest scores and which had the lowest scores.

The following scheme of rating scale was used to measure the students' achievement in their written product. (Heaton, 1969: 169)

Table 3.3
The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistake.
	4	A few mistakes only (prepositions, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonyms, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort to use of synonyms, circumlocution, etc. on a few occasions.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several error-some interfere with communication-some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated

	4	native speaker.
	3	Ideas well organize-links could occasionally be clearer but communication not impaired.
	2	Some lack of organization-re-reading required for clarification of ideas.
	1	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
		Lack of organization so severe that communication is seriously impaired.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a few complex sentences very effective.
	3	Style reasonably smooth-not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading-almost all simple sentences-complex sentences confusing-excessive use of "and".

3.7.2 Classifying the Scores

In order for the raw scores to become more meaningful, they should be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores could be used as a basic to make decisions. If all of the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

The measurement of the students' achievement based on Harris (1969:134) could be interpreted with the following table.

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

3.8 Method of Reporting the Result

In line with the data analysis, I applied both non-statistical and statistical analysis to report the result of the students' achievement in writing. Practically, the procedure of reporting the result should fulfill at least two criteria:

- (1) The report readers knew or understood what the aim of the report was. It means that the readers could interpret the report properly.
- (2) The report should be objective. It means that the report described the real condition of the research.

The procedure, the type, or the technique in reporting the result could be in various ways, such as tables, statistical data, description etc. The report also depicted the students' achievement in writing.

The report of the students' achievement could be arranged and interpreted on the basis of norm or criterion report with teaching approach of mastery learning, especially for the purpose of perfection in teaching learning process which information derived from the feedback of the result. So, I used the criterion-referenced report because the information needed was of the achievement in writing class.

Based on the information or the analyzed data, a teacher could determine the technique and strategy of teaching in order that the materials could be absorbed well by the students in the future.



CHAPTER IV

DATA ANALYSIS AND THE RESULT OF THE STUDY

In connection with the data analysis, I applied both statistical and non-statistical analysis to make the result of the students' achievement interpretable.

4.1 Result of the Study

4.1.1 Test Result

The students' problem in writing composition was divided into five components. They were grammar, vocabulary, spelling, content, and fluency.

Grammar : measuring the students' ability of using grammar such as articles, prepositions and etc.

Vocabulary : measuring the students' ability of choosing the appropriate words.

Spelling : measuring the students' ability of writing words correctly in their composition.

Content : measuring the students' ability of using sentences according to the topic.

Fluency : measuring the students' ability of using the style in their composition.

Based on the analysis of the students' results of the narrative test which was scored using Heaton's grid, each percentage of the total of the five components was 20.00%, 19.18%, 20.36%, 20.23%, and 20.23% respectively for the experimental group and 19.77%, 19.67%, 20.27%, 19.86%, and 20.36% for the control group.

4.1.2 Test Scoring

After administrating the test, I got the result of the students' achievement as shown in appendix 9 and 10.

In order to further know the students' achievement in detail; I used the following formula to find out the achievement of each component. The formula:

$$Ssa = \frac{\sum OSc}{Stsc - Ss} \times 100\%$$

Where: Ssa = Students' achievement

$\sum OSc$ = Number of obtained scores

Stsc = Sub total score

$\sum Ss$ = Number of students

4.2 Computation between the Two Means

After getting all the scores, the computation was made. The first way to know the significant difference of the experiment could be seen through the difference of the two means. The following formula was used to get the means:

$$Me = \frac{\sum Xe}{N} \qquad Mc = \frac{\sum Xc}{N}$$

Where, Me = the mean score of the experimental group

$\sum Xe$ = the sum of all scores of the experimental group

Mc = the mean score of the control group

$\sum Xc$ = the sum of all scores of the control group

N = the number of the subject sample

The score distribution of the experimental and control groups can be seen in Appendix 11 and 12. The computation of the scores of the experimental group and control group was calculated as follows:

$$\begin{aligned} Me &= \frac{\sum X_e}{N} \\ &= \frac{2187.50}{30} = 72.91 \end{aligned}$$

The mean score of the experimental group was 72.91

$$\begin{aligned} Me &= \frac{\sum X_e}{N} \\ &= \frac{2136}{30} = 71.20 \end{aligned}$$

The mean score of the control group was 71.20

If we compared the two means it was clear that the mean of the experimental group was higher than that of the control group. The difference between the two means was 1.71. To make the analysis more reliable, I analyzed by using t-test formula as stated in chapter III. Using t-test formula could see the difference between the two means.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N} + \frac{1}{N}\right)}}$$

(Arikunto, 1998:306)

Where, t : t-test

M_x : the mean difference of the experimental group,

M_y : the mean difference of the control group,

N_x : the number of the students of the experimental group,

N_y : the number of the students of the control group,

$\sum x^2$: sum of quadrate deviation of the experimental group,

$\sum y^2$: sum of quadrate deviation of the control group.

Before applying the t-test formula, we should find out $\sum x^2$ and $\sum y^2$ first.

The step to get $\sum x^2$ and $\sum y^2$ was:

$$\begin{aligned} \sum x^2 &= \sum X - \frac{(\sum X)^2}{N} & \sum y^2 &= \sum Y - \frac{(\sum Y)^2}{N} \\ &= 756 - \frac{(122)^2}{30} & &= 1559 - \frac{(122)^2}{30} \\ &= 756 - 496.13 & &= 1559 - 496.13 \\ &= 259.87 & &= 1062.87 \end{aligned}$$

$$t = \frac{[6.7 - 4.06]}{\sqrt{\left(\frac{259.87 + 1062.87}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{2.64}{\sqrt{\left(\frac{1322.87}{58}\right) \left(\frac{2}{30}\right)}} = \frac{2.64}{1.23} = 2.15$$

$$N_x + N_y - 2 = 30 + 30 - 2 = 58 = 1,71$$

T-calculation is higher than t-table.

After getting t-value, I consulted the critical value of the t-table to check whether the difference was significant or not. Before the experiment had been

conducted, the level significant to be used in the experiment had divided first. I used the 5% (.05) alpha level significance as usually used in psychological and educational research.

The number of subjects in this experiment for experimental and control group were 60 with the degree of freedom (df) 58, that was N_1+N_2-2 . At the 5% (.05) alpha level of significance, the obtained critical value is 2.15. It is higher than the critical value on the table ($2.15 < 1.71$) so the difference is statistically significant. Based on the computation there was significant difference between teaching writing using small group discussion and teaching writing without small group discussion. It can be seen by the result of the test where the students taught writing using small group discussion got higher grades than the students taught writing without small group discussion.

4.3 Grade Achievement

The study was to find out whether using small group discussion, as a method to develop mastery of writing skills of the tenth year students was effective.

The measurement of the students' achievement based on Harris (1969:134)

could be interpreted with the following table.

Criteria of Mastery		Grade
91-100	A	Excellent
81-90	B	Very good
71-80	C	Good
61-70	D	Fair
51-60	E	Poor
Less than 50		Very poor

(Harris, 1969:134)

Frequency was the number of the students in the one grade. The number of the students in the one grade was put into percentage. To show the score was described in the frequency and percentage for both pretest and post-test. The list below was the achievement according to the grade for the both group.

Table 1
The List of the Experimental Group

	Frequency		Percentage	
	Pretest	Post-test	Pretest	Post-test
A	-	-	-	-
B	-	4	-	13.33%
C	7	25	23.33%	83.33%
D	23	1	76.59%	3.33%
E	-	-	-	-

Table 2
The List of the Control Group

	Frequency		Percentage	
	Pretest	Post-test	Pretest	Post-test
A	-	-	-	-
B	1	1	13.34%	3.34%
C	10	22	33.33%	73.26%
D	18	7	59.94%	23.33%
E	1	-	3.33%	-

The result of writing test of experimental and control group for pretest and post-test is reported here in the form of polygon. The vertical line with numbers besides at shows the percentage of students for each grade. The horizontal line shows the grade achievement of the scores obtained by students.

a. Relative frequency of the result of writing test of the experimental group.

This polygon describes the result of writing test obtained the experimental group. The broken line (---) shows the achievement of experimental group in pretest, the percentage of the students who got grade D were 76.59% and that of the students who got grade D were 23.33%. The solid line (___) shows the achievement of experimental group in doing the posttest.

The percentage of the students who got grade D,C, and B were 13.33%, 83.33%, and 3.33% respectively.

b. Relative frequency of the result of writing test of the control group.

This polygon describes the result of writing test achieved the control group. The broken line (---) shows the achievement of control in doing pretest, the percentage of the students who got grade E, D, C, and B were 3.33%, 59.94%, 33.3%, 3.33%. The solid line (___) shows the achievement of control group in doing the posttest; the percentages of the students who get D, C, and B were 23.33%, 73.33%, and 3.33% respectively.

c. Relative frequencies of the result of writing post-test both of the groups.

This polygon presents the achievement of both groups in doing the post-test. The broken line (---) describes the achievement of the control group in doing post-test, the percentage of the students who get grade D, C, and B were 23.33%, 73.26%, and 3.33%. The solid line (___) describes the achievement of the experimental group in doing the post-test, the percentage of the students who got D, C, and B were 3.33%, 83.33%, and 13.33% respectively.

4.4 Discussion of the Research Findings

4.4.1 The Meaning of the Test

The aim of this test is to know the students' achievement in writing through the use of small group discussion as method in the tenth grade.

In the pretest, the average scores of the experimental group and the control group were 69.53 and 69.56 respectively. Although it shows a slight difference between the two groups, the result shows that the control group is better than the experiment one. The result of posttest of the experimental group is higher than that of the control group; they are 76.3 for the experimental group and 72.83 for the control group.

The testing hypothesis indicates that the experimental group is significant higher than the control group. Based on the result above, we conclude that the experimental group is better than the control group.

The research findings reveal that the result of the treatment is contrarily to the hypothesis which states that "There is no significant difference between the students taught by using small group discussion for teaching writing and those who taught without small group discussion". In line with the research findings, the hypothesis must be changed to "There is significant between students taught writing by using

small group discussion for teaching writing and those who taught without small group discussion”.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the study, the writer comes to the following conclusions:

- a) The result of the calculation using the t-test is $2,15 > 1,71$. This implies that there is no difference in the achievement between the students who were taught writing using small group discussion as method and students who were taught writing without small group discussion as method. The slight difference can be seen from the means of both groups. From the calculation enclosed, the mean of the experimental group is higher than the control group. It means that writing a narrative paragraph by using small group discussion is better than writing a narrative paragraph without small group discussion.
- b) Writing narrative text ability of the experimental group was more effective than the control group. The students of experimental group enjoyed the lesson when they were having narrative text discussion. It was different in the control group. The students of control group were not effective. Nevertheless, the teacher has to know about classroom management, because it influences classroom life leads, willingness to learn and an effort in carrying out school tasks. If there is no appropriate instruction from the teacher itself, the students will tend to make some noise without regarding to the discussion goal.

5.2 Suggestions

From the conclusions stated above, the writer would like to offer some suggestions:

a) To the Teachers

Teachers should utilize various methods and techniques in teaching. Understanding of the teaching methods should always be up-dated continuously, so that they can give fresh spirit in teaching the students. Teachers should be able to convince their students to improve their performance in the academic achievement.

Teachers should brush up the creativity in teaching activity to avoid students' boredom in the teaching learning. Teachers should give their attention to all students, so that no students feel mistreated. The low group must be paid more attention and more motivation and the high ones have to be enriched.

Teachers should give different experience, reinforcement, and practices of teaching material to students from days teaching.

b) To the Students

The student of this study was limited to the first year students of SMA Walisongo Pecangaan Jepara in the academic year 2006/2007. So, it is suggested that it should be conducted at other institutions as well, to see how the small group discussion can be applied effectively so that the communicative, meaning-seeking and information processing will occur.

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