

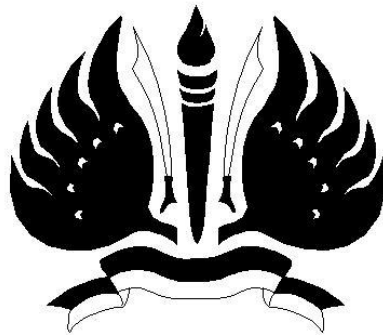
**IMPROVING STUDENTS' ACHIEVEMENT IN
PROCEDURE TEXT WRITING THROUGH SMALL
GROUP DISCUSSION TECHNIQUE**

**(A Quasi Experimental Study to the Tenth grade Students of SMAN 1
SUKADANA Kayong Utara Regency, in Academic Year 2011-2012)**

Article research

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IMPROVING STUDENTS' ACHIEVEMENT IN PROCEDURE TEXT WRITING THROUGH SMALL GROUP DISCUSSION TECHNIQUE

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Abstract:Text writing is one aspect of writing skills that should be acquired by the Senior high school students. Unfortunately, many students still face difficulties in writing text, in this case procedure text. Thus, this thesis discusses about Improving Students' Achievement in Procedure Text Writing through Small Group Discussion Technique. The problem in this research: "Is the use of Small Group Discussion technique effective to increase students' Procedure text writing of the Tenth year students of SMA Negeri 1 Sukadana". This research was conducted to identify the effectiveness of improving procedure text writing through Small Group Discusssion technique. This is a quasi-experimental research and the sample of this research are 37 students of class XB and XC on SMAN 1 Sukadana.

Keywords : Small group discussion, procedure text, improve

Abstrak: penulisan teks adalah salah satu aspek keterampilan menulis yang harus dikuasai oleh siswa SMA. Sayangnya masih banyak siswa yang menghadapi berbagai kesulitan di dalam menulis teks, dalam hal ini prosedur teks. Tesis ini mendiskusikan tentang meningkatkan prestasi siswa dalam menulis teks prosedur melalui diskusi kelompok kecil. Masalah dalam riset ini : "apakah penggunaan diskusi kelompok kkecil efektif untuk meningkatkan hasil penulisan teks prosedur siswa kelas sepuluh SMA Negeri 1 Sukadana". Riset ini bertujuan untuk mengidentifikasi ke-efektipan teknik diskusi kelompok kecil dalam meningkatkan hasil menulis teks procedure. Ini merupakan penelitian quasi yang sampel penelitian ini adalah 37 orang siswa kelas XB dan XC di SMAN 1 Sukadana.

Kata kunci : Diskusi kelompok kecil, teks prosedur, meningkat

Improving students' achievement in writing takes place in the process of teaching and learning especially in the classroom. Writing is one of the important skills besides listening, speaking and reading which is taught in the classroom. Writing is the activity that expresses the ideas in correct structure and the choice of correct words which is to write in certain media for certain

meanings in context. Peter Elbow (1998:7) states that, Writing calls on the ability to create the words and ideas out of yourself, but it also calls on the ability to criticize the words and ideas itself in order to decide which one to use in context.

In Kurikulum Tingkat Satuan Pendidikan (KTSP), the standard competence of the tenth grade students of senior high school in the second semester states that the competence enables the students to express the functional written text and very simple short essay in the form of *descriptive* and *procedure*. For this purpose, the basic competence (kompetensidasar) states that the procedure text should be acquired by the tenth grade students of senior high school and the students are expected to be able to write a very simple short procedure text. It has a purpose (how to do something or make something) in particular structures and language features (aim/goal, material/ingredients, method, procedure) that is used in daily life.

Based on the writer's pre-research to the English teacher of tenth grade students in SMA Negeri 1 Sukadana Kabupaten Kayong Utara, most of the students faced difficulties in procedure text writing. The problems concerned in choosing the best word (word choice), organizing generic text structure (goal, ingredients and procedure). Besides that, the students also miss the use of imperative verb, use of adverbs and adjective that should be used in a procedure text.

Writing by individually technique is usually applied by the teacher in the classroom does not work optimally increasing the students' ability in writing procedure text. Writing individual make students less confident in conducting their own writing that makes some students tend to look at their friends' work and imitate afterwards. Thus, all the above problems inspire the researcher to conduct a research.

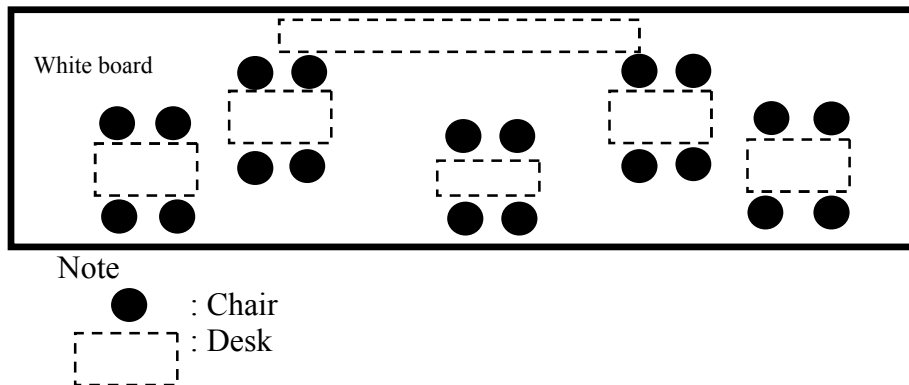
A number of recent studies have focused on writing, especially in procedure text writing. For example is the research which conducted by Dessy Wulandari (2009) with the title "teaching procedure text writing by using realia". She found that by using realia as a technique of teaching procedure text writing, the students can build background knowledge and vocabulary in classroom, but in this research the writer try to conduct small group discussion technique where the students will share the knowledge, idea or experiences to each other particularly when they have to choose correct words for writing procedure text, organizing text structure and using language feature appropriately.

Small group is a technique that is implemented by using cooperative learning method. It is supposed to be more effectively way to teach writing of procedure text. Through small group, the students will share their knowledge, ideas or experiences to each other particularly when they have best words (word choice) for writing procedure text, organizing text structure, and using language features appropriately.

Meanwhile, in application of small group there must be a procedure to be applied. Jhonson, Et al cited in Richard and Rogers (2001:200) stated that "small group will be carried out when students are required to have writing

practice”. This procedure involves cooperative writing and editing pair arrangements. In this procedure, the students were grouped in small group consist of four students in each group, and the students received an individual score based on their writing.

Nevertheless, a small group has to have some purposes. 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 et. al (1975:78) gives solution to get the purposes more easily achieved that “in the cooperative goal structure, students’ seat should be arranged so that each student can see all other members of this group and can be heard without shouting and disturbing the other groups”. Based on the explanation above, the writer arrange the students seat as the table below.



Picture. I
Seating Arrangements

The following is the example of the text in procedure qualities:

How to cook rice

First, wash some rice in cold water. Second, put the rice with some water in a pot. Then, boil and cook it slowly about 20 minutes. (after 20 minutes) see, there is no more water now. After that, put the rice to the steamer and steam it for about 45 minutes. Now, the rice is ready to be served.

(Sudarwati, & Eudia 2007:71)

Based on the example of text above, procedure text consist of three part :

Goal : How to cook rice

Material : Some rice, water, pot

Steps :

First, wash some rice in cold water.

Second, put the rice with some water in a pot.

Then, boil and cook it slowly about 20 minutes.

(after 20 minutes) see, there is no more water now.

After that, put the rice to the steamer and steam it for about 45 minutes.

Now, the rice is ready to be served.

Visual aid is something that can be seen or referred to project representation such as pictures, models, charts, etc. And it is usually used for educational purpose. Cunningsworth (1988:) defines visual aid as a teaching aid designed to give a visual stimulus, act as a visual prompt, or provide visual reinforcement for language items which is being learnt. The existence of visual aid is considered important in teaching proceduretext writing since the students helped to visualize the topic given by the teacher.

One of the visual aids that can be used in increasing students proceduretext writing is picture. According to Harris and Hodge (1981:240), “pictures is a graphic illustration, including photographs, paintings, and their production”.The use of picture can help the teacher to present the material clearly to the students so they can form their imagination well and focus to the direction of the teacher.

METHOD

In finding the answer to the research problem, an appropriate method should be used. This is very important in doing the research because the appropriate method is a way to solve the problem. As Bell (1993:63) stated that methods are selected because they provided the data required in producing a complete piece of research. It is important to decide which method is best for particular purposes and design the data collecting instruments. The method to be used in this research is quasi experimental study with two groups. Pre-test and post-test are designed to improve teaching written procedure text through small group in tenth grade students of SMA 1 Sukadana, Kayong Utara regency in academic year of 2011-2012.

The form of experimental design which the writer will apply can be seen as:

Table I. Quasi Experimental Design

Pre-test	Treatment	Post-test
T1	X	T2
T1	-	T2

Note:

T1 : pre-test (to know ability of students’ achievement in writing skills before treatment)

X : the treatment will be given four or five times to the students

T2: post-test (to know the students’ achievement in writing skill after treatment).

The classes that become the experimental and control group are determine randomly. Both of them are given the pre-test to know the English students learning achievement on writing before they are given treatment. Then, the experimental group is given the treatment by using “small group” technique, otherwise control group is given treatment by using conventional technique.

Eventually, all the subject whether experimental or control group will be given the post-test. This is intended to know the significant differences between students' mean score in the experimental and the control group.

Population is any group of individuals that have one or more characteristics in common those are interesting for the writer. "population refers to the entire group of people, event or things of interest that the research wishes to investigate" (Uma sekaran, 2006:265). The population in this research is the tenth grade students of SMAN 1 Sukadana, Kayong Utara regency. The population of the research is:

Class X A	38 students
Class X B	37 students
Class X C	37 students
Class X D	38 students
Total	150 students

Cohen, Manion and Morrison (2000:93) state, "Sample is the small group that is observed". For this research the writer takes two classes as a sample cluster, which consists of 40 students, class X B as experimental group and class X C as control group. Arikunto (2006 : 46) stated that " if the population is less than 100, it is better to take all of them. On the other hand, if the population more than 100, it is better to take a sample about 10-15% or 20-25%. Because class B and C consists less than 100 students the writer will take all of them as sample of research.

Technique of data collecting

In this research, the writer measured the students' writing skill by using written test. The test administrated twice for both experimental and control group. The first is pre-test, which give to investigate the students' achievement before the treatment is given. The second is post-test which give to investigate the students' achievement after the treatment is given.

Tool of data collecting

Since the writer used the measurement technique, the tool of collecting the data is written test. The students asked to make procedural text based on the picture with their own words as individual.

Data Analysis

Validity information indicates the degree to which the test is capable of achieving certain aims. It tells us whether an item measures or describes what it is supposed to measure or describe (Ball, 1993). To know the content validity of the test, the researcher constructs the table of specification. Therefore, the subject matter tested and the level of achievement can be seen clearly.

**Table II.
Item of Specification**

The Item to be evaluated	Specification
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1. Goal/title	It provides information for the reader about the nature of procedure to be outlined. Identification the product to be made or the process to be done.
2. Equipment and materials	It tells the reader what resources may be required to complete the procedure, usually ordered. <ul style="list-style-type: none"> - Lists equipment and material used - Lists quantities of equipment and material used
3. Method	It describes the sequence of steps required in order for the reader to achieve the goal. <ul style="list-style-type: none"> - Order the steps in a logical sequence - Writes each step on a new line - Each step includes sufficient detail and content
4. Language Features	It refers to the usage of correct words which distinguish as their function verb
- Action Verb	It refers to the usage of action verb to describe process to be done by the reader (put, add, pour, cut, etc).
- Conjunction/linking words	It refers to the time/sequence relationship in produce generally indicated by the use of temporal conjunctions (e.g., first, then, next, after) or numbering
5. Spelling, Punctuation and Grammar	It refer to the usage of the correct communicative tense and the conventional of spelling and punctuation

(Adapted from Lesley Brown. Procedural rubric 2008:1)

Test Reliability

A test is reliable to the degree that it measures accurately and consistently. Bell (1993) stated that reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions.

In this research, eventhough written test is considered as a good tool to measure the students' achievement in proceduretext writing, this test is also known with its subjectivity. It means the personal judgment may influence the score. Thus, the writer needs to set some steps to increase the reliability of the test score. The steps are as follows:

1. Telling the students what aspects of writing that scored by showing the scoring profile.
2. Changing students' names by number.
3. Giving the students only one topic in writing procedure text.
4. Allocating 60 minutes for both pretest and posttest.

Table III.
Scoring Profile

<u>Goal/title</u>	
10-9	A descriptive and appropriate goal is provided. It is highlighted by front treatment as being first bit to read.
8-7	A descriptive and appropriate goal is provided.
6-5	The goal is provided, but does not provided the description of the actual intent of the procedure. (E.g. cake and chocolate cake recipe).
4-3	No goal is evident.
 <u>Equipment and material used</u>	
20-16	List of equipment and materials and quantities.
15-10	List all equipment and materials.
9-7	List of the equipment and materials.
6-4	Materials and equipment not listed.
 <u>Method</u> (order the steps logically, write each step on new line, each step includes sufficient detail)	
30-23	Includes all 3 elements, logical and coherence.
22-15	Includes 2 elements, logical and lack coherence.
14-7	Includes 1 elements, lack coherence and steps are unclear.
6-4	No element include, fragmented important and steps are missing.
 <u>Language features</u>	
20-16	Clear and precise language used. A variety of action word used as sentence beginnings. Communicative tenses used. Linking words and technical term used consistently.
15-11	Clear language used. A variety of sentence beginnings used. Communicative tenses used. Linking word and technical term used.
10-6	Attempt to use clear language. Some variety in sentence beginning used. Communicative tenses used. Some evidence of linking word and technical term.
6-4	Language not clear. Sentence beginning repetitive. Communicative tenses not use. Little evidence of linking words or technical terms.
 <u>Spelling, punctuation and grammar</u>	
20-16	No grammatical, spelling or punctuation errors.
15-11	Almost no grammatical, spelling or punctuation errors.
10-6	A few grammatical, spelling or punctuation errors.
5-1	Many grammatical, spelling or punctuation errors.

(Adapted from Writing English Language Tests by J. B. Heaton, 1988: 146)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was conducted to get the accurate data about the effectiveness of improving students' achievement in procedure text writing through Small Group Discussion technique to the tenth year students of SMA Negeri 1 Sukadana in academic year 2011/ 2012. The result of the calculation from tests for the Experimental group show that the score for experimental group is higher than the students from control group, eventhough the interval score which is achieved by the control group is higher than the experimental group Both group shows a significant in post-test compared to the pre-test.

Table IV.
Calculation mean score

Kind of calculation	score
The mean score of pretest Eg(M1)	55.7
The mean score of pretest Cg(M1)	48.7
The mean score of posttest Eg(M2)	68.7
The mean score of posttest Cg(M2)	57.3

The test significance of the students' score for the experimental group:

$$\begin{aligned} \sum X^2d &= \sum d^2 - \frac{(\sum d)^2}{N} = 7704 - \frac{(474)^2}{37} = 7704 - \frac{224676}{37} \\ &= 7704 - 6072.3 = 1631.7 \\ t &= \frac{MD}{\sqrt{\frac{\sum X^2d}{N(N-1)}}} = \frac{12.8}{\sqrt{\frac{1631.7}{37(37-1)}}} = \frac{12.8}{\sqrt{\frac{1631.7}{37(36)}}} = \frac{12.8}{\sqrt{\frac{1631.7}{1332}}} \\ &= \frac{12.8}{\sqrt{1.225}} = \frac{12.8}{1.1} = 11.6 \end{aligned}$$

After got the result of t – test the writer done the analysis of the effect of the treatment for the experimental group. The result of Effect Size (*ES*) showshow effective increasing students' narrative text writing is by using Small Group Discussion technique. The calculation is as follows:

$$\begin{aligned} ES &= t\sqrt{\frac{1}{N}} = 11.6\sqrt{\frac{1}{37}} = 11.6\sqrt{0.02} = 11.6(0.16) \\ &= 1.85 \end{aligned}$$

Interpretation: The result of *ES* is 1.85, it is higher than 0.80 ($Es > 0.80$). Based on the criteria of the Effect Size (*ES*), 1.85 is categorized as high. so the difference is statistically significant. Based on the computation there was

significant difference between teaching writing procedure text using small group discussion and teaching writing procedure text 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.

Hypothesis Testing

The hypothesis testing in this research used t – test. Based on the result of computation of t – test, the obtained t – value for the experimental group is higher than t – table ($11.6 > 2.045$). It means that there are significant changes in posttest towards pretest score. It means that improving students' achievement in procedure text writing through small group discussion technique to the tenth year students of SMA Negeri 1 Sukadana in academic year 2011/ 2012 is effective. Thus, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected.

Discussion

From the data analysis, improving students' achievement in procedure text writing by using Small Group Discussion technique is effective to improve students' achievement. It is shown by the result of posttest, which is higher than pretest for the experimental group. The mean score of the pretest for the experimental group is 55.7, while the mean score of posttest is 68.5. The interval of both mean scores is 12.8. Further, the effectiveness of using Small Group Discussion technique in teaching procedure text writing is categorized high. It is assumed from the computation t - test 11.6 which is higher than t - table 2.045. Then, the computation of Effect Size (ES) 1.85 is higher than 0.8.

A. Pretest

To know the precondition of the students, the writer held pretest. The pretest was held on February 13, 2012 in both classes X b and as the sample of the research for the experimental group and X c as the sample of the research for the control group. Each student had to make a procedure text based on the picture given, about how to make a cup of tea. The writer gave 80 minutes for students to write procedure text about how to make a cup of tea based on the picture given. After analyzing the mean score of the experimental group the result obtained is 55.7, which was categorized poor to average. Then, the mean score of the control group is 48.7 which is categorized as poor.

B. Treatment

The writer held three times treatments on February 14, 16 and 21st, 2012 for class X b as Experimental Group and class X c on February 15, 17 and 22nd as Control Group. In each treatment, the writer gave material about procedure text for the experimental group. The writer told the students about the use of Small Group Discussion technique that can help them to make or organize procedure text. In the first meeting, the writer and the students of the experimental group tried to make a procedure text about “how to make a cup of tea” and for the control group the writer also gave the same procedure text. The use of same procedure text was meant to show that the

use of same types of text gave different effect since the teacher gave a different method, experimental class use small group discussion and given picture by teacher as learning aids, and control class just given a text by the teacher. The students from experiment classes looked very enthusiastic. In control class students lost their motivation in making or writing the procedure text because they kept wondering what they should write because they lost the steps of the procedure given. Then, for the experimental group which was taught by using Small Group Discussion technique, the writer asked the students to use the equipment or material needed and showed them several pictures related to the procedure in order to help them in writing the procedure text, and trained them used and gained their memory and imagination. Moreover, the students did not show their mastery on grammar. Most of the students wrote the text in wrong tenses. As the result, they could not write good procedure text about the topic that given by the writer.

In the second meeting which was held on February 16 for class X b, and February 17 for class Xc, the writer once again reviewing the experimental group about some features of the procedure text and told them about the Small Group Discussion technique and gave a brainstorming about the previous meeting. Then the writer asked the students from both classes to make the procedure text of "How to make a phone call". After the students from the experimental group were given the picture and equipment needed, they looked very busy writing about the key words for the procedure text. They also found it was easier to compose the procedure text, because they were helped by the key words (equipment needed) and the pictures which trained them to explore more possibilities of events on their imagination.

In the third meeting which was held on February 21st for class X b and February 22nd for class X c, the writer reviewing the experimental group about characteristic of procedure text and give them example about the good form of procedure text. And the writer ask both of the classes to make a procedure text "How to make a cup of coffee".

C. Posttest

The posttest was held February 23rd, 2012 for both experimental group and control group. The writer gave the same topic with the title "How to make fried noodle", the same time allocation about 80 minutes. The mean score of posttest was **68.5** for the experimental group, it was categorized as **average to good** and the mean score of the control group is **57.6** which categorized as **average to good**. It is proved that the experimental group obtained a better achievement than the control group.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the analysis of the students' test result, the writer makes the conclusions as follows: (a) Increasing students' procedure text writing by using Small Group Discussion Technique is effective. It is shown

by the result of pretest and posttest. The mean score of posttest for the experimental is **68.5** that is higher than pretest **55.7**. Therefore, the interval for the experimental is **12.8**. Over all the interval score of the control group which is **8.6** is lower than the interval score of the experimental group which is **12.8**. (b) The result of computation of t - test for the experimental is **11.6** which is higher than t - table **2.045** and the Effect Size (ES) **1.85** is higher than **0.8**. As the result, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. Based on the criteria of effectiveness, the result of the t - test is categorized as “**high**”. (c) The use of pictures as a teaching aid in supporting this technique had helped students to develop their writing and to ease them in gaining and developing their imagination.

Suggestion

In order to make the teaching of procedure text writing by using small group discussion technique more effective, the writer gives some suggestions as follows: (a) The writer suggests that the teacher should use the small group discussion teaching technique as an alternative in teaching writing procedure text. The study shows that the experimental group got the higher score in the post test than the control group after they got small group discussion teaching technique. (b) In conducting a small group discussion teaching technique, the teacher should know students well so that teacher can divide the students properly. By dividing group properly, it can make interaction process in group. (c) The research observed that the class condition had affected the students' writing in this study. But, it is only a prediction and not intensively analyzed.

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