

**THE EFFECTIVENESS OF GROUP WORK DISCUSSION TO IMPROVE  
THE STUDENTS' COMPETENCE IN WRITING DESCRIPTIVE TEXT:  
THE CASE OF SEVENTH GRADE STUDENTS OF SMP N 1  
TEGOWANU**

By

Wikaning Tiyas Pamularsih

**Abstract**

Teaching English focuses on four language skills namely listening, speaking, reading, and writing. Students are expected to master those four language skills. The main purpose of English teaching is to improve the students' skills in using the language in real communication. One of the productive skills that students have to be improved is writing. In writing process, the students are expected to write grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. The teaching writing using group work discussion gave better result as indicated by the significant statistical t-test computation that the t-obtained is higher than t-table. It is showed by looking at t-obtained is higher than t-table. The result of t-obtained is 11, 89 through the level of significant (5%). Then, the result of t-table is 1, 49. It means that the number of t-obtained is higher than t-table. The writer also concludes that the mean score of students' ability using group work discussion is 9, 05 and without using group work discussion is 4, 85. It means that group work discussion is effective to teach descriptive text to the seventh grade students of Junior High School.

**Keyword:** Group work discussion, writing, descriptive text

**Introduction**

The main purpose of English teaching is to improve the students' skills in using the

language in real communication. One of the productive skills that students have to be improved is writing. In writing process, the

students are expected to write grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. It is clear that the way we organize our students writing and the way we offer advice and correction will be different. It is depending on what kinds of writing they are involved.

This study intends to know the effectiveness of group work discussion for teaching writing text. Writing is a kind of complex language skill. In addition, writing is different from other skills as reading, listening, and speaking. Writing skill is one of the language skills that must be mastered by students at any levels. Students need to know how important writing skill. Writing has its difficulty levels, so the teacher should find right way to teach writing. Through descriptive text writing, the students can describe persons, places and simply share their sensory observations with their readers. Descriptive

is a genre taught in junior high school level. It has a purpose to describe a particular thing, person or place. The problems of this research are;

1. To what extent is the students' competence in writing descriptive text taught by using group work discussion?
2. To what extent is the students' competence in writing a descriptive text taught without using group work discussion?
3. Are there any significant differences of the students' competence in writing a descriptive text between those are taught using group work discussion and those are taught without using group work discussion technique?

## **Related Theories**

### **Group work Discussion**

Group work is a way to get the more conventional and spontaneous aspect. The participants get to work on

non-verbal and face to face communication. (Harmer, 2004:76).

Harmer (1998:79) states that group work is cooperative activity: five students, perhaps discussing a topic, doing role-play, or solving a problem.

### Writing

There are several statements about writing description. Harmer (1998:79) states that writing is a skill by far the most important reason for teaching writing. It is certainly that is basic language skill just as speaking, listening and reading. Writing is speaking to others on paper or computer screen. Writing is partly a talent but it is mostly skill, it improves

### ResMethod

~~Research Design and Data Analysis~~

According to Cohen, Manion, Morrison (2007: 272) experimental research investigates deliberately control and manipulates the conditions which determine the event, in which they are interested, introduce an intervention and measure that it makes. This research will use experimental research, which is the main purpose is to improve students to increase their skill in writing descriptive text.

with practice. Writing is also as an action-process of discovering and organizing ideas, putting them on paper and reshaping them (Meyers, 2005:2).

### Descriptive Text

Descriptive text is a text describing a particular person, place or thing (Zaida, 2009:9) Description is kind of genre which has been taught in junior high school. The descriptive text is applied to writing that evokes the appearance of persons, places or objects. It is intended to the understanding and appeals the sense.

### Method of Data Analysis

To know whether there is significant difference or not, the writer uses the following formula:

$$T\text{-test} = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

In which :

MX : the mean scores of experimental class

MY : the mean deviation of control class

Error! Reference source not found.<sup>2</sup> : the total of square deviation of experimental class

$\sum Y$  Error! Reference source not found.<sup>2</sup> : the total square deviation of control class

Nx : the number of sample of the experimental class

Ny : the total number of the control class

### Findings

The analysis of the data found that the average scores of the students' competence in writing descriptive text without using group work discussion is 60,35. From the computation of the formula t – test to find the score of t, the result of it is 11,89. Meanwhile, from the table significance 5% with, df = 78 and the level of significance 5% (0, 05) with of (40 + 40 - 2), so the value of t-table is 0,975. But for 5 alpha level and 78 degree freedom (df), there was no define critical value in the table. It was

( Sudjana, 2004 : 150 )

After finding the result with T-test, we will be found whether or not there is a significant difference of the students' ability in writing a descriptive text using group work discussion and those without using group work discussion of seventh grade students of SMP N 1 Tegowanu.

necessary to find out the definite value using interpolation in order to get the close of the critical value in the t – table.

t – table for 60 = 2,00

t – table for 120 = 1,98

t – table for 78 =

$$\frac{2,00-t}{2,00-1,98} = \frac{60-78}{60-120}$$

**Reference source not found.**

$$-120 + 60t = -3,6 \quad 60t = -3,6 +$$

$$120 \quad 60t = 116,4$$

$$\frac{116,4}{60} = 1,94$$

Based on the data, it is founded that using standard significance (real) 5%

or it showed  $11,89 > 1,94$ ; so  $H_0$  is denied and  $H_a$  is accepted; because  $t$  obtained is higher than  $t$  table ( $11,89 > 1,94$ ).

It means that there is any significant difference between the students' competence in writing descriptive text those are taught using group work discussion and those are taught without using group work discussion technique for the seventh grade students of SMP N 1 Tegowanu.. Therefore,  $H_1$  can be proved or be received. It means that the students' competence who were taught writing using group work discussion was better than the students' competence who were taught writing without using group work discussion.

From the explanation in the previous chapters, the writer draws some conclusion, The students' mean score who were taught using group work discussion is 7.10. In the table of

achievement, it is on the range of 71 – 80, which is categorized into good. Therefore, the students' competence who were taught writing using group work discussion is good. The students' mean score who were taught without using group work discussion is 60.35. In the table of achievement, it is on the range of 50 – 61, which is categorized into poor. Therefore, the students' competence who were taught writing without using group work discussion is fair. The result of  $t$ -test in level significance 5 % (0.05) shows that  $t$ -obtained value is 4.85 and  $t$ -table value is 1.49. So, there is any significant difference in the students' competence between the students who were taught writing using group work discussion and those without using group work discussion. It means that using group work discussion in teaching writing at the seventh year students of SMP N 1 Tegowanu is effective.

### **Bibliography**

Brown, R. Douglas. 2004. *Language Assessment*. San Fransisco : San Fransisco State University.

Cohen, Louis, Lawrence Manion and Keith Morrison. 2007. *Research Method in Education*. Great Britain: Routledge.

- Djuhari, Otong Setiawan. 2007. *Genre*. Bandung: Yramawidy
- Finocchiaro, Mary, Ph.D. 1974. *English as A Second Language : From Theory to Practice*. New York : Regent Publishing Company, Inc
- Gerot and Wignell. 1994. *Making Sense of Functional Grammar*. NSW : Gerd Stabler.
- Hadi, Sutrisno. 2004. *Metodologi Research*. Yogyakarta: Andi Yogyakarta
- Harmer, Jeremy. 2004. *How to Teach English*. Malaysia: Longman, Group Ltd.
- \_\_\_\_\_. 2004. *How to Teach Writing*. Malaysia: Longman, Group Ltd.
- Heaton, J.B. 1988. *Writing English Language Test*. New York: Longman
- Hyland, Ken. 2004. *Genre and Second language Writing*. America: The University of Michigan
- Jaya, Alexander Mongot. 2009. *English Revolution*. Magelang: Mawas Press
- Meyers, Alan. 2005. *Gateways to Academic Writing: Effective Sentence, Paragraph, and Essays*. New York: Pearson Education. Inc.
- Pincas, Anita.1991. *Teaching English Writing*. London: Modern English Publications.
- Reid, Joy. M.2000. *The process of composition (third Edition)*. New York: Longman : Practice Hall Regents
- Richard, J.C.1986. *Approach and Method in Language Teaching*. Cambridge: Cambridge University
- Siahaan, Sanggam, Kisno shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu
- Soengeng, A.Y. *Penelitian Pendidikan*. Surakarta: Yayasan Penerbitan Unisvet Bantara
- Wiersma, William.1991. *Research Method in Education*. United State of America: The University of Toledo.
- Zaida, Nur.2009. *Practice Your English Competence*. Surakarta: Erlangga
- <http://www.jstor.org/discover/10.2307/3585756?uid=2134&uid=3738224&uid=2&uid=70&uid=4&sid=21101958037091>

