

**THE EFFECT OF SMALL GROUP DISCUSSION TOWARDS
STUDENTS WRITING SKILL AT UNIVERSITAS PAHLAWAN**



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CHAPTER 1

INTRODUCTION

Writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. In line with these ideas, Brown (2004) states that every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well developed organization that accomplishes an intended purpose.

The easy learning will make the students have desire and interest to learn English. It presents a good situation in learning; they are challenged to have a better

Learning and it will be affected to their learning process. So, It will make the teacheris easy to transfer the materials. When the students have desire and interest it will make them having fun in learning process and enjoy the classroom. From the statement above this has to keep the teacher to make the class is fun for learning English.

Seow (2002) states that process writing as a classroom aactivity incorporates the four basic writing stages planning, drafting (writing), revising (redrafting), and editing and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post writing. In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject.

From the interviewed researchers with Lecture Univeritas Pahlawan Tuanku Tambusai at , 2023 can draw a conclusion that there Students did not have any ideas to write. In other words, they had blank mindswhen they were asked to write a text. In addition, the problems could be caused by several factors such as motivation, interest, intellegence, or learning materials, but the teaching strategy itis seems still become major reason why the problem in writing are still happened. Therefore, some method were needed to bring out the problem is small group discussion method.

According to Donelson (2009), a group may be said to exist when two or more person have as one quality of their relationship; some interdependence and possess some recognized unity. It can be said that group is a number of people when it consist of more than two pople interacting with each person influences, and is influenced by another person in group. According to Djamarah (2006) small group

discussion is learning method that gives effect for students to study more active in teaching and learning process, because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve

students' final outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increase students' participations in taking decision. However, small group discussion can be defined as a method of teaching writing skill on which the students are divided into small group. Besides being able to exchange the ideas, students also can enhance cooperation and togetherness in solving the problem they encountered during the processing task. Moreover, by using small group discussion method students can share information and experiences in solving a problem. Small group discussion is a method to make teaching writing more effective and it makes the students active in teaching learning process. In other words small group discussion is regarded effective in teaching students' writing skill.

Small group discussion consist of some students, it is more interested because they are not alone in learning and facing their problems. By making them in a group they can learn and struggle together and of course by teaching them in a small group they must responsible to make their group better. It means that when they are in a group they will give influence each other in their discussion about their lesson that is going to be learnt. They will interact and share each other about what they are learning topic about. In this group they also can teach each other, usually when their peer teach them it will be effective because they are not reluctant to convey their difficulties.

To make the students are interested the teacher have to be creative and active in creating a good techniques to make them stay fun. The techniques also have to be appropriate to their needs. A good condition in learning process will make them stay love the lesson and they feel amusing. We know that not all the

teachers can find and use the appropriate techniques as the students hope.

The problems motivate the researchers to conduct a research to find out the effect technique in Universitas Pahlawan in English departemen semester 2 to help the students love English in their learning process and their daily life. Furthermore, interesting ways to help the students love writing and make them to be closer with English. The research is entitled: “The Effect of Small Group Discussion Towards Students Writing Skill at Universitas Palahlawan Tuanku Tambusai”.

B. Focus of the Research

The focus of this research is to the effect of small group discussion towards students writing skill at Universitas Pahlawan.

C. Research Question

Based on the research problems that have been stated previously, the research formulates a research question, namely how is the effect of small group discussion towards students writing skill at Universitas Pahlawan Tuanku Tambusai.

A. Purpose of the Research

This research has a purpose to see the effect of small group discussion towards students Writing skill at Universitas Pahlawan Tuanku tambusai

B. Significance of the Research

In this study, the researcher expects that this research has some significances both theoretically and practically.

1. Theoretically

The results can be used feedback to improve teacher learning in the classroom and improve students' speaking skill, to students will get better achievements in English subjects with small group discussion.

2. Practically

Practically the significances of this study are intended for students, teachers, and other researchers.

a. The English teacher

The results can be used feedback to improve teacher learning in the classroom and improve students' writing skill, to students will get better achievements in English subjects.

b. The students

The results of this study provide information about students' writing skills that affect their English learning. Make students excited with varied learning.

c. Other researchers

It is hoped that these researchers have become references in conducting other researchers in understanding students' writing skill dan small group discussion.

C. Operational Definition

Some terms would be defined to eliminate doubt in comprehending the title of the research.

1. Writing Skill

Writing skill is the skill of putting together what you think or want to say using words, which person reading it is able know your thoughts, ideas and feelings as near to what you want to convey. Further witing skill means the person uses words as coins and the rules of grammar, punctuation and to some extent use acceptable composition ways and method.

2. Small Group Discussion

The Small group discussion is the method which consist of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories.

1. Writing

Writing is a skill in the language used to communicate and indirectly or not face to face with someone. Olshtain states that writing is a communication activity that supports support and motivation during learning. Nystrand (in Filda 2021), argues that writing is a problem by deciphering a text according to what the writer considers the reader to know and expect. This means that writing is an activity of sharing information that can be understood by readers. Writing is an activity that requires special skills to be able to produce quality essays for readers. A person cannot write properly and correctly without mastering the procedures required in writing. Morsey states that writing is used by educated people to record, record, convince, report / inform and influence, with the intentions and goals that can only be achieved properly by people who can have the expertise to compose their

thoughts and express them clearly, this clarity depends on thoughts, organization, use of words, and sentence structure.

According to Raimes (in Filda, 2021), the purpose of writing is to communicate with readers by expressing ideas without any pressure to communicate face-to-face to create beautiful communication. Building good communication or interaction is not easy, because various kinds of components support one another. So that the purpose of the researcher goals can be read by readers of the writing. Boardman (2002) argues that "writing is a continuous process of thinking and organizing, rethinking, and rearranging". Writing is a powerful tool for organizing an extraordinary plan and making it easy to manage. Writing is a form of thinking using written words.

Based on the above opinion, it can be concluded that writing is a person's ability in ideas or ideas, knowledge, knowledge, and experience that can be understood by writers and other people who understand and understand the language symbols. Writing is a non-spoken language activity that must be learned so that other people understand what the writer wants.

1. Writing Assessment

According to Brown (2004), assessment is an ongoing process that includes a much wider aspect, whereas test is a subset of assessment which measures a person's ability, knowledge, or performance in a given aspect. Assessment of writing is not easy. Sukaartiningsih and Malladewi (2013) say that for measuring

the level of students' ability in learning to write is by criteria based on aspect assessment:

- a. Trying to do (write)
- b. Determine the title according to the content written
- c. Using the EYD spelling
- d. Using the right choice of words (diction)
- e. Alignment in content and topic
- f. Effective sentence writing
- g. Student creativity (eg writing results are given pictures or simple illustrations)
- h. Telling events coherently and clearly

Furthermore, according to Cahyani (2018) states that for writing must meet the following criteria:

- a. Using orthography correctly, including here the use of spelling.
- b. Choose the right words.
- c. Use the correct tenses.
- d. Sort the words correctly.
- e. Using a sentence structure that is precise and clear to the reader
- f. Choose the right writing genre, according to the intended reader.
- g. Make the main ideas or information clearly supported by the ideas or additional information.
- h. Strive for the creation of coherent paragraphs and overall writing so that readers easily follow the line of thought or information presented.

- i. The maker guesses how much knowledge the reader has goals about the written subject and make assumptions about things what they don't know and it's important to write about

As for According to Jacobs, et al. (in Hariani, 2013) for measuring the level of students' ability in learning to write is by assessment criteria based on aspects:

- a. Ability to determine essay ideas
- b. Ability to organize content
- c. Ability to use choice of vocabulary
- d. Ability to use language
- e. Ability to use spelling and grammar

From the explanation above about indicators, in this study the indicators used are content, organization, grammar, vocabulary, and mechanics.

2. Indicator Writing

After a student make a pieceof writing, it is necessary for teacher to assess students' writing. The teacher should have rule to determine it in order to appropriate with the students' ability in writing. There are six categories or aspect of indicator writing.

- a. Content: thesis statement, related ideas, development of ideas through personal experience, illustration, fact, opinions, use of description, cause/effect, comparison/contrast, and consistent focus.
- b. Organization: effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

- c. Grammar: topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, and variation.
- d. Vocabulary: using meaningful words or phrases.
- e. Mechanics: spelling, punctuation, citation of references (if applicable), and neatness and appearance.

Then Brown (2001) states that if the teachers still need to assign a single grade or score to each paper, then consider weighting the first few categories more heavily. Teacher can thereby emphasize the content-based flavor of their evaluation. The researcher will adapt some aspects to assess the students' writing as; content, organization, discourse/cohesion (grammar), mechanics, and vocabulary dealing with the student.

3. Rubric of Writing

A scoring rubric is a set of guidelines for the application performance criteria to evaluate the students' responses and performance which consists of verbal descriptions of the students' responses and performance (Linn and Gronlund, 2000). There are three types of rating scales used in scoring writing. They are holistic scoring, primary trait, and analytic scoring.

Holistic scoring uses a variety of criteria to produce a single score. The rationale for using a holistic scoring system is that the totals qualify of written text is more than the sum of its components. O'Malley (1996) sates that writing is viewed as an integrated whole involves four components as follows: (1) ideas development organization: focus on central idea with appropriate elaboration and

conclusion; (2) fluency/ structure: appropriate verb tense used with variety of grammatical and syntactic structure; (3) word choice: uses varied and precise diction appropriate for purpose; (4) mechanics: absence of error in spelling capitalization, and punctuation.

Analytic scoring focuses on the principle function of the text and therefore offers some feedback potential, but no wash back for any of the written production that enhance the ultimate accomplishment of the purpose. Classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners in home in on weaknesses and to capitalize.

According to Brown (2001) analytical of scoring rubric for writing product covers five writing aspects namely; organization, Logical development of ideas (content), grammar, punctuation and spelling mechanics, and style or qualify of expressing (vocabulary). To assess the students' writing, the researcher uses the scoring rubrics according to Brown which is adjusted to the students' skill. For more detail the scoring rubrics for writing used in this research can be seen in Table 2.1.

Table 2.1 Scoring Rubrics for Writing

| Writing Indicator | Point | | | |
|-------------------|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| Organization | Main idea or topic sentence is unclear and in wrong place. The | Main idea or topic sentence is unclear and in wrong place | Main idea or topic sentence is either unclear or not in the right place. No | Main idea or topic sentence is clear, in right place, and mentioned |

| | | | | |
|------------|---|--|--|--|
| | idea is not brought up again | | reference to topic in last sentence. | again in the last sentence. |
| Content | There are no obvious supporting detail sentences to back up the main ideas | Te main idea has only one supporting detail | The main idea is supported by 2 or 3 sentences that give details about it | The main idea is supported by four or more sentences that give details about it. |
| Grammar | There are five or more grammar errors | There are fewer than five grammar errors | There are fewer than three grammar errors | There is no serious grammar error. |
| Vocabulary | There are five or more inappropriate use of vocabulary in sentences. | There are fewer than five inappropriate use of vocabulary in sentences. | There are fewer than three inappropriate use of vocabulary in sentences, style fairly concise. | Precise vocabulary usage and style concise |
| Mechanics | Sentences have more than six errors in spelling, capital letter, punctuation and marks. | Sentences have fewer than five errors in spelling, capital letter, punctuation and marks | Sentences have fewer than three errors in spelling, capital letter, punctuation and marks. | All sentences use correct spelling, capital letter, punctuation and marks |

(Source: Iwan, 2015)

The descriptions of scores are as follows: Punctuation and capital letters : 4
Vocabulary : 4 Grammar : 4 content : 4 Organization : 4. The total of maximum score is 20.

4. Small Group Discussion

Small group discussion or working in a small group is arrangement of students into small groups to participate in a range of activities to develop thinking

or to complete practical task. Thornbury (2006) say that discussion is an excellent way to give students opportunities to speak, especially if the class is a large one. Kindsvatter (in Saputri, 2017) states that “a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach”.

Refer to Bany and Johnson (2015) in their book, a group may be said to exist when two or more persons have as one quality of their relationship some interdependence and possess some recognizable unity. Group discussion refers to one or more meetings of all small groups of people who thereby communicate, face to face, in order to fulfill a common purpose and achieve a group goal. The key concept in the definition of group discussion is communication. The practice of group discussion requires, therefore, an understanding of communication theory and an ability to communicate.

From the explanation above, we can conclude that small group discussion is the method which consists of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach. So, this method is better used in learning process.

Students can share their knowledge or ideas with one another to solve the problems in small group. Small group can help students to communicate the ideas

to each other meaningfully. Besides, small group can develop students' team working abilities. Students can increase their self esteem, social interaction, and even their motivation in learning English.

5. The Activities for Small Group

Several types of activity are collaborative and easy using small group (Saputri, 2017):

a. Games

A game could be any activity that formalizes a technique into units that can be scored in some way. Guessing games are common language classroom activities.

b. Role play and stimulation

This offers good follow up to allow a lesson in which the class practices a structure with a functional value. Role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must be accomplish.

c. Drama

Drama is formalized form of role-play or simulations, with a story line and script. The students in small group may prepare their own short dramatization of some event, writing the script and rehearsing the scene as a group.

d. Interview

A popular activity for group work, interviews are useful at all levels of proficiency. The goal of interview could be limited to using requesting function, learning vocabulary for expressing personal data, producing question, etc.

6. The Application of Small Group Discussion

Dobson (in Saputri, 2017) explains that discussion techniques for use in small group discussion are outlined as follows:

- a. Divide the class into small group of two to five students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.
- b. Allow the groups to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should select a spokesman who will report on the group collective thoughts to entire class.
- c. Call on the spokesman of one the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the groups.

Follow the some procedures with the remaining groups until all groups have given their presentation.

7. Advantages and Disadvantages of Small Group Discussion

Involving collaboration and self-initiated in group work that assign two or more students to do a task, that is why it should consider the importance of the

interaction in the language classroom, this issues has formed several advantages of group discussion in English language classroom (Saputri, 2017):

a. Group work generates interactive language

A large-number of students in class will reduce the opportunity of speaking. Moreover, traditionally, teacher takes the class" control by lecturing, explaining and drilling, it makes students likely to have less time of interacting and discussing by using the target language. Group work provides the students time to speak up more in the large number of class.

b. Group work offers an embracing affective climate

Mostly, the students are comfortable discussing in group, they can express their idea. Though there will be argument among students but it will push them to speak more to preserve their opinions. It will also motivate passive students to speak up.

c. Group work promotes learner responsibility and autonomy

Some students need to be encouraged and being part of a group work will force them to at least contribute discussing in group. It will build students' responsibility of taking part in group.

d. Group work is a step toward individualizing instruction

Every student has different capability in English skill. Some of them may be prominent in reading, or listening, or speaking, or writing. That is the opportunity for the teacher to scan and combine the students with different skill altogether and adjust the assignment for each group.

According Hostoyo (2010) there are number of values to be gained through the use of small group discussion:

- a. It tends to develop group cohesion and responsibility.
- b. It encourages the timid person to participate.
- c. It enables to develop greater creativity than would otherwise be possible.
- d. It offers additional opportunities for leadership.
- e. It may be used effectively to asset the class in planning and directing over all learning activities.

Harmer (2001) states some of the weakness of this technique. First, it is likely to be noisy. Some teachers feel that any control and whole class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities. Second, some students enjoy it since they would prefer to be the focus of teacher's attention rather than working with their peers. Third, individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate. Last, group can take longer to organize and take time and chaotic.

In conclusion, students' grouping more benefit than the weaknesses. This implies that small group discussion can be effective for teaching in classes, which can motivate students communicatively.

B. Review of Related Finding

There are several studies which have conducted about teaching speaking with small group discussion. The first of all, the research was conducted by

Haqiqoh (2020) entitled: “The Effect of Small Group Discussion on Students’ Writing Ability at Eleventh Grade of SMAN 1 Mambulsari in the 2019/2020 Academic Year”. The kind of this research is experimental research while the design of this research is quasi-experimental research in which the researcher does not need to randomize the subject research. The sample of the research are XI IPA 1 as an experimental group and XI IPS 1 as a control group. The data are collected using two writing test, they are pre-test and post-test. After the data were tested and found to be homogeneous variance and distribution of the data is normal, the hypothesis was tested using Independent Sample T-Test in SPSS showed that the significant values is 0.000. Those value is lower than significance level of 5% which means that Null Hypothesis (H₀) is rejected. So, Alternative Hypothesis (H_a) is accepted. From those analysis result, it can be concluded that there is significant difference of using small group discussion on students’ writing ability at SMAN 1 Mumbulsari in 2019/2020 academic year. The equation of this research is on the variables studied, namely the ability to write and Small Group Discussion. While the difference in this study is the object of research. This research was conducted on high school students while what the researchers will do on vocational students

Next, the researcher take from the research was conduct by Sofian and Supardi (2017) entitled “The Effect of Small Group Discussion Method on Student’s reading Comprehension for the Student Eleventh Grade Senior High School”. The researcher uses three reserch relevant journals from Darise with pre- Experimental research design, Noorhaya Sari using pre- Experimental research

design, and Nur Indah with Pre-Experimental design. All the data sources taken from online resource. After the researcher analyzing the data, the researcher found that, from Nilma Darise, the data showed H_0 was rejected and H_1 was accepted because the t-ratio value was higher than the t-critical value ($3.76 > 2.00$). Nur Indah t ratio value is also higher than the t- critical value ($9.30 > 1.72$). Noorhaya Sari). Then, t- ratio value is higher than t-critical value ($10.270 > 2.032$). Apart from different techniques and samples of the analysis, all the resources show that the Small Group Discussion is able in improving student's reading comprehension. In the other words that Small Group Discussion Method on Student's Reading Comprehension affect significantly to the Student's Eleventh Grade Senior Highschool. The difference between this research and the research that will be conducted is the dependent variable used. This research uses reading comprehension, while what the researcher will do is writing skill.

Next, the researcher take from the research was conduct by Rahmat (2017) entitled "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba". This research employed quasi experimental design with pretest and post-test design. There were two variables; they are independent variable (Small Group Discussion Strategy) and dependent variable (the students' reading comprehension). The population of this research was the Eleventh Grade Students of SMA Negeri 11 Bulukumba in academic year 2013/2014 which consisted of 122 students. The researcher took 56 students as the sample of the research with 28 students as experimental class in XI IPA 1 and 28

students as control class in XI IPA 2. The sample was selected by using purposive sampling. The instrument of this research was a written test used in pre-test and post-test. The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (77.3) in experimental class was greater than the mean score of post-test (71.9) in controlled class and from t-test, the researcher found that the value of t-test (3.176) was greater than t-table (2.000) at the level of significances. It means that this is a significant difference between the result of the students' pre-test and post-test. Therefore, H₀ was rejected and H₁ was accepted. Based on the finding and discussion of the research, the researcher had drawn a conclusion that the use of Small Group Discussion Strategy in Improving the student's reading comprehension at the Eleventh Grade Students of SMA Negeri 11 Bulukumba was effective. The difference between this research and the research that will be conducted is the dependent variable used. This research uses reading comprehension, while what the researcher will do is writing skill.

C. Conceptual Framework

Writing skill is a complex language skill. Writing skills are also required to have mastery knowledge vocabulary, knowledge, and experience in order to be able to convey ideas writer to reader systematically.

Because of its importance of the teacher to understand the potentials and benefits of in writing skill, so it is also important to use the effective technique in

teaching this skill. The technique which seem to be an effective to teach oral presentation is the technique of small group discussion. Small group discussion provide bigger opportunities for the student to talk more intensively, in a smaller members of the group. Here, the presenter must encourage other members of the groups to participate freely, but still keep the topic of discussion on track. During the discussion, the presenter must help the participants understand the topic and give opinion related to the topic.

In writing class can be successful if the teacher establish an enjoyable classroom atmosphere which also support an effective group management. For the presenter to conduct the discussion successfully, they must carefully prepare and plan the presentation in advance. To achieve an effective teaching of oral English presentation, it surely needs teacher assisting as the role of the subject matter experts and as the group managers.

The conceptual framework in this research is as follows (Utami, 2018):

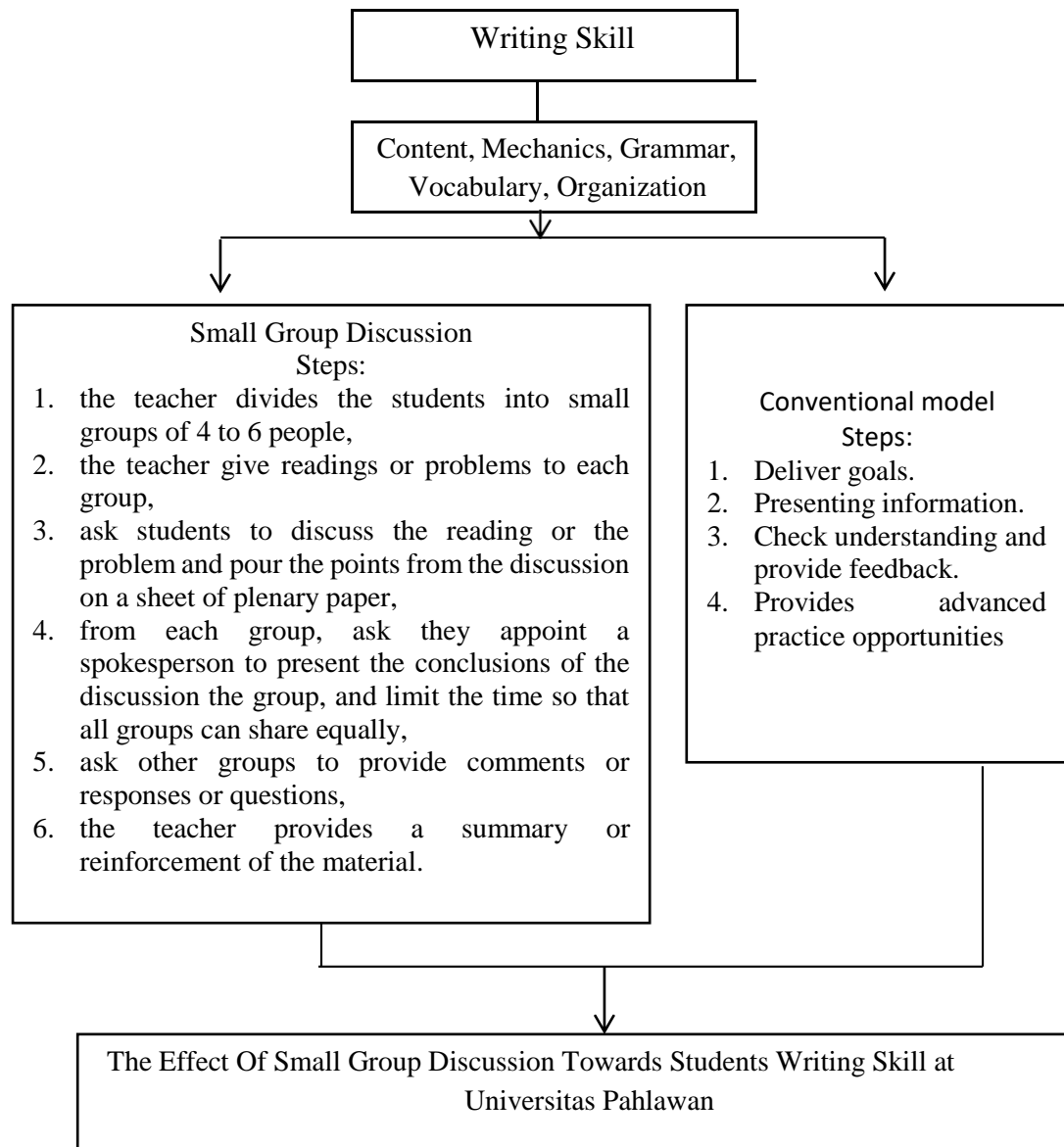


Figure 2.1 Conceptual Framework

D. Hypothesis

The writer formulates hypothesis:

Ha: There is effect of small group discussion towards students speaking skill at

Universitas Pahlawan.

Ho: There is no effect of small group discussion towards students speaking skill at

Universitas Pahlawan.

CHAPTER III METHOD OF RESEARCH

A. Research Design

The type of this study is using quasi experimental. Creswell (2008) states that quasi experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. Because this study comparing with two ways and the researcher want to measure the effect of small group discussion towards students writing skill.

This study uses quasi experimental designs are similar to randomized control designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. The researcher would be applied The Pre-and Posttest design. Creswell (2008) explains that a pre-test provides a measure on some attributes or characteristics that would be assessed for participants in an experiment before they receive a treatment. Meanwhile, a posttest is a measure on some attributes or characteristic that will be assessed for participants in an experiment after a treatment. That design could be illustrated follows:

Table 3.1
Nonrandomized Control Group Design

| Subjects | Pre-test | Treatment | Postr-test |
|----------|----------------|-----------|----------------|
| E | Y ₁ | X | Y ₂ |
| C | Y ₁ | - | Y ₂ |

Where:

Y_1 : pretest

Y_2 : posttest

X :Treatment, that is usin small group discussion

B. Time and Location of The Research

The researcher took place in SMKN 1 Bangkinang, where located on Jl, Tuanku Tambusai No. 20 Bangkinang Kota. This research will be conducted for one month in June 2022. The research schedule is shown in table 3.2 as follows:

Table 3.2
Time of the Research

| Activity | 2022 Implementation Month | | | | | | | |
|------------------------------|---------------------------|------|-----|------|------|-----|-----|-----|
| | Marc | Apri | May | June | July | Aug | Sep | Okt |
| Submission of research title | | | | | | | | |
| Proposal guidance | | | | | | | | |
| Proposal exam | | | | | | | | |
| Research | | | | | | | | |
| Thesis guidance | | | | | | | | |
| Thesis examination | | | | | | | | |

C. Population and Sample

1. Population

A population is all the organisms that both belong to the same group or species and live in the same geographical area. According Saputri (2017) population groups consisting of all people to whom researcher wish to apply their findings. This research conduct at SMKN 1 Bangkinang. (In selecting a population for a study,

considerations are: size, costs of time and money, and accessibility). The population of this research is students' the eleventh grade at SMKN 1 Bangkinang consists of 526 students, which are divided into 15 classes.

Table 3.3
Population of the Research

| No | Major | Class | Total | | Total |
|----|---------------------------------|----------|------------|------------|------------|
| | | | Male | Female | |
| 1 | Desain pemodelan dan informasi | XI DPIB | 23 | 10 | 33 |
| 2 | Teknik elektronika audio vidio | XI TE1 | 24 | 9 | 33 |
| 3 | | XI TE2 | 22 | 10 | 32 |
| 4 | Teknik instalasi tenaga listrik | XI TITL | 33 | 3 | 36 |
| 5 | Teknik pendingin dan tata usaha | XI TPTU | 33 | 3 | 36 |
| 6 | Teknik pemesinan | XI TP1 | 36 | 0 | 36 |
| 7 | | XI TP 2 | 35 | 1 | 36 |
| 8 | Teknik kendaraan ringan | XI TKRO1 | 33 | 2 | 35 |
| 9 | | XI TKRO2 | 36 | 0 | 36 |
| 10 | Teknik bisnis sepeda motor | XI TBSM1 | 34 | 0 | 34 |
| 11 | | XI TBSM2 | 35 | 1 | 36 |
| 12 | Multimedia | XI MM | 12 | 24 | 36 |
| 13 | Teknik computer dan jaringan | XI TKJ1 | 19 | 17 | 36 |
| 14 | | X ITKJ2 | 13 | 23 | 36 |
| 15 | Rekayasa perangkat lunak | XI RPL | 20 | 15 | 35 |
| | Total | | 408 | 118 | 526 |

2. Sample

The sample is part of the population that has characteristics or conditions Riduwan, (2015). According to (Williamson et al. 2002) sample

is a selection of elements from the total population to be studied. A sample is any part of the population, whether it is representative or not, (A sample is usually drawn because it is less costly and time-consuming to survey than is the population, or it may be impossible to survey the population). The sample are XI RPL, which consists of 36 students as an experiment class, and XI TITL, which consist of 35 students as a control class, this class taught by the conventional method.

Table 3.4
Sample of the Research

| No | Major | Class | Total | | Total |
|----|---|--------------|-----------|-----------|-----------|
| | | | Male | Female | |
| 1 | Rekayasa perangkat lunak (XI RPL) | Experimental | 33 | 3 | 36 |
| 2 | Teknik instalasi tenaga listrik (XI TITL) | Control | 20 | 15 | 35 |
| | Total | | 53 | 18 | 71 |

D. Sampling Technique

The sample chooses through the purposive sampling technique because XI RPL and XI TITL are high writing skill then others. Besides that, the teacher recommends it. According to (Tongco 2007), the purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants.

E. Data Collection Technique

Data collection techniques used by researchers in This research is a pretest and posttest, as for the steps for data collection to be carried out are as follows:

1) Pretest

The initial test is given before the treatment is given, the pretest is carried out to find out the English skills possessed by students before the implementation of the small group discussion learning model.

2) Treatment

In this case, the researcher applies the small group discussion learning model on learning English.

3) Posttest

After being given treatment, the next action is posttest to determine the effect of using the small group discussion learning model.

F. Validity of Instrument

Before the teacher or the researchers give the test to the students, they should measure first the degree of validity of the test. In other word, it conduct to see whether or not the test valid or not. It means that before the researcher does the research and gives the test to the students, she has to measure the validity of test to know whether or not the test is valid. Meanwhile, Gay in (Vesi, 2014) stated that an instrument which is valid, if the instrument that is used can measure. It means that the researcher can use the instrument which can measure the ability of the

students. Moreover, Arikunto (2010) stated that test validity is test can measure what will be measured. It means that the researcher have to conduct the validity of test before she will give the test to the samples or the students.

The validity used in this study is construct validity. This validity is carried out by expert lecturers to assess whether or not the writing skills test questions that will be used in the study are valid. The results of expert validity are obtained that the questions made are in accordance with the indicators and valid so that they can be used in research.

G. Data Analysis Technique

Data analysis technique is a method used to process research data in achieving research objectives. Analysis of research data aims to test the truth of the hypothesis proposed by the researcher. The formulated hypothesis will be analyzed using the t test. However, before the research hypothesis is carried out, the data analysis prerequisite test will first be carried out using the normality test, namely the Liliefors test and the data homogeneity test, which is an analysis technique with a comparison of variance. In this analysis, statistical hypothesis testing is used and processed with data analysis techniques, namely.

- 1) Calculating the average mean score of the test result variables using the formula

$$M = \frac{\sum fX}{N}$$

Information :

M : average value (mean)

Σfx : number of frequencies

N : number of samples

2) Calculating the standard deviation of the test result variables using the formula

$$SD = \frac{\sqrt{\Sigma fx^2}}{N}$$

Information :

SD : standard deviation

Σfx^2 : sum of squares of frequency values

N : number of samples

1. Normality

Normality test used for Pearson correlation, two different test average, one way analysis, one sample T-test, paired sample t-test (Sugiono, 2013). this test was purpose for ensuring the distribution of data which were accomplished from the population hadnormal distribution or not. Normality test used is the liliefors test. The researcher tested normality of test by using SPSS 22.

2. Homogeneity

Homogeneity test is used to determine the variant of the data population whether between two or more groups of data has the same ordifferent variants

(Duwi P, 2014). this test uses for hypothesis test such as independent sample T- test and way ANOVA. The researcher tested homogeneity of test by using SPSS 22.

3. T-Test

The technique of analysis the data, the researcher will employ SPSS 22. In this case, the data will be analysed by sample t-test. There will be two kinds of sample t-test, they are independent sample t-test and paired sample t-test. The independent sample t-test is used to compare the means of one variable for two groups of cases. Paired sample t-test is used to see wheter or not there is significant effect of students' reading comprehension before and after treatment

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