



The Effect of Small-Group Discussion through the ability to Write Procedure Texts by Seventh Grade Students of SMP Negeri 1 Atap Tampahan in Academic Year 2018/2019

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ABSTRACT

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This study aims to determine whether there is an effect of the small-group discussion ability to write procedural text by VII grade students of SMP Negeri 1 Atap Tampahan in Academic Year 2018/2019. This study aims to: 1) describe the ability to write procedure text in content aspects; 2) to describe the ability to write procedure texts on structural aspects; 3) to describe the ability to write procedure texts on aspects of writing conventions; 4) to describe the ability to write procedure texts on aspects of linguistic characteristics. Research design is two group experimental research, which is applying the effect of the small group discussion ability to write procedure texts by students of SMP Negeri 1 Satu Atap Tampahan. The procedure of this research is the initial test (pre test) and the final test (post test) in the control class and the experimental class. The data of this study were analyzed descriptively. The results of the study showed that the seventh grade students of SMP Negeri 1 atap Tampahan obtained the average value of writing procedure texts in the control class that was 72.45 including the less category. In the aspect of content, the average value of students is less category (72.22). In the aspect of structure, the average value of students have good category (91.66). In the aspect of writing conventions, the average value of students is less category (50) and in the aspect of linguistic characteristics the average value of students is sufficient category (75.92). In the experimental class the average value obtained is 77.40 including the sufficient category. In the aspect of content, the average value of students is the sufficient category (80.76). In the aspect of structure, the average value of students is very capable (98.07). In the aspect of writing conventions, the average value of students is poor category (48.07). In the aspect of linguistic characteristics, the average value of students is sufficient category (82.69). In the classification of the ability to write the text of the control class procedure it is known that the sample that scores 75 and high score by 18 people (66.68%). While students who scored 75 and under numbered 9 people (33.32%). In the experimental class classification the ability to write procedure texts that score 75 and high score by 21 people (80.76%). While students who scored 75 and under numbered 5 people (19.24). From the results of the hypothesis test the t-test statistic is strengthened at a significant level of 5%, obtained $t_{count} > t_{table} (0.05)$, which is $4.057 > 1.67528$, which can be concluded that there is a positive and significant effect of the small group discussion on the ability to write procedure texts by VII grade students of State Junior High School 1 Atap Tampahan in Academic Year 2018/2019.

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1. Introduction





Indonesian is one of the fields of study in schools and also subjects that are tested in every national exam both elementary and high school level and a graduation requirement for schools. Many people assume that Indonesian language subjects are very easy, on the contrary Indonesian language subjects cannot be underestimated. The proof is Indonesian subjects, the use of punctuation is not right then the meaning will be different. Basically, there are four language skills that every student must have as a result of learning. The four types of skills are listening, speaking, reading, and writing. One of the language skills that is difficult to master is writing skill because writing is an activity that requires practice and requires accuracy and intelligence. Writing activities require extensive knowledge. Writing skills are used to record, convince, report, inform, and influence the reader. Writing has many benefits that can be learned in this life, including: (1) increasing intelligence, (2) developing initiative and creative power, (3) growing courage, and (4) encouraging willingness ability to gather information. The purpose of writing is to convey something to others, while the content is in the form of thoughts, feelings, ideas, messages, and opinions.

2. Review of Literature

2.1. Understanding the Small Group Work Method

Small Group Work Discussion is learning that is applied in teaching which is said to be effective produces something as expected. Methods cannot be separated in each learning. The method is very supportive for every learning carried out. According to Syaiful Bahri Djamarah "as one component of learning, the method does play an important role that is no less important than the other components in teaching and learning activities, and none of the teaching and learning activities that do not use teaching methods". Small group work is a teaching and learning process, which is a way of teaching where students in class are divided into groups consisting of three to five people. They work together in solving problems or carrying out certain tasks and try to achieve the teaching goals set by the teacher. Robert and William's Stated in Roestiyah gives the meaning of group work as a group activity of students who are usually small in number organized for learning purposes. The success of this work requires the activities of various individuals. The use of group discussion for teaching has the goal so that students are able to work together with other friends to achieve common goals. Cooperative learning is a way of teaching and learning based on peace education (future teaching and learning methods) that is sure to get attention. Wina Sanjaya (2009: 242) quoting Slavin's opinion put forward two reasons namely:

- a. Some research results prove that the use of cooperative learning can improve student achievement while in the same time can improve the ability of social relationships, foster an attitude of accepting the shortcomings of others, and can increase self-esteem.
- b. Cooperative learning can realize the needs of students in learning to think, solve problems, and integrate knowledge with skills.

Small group work is very useful to provide educational experience for students involved, Potentials that influence participation such as sharing information, being able to explore ideas, increasing understanding of things that are useful, can increase values and solve problems, encourage the development of thinking and communicating effectively.

2.2. Benefits of Writing

The advantages can be obtained by someone who is skilled in writing. Among the many benefits, Mohamad Yunus and Suparno (2009: 1.4) suggest the benefits of writing are as follows: 1) Increase intelligence, 2) Develop initiative and creativity, 3) foster courage, and 4) encourage willingness and ability to gather information. While Annehira (in Sahapudin, 2011: 14) states the benefits of writing, among others: 1) to relieve stress; 2) a tool for storing memory; 3) help solve problems; 4) train the thinking of the thinnest and most organized; 5) source of income. In line with the opinion of Pannebanker (in Komaidi 2007: 14-15) mentions several benefits of writing, as follows: 1) writing clear the mind. Someone is trained to map complex problems, for example by mapping or simplifying complex problems.





A person can solve problems with a calm and clear mind, 2) writing to overcome trauma. A person can overcome past trauma. Trying to forget and simplify even from the standpoint of his cuteness, 3) writing helps get and remember new information. Someone trained to remember or capture information or past events that have occurred. It can even be shared with others more broadly, and 4) writing helps solve problems. Writing someone can see problems with a cool head, calm mind, by mapping and simplifying problems and then looking for solutions. Writing-free helps someone when forced to write. That is to say with normal writing-free, someone will be trained in any condition, especially when in a hurry. He used to express ideas and opinions so that in his time of urgency he was able to write systematically and coherently. The opinion can be concluded that writing can help express various ideas systematically, motivated to active learning, develop imagination and creative power, accustomed to think systematically, relieve stress, and practice language in an orderly and orderly manner.

3. Research Methodology

This study used an experimental two group design, namely between the experimental group and the control group. Sampling in this study using random sampling techniques to determine the class that will be used as the experimental group and the control group.

Table 3.1 Research Patterns of Two-Group Pretest-Postest Design

Group	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3	-	O4

Information:

O1 and O3: Pretest (before treatment) the initial learning outcomes of the two groups

O2: Student group learning outcomes after using the small group work method

O4: Student group learning outcomes that do not use the small group work method

X: Treatment, the upper group as an experimental group that is learning using the small group work method

The design shows that between the experimental group and the control group there are similarities and differences. The similarity is both groups were given a preliminary test and a final test. While the difference in experimental group using the small group work learning method, while the control group was not given treatment (using the learning model commonly used). After that, it can be known whether the teaching using the small group work method has better grades or not.

3.1. Finding and Discussion

In this study the data obtained by researchers from the results of learning Indonesian language that is writing procedure texts using small group work discussion and conventional learning (without giving special treatment). The test used in this study to obtain grades is pre test and post test. While the learning outcomes in this study are the final ability scores obtained from the post test activities. Students involved in this study were class VII A, 27 students and class VII B, 26 students, with a total of 53 students. Class VII A is a Control class that uses conventional learning, while Class VII B is an Experiment class that uses the learning process using the small group work method. Based on the results of study the data obtained can be seen the average value for the control class is 70.13 and the experimental group is 70.19 (in the pre test). Whereas in the final test the two groups had an average value of 72.45 and 77.40 (in the post test). From the results of data analysis the mean value (mean) shows that the average value of the experimental class is greater than the average value of the control class. The difference in ability is strengthened from the results of the t-test statistical calculations at a significant level of 5%, obtained





$t_{count} > t_{table} (0.05)$, ie $4.057 > 1.67528$ it can be concluded that the alternative hypothesis (H_a) is accepted, there is an increase in student learning outcomes ability to write procedure texts. The findings of this study indicate that there is an influence of the small group discussion on the ability to write procedure texts by Grade VII students of SMP Negeri 1 Atap Tampahan in academic year 2018/2019.

4. Conclusion

Based on the data of the learning outcomes of students' ability to write procedure teks of VII grade students SMP Negeri 1 atap tampahan , it can conclude as follows:

- a) The ability to write procedure text for seventh grade students of SMP Negeri 1 One-Roof Tampahan obtained an average value in the control class was 72.45, while in the experimental class the average value was 77.40.
- b) The ability to write procedure texts by eighth grade students of SMP Negeri 1 Satu Atap Tampahan namely in the control class depicted that students who were able to get grades 75 and above amounted to 18 people (66.68%), while students who got grades 75 and below totaled 9 people (33.32%) In the Experiments class students who were able to get a value of 75 and above amounted to 21 people (80.76%), while students who scored 75 and under amounted to 5 people (19.24%).
- c) There is an effect of the small-group work method on the ability to write procedure texts by VII grade students of SMP Negeri 1 One Roof of the Year 2018/2019 Learning Year marked with $t_{count} > t_{table} (0.05)$, which is $4.057 > 1.67528$.

In this study it can be concluded that the hypothesis (H_a) is accepted, there is a positive and significant effect of the small group discussion ability to write procedure texts by Grade VII students of State Junior High School 1 atap tampahan in academic year 2018/2019.

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