THE USE OF SPONTANEOUS GROUP DISCUSSION (SGD) TO TEACH WRITING DESCRIPTIVE TEXT: A CASE OF THE EIGHTH GRADE STUDENTS OF SMP 1

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Abstract

This study focuses on the use of Spontaneous Group Discussion (SGD) in writing descriptive text. The objectives of the study are (1) to find out students' writing ability in descriptive text taught without using Spontaneous Group Discussion (SGD), (2) to find out students' writing ability taught using Spontaneous Group Discussion, (3) to find out whether there is any significant difference of students' writing ability in descriptive text of the eighth grade students of SMP 1 Kesesi taught without using Spontaneous Group Discussion and taught using Spontaneous Group Discussion. In this study, the researcher used true experimental design by post test control and experiment group design. The eighth grade students of SMP 1 Kesesi were the population of this study. By using cluster random sampling as a technique to take sample, the researcher chose students of VIII A and VIII B as samples. VIII A in which consisted of 36 students was chosen as experiment class. While VIII B in which consisted of 37 students was chosen as control class.

Essay text was the instrument for collecting data. Post test was used by the researcher to find out whether there is any significant difference of students' writing ability in descriptive text who given treatment trough Spontaneous Group Discussion and without using spontaneous Group Discussion as treatment.

Based on data analyses, the researcher found that the mean score of experiment class was higher than the mean score of control class (79, 64 > 74, 22). In addition, the independent sample t-test of both classes showed that the result of t-test value was 2,301 and t-table on significance degree (5%) was 1, 688. It shows that t-test value was higher than t-table value (2,301 > 1, 688). By the result, the researcher concludes that there was significant difference of students' writing ability in descriptive text taught without using Spontaneous Group Discussion and taught using Spontaneous Group Discussion.

Based on the result of the study, SGD can be recommended for English teacher, the students and the readers that may be useful to be used as an effective technique for teaching learning process in descriptive text. Besides using Spontaneous Group Discussion as technique in teaching English, the teacher should be more creative so that can give variation teaching especially in writing descriptive text. For the students, they should do more practice in learning writing descriptive text so that they can master writing descriptive text.

Keywords: *Spontaneous Group Discussion, writing ability, descriptive text*

INTRODUCTION

Students of EFL usually get difficult when it goes to study about English language. As we known, English is the first foreign language that must be learned by students in the school. Students must master English language, because English language is regarded as the international language that used by most people in the world and by learning English, students are expected to be able to communicate with other people who do not come from Indonesia, either spoken or written. In fact, English language is not easy to be mastered because both English and Indonesia have different structures, concept, spelling, etc.

In English, there are four language skills that must be mastered by students, those are listening, speaking, reading, and writing. In this study, the researcher focuses in writing skill only. For many years, writing is regarded as the most difficult skill that should be mastered by students when they learn English language. One of the difficulties that faced by students when they are going to write is how to start writing in which they are lack of ideas or even do not have ideas at all that make them

confused about what they will write. The second, when students learn writing, students not only should consider ideas to make a good text or paragraph, but they also should consider about language structure or grammar, spelling and punctuation. Whereas, as we have known, Indonesian and English language have different language structures in order to bewildered students to write a text by using English language structure well while most of them still use Indonesian language structure concept.

Besides structure, spelling, and punctuation, the other thing that should be considered when students are going to start to write is focus on genres. Based on his book, Hyland (2004: 18) states that ways of using language for particular purposes are called *genres*. There are some genres of text in English and descriptive is one kinds of genre text that has social function to give description about particular thing, place, or person to the reader. Some students still find difficulty to make good descriptive text.

A large number of researches have found that one reason of failure in

learning writing especially in descriptive text is not only caused by students themselves but it is also caused from how the teachers teach writing skills. Some of teachers still use conventional method in teaching writing in which it is not effective in improving students writing skill because teacher just explain about generic structure and language features of descriptive text briefly, then teacher shows the other text of descriptive text to be identified by students. This learning process is not effective because teacher just asks students to identify generic structures and language features of descriptive text without drill students to practice, whereas we know that writing without practice is nothing. In addition, there is no variation technique of conventional method in learning activities in order make students bore and unmotivated to learn. Of course, this situation will not improve students' writing ability in descriptive text because their motivation in learning has decreased caused by the learning process that is not interesting.

It has been teacher's duty to build students' interest and motivate them in learning English. Here, teacher must be able to teach English creatively in order can create interesting learning process and make students enjoy learn

English. There are many techniques that can be used by teacher to teach English. One of them is Spontaneous Group Discussion (SGD) that is one type of cooperative learning method. In Spontaneous Group Discussion (SGD), students will work together in a small group to solve some problems. Besides that, Spontaneous Group Discussion also enables students to help each other and make them to participate in learning process.

In this study, the writer finds out students' writing ability taught without and using Spontaneous Group Discussion and whether there is significant difference between students taught without using Spontaneous Group Discussion and students taught using Spontaneous Group Discussion. The aims of this study are to find out students' writing ability taught without using SGD, students' writing ability taught using SGD, and whether there is significant difference between students taught without using SGD and students taught using SGD. However, this study only focuses on Spontaneous Group Discussion in teaching writing descriptive text. Therefore, hopefully it can be used as alternative technique for teaching in teaching English especially in writing descriptive text.

RELATED THEORIES

Writing

Writing is one of four skills in English beside listening, speaking, and reading. Of course, although writing together with the others skill like listening, speaking, and reading are skills in language that used as communication tool, but there are some differences between writing with the others skills, especially with speaking skill. In his book, Harmer (2004: 6) said that:

> When considering how people write, we need to consider the similarities and differences between writing and speaking, both in terms of their forms and in the processes that writers and speakers go through to produce language.

This statement means that between writing and speaking has similarities and differences. The similarity of writing and speaking is both of those skills used as communication tools. Although writing and speaking used as communication tools, but in the processes and the products that produced are different. In speaking, we produce verbal language, but in writing we produce language in written form. Beside that, different with speaking that needs some gestures and facials expression to support the communication, in writing we do not need to use gesture or facial expression to support the communication or produce language. But we need more time in writing because we need to check and revise our work. We also consider the others elements of writing like grammar or structure, diction, and spelling. That is why writing becomes one of the most difficult skills for students, because in writing process they usually make many mistakes in grammar or structure, spelling, and find difficulties to choose the words.

Writing itself is an activity in which we express our idea, our feeling, and our mind in written form. In his book, Meyer (2005:02) states, "writing is partly a talent but it is mostly a skill, and like any skill, it improves with practice." Then he also adds, "Writing is also an action, a process of discovering

and organizing your ideas, putting them on paper and reshaping then revising them."

From the statement above we can conclude that writing is a skill that needs practice and practice, so that can improve writing skill. Writing is also a process to discover ideas, opinions, or feeling in our thought then we organized those ideas, opinion, or feeling before we put them into a paper. In this process we also need to reshape and revise those ideas, opinion, or feeling to produce a good writing and can be understood by the readers. This is similar with Johnson's statement. Johnson (2008:203) views that writing is having ideas, organizing ideas, and communicating ideas.

According of Blanchard and Christine (2004:4) there are three elements of good writing they are subject, purpose, and audience that are usually abbreviated become SPA. We will find that writing is easier if we have a subject that we know about, a clear purpose for writing, and an audience that have been identified.

Brown (2004:220) divided writing performances into four categories. Based on Brown, four categories of writing performance are imitative, intensive (controlled), responsive, and extensive.

Harmer (2004:4-6) divides the writing processes into four steps. Those steps are planning, drafting, editing (reflecting and revising), and final draft. While according to Langan (2011:23-35) steps of writing process are prewriting, writing a first draft, revising and editing.

Genre

There are some genres in text that has different generic structures and social function. Hyland in his book (2004:18) states that genres are ways of using language for particular purpose. Based on Hyland's definition of genre, we can say that each genre has a particular social function for the example to inform, to entertain or to amuse, to persuade, to tell argumentation, to retell story, to describe, etc. Besides having a particular social function, each genre also has language features and generic structures.

Descriptive Text

Descriptive text is one kinds of text that has purpose to describe particular person, place, or thing. According to Hyland (2004:20) there are two generic structures in descriptive text. The first one is identification and the second is descriptions. According to Knapp and Megan (2005:98-100) there are several grammatical features or language features of describing, those are:

a. Using simple present tense (eats, wears, looks)

b. Although descriptive text uses simple present tense, descriptive text sometimes uses past tense (was, enjoyed, had)

c. Using relational verb for classifying and describing appearance/qualities and parts/ functions of phenomena (is, are, have, has

d. Using mental verbs for describing feeling in literary descriptions;

e. Using adjectives to add information of noun.

f. Using adverbs to add information to verb (slowly, clearly)

g. Adverbial phrases are used in descriptions to add more information about the manner, place or time.

h. Sentences and paragraphs are linked to the topic of description, for the example: *The moon* is a lump of rock that goes around the Earth. *It* is grey and brown.

i. Personal and literary description usually deals with individual things; for example, my favorite toy, my house, my big bear

j. Technical descriptions generally deal with classes of things, rather than individual things, for example, snails, turtles, etc.

Spontaneous Group Discussion

Spontaneous Group Discussion is one of cooperative learning method type. Cooperative learning itself is a method that focuses to work together in a group. In his book, Jolliffe (2007:3) says that in essence cooperative learning requires pupils to work together in small group to support each other to improve their own learning and that of other.

Based on statement above, we can conclude that in cooperative learning each student should work together in their group in order can improve their own learning.

Slavin in Huda (2011:114) divides cooperative learning method into three categories. First category is Student Team Learning that includes Student Team-Achievement Division (STAD), Team-Games-Tournament (TGT), and Jigsaw II. The second category is Supported Cooperative Learning that includes Learning Together, Circle of Learning, Jigsaw, Jigsaw III, Cooperative Learning Structure, Group Investigation, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC) and Structured Dyadic Methods. The last category

is Informal Method that consists of Spontaneous Group Discussion (SGD), Number Head Together (NHT), Think-Pair-Share (TPS), Team Product (TP), Co-Review, and Group Discussion.

The researcher chooses Spontaneous Group Discussion (SGD) as type of cooperative learning to teach writing descriptive text for the Eighth Grade Students of SMP 1 Kesesi because Spontaneous Group Discussion is relatively simple.

In his book, Slavin (2005: 255) states:

> If students are sitting in a group, it is easier to ask them in different time during delivery the course or presentation, to discuss the meaning of something, why something can work, or how the best way to solve a problem, and time needed by students can be variation, starting just for minutes until whole section of learning.

From the statement above we can conclude that Spontaneous Group discussion (SGD) is a type of cooperative learning that divides students into small groups spontaneously that make them can

discuss the meaning of particular topic, find the reason about why something happen, and how to find solution about some problems.In SGD, students are involved in learning process directly and this can stimulate students' creativity, can help students to work in a team, and can develop students' writing ability in descriptive text as well. Similar with the statement from Slavin, in his book, Huda (2011:129) also states that SGD is method that facilitate teacher to give students instruction to do some activities such as finding meaning, finding reason of something, or solving some problems. In addition, he says that although Spontaneous Group Discussion (SGD) is

implemented spontaneously, but this group discussion keeps require the teacher to pay attention five elements in cooperative learning. Those elements are Positive Interdependence, Promotive Interaction, Individual Accountability, Social Skill, and Group Processing.

Because Spontaneous Group Discussion (SGD) is done spontaneously, so SGD can be done in simple ways. Most common steps of Spontaneous Group Discussion are asking students to make a group, asking students to discuss some topics, calling group one by one, and, asking each group to present the result of the discussion

RESEARCH METHODOLGY
Research design

In this research the writer used an experimental design. There are several kinds of experimental design and in this study the writer chose true experimental design by post test control and experiment group design.

Subject of the Study

The population of this study was all of the eighth grade students

of SMP 1 Kesesi in academic year 2013/2014 in the amount of 254 students. The samples were the eighth grade students of VIII-A and VIII-B class. Samples were chosen by using cluster random sampling.

Instrument of the Study

In the study, the writer would use observation sheet and test as instrument to get the data. Observation was done to monitor the learning process. The researcher

observed students' activity, students' respond, students' attitude, and students' difficulty in learning process. The test that was given was essay written test.

Technique of Collecting Data

There are steps to find out the required data, and in this study the writer used field research in which consisted of two steps they were library research and field research (initial analysis, treatment, post test, and final analysis.)

Method of Data Analyzes

To make strengthen the data achieved from the field, the researcher used a set of data analysis method and in this study, the researcher used t-test formula by using SPSS 16.0 (Statistical Pocket of Social Science) for windows to know whether there was any significant difference between students who taught without Spontaneous Group Discussion technique and students who taught by using Spontaneous Group Discussion technique.

RESEARCH FINDING

Research finding

From the computation that had been calculated in control class, the

mean result was 74,22. While the percentage were follows: 21,62 % students who taught without using Spontaneous Group Discussion got excellent score, 32,43 % students got good score, 37,84 % students got fair score, 2,7% students who did not be given treatment got poor score, and 5,41 % students got very poor score. KKM in SMP N 1 Kesesi was 75, it meant that from 37 students of control class, 54,05% students have achieved KKM. While 37,84 % students did not achieve KKM, but they have mastered enough to write descriptive text. For the last, 2,7 % students of control class got poor score and 5,41% students of control class got very poor. It means that there were 8,11 % students of control class who did not mastered writing descriptive text.

In other hand, based on the computation of the post test result in experiment class, the mean result was 79, 64. It was higher than the mean of control class. The result of percentage of experiment class was follows: 27,78 % students of experiment class who taught using Spontaneous Group Discussion got excellent score, 41,67 % students got good score, 30,55 % students got fair score, 0 % students who given treatment through Spontaneous Group Discussion technique got poor score, and 0 % students got very poor score. KKM in

SMP N 1 Kesesi was 75, it means that from 36 students of control class, 69, 45 % students have achieved KKM. There were 30, 55 % students in experiment class who did not achieve KKM, but they have mastered enough to write descriptive text, because their score included in fair category. From the result of percentage score also found that 0 % students got poor and very poor score. It means that there was no one who need more exercise.

Based on the result of mean score and the result of percentage score in both control and experiment class, the researcher found that students who taught by using Spontaneous Group Discussion was better than students who taught without using Spontaneous Group Discussion, because mean of experiment was higher than mean of control class.

After finding the result of mean score and percentage from both class, then the writer calculated t-test score and by using SPSS 16 t-test value was 2,301 and t-table value from df 71 for α 5% (0,05) was 1,668. It means that t-test value was higher than t-table value (2,301> 1,668) and we can conclude that there was significant difference students' ability in writing descriptive text between taught using SGD and taught without using SGD.

Based on the result of research finding, the researcher concludes that there was significant difference between students' writing ability who taught descriptive text without using Spontaneous Group Discussion and students' writing ability taught descriptive text using Spontaneous Group Discussion. From the result of the calculation in control class, it was found that the mean score of control class was 74,22. It means that students' writing ability in descriptive text taught using Spontaneous Group Discussion were average, because the mean score of control class was below 75.

The mean score of experiment class was 79,64. It means that students' writing ability in descriptive text taught using by Spontaneous Group Discussion were above average. Based on the data that has been calculated the mean score of control class is lower that the mean of experiment class (74,22<79,64), so it can be said that Spontaneous Group Discussion is better to teach writing descriptive text than conventional method. In addition, no one students in experiment class who got poor score. It means that no one students of experiment class needed additional treatment because most of them have mastered writing descriptive text.

After finding the mean result of both control and experiment class, then the researcher also found that there was a significant difference between students who taught without using Spontaneous Group Discussion and students who taught using Spontaneous Group Discussion. It can be seen from the computation of t-test formula. After doing computation of t-test formula, the researcher found the result of t-test was 2,301. Before the researcher found p-value, the researcher needed to find the value of df first. Based on the computation of df above, the researcher found the value of df was 71 (N1+N2-2). Then the p-value can be found in t-table by using df 71 and 5% (0.05) alpha level of significance. The result showed that p-value was 1,668.

From the computation above, it means that t-value was higher than p-value (2,301>1,668). Thus, null Hypothesis (Ho) is rejected and alternative Hypothesis (Ha) is accepted. It means that there was a significant difference between students' writing ability in descriptive text taught without using Spontaneous Group Discussion and students' writing ability in descriptive text taught using Spontaneous Group Discussion.

Spontaneous Group Discussion (SGD) is a technique in which students work in group to make a good descriptive text. This technique focuses on students' activity and teacher just observes whether students face some difficulties or not in learning process. Spontaneous Group Discussion makes students easier to understand the material because they can acquire their own knowledge through interaction with other students in their group.

The students' writing ability in descriptive text taught without Spontaneous Group Discussion is below average. It can be known from the result of mean score in control class, that is 74,22 It is below KKM. While the students' writing ability in descriptive text taught using Spontaneous Group Discussion is above average. It can be seen from the mean score of experiment class that is 79,64. This result shows that the score of experiment class is higher than score of control class. It can be said that the students' writing ability in descriptive text taught using SGD is better than the students' writing ability in descriptive text taught without using SGD

There is a good effect in writing descriptive text taught using SGD for the eighth grade students of SMP 1 Kesesi. It can be known from the result of t-test computation. From the computation of t-test formula, the researcher found t-value is 2,301 and p-value by using df 71 and significant level 5% (0,05) is 1,668. It shows that t-value is higher than p-value. Thus, it can be said that Spontaneous Group Discussion was effective to teach writing descriptive text.

Based on the result of the research, the researcher would like to give some suggestions related to teaching writing descriptive text using Spontaneous Group Discussion. Firstly, teaching writing descriptive text by using Spontaneous Group Discussion is recommended as an alternative technique that can be used for English teacher. Based on the result of the research, Spontaneous Group Discussion was effective to teach writing descriptive text. Thus, it can improve students' writing ability in descriptive text.

Secondly, to make a good descriptive text, students must pay attention when the teacher explains the material about descriptive text and how to make a good descriptive text. Students should have more practice in writing descriptive text and they must motivate themselves that they are able to create a good descriptive text. When they are divided into groups, they should participate in the discussion so that they can get information not only from their own knowledge, but also from their friend in the group. Thus, students can gather ideas or information to make a good descriptive text.

The researcher realizes that the research is not perfect. There are still a lot of aspects that can be developed in teaching learning process. For other researchers who are going to do other researches can develop other learning technique that is more effective, interesting, efficient, and fun, so that can involve students' actively in learning process.

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