

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of KWLH with Edraw-Max in the Teaching Reading Descriptive Text for Junior High School Students

Penerapan *Treffinger* Berbasis *Realistic Mathematics Education* (RME) pada Materi Lingkaran untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa

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Profil Penalaran Siswa MTs Al Muslihuun pada Materi Peluang Berorientasi Pendekatan *Metaphorical Thinking* Ditinjau dari Kemampuan Matematis

Hubungan Pendidikan Karakter dengan Kecerdasan Intelektual dan Kecerdasan Emosional

PQRST Method in the Teaching Reading on Hortatory Exposition Text

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali april 1999

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 23, Nomor 1, April 2019

Daftar Isi

The Effectiveness of KWLH with Edraw-Max in the Teaching Reading Descriptive Text for Junior High School Students	1
<i>Annisa Rahmasari</i>	
Penerapan <i>Treffinger</i> Berbasis <i>Realistic Mathematics Education</i> (RME) pada Materi Lingkaran untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa	11
<i>Siti Aisah, Cicik Pramesti, Dan M. Khafid Irsyadi</i>	
The Effectiveness of Mind Mapping in Teaching Writing Recount Text on the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018/2019	20
<i>Durotun Nasikhin, Dan Yulia Nugrahini</i>	
Pengaruh Kompensasi, Kepemimpinan dan Kompetensi terhadap Kinerja Pegawai KPU Kabupaten Tulungagung.....	29
<i>Ekbal Santoso</i>	
The Effectiveness of TSTS Method with Movie in Teaching Speaking for Junior High School Students	46
<i>Feri Huda</i>	
The Effectiveness of TTW Strategy Using Video in Teaching Writing on Procedure Text for Senior High School	62
<i>Herlina Rahmawati</i>	
Peran Guru di Era Revolusi Industri 4.0	76
<i>Kadeni</i>	
The Effectiveness of ESA with WPS Presentation in the Teaching of Simple Present Tense for Junior High School Students.....	88
<i>M Ali Mulhuda, Dan Saiful Agus Arifin</i>	
Keluarga Sebagai Peletak Dasar Penanaman Sikap Toleransi Anak	97
<i>Miranu Triantoro</i>	

The Effectiveness of Small Group Discussion in Teaching Writing to the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018 / 2019	109
<i>Nasicha Natis Sabrina, Dan Yulia Nugrahini</i>	
The Effectiveness of DRTA Strategy with Instagram Media in the Teaching Reading for Senior High School Students	118
<i>Vivi Retno Anggraini, Nurhadi Muyoto, Annisa Rahmasari</i>	
The Effectiveness of Process Writing Method with the Brain 10 in Teaching Writing for Junior High School Students	141
<i>Saiful Rifa'i</i>	
Profil Penalaran Siswa MTs Al Muslihuun pada Materi Peluang Berorientasi Pendekatan <i>Metaphorical Thinking</i> Ditinjau dari Kemampuan Matematis	154
<i>Endah Kurnia D.P, Suryanti, Sitta Khoirin Nisa</i>	
Hubungan Pendidikan Karakter dengan Kecerdasan Intelektual dan Kecerdasan Emosional.....	163
<i>Udin Erawanto</i>	
PQRST Method in the Teaching Reading on Hortatory Exposition Text.....	177
<i>Wiratno</i>	

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION IN
TEACHING WRITING TO THE SEVENTH GRADE STUDENTS OF
SMPN 3 KEDUNGWARU IN ACADEMIC YEAR 2018 / 2019**

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Abstrak: *Small Group Discussion* memungkinkan penyaji untuk mengumumkan topik atau ide untuk diskusi kelompok diantara peserta. Diskusi memungkinkan pertukaran gagasan dalam konteks kelompok dibawah arahan seorang presenter. Masalah penelitian adalah: Apakah ada perbedaan antara sebelum dan sesudah melakukan Pengajaran Menulis menggunakan *Small Group Discussion* kepada Siswa Kelas VII SMPN 3 Kedungwaru pada Tahun Ajaran 2018/2019. Tujuan penelitiannya dapat dirumuskan sebagai berikut: Untuk mengetahui ada atau tidaknya efektivitas yang signifikan Pengajaran Menulis menggunakan *Small Group Discussion* kepada Siswa Kelas VII SMPN 3 Kedungwaru pada Tahun Akademik 2018/2019. Penelitian ini menggunakan desain eksperimental dan pra-eksperimental, dengan satu kelompok pre-test dan desain posttest. Penulis melakukan percobaan yang terdiri dari pre-test, treatment, dan post-test. Dalam penelitian ini penulis memutuskan untuk melakukan penelitian di kelas VII F SMPN 3 Kedungwaru yang terdiri dari 36 siswa sebagai kelas eksperimen. Metode ini dipilih karena peneliti menganalisis kelas VII F memiliki kondisi yang tepat untuk mengimplementasikan metode tersebut. Teknik ini efektif jika $t_{hitung} > t_{tabel}$, berdasarkan hasil (t_{hitung}) 8,939, sedangkan t_{tabel} untuk $\alpha = 5\%$ dengan $N = 34$ diperoleh 0,683. Artinya $t_{hitung} > t_{tabel}$. Berdasarkan kriteria $8,939 > 0,683$ dengan kata lain (H_a) diterima dan (H_o) ditolak. Kesimpulannya, siswa mencapai kemampuan menulis teks naratif yang lebih baik setelah diajar menggunakan *Small Group Discussion*. Penelitian ini diharapkan dapat memberikan kontribusi yang bermanfaat untuk guru: Guru dapat menggunakan hasil penelitian ini sebagai referensi mereka ingin mengajar menulis menggunakan metode lain sebagai strategi baru untuk melibatkan kemampuan menulis siswa. Untuk mengetahui skor siswa dan untuk mengevaluasi kinerja siswa dalam kaitannya dengan tujuan pembelajaran penilaian, atau menawarkan rubrik untuk evaluasi diri siswa terhadap perkembangan mereka. Guru diharapkan dapat menggunakan *Small Group Discussion* untuk meningkatkan kemampuan menulis siswa dalam pembelajaran bahasa. Pendekatan yang diusulkan memungkinkan siswa untuk mengakses *Small Group Discussion* sebagai input yang luas dan komprehensif dalam pembelajaran berbasis tugas dan kontekstual dalam infrastruktur yang ada.

Kata Kunci: *Small Group Discussion, Naratif, Menulis*

Abstract: Small-group discussion allows presenters to announce a topic or idea for group discussion among participants. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. Research problem is: Is there any different between before and after make small group discussion in Teaching Writing to the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018/2019. Objectives of the study can be formulated as follows: To know whether or not any significant effectiveness small group discussion in Teaching Writing to the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018 / 2019. This research uses experimental and pre-experimental design, with one group pre-test and posttest design. The writer conducts an experiment that consists of pre-test, treatment, and post-test. In this study the writer decides to conduct the research in VII F Class of SMPN 3 Kedungwaru which consist of 36 students as experiment class. This method choose because researcher analyze VII F class had proper condition to implement the method. The technique is effective if $t_{count} > t_{table}$, based on the result (t_{count}) 8.939, while the T_{table} for $\alpha = 5\%$ with $N = 34$ obtained 0.683. It means $t_{count} > T_{table}$. Based on the criteria $8.939 > 0.683$ in other words (H_a) is accepted and (H_o) is rejected. In conclusion, the student do achieve better writing narrative text ability after being taught using small group discussion. This research expected to give useful contribution for teacher: The teacher can use the result of this research as a reference they want to teaching writing using another method as a new strategy to engage students writing ability. To find out the students score and to evaluate the students' performance in relation to the learning objectives of the assessment, or offers a rubric for the students' self-evaluation of their development. The result of this research expected teacher to use small group discussion to increase students writing ability in language learning. The proposed approach allows students to access small group discussion as extensive and comprehensible input in a task-based and contextualized manner under the infrastructure.

Key Word: *Small Group Discussion, Narrative, Writing*

INTRODUCTION

Learning writing at junior high school can be done with many media to help students in writing skill such as: pictures, cards, paper sheet etc. The researcher chooses talk

and listen card to teach writing in descriptive picture, because with describing picture the students will be easier to express their ideas. With the describing picture, they can reflect on image, when they see. So

if they can express their ideas of course they will speak and teacher can know the purpose of student's mean.

According to Hogue (2008), "Writing requires certain skills. These skills include sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph), and of course, grammar and punctuation. That students need to understand the four basic language skills, namely listening, speaking, reading, and writing for mastery the English. In line with Wilson and Glazier (2007: 212), writing is never done without a reason. The reason may come from a requirement in a class. And when you are asked to write, you often receive guidance in the form of an assignment: tell a story to prove a point, paint a picture with your words, summarize an article, compare two subjects, share what you know about something, explain why you agree or disagree with a statement or an idea.

In this study the researcher using narrative text as a genre for teaching writing, the students will get interested and easily to study it, because narrative text tell us about story in the past that has purpose to give information or to entertain the reader. Narrative writing presents a story of sequence events which involves characters. According to (Pratyasto, 2011: 32), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways;

narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

Small-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. A discussion may be information based, concentrating on facts, or it may focus on personal opinion and feelings. People enjoy discussions and the arenas of thought they uncover.

RESEARCH DESIGN

The research design of this research is a quantitative research. Daniel (2004: 1) states that quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). This research uses experimental design; the research uses the pre-experimental design, with one group pre-test and posttest design. The writer conducts an experiment that consists of pre-test, treatment, and post-test. The aim of this research is to find out differences between students' writing before and after being taught by using Narrative text. According to

Ary (2010: 313) the one group design usually involves three steps:

1. Administering a pre-test measuring the dependent variable.
2. Applying the experimental treatment for X to the subjects.

3. Administering a post-test measuring the dependent variable.

Differences attributed to application of the experimental treatment are then determined by comparing the pre-test and post-test score.

Table Test Illustration of Post-test Design.

Pre Test	Independent Variable	Post Test
Y 1	X	Y 2

Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2008: 152). In this study the writer decides to conduct the research in VII F Class of SMPN 3 Kedungwaru which consist of 36 students as experiment class. This method choose because researcher analyze VII F class had proper condition to implement the method.

Instruments

In this research, researcher uses test as instrument. This test is to know students' ability in writing especially using Narrative text. Then, in order to validate the instrument, the material of writing test is based on curriculum and will consult with the experts (advisor and English teacher at the school). In order to get the data of the students' achievement, the post test is used. The post test is distributed at the end of the experiment. It is intended to know students' achievement in writing.

Administering Pre-Test

In this phase, researcher decides to measure students writing skill before giving treatment. The reason to hold pre-test in VII SMPN 3 Kedungwaru is quantifying the knowledge attained in this classroom from group of students with diverse learning style and educational background. In this pre-test, researcher gives one passage to analyze then gives task to the students to summarize the passage.

Administering Post-Test

Posttest is a test which is done after teaching process. Because the researcher only uses one class, the group got one posttest. The test gives for observing students writing skill. The post-test starting with students is given Narrative text to analyze the story then ask students to make narrative text based on the Narrative text by their own words. In this posttest, students are given information about the picture which Narrative text to make students easier to do the task.

Data Collecting Method

In collecting the data, the researcher use test, then notes the aspects of writing ability such as vocabulary and grammar. The data of this research is quantitative data that is students' score in writing test. To obtain the data, researcher gives post-test. The aim of the post-test is used to see the effect of Narrative text to the students' writing narrative text.

Technique of Data Analysis

This subchapter presents the technique to analyze the data. They are as follow:

Validity of Test

According to Ary et, al. (2002: 242), validity is the most important consideration in developing and evaluating measuring instruments. According to Creswell (2008: 172), there are three kinds of validity, i.e. content validity, criterion-related validity, constructs validity. The content validity is the extend which question on the instrument and the score from these question are representative of all possible questions that a researcher could ask about the content of skill. Researcher evaluates content validity by examining the plan and the procedures used in constructing the instrument. The criterion-related validity determined whether the score an instrument are good predictor of some outcomes they are expect to predict. To construct validity is established by determined if score from an instrument are

significant, meaningful, and useful and have purpose

Reliability of Test

The reliability of writing test, the researcher used Alpha Cronbach technique, since the writing test score is the extension among 1 up to 5. The formula of Alpha Cronbach is as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_1^2} \right]$$

r_{11} : The coefficient of reliability

k : the number of items

σ_b^2 : The total variance of each item

σ_1^2 : The total variance

To find out the total variance (σ_1^2), the researcher needs to fine out the variance of each item first then sum up them. The variance of each item (σ_b^2) can be found by using formula as follow:

$$\sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

σ_b^2 : The total variance of each item

X : the number of correct scores for each even or odd numbers

N : the number of participants

From the calculation, it can be said that the writing ability test are reliable.

Analyzing Data

To analyze the students' score of post-test, the researcher uses t-test formula to calculate the data. It is done by compilation of each score

with the total scores. (Riduwan, 1997: 123) The formula is as follow:

$$t_{count} = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

t = koevisien variabel
 r = correlation each variable
 n = total population

RESEARCH FINDING AND DISCUSSION

Data pretest

Difference with post-test that use in observation, pretest score get only for measure students writing comprehension. The result of pretest used as source data for implementing small group discussion toward students writing narrative text. The result from pretest to find out

students writing narrative text before small group discussion is implemented.

From the data presented in table researcher can account there are very various score that got by students are improved students score from pre-test, before goint to next phase, researcher present the distribution frequency to distribute students pretest score.

Table
 Score distribution of pretest

No	Distribution	Sum	Criteria	Presentage
1	76-100	14	Excelent	41 %
2	51-75	20	Good	59 %
3	26-50	0	Average	0
4	0-25	0	Poor	0

Result from pretest, researcher got 41 % form 34 students or 14 students get score with criteria 76-100 or excelent, score distribution from 14 students were 2 students got score 79, 3 students got score 78 and 77, while 6 students got score 76. Next distribution is 51-75 or good criterias. There are 20 students in this

distribution with 3 students got score 74, 3 students got score 73 while only 1 students got score 59.

Research Treatment

Based on the data above researcher, decides to continue the research using direct instruction in writing narrative text and approaching students using communicative language learning.

Researcher giving narrative text structure which consists of orientation, complication, resolution dan re-orientation to make students able to created narrative text, the treatment combines with small group discussion.

Data Posttest

The next data presented are data from post-test. From the data

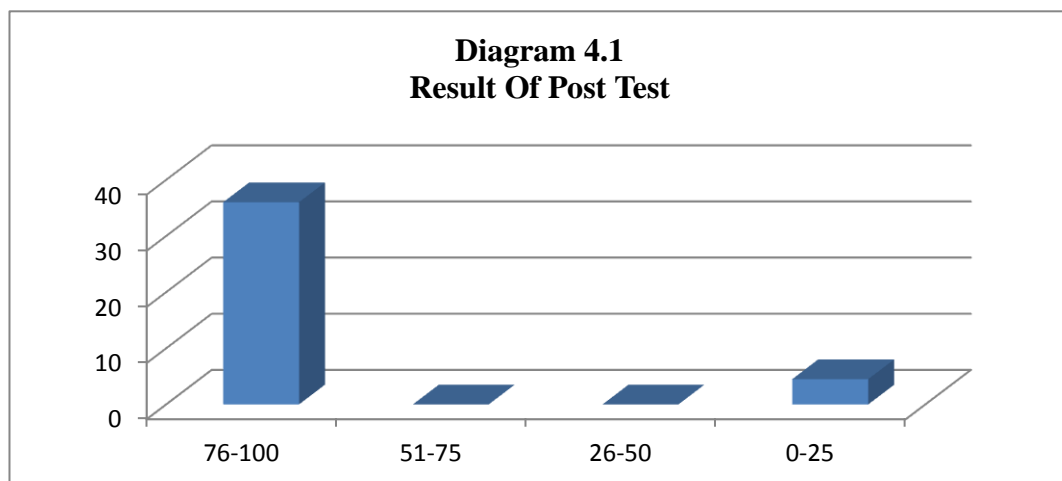
presented in table researcher can account there are so differences result after giving treatment. Various score that got by students are improved students score from pre-test, before goint to next phase, researcher present the distribution frequency to distribute students posttest score.

Table
Score distribution of posttest

No	Distribution	Sum	Criteria	Presentage
1	76-100	36	Excelent	100 %
2	51-75	0	Good	0
3	26-50	0	Average	0
4	0-25	0	Poor	0

Based on data from the table, there are 36 students got criteria excellent, this score divides in 1 student got 96, 7 students got 95, lowest score in posttest was 81. Although the main point in this

research did not find out the increasing students score, but the data show in the table above can prove that the research in eighth year students of SMP Negeri 1 Kedungwaru.



If $t_{count} > t_{table}$ the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0)

is rejected. The student achieves better writing narrative text ability after being taught using small group

discussion. If $t_{count} < t_{table}$ the alternative hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted. The student achieve do not achieve better writing narrative text ability after being taught using small group discussion.

The technique is effective if $t_{count} > t_{table}$, based on the result (t_{count}) 8.939, while the T_{table} for $\alpha = 5\%$ with $N = 34$ obtained 0.683. It means $t_{count} > T_{table}$. Based on the criteria $8.939 > 0.683$ in other words (H_a) is accepted and (H_0) is rejected. In conclusion, the student do achieve better writing narrative text ability after being taught using small group discussion

CONCLUSION

After all of the data were analyzed accurately based on the research, now the researcher can draw some conclusion. In this conclusion it was dividing into theoretical conclusion and empirical conclusion. This conclusion answer the Based on the background of the study above, the researcher formulates the problem in the following question. Do the students of eighth grade achieve better writing narrative text ability after taught using small group discussion.

Theoretical Conclusion

If $t_{count} > t_{table}$ the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. The student achieves better

writing narrative text ability after being taught using small group discussion l. If $t_{count} < t_{table}$ the alternative hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted. The student achieve do not achieve better writing narrative text ability after being taught using small group discussion.

The technique is effective if $t_{count} > t_{table}$, based on the result (t_{count}) 8.939, while the T_{table} for $\alpha = 5\%$ with $N = 34$ obtained 0.683. It means $t_{count} > T_{table}$. Based on the criteria $8.939 > 0.683$ in other words (H_a) is accepted and (H_0).

Practical Conclusion

This research finding out how effective small group discussion to engage VII students of SMPN 3 Kedungwaru can make narrative text based on the structural. Researcher expected using small group discussion, can be easy to creat the theme, makes subject and also to make narrative text as a whole passage.

Suggestion

This research expected to give useful contribution for:

1. The Teacher

The teacher can use the result of this research as a reference they want to teaching writing using another method as a new strategy to engage students writing ability. To find out the students score and to evaluate the students' performance in relation to the learning objectives of the assessment, or offers a rubric for

the students' self-evaluation of their development.

2. The Students

The result of this research expected to use small group discussion to increase students writing ability for the integrated use of small group discussion to aid language learning. The proposed approach allows students to access small group discussion as extensive and comprehensible input in a task-based and contextualized manner under the infrastructure.

3. The Future Researcher

The result of this research is expect to give reference to future researcher who want to use small group discussion for increasing students writing ability. One integrated approach to using small group discussion for language learning.

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