

## THE EFFECTIVENESS OF USING DISCUSSION METHOD IN TEACHING WRITING DESCRIPTIVE TEXT AT 10<sup>th</sup> ADMINISTRASI PERKANTORAN GRADE 1<sup>st</sup> SEMESTER IN SMKN 1 SUBANG

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### ABSTRACT

Nowadays, writing lead people getting success, but some people says is hard, but for the rest is easy, is needed collaborate between who is told hard and easy one. So, discussion method is one of a way, because when work on the group it will be help and suggest. Population on this research is all of students' X *Administrasi Perkantoran (AP)* SMKN 1 Subang and the sample are X AP 1 as control class and X AP 3 as experiment class. The result of this research with using Mann-Whitney test is there is no the effectiveness using discussion method on writing descriptive text.

**Keyword:** *discussion method, writing ability, descriptive text, experimental research.*

### A. INTRODUCTION

English is one of the international languages used as a means of communication both oral and written to cooperate among people in different countries in the world, so it is very important for us to learn English. When we use English in communication, we have to know the knowledge in this modern world. The development of knowledge is growing very fast, so we need to learn English. Furthermore, in developing countries, the mastery of a foreign language for example English has an important role.

In Indonesia, for example, English as the first foreign language has been given special attention and role. It is used as a means of communication or at least in their international contact. It is not only taught at Junior High Schools, Senior High Schools and Universities but now it is also taught at the elementary school. By mastering English, the students are supposed to be able to gain valuable information and knowledge from the texts and books about science, commerce, economy, technology, etc which are written in English. In order to make English teaching successful, we have to consider some factors such as the quality of teachers, students' motivation and interest, library, and also books that are used. Considering its important role in the international world such as in the world scientific and technological advancement, our government has included English as one of the compulsory subjects in Senior High School "(SMA)" in its curriculum.

In this modern era writing skill is needs, not only for student but also for job seeker, many company give require to fulfilled by job seeker is can write English. Besides that, writing using for write or record, make sure, report or convey and give other people influence. Writing one of media communication whereas can convey message, or news, can you imagine if we didn't use this media? Writing making large our memory capacity when we convey to media. Today, the study of writing became important for getting their successful. To reach the goal, the students of Senior High School are expected to achieve the competence at functional level, in which they are able to write in English to fulfill their daily needs, such as write letter, report, journal, news, paper etcetera.

At SMKN 1 Subang many writing methods have been used in teaching English in classroom alternately. The result shows that some are successful with but some are not. Traditionally, the teacher uses the traditional setting, or model the teacher does not need to divide her or his student into small groups, she or he just discussed the lesson in large group or in classroom setting. Student more comfortable for asking, when their teacher can approach and interact feel, such as teacher come to students' desk and ask about the material or process which made them confused.

As we know, teacher-centered approaches taking place in classroom tradition do not produce active recipients and results fossilized language learning. During the past decade, new approach called discussion technique seemed to attract a lot of attention and become popular. This conceptual approach is based on theoretical framework that provides general principle on how to structure learning activities in a teacher's specific area, curriculum, student and setting. Teacher can use this approach to stimulate students to acquire the knowledge as well as create interpersonal and team skill. Discussion technique exposes students to various points of view and to the ways of supporting those view points; therefore, it helps students to learn the writing content, as well as teaches them how to know new content. Discussion technique has recently been at the focus of educational research. Discussion technique is very simple to apply. It is observed that discussion technique effects the academic success in addition to the social and intellectual abilities of the students. Various research have shown that especially at the primary, secondary and university level that discussion technique is effective in learning process of theoretical course, on the development of critical thinking process of student, not only in their ability to express themselves, but also in their communication skill. Several benefit part of writing is to get response or idea from the other.

### **1. The Formulation of the Study**

- a) Is the use of discussion method in experiment class more effective in students' writing ability than that of conventional method in control class?

- b) What is the response of the students' against the use of discussion method in writing ability in experiment class?

## **2. Framework of Theory**

### **a) Writing Ability**

Writing is one of language proficiency. In the part of English skill, writing lies at the end after listening, speaking and reading. Therefore 'placed' at the end, doesn't mean unimportant. On writing all of unsure language proficiency must be concentrate fully, in order to get good results. Henry Guntur Tarigan (1986) *Menulis dapat diartikan sebagai kegiatan menuangkan ide/gagasan dengan menggunakan bahasa tulis sebagai media penyampai.*

Meanwhile, Webster Dictionary defines 'ability' as a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength. Based on the definition above the writer define English writing skill as an ability or skill that the learners activity conveys or delivers idea.

The importance of the written word in modern society can hardly be doubted. "Put that in writing" we say when we wish to give special status to certain utterances. When a writer chooses to write something (as opposed to achieving "the same" purpose in another way) the medium of the written word frames what is written within cultural conventions of media usage. More actively, an idea is transformed by being written. Writing as one of the language skills, has given an important contribution to human work. The important of writing can be seen in people's daily activities and in our social life, like personal letters, teacher and students' activities, office activities and business activities (applications letter). In daily life, it is filled with something that we need to explain about the processes.

Although writing is the most complex skills to develop, it is veryimportant to be learned and taught. It plays an important role in the modern society. A lot of people are interested in it. At the beginning, they did it as a hobby in order to kill their spare time, but later, many of them earn their living by doing it for instance journalists, authors, novelists, interpreters, and script writers.

### **b) Discussion Method**

"Discussion technique or group learning is an instructional strategy which organizes students into small groups so that they can work to gather to maximize their own and each other are learning. According to Barker (1987) , "Discussion technique is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences and is influenced by another person in group.

Begin small group discussing by focusing students' attention on specific language tasks that are represented in the curriculum. Give students structured interview guides that describe learning scenarios and ask students question about what they are due to complete the task. Students can share response in their group and discuss why they believe certain techniques are more helpful. Discussion technique is structured and focused to make sure that learning is taking place. The teacher chooses the groups to reflect a diversity of viewpoint, abilities, gender and other characteristic.

Another definition come from Kenneth Gangel, she defines "Discussion technique is motivational technique which encourages a student to think through concept which has been hazy." Another definition come from Mayflor Markusic. " Discussion technique or group learning is an instructional strategy which organizes students into small group so that they can work to gather to maximize their own and each other's learning. So, discussion technique is an instructional strategy, structured and focused to make sure that learning is taking place, encourages a student to think through concept which has been hazy, is an instructional strategy which organizes students into small groups.

### c) **Conventional Method**

For education to be effective, it must go beyond conveying fact. Truly effective education cultivates thinking, articulate students who are able to develop facts into arguments and convey those arguments clearly and persuasively. Parents from Seattle to Orlando are recognizing that conventional or classical education adds the dimension and breadth needed to develop students' minds. Rigorous academic standards, a dedication to order and discipline, and a focus on key, lost subjects is fueling the rapid growth of the nation's conventional or classical schools. There is no greater task for education than to teach students how to learn. The influence of progressive teaching methods and the oversimplification of textbooks make it difficult for students to acquire the mental discipline that traditional instruction methods once cultivated. The conventional or classical method develops independent learning skills on the foundation of language, logic, and tangible fact. The classical difference is clear when students are taken beyond conventionally taught subjects and asked to apply their knowledge through logic and clear expression.

In 1947, Dorothy Sayers, a pioneer in the return to conventional or classical education, observed, "although we often succeed in teaching our pupils 'subjects,' we fail lamentably on the whole in teaching them how to think." Beyond subject matter, classical education develops those skills that are essential in higher education and throughout life – independent scholarship, critical thinking, logical analysis, and a love for learning. We hope you agree

that this movement back to and beyond conventional or classical education develops timeless skills that are as important in today's rapidly changing world as they were to our founding father.

## B. METHOD AND DESIGN OF RESEARCH

This research used quasi experiment method, whereas there is activities manipulated, one class using discussion method and the other class using conventional method. Design of research used pretest and posttest group design, which on this research there are 2 groups, control group and experiment group. So, the design of research is:

$$\begin{array}{cccc} A & = & O & X & O \\ A & = & O & & O \end{array}$$

Description:

A :Taken group randomly

O : Pretest and posttest

X: Learning by using discussion method

## C. ANALYZING AND EXPLAINING OF RESULT

Based on analyzing, was received that significant 0,392 score more than 0,05 so based on criterion giving suggestion  $H_0$  accepted. So we can conclude that there is no difference on students' writing ability experiment class and control class on significant ( $\alpha$ ) = 0,05. Based on the analyzing results, significant score for the test of hypothesis is 0,102, because significant score more than 0,05, so based on the criterion of decision,  $H_0$  accepted. So we can conclude, there are no different between students' writing ability posttest which using discussion method with scientific method.

Beside the result of calculation data analysis, in this research supported by analysis attitude scale data. This data telling us, that :

### 1) The Responses towards Discussion Method

Almost students' actively in discussion and showed their positive response on discussion method with percentage 80, 55%, be able seen on statement number 6 *Menulis kegiatan yang menyenangkan* almost students' answer *sangat setuju* (SS). Response positive on number 10 with percentage 83, 33%. Negative are on number 7, 8, 9 with percentage 47, 28%; 30, 56%; 38, 89%. We can conclude that almost students' interested on discussion method.

### 2) Response towards Learning Writing

Almost students' showed their positive response to writing, students' realized that writing is needed, be able seen on number 1 with percentage 77, 78% and number 5 with percentage 63, 89%. There is negative or strongly disagree number 2,3,4 with percentage 36, 12%; 47, 22%; and 41, 67%. We can conclude that writing descriptive is amusing.

#### D. CONCLUSION

- 1) Average pretest's result is 0,392 its means if significant score more than 0,05 accepted with description there is no difference between control class and experiment class on pretest.
- 2) Because one of data not fulfilled the assumption of normalized distribution so the next step is Mann-Whitney test and the result there is no effectiveness using discussion method in experiment class and control class.
- 3) Students' response on attitude scale is positive on discussion method or writing ability

#### E. SUGGESTION

This research takes a much time for organizing group and explaining matter, but the researcher time, this side has a plenty has time, this side has to organize and explain matter the other side has to control situation class because it will be noisy and busy. The researcher has to more patient when explain the matter because not all students understand directly.

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