

THE APPLICATION OF THE GROUP DISCUSSION METHOD IN THE TEACHING WRITING DAILY ACTIVITY TEXT IN GRADE 7TH SMPN 3 KUTOREJO MOJOKERTO

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan metode group discussion dalam mengajar menulis dan mengetahui respon siswa setelah penerapan metode group discussion. Penelitian ini adalah penelitian deskriptif-kualitatif karena peneliti ingin menganalisa dan mendeskripsikan penerapan metode group discussion dalam pengajaran menulis. Subject penelitian ini adalah guru dan siswa kelas tujuh SMPN 3 Kutorejo Mojokerto. Observasi, interview dan catatan lapangan untuk mengumpulkan data. Hasil dari observasi yang dilakukan guru menerapkan metode group discussion dengan baik dan siswa memberikan respon yang baik selama penerapan metode group discussion. Kebanyakan siswa merasa gembira, termotivasi dan merasa terbantu dalam memahami materi yang disajikan

Kata Kunci: Grup Diskusi, Menulis, Murid kelas tujuh

Abstract

The objectives of this research are to get know the implementation of the group discussion method in teaching writing and the students' response after the implementation of the group discussion method in teaching writing. This research is a qualitative-descriptive research because the researcher wants to analyze and describe the application of the group discussion method in teaching writing. The subject observed in this study was the English teacher and seventh grader SMPN 3 Kutorejo Mojokerto. The research instrument are an interview guide, observation sheets and field note. The observation result showed that the teacher implemented the group discussion well and students gives good responses throughout the implementation of group discussion method. Many students are happy, motivated, feels helped in understanding the material presented

Keywords: group discussion, writing, seventh grade students.

INTRODUCTION

Writing is not simply a skill to transfer a spoken language into a readable text, but it also requires some particular aspects to convey a message into piece of paper clearly. Writing is a tool of communication to convey some information in certain rules and in sequence. The sequence of writing covers a process to produce a finished text. When people learn a foreign language, they learn to communicate with others, to understand them, to talk to them, to read what they have written and write to them. In writing, people learn how to communicate when the other person is not around them, listening to the words they said, and looking at the gesture and facial expression.

So, writing becomes an interesting activity when the teacher knows how to teach it. One of important points the teacher can do is by being an inspiration about their writing and becomes good supporter in writing learning process. Palmer (1994: 5) states that writing is recursive. It goes back and forth. We plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Writing is one of difficult subjects at school. So the teacher must create a situation so that the students can study the subject easily. Besides, the kinds of the text can also be important in teaching English in order to make the teaching writing successful. To select the appropriate texts, the

teacher must consider the characteristics of the students, which is directly related to the learning process.

In English teaching for Junior High School, it is directed for the students to be able to achieve functional level, that is able to communicate orally and written in their daily life. .

By considering the importance of writing skills in the English language as an instrument to convey ideas or thoughts, teachers need to design a learning process which is considered to be easier for students to practice convey ideas or concepts. For that, the teacher needs a strategy that is more empowering student learning. A learning strategy that supports student to constructs knowledge in their own minds, and students are able to participate actively in the learning process. One strategy which is assumed to be appropriate as a solution for the problem is the group discussion method. Harmer (2002:118) states that the advantage of having different students grouping is that they help to provide variety, thus sustaining information.

The group discussion is defined as a technique of teaching writing comprehension in which the students are divided into small groups. Discussion method is a method that makes the students active because all students have the opportunity to talk or dialogue with each other to exchange ideas and information on a topic or issue, or look for the possibility of the facts and evidence that can be used for solving a problem. By using this method in the learning process is expected to make students more active in learning, so that students are more excited and eager to learn and can be applied in everyday life.

Besides being able to exchange the ideas, students also can enhance cooperation and togetherness in solving the problems they encountered during the processing task. Each group is designed to read the material of the text, after students finish reading, students are expected to be able to answer the questions and discuss the mean idea, general and specific information of the paragraph, finding the meaning of difficult word, synonym and antonym.

By discussing the student will acquire a variety of information in writing something assigned, also can develop the ability to think and

communicate as well as to increase the involvement of students in learning. In addition, the method of this discussion the students will play an active role in the learning process and the classroom atmosphere becomes more lively. With the discussion students can exchange information, receive information and can also sustain his opinions in order to problem solving that can be viewed from various angles. Using group discussion technique is very well in the teaching and learning process, the students will be involved actively in the teaching and learning activities in the classroom.

The results of previous studies shown the students' motivation and attitude changed positively after the implementation of small group discussion. Harmer (2004: 77) adds the one of the advantages is that the other students have more chance to concentrate on the language, think about what is being written, and evaluate it in a more objective way.

Therefore, researchers want to know more about the implementation of the method of discussion groups by teachers at SMPN 3 Kutorejo, especially in teaching writing at the seventh grade students, and student responses to the implementation of this method.

Based on the above description, the writer would like to do research by the title "The application of the group discussion method in the teaching writing in grade 7th SMPN 3 Kutorejo Mojokerto"

RESEARCH METODOLOGY

This research is a qualitative research and also called descriptive research. It is based on the research focus; to analyze the application of the group discussion method in learning writing in grade 7th SMPN 3 Kutorejo Mojokerto.

Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative. The term of naturalistic shows that the research is natural, on the normal situation without manipulate the condition, emphasize on the natural description. The process of taken data or phenomena called as "taking of the data naturally". (Sugiyono, 2008:8).

This study aims to describe how the application of the group discussion method in learning writing in grade seventh. For that reason, the subject observed in this study was the English teacher in grade 7th SMPN 3 Kutorejo Mojokerto because the teacher has applied group discussion method.

The researcher herself was the instrument to collect the data. The researcher is the person who paid attention, observes and takes note while collecting the data. In qualitative research, the main instrument to collect the data was the researcher.

There are some instrument that could be used by the researcher to get the data in this research is as follows: Observation checklist. In this research, the observation checklist is for teacher. This instrument is used to show the implementation of group discussion method in grade 7th SMPN 3 Kutorejo Mojokerto by teacher. The researcher interview the teacher with some questions about teacher's application of the group discussion method in the learning writing in grade 7th SMPN 3 Kutorejo Mojokerto. Written interview for the students. It is the written interview form. Researcher gives students some questions with multiple choices. It is to show the students' response to implementation of group discussion method is applied by teacher in the teaching writing in grade 7th SMPN 3 Kutorejo Mojokerto. Field Note In this research, the observation checklist is for teacher. This instrument is used to show the implementation of group discussion method in grade 7th SMPN 3 Kutorejo Mojokerto by teacher.

Data collection technique was done by using observation checklist, interview, and field note to collect data. In this research, the data were collected by using non-participant observation. Non participant observation was in which the researcher was not permitted to influence the learning process. Data analysis is the systematically process to searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describe into the units, synthesize, organize into a pattern, choose which is important and that will be studied, and make conclusions. So it is understood easily by themselves or others. (Sugiono, 2008: 335).

In this research, the data were taken from the application of group discussion method in the teaching daily text activity in classroom. The data

of the study were analyzed in descriptive way which is in accordance of the research questions.

RESULT AND DISCUSSION

The implementation of the group discussion method in teaching writing in grade 7th SMPN 3 Kutorejo Mojokerto

The learning is an active process of interaction between teachers and students, between students and other students to obtain experience or new knowledge. One of learning method which can provide the opportunity for students to be active is a group discussion method.

The discussion group is a series of group learning activities. Each group got a responsibility to discuss the theme or material that has been set by the teacher. Then they will make a conclusion or a small note about the thoughts or opinions of the group, and it is the duty of the group secretary, and then handed over by head of the group to the teacher concerned. (Silberman, 1996)

In group discussions, there is the interaction of two or more students. They are involved exchange of experience, information, solves problems, as well as all students are active, there is no passive as listeners only. As an interactive process, it is needed occasion to communicate, to express opinion or listen to the opinions among the parties are involved. One of learning method which can provide the opportunity for students to be active is a group discussion method.

Group discussion method is a way of presenting the lesson material in which a teacher gives an opportunity to the students (group student) to hold a conversation in order to brainstorm, make a conclusion or making a variety of alternative solutions to the problem. Based on the research result that has been described above, the implementation of group discussion method in the learning English is as an effort to improve students' writing skills in class 7D SMPN 3 Kutorejo Mojokerto can be viewed from several aspects:

a. Preparation of group discussions

As a preparatory step group discussion, the teacher has determined the issue or topic that will be discussed. Measures teachers identify issues that will be discussed by each group, in accordance with the opinion of Arief (2002: 147) which states: *that this stage of teachers and students determine the problem and determine the discussions that will be used in accordance with the problems that are used as the issue will be discussed.* Just that the determination of the topic or issue in the discussion is based only on learning materials instead of the development of learning materials.

The next step before applying the group discussion is the teacher has divided the students into small groups, because the number of students in the class 7D is 32, so the teacher divides into eight small groups. This meant that the groups were active. Because the number of group members is relatively few, it will facilitate monitoring. In addition, teachers also have to explain the material to be discussed among the group members, and teachers arrange the seating of students.

The discussion groups were conducted in English language learning in class 7D SMP 3 Kutorejo Mojokerto is a small group discussions. In accordance with this opinion, Sudjana (2005: 122) states that "Learning is usually conducted through discussion in small groups (sub-groups) by the number of members of each group is about 3-4 people". Small groups were conducting discussions in a short time on special parts of the problems faced by large groups.

Implicitly, the steps of preparation by teachers of English when writing learning in Class 7D SMP 3 Kutorejo Mojokerto, before entering the stage of discussion, it is based on what is proposed by Moedjiono, et al (2000: 48) mentions "*the common steps before the implementation of the discussion as follows: formulate the problem clearly and with the leadership of the teachers, students make discussion groups*". The action taken by the teacher is classroom management actions. It is an effort to prepare students into effective teaching and learning process.

b. Implementation of the discussion group

In order for implementation of group discussion was orderly and smooth, teachers convey the rules and objectives of the discussion will be held.

Briefing and discussion rules, which have been submitted by teachers, is that the discussion group run by an orderly and regular, / and all the students are involved actively. The existence of this student activity is one of the benefits that can be obtained from the application of group discussion method because students were involved directly in the discussion.

For discussion, the teacher asks the students to observe the images that exist on the source of learning. The use of images as a discussion is an effort to clarify the matter or issues discussed. Giving freedom for students to discuss is the effort to create a familiar atmosphere, attentive to the opinions of other students, and established communicative atmosphere. Creating opportunities for students to express their opinions, arguments, and ideas on the subject matter, shows that in the process of group discussion conducted by teachers of English / in class 7D SMPN 3 Kutorejo Mojokerto is a student-centered.

During group discussions takes place, the teacher went around to supervise and provide assistance to the group of students who are having trouble. The involvement of teachers in helping groups who have difficulty and overseeing the discussion group, is a duty that must be performed teachers. Additionally, the teacher supervision in the process of group discussion is to be able to create a pleasant atmosphere of discussion, not give a fear or stress to students. The teacher also provide an opportunity for students to present the group work results, record the discussion results, and gather reports the discussion results of each group.

c. Concluding discussion group

In the end the process of discussion in class 7D SMPN 3 Kutorejo Mojokerto, English teacher had asked students to make the main points of discussion as a conclusion according with the the discussion results.

The students' response after the implementation of the group discussion method in teaching writing

The method is one of the components of teaching that has significance and should be considered in the context of teaching. Without the methods, educational interaction activities will not

proceed. The main task of teachers is creating an atmosphere of or teaching and learning climate that can motivate students to continue to study well and excited. According Semiawan et al, (1992: 63) to create a learning atmosphere passionate is required adequate class organization.

Therefore, the learning atmosphere was created teacher will grow a variety of responses from the students. In this study, students' response is a their reaction and their opinion regarding the implementation of group discussion method is applied by teacher in the classroom. The response of students on the course of learning has significance for the smooth achievement of learning objectives. If the response is positive, the students tend to like the learning process, while the negative responses tend to ignore these lessons, so it will be difficult to achieve learning objectives.

Based on the research results in the form of written interviews, students' response to the implementation of the focus group method in teaching writing are including positive. Because many students are happy, motivated, feels helped in understanding the material presented and can improve the ability to write in English language learning. While the division of the group that teachers, also in accordance with desire many students. It's just that the material presented is mediocre and unattractive for students

Feelings of pleasure and motivation in students, will make students able to develop activities and initiatives, can drive will maintain persistence in learning activities. Hamalik (2008: 75) stated that the role of the typical motivation is growing passion, happy and eager to learn. Students who have a strong motivation will have a lot of energy to perform learning activities.

In this small group discussion, students are trained to think. Because student trained to ask questions that are useful and valuable, both for himself and his friends who split the power of reason. The advantage of small group discussions that help learners to be able to express ideas or opinions in the group, grow familiar and pleasant atmosphere, encouraging each member to participate in discussions, it can be used alongside other techniques that use more varied techniques The presentation of learning material for discussion

by using the media images or LCD, is one of the teachers efforts to clarify the learning material and easier for students to understand. Meanwhile, the weakness of the discussion groups, it is the dependence of students to other students could be overcome teacher by emphasizing assessment on the ability and the work individually. However, the implementation of group discussions , there is a weakness that is teacher less attention to students' motivation.

According to Turney (Mulyasa, 2007: 69) to create a creative learning and fun takes a variety of skills including the skills to guide small group discussions, manage classes, and teaching small groups or individuals. Situmorang, et.all (2004: 6.28) add that the each teacher must first recognize the matter tendency to be taught, the material tends to be dominant in cognitive will be different from the dominant material in the psychomotor and affective in the using of learning methods.

CONCLUSION AND SUGGESTION

Based on the result of the analysis in the previous chapter, the writer concludes that .The implementation of group discussion method which is implemented by an English teacher in the class 7D SMPN 3 Kutorejo Mojokerto, as follows:

- a. Preparation of discussion: the teacher determines the subject of discussion and division of group.
- b. Implementation of the discussion: the teacher explains the rules of discussion, giving students the opportunity to discuss freely, then the teacher asks a each group to present and discuss the together. The teacher asks the students to justify his work if there is something wrong after shared discussion.
- c. Closing of the discussion: The teacher asks the students to make the main points of the discussion, as a conclusion in accordance with the discussions results.

The students' response after the implementation of the group discussion method in teaching writing are including positive. Because many students are desire, motivated, feels helped in understanding the material presented.

Based on the findings above, the researcher wants to give the following suggestion in helping teachers and students in English teaching and learning: For the English teachers who teach in

class seventh are suggested to use group discussion to build up the students' interest, participations, and motivation in learning writing. The students should have much practice to acquire the English skill, especially writing. It is recommended for students to improve the other language component such as vocabulary, grammar and pronunciation.

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