Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 4 | Nomor 03 | Desember 2024 |
DOI: 10.47709/educendikia.v4i03.4961

Improving the Students Ability in Writing Narrative Text through Group Discussion at the Eight Grade of SMP Negeri 2 Sirombu in 2022/2023

Author:
Fondroro Invokafit Daeli[1]
Hidayati Daeli[2]
Riswan Zega[3]
Trisman Harefa[4]

Afiliation:
Universitas Nias[1,2,3,4]

Corresponding email
fondroroinvokafitdaeli@gamil.com
daelihidayati@gmail.com
riswanzegadilfoz@gmail.com
trismanharefa@unias.ac.id

Histori Naskah:
Submit: 2024-11-15
Accepted: 2024-11-30
Published: 2024-12-02

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Abstract:
Writing is one of the ways people convey information and give their opinions on certain topics. As an indispensable part of language communication, writing becomes an important skill that students must master. However, grade VIII students of SMP Negeri 2 Sirombu have low narrative writing ability. Therefore, the researcher wants to improve students' ability to write narrative texts by conducting group discussions. To conduct her study, the researcher used a Classroom Action Research (CAR) method that included two cycles and four meetings. CAR processes include planning, action, observation, and reflection. The subject of the study is class VIII-1 of SMP Negeri 2 Sirombu in 2022/2023 with 19 students. To collect data, the researcher used observation sheets, assessment sheets, and field notes. From there, the researcher made some suggestions related to the research results, specifically: (1) In teaching writing, teachers first need to motivate students to create great motivation for learning English in general and writing fluently in English in particular; (2) SMP Negeri 2 Sirombu in English teachers should use group discussion method to improve students' ability to write narrative writing, especially fables; (3) Students need to be encouraged to use dictionaries in the process of learning English; (4) SMP Negeri 2 Sirombu English teachers must be able to apply appropriate writing teaching strategies to students. After conducting research by applying the Group Discussion strategy for two cycles and four meetings, this strategy was successfully implemented in class VIII-1 of SMP Negeri 2 Sirombu so that good results were obtained, there was an increase as the researchers hoped.

Key words: Improve, Writing Skill, Group Discussion.

Introduction

Language is a medium of communication between humans, to express their ideas and desires to others. Especially in the current era of globalization, an international language is urgently needed, namely English. As globalization language both in the world of work and especially in the world of education, English has now begun to be taught from TK (Kindergarten), SD (Elementary Schools), SMP (Junior High Schools), SMA (Senior High Schools), to University. Before master English, you need to master four skills namely reading, speaking, listening, and writing. Writing is the skill of using your eyes, brain, and hands to express ideas, emotions, and thoughts in words, sentences, and paragraphs. As Hyland (2016: 9) explains, writing

is a way of conveying personal meaning, and his writing courses emphasize an individual's ability to clearly express their opinion on a topic. Writing is very important because it is a skill that we use to express ideas, feelings, and thoughts in writing. In other words, writing is a skill that allows you to form words, sentences, and paragraphs to express ideas, thoughts, and even emotions. Also Tarigan (2018:3), said that writing is something language skills used to communicate effectively indirectly, not face to face with other people, and writing is a productive and expressive activity. In the process of writing itself, there are some stages that must be followed in order to create the good written text. It's supported by Harmer (2004:4) states that writing process has four elements, they are planning, drafting, editing (reflecting and revising), and final draft. Writing requires a process to produce good writing.

The Curriculum 2013 SMP Negeri 2 Sirombu syllabus stated that one of the skills to be taught to students is writing. The core competencies in writing are for students to have insight into phenomena and events related to humanity, nationalities, and civilizations, based on their curiosity about science, technology, arts, culture, and humanities, and to develop conceptual and procedural We expect you to understand, apply and analyze factual knowledge. Depending on the student's talent, give them procedural knowledge in specific areas of learning and have them solve problems. In addition, basic competencies require students to be able to write text such as letters, short messages, greeting cards, monologues such as explanations, elaborations, narratives, procedural and report text. Not only in terms of students' academic performance, but especially in her Grade VIII English subject at SMP Negeri 2 Sirombu School, the school has stipulated a Minimum Competency Standard (MCC) of 65 for students to achieve. The syllabus of curriculum 2013 at SMP Negeri 2 Sirombu, Hope the students were able to write narrative text based on the social function, generic structure, and language feature correctly and accurately.

However, when researchers observed the students' writing activities, he found that they were unable to write narrative text correctly and accurately. As a result, some of the students were unable to achieve the MCC 65 they had set. It’s proved when she (the English teacher) administered the test to her students, the average students performance was that 59 out of 65 MCC points. This problems was caused by some factors, such as: some of the students were unable to identify the generic structure, language features, social function of narrative text, and also they correct not recognize how to use punctuation, vocabulary, and grammar correct.

To overcome the above problems, researchers introduced group discussion as a solution. Group Discussions are an effective medium for teaching and motivating writing skills. Group discussions help students inspire and share ideas as they learn English writing skills. Group Discussion is a data collection method used to gain in-depth insight into participants' views and experiences regarding a particular topic.

However, Ibid (2019) stated that group discussion is more of an organized process that involves a group of people in informal face-to-face interactions with various experiences and information, drawing conclusions or solving problems. Likewise in the teaching and learning process, especially when writing narrative text.

Based on the previous discussion, researchers conducted classroom action research (CAR) with the hope of improving students' writing skills. Classroom Action Research helps researchers create, organize, audit, and ensure classroom teaching and student growth. This is supported by Zainal Aqib, 2020:3, said that Classroom Action Research (CAR) is research carried out by teachers in their own classes through self-reflection with the aim of improving their performance so that student learning outcomes increase.

Regarding to the explantion above, the researcher was inspired to formulated a research entitled **“Improving the Students Ability in Writing Narrative Text through Group Discussion at the Eight Grade of SMP Negeri 2 Sirombu in 2022/2023”.**

Literatur Review

Writing is the expression of language in the form of letters, symbols, and words. Writing, on the other hand, is the mental work of coming up with an idea, thinking about how to express it, and organizing it into statements or paragraphs that are understandable to the reader. As to Tarigan in (Ramadhani, 2020) states that writing is a skill language used to communicate indirectly, not directly face to face with other people.

Therefore, writing is one of the language skills used to express thoughts, feelings, and arguments in the form of written words. This means that writing ability is the ability to express one's thoughts and feelings in written words and graphic symbols, and to express the message contained therein in a way that the reader can understand. Dalman in (Nurlatifah et al., 2020) said that writing is a creative process of putting ideas into form written language for purposes, for example to inform, convince, or entertain. The ability to write requires various language elements to be mastered in order to produce writing that is correct and coherent, except for being coherent (Ningsih et al.,2020).

As Hudri M. (2018: 21) reported in Tompkins (2020) : Stages of writing (draft, draft, revision, editing, publication, etc.). A narrative text tells a story, but the true value of a story is determined by what the author and the reader learn from it. This means that the stories provide moral value to the readers or listeners of each story. The purpose of a story is very important because it determines the appropriateness of the story.

Nielsen (2018:172) says: “A story can be defined as a sequence of events, the basic components of which are the chronological order of the events themselves (the story), their verbal or visual representation (the text), and the act of telling or writing (the narrative). Anderson (2017:8) in Destri (2017:245) stated that a narrative text is a text that tells a story while entertaining and informing the reader or listener. On the other hand, in Permana and Zuhri (2019:2), said that a narrative is a type of essay that tells a story or a series of events in which they occur. The purpose is for him to understand one or a series of events by telling a story. From these descriptions, we can infer that narrative text are about stories. A story contains several events presented to entertain readers or listeners. The purpose of written narrative text is to entertain the reader.

As Abdul (2019:201-202) reports, group discussions are conducted by dividing students into several groups. Each group will consist of her 3-5 students. The first step is for the teacher to present the problem in general terms. The general problem is then broken down into sub-problems for students to solve. As reported by Harmin & Toth (2019:9), focusing on group discussion can improve students' learning activities.

Based on the above description, group discussion is a learning process that involves three to five people in the group, the purpose of which is to solve existing problems and encourage discussion from each member in the group. We can conclude that it is about gathering information and knowledge. The results of the discussion will be presented to the class by the representative group.

Research Method

Based on her findings, she stated that the use of group discussion is one of the most effective media used in teaching and learning writing to beginning students. Student response to this medium was very positive. During the research and learning process, they appeared engaged, calm, happy and relaxed.

Based on the current related research mentioned above, researchers as a guide for researchers to compare the results of recent studies when seeking more information about the effects of group discussion on writing skills. The importance of because the results of the latest related research show that the use of group discussions has a significant impact on students' writing skills.

As the final definition of Ferrance 2020:1 puts it, action research is a collaborative effort among colleagues to find solutions to everyday, real-life problems experienced in schools or to find ways to improve instruction and raise student achievement. There are a number of processes in action research. As stated by Kemmis and Mc Taggart in Burns (2020:7), CAR is an inquiry conducted by the teacher in the classroom and has four components: (1) planning, (2) action, (3) observation and (4) reflection.

The research site is SMP Negeri 2 Sirombu. It is located in Sisobandrao Village, Sirombu District, West Nias Regency. There are 21 teachers and one of them is an English teacher. This school consists of 4 classes, seventh class of 1 class, eighth class of 2 class and ninth class of 1 class, and the number of students in all classes is 100 people. The research subjects were VIII-1 (all 37 students of class VIII).

Result

From the result of observation Cycle I and Cycle II, researcher can improve the students about writing narrative text.

The Students' Ability in Writing Narrative Text through Group Discussion at the Eighth Grade of Smp Negeri 2 Sirombu in 2022/2023 Of Cycle II

MCC	The Students' Value	Level	Frequency	%
65	0-39	Failing	-	0%
	40-59	Inadequate		0%
	60-74	Adequate	2	11.11%
	75-84	Good	3	25.93%
	85-100	Excellent	17	62.96%
	Total			**100%**

The data obtained above showed that no student (0%) received a grade of failure and insufficient. 2 students (11.11%) received the grade "Sufficient". The grade "Good" was given by 3 students (25.93%). 12 students (62.96%) were rated "excellent". Then, after calculating the overall grades of the students, the average of the grades of the students was 83.63. The highest grade of the students was 95 and the lowest grade of the students was 70.

Based on the above research material, it can be concluded that the average grade of the students reached the defined MKK. Thus, the implementation with group discussion was successful in the eighth grade of SMP Negeri 2 Sirombu.

Discussion

Based on the research findings, the study provided benefits and implications that helped students improve their ability to write a narrative text. By writing a good narrative text, students can use time effectively to express an opinion, an idea, connecting it to real everyday life. Improving students' ability to write a narrative text depends on the strategy used in teaching and learning activities. This teaching strategy used in the study allows the students when he did the study, some of the students had quite poor writing skills to

begin with. This can be seen from the result of the I-cycle examination. So he carried out some activities such as creating a narrative text, giving vocabulary and grammar exercises and giving them feedback. Students have shown good progress during Cycle I and II. Therefore, the educational material taught to the students must be adapted to their daily life.

Conclusion

After analyzing the research data, the researcher came to the following conclusions:

1) In Cycle I, students' ability to write narrative text, especially fables, was not satisfactory, and most of the students I couldn't pass. Express your thoughts by writing stories, especially fables. If a student scores in Cycle I, up to 4 students (25.93%) will score her 70-80 points. Nine students (33.33%) scored between 60 and 65. Six students (40.74%) scored her between 40 and 55 points. The percentage of students who completed Cycle I activities was 62.19%, and the percentage of students who canceled Cycle I activities was 37.81%. Additionally, the researchers continued to examine students' writing skills in the second cycle.

2) In Cycle II, students' skills in writing narrative text, especially fables, were improved through group discussions. There were no students who fell into the “failed” and “unsatisfactory” categories. These students performed better than or equal to PKS. When students scored in Cycle II, up to 17 students achieved her 90-95 points. Three students (25.93%) scored between 80 and 85. Two students (11.11%) scored between 70 and 75. The percentage of students who completed the second cycle activities was 97.05%, and the percentage of students who canceled the second cycle activities was 2.95%. In other words, the research problem has been solved.

3) Curriculum expectations are met and problems are resolved.

4) Research shows that the average performance of students from Cycle I to Cycle II shows an improvement in students' writing skills. In cycle I, students' average score was 61.82, while in cycle II it was 83.63. Based on the above results, the researcher concluded that the use of group discussion can improve students' ability to write narrative text in class VIII of SMP Negeri 2 Sirombu.

Referensi

Abdulbaki Khalid; Suhaimi Muhamad; Alsaqqaf Asmaa; Jawad Wafa. (2018). *The Use of the Discussion Method at University: Enhancement of Teaching and Learning.* International Journal of Higher Education. Vol. 7, No. 6; 2018. P. 118-128.

Asilestari Putri. (201VIII). *Improving Students’ Writing Ability to Write Narrative Text Through Write Pair Share at X Grade of Sman 2 Kuok.* English Language Education, Universitas Pahlawan Tuanku Tambusai. Vol. 3, No. 1, 2018. P. 15-23.

Astika Yulia Wiji; Sulistiyo Urip. (2017). *Teaching Writing Narrative Text through Video: An Action Research at SMK Budi Luhur Tebo.* Jambi-English Language Teaching Journal. Volume 2 (2), 2017. P. 15-24.

Azis Andi Sudarmin; Bugis Riki; Harziko. (2022). *The Ability in Writing Narrative Text by Using English Poetry at The Students of Al Asyariah Mandar.* ELS Journal on Interdisciplinary Studies in Humanities. Volume 5, Issue 1, 2022. P. 119-125.

Duboz Amandine; Mourtzouchou Andromachi; Grosso Monica; Kolarova Viktoriya; Cordera Rub´en; Nagele Sophie; Raposo Maria Alonso; Krause Jette; Garus Ada; Eisenmann Christine; dell’Olio

Luigi; Alonso Borja; Ciuffo Biagio. (2022). *Exploring the acceptance of connected and automated vehicles: Focus group discussions with experts and non-experts in transport.* Transportation Research Part F: Psychology and Behaviour. Psychology and Behaviour 89 (2022). P.200-221.

Ebensperger Luis A.; Correa Loreto A.; Leon Cecilia; Ramiırez-Estrada Juan; Abades Sebastian; Villegas Alvaro; Hayes Loren D. (2016). *The modulating role of group stability on fitness effects of group size is different in females and males of a communally rearing rodent.* Journal of Animal Ecology. Vol. 2016, 85. P. 1502-1515.

Hasibuan Roslina. (2019). *The Implementation of Small Group Discussion in Writing Narrative Text at Class X of Sma Negeri 2 Padangsidimpuan In Academic Year 2019/2020.*

Hidayatullah M. Hilmy. (2022). *Improving Students' Writing Skill in Writing Narrative Text Through Picture And Picture Method.* Journal of English Ibrahimy. JOEY 1 (1). P. 35-41.

Ismawati.(2015). *Improving The Students' Ability to Write Narrative Text through Mini Project Assessment.* Makassar Muhammadiyah University.

Istiyanah Nor. (2020). *Pemantapan Minat Siswa Terhadap Pilihan Program Studi Di Perguruan Tinggi Melalui Layanan Penguasaan Konten Dengan Teknik Focus Group Discussion.* Jurnal Prakarsa Paedagogia. Vol. 3 No. 2, Desember 2020. P. 154-158.

Langrock Roland; Hopcraft J. Grant C.; Blackwell Paul G.; Goodall Victoria; King Ruth; Niu Mu; Patterson Toby A.; Pedersen Martin W.; Skarin Anna; Schick Robert S. (2014). *Modelling group dynamic animal movement.* Methods in Ecology and Evolution. Vol. 2014,(5). P. 190-199.

Larasati Niken. (2016). *Improving Students' Ability In Writing A Narrative Text by Using A Round Table Strategy at Grade VIII B Of Smpn 1 Sumbergempol.* Journal of English and Education. Vol. 2016, 1(1). P. 1-5.

Lesmana Eduan. (2020). *An Undergraduate Thesis The Use Of Small Group Discussion Strategy To Increase Descriptive Paragraph Writing Skill Among The Eight Graders Of Mts Manbaul 'Ulum Gayabaru Ii Central Lampung.* State Institute For Islamic Studies Of Metro.

Lestari Intan Dwi. (2019). *The implementation of small group discussion in teaching writing recount text for the tenth grade students of SMKN 1 Bendo.* English Teaching Journal: A journal of English Literature, Linguistics, and Education. Vol.7, No.2, June 2019. P. 20-27.

Lubis Rayendriani Fahmei. (2014). *Writing Narrative Text.* English Education. Vol. 02 No. 01. Januari 2014. P. 1-16.

Novendari Anik. (2016). *The Use of Small Group Discussion to Improve Students' Short Story Understanding in Narrative Form at Eight Grade Students of Smp Muhammadiyah 3 Rambipuji In Academic Year 2015/2016.*

Nuraeni Lina; Bhuana Gartika Pandu.(2020). *Teaching Writing Narrative Text Using Two Stay Two Stray (Tsts) Method.* Professional Journal of English Education. Volume 3, No. 6, November 2020. P. 717-721.

Edu Cendikia: Jurnal Ilmiah Kependidikan
Volume: 4 | Nomor 03 | Desember 2024 |
DOI: 10.47709/educendikia.v4i03.4961

Muchtar Azmy Ali; Rahmat Aceng; Herlina. (2020). *Improving Students' Narrative Text Writing Ability Through The Picture and Picture Learning Model.* Indonesian Language Education and Literature. Vol. 6, no. 1, Desember 2020. P. 139-149.

Morrison Robin E.; Hirwa Jean Paul; Mucyo Jean Pierre S.; Stoinski Tara S.; Vecellio Veronica; Winnie Eckardt. (2020). *Inter-group relationships influence territorial defence in mountain gorilla.* Journal of Animal Ecology. J Anim Ecol. 2020;89. P. 2852-2862.

Noor Mochammad. (2016). *Improving the Ability in Writing Narrative Text of Junior High School Students through Peer Feedback.* Improving the Ability in Writing Narrative Text of Junior High School Students through Peer Feedback. Vol. 1, No.1, 2016. P. 11-21.

Novendari Anik. (2016). *The Use of Small Group Discussion to Improve Students' Short Story Understanding in Narrative Form at Eight Grade Students of Smp Muhammadiyah 3 Rambipuji In Academic Year 2015/2016.*

Nyumba Tobias O.; Wilson Kerrie; Derrick Christina J.; Mukherjee Nibedita. (2017). *The use of focus group discussion methodology: Insights from two decades of application in conservation.* Qualitative Methods For Eliciting Judgements For Decision Making. Vol. 2018;9. P.20-32.

Pardosi Putri Sri Rezeki; Bachtiar. *Improving Students' Achievement in Writing Narrative Text by Using Think Pair Share Strategy.*

Ping Ng Sau; Maniam Mahendran. (2015). *The Effectiveness of Facebook Group Discussions on Writing Performance: A Study in Matriculation College.* International Journal of Evaluation and Research in Education (IJERE). Vol.4, No.1, March 2015. P. 30-37.

Purba Rodearta. (2017). *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique.* Advances in Language and Literary Studies. Vol. 9(1). P. 27-30.

Sholihah Lilis. (2013). *Using Discussion Board As the Medium to Improve the Skill in Writing A Recount Text.* Vol. 1, No. 1, 2013. P. 41-52.

Syahira Fitri. (201VIII). *Improving The Students' Ability In Writing Narrative Text By Using Marathon Technique.* State Islamic University Of North Sumatra.

Warsini. (2021). *Penerapan Strategi Small Group Discussion Untuk Meningkatkan Kosentrasi Belajar Siswa Dalam Pembelajaran Pai Di SDN Laman Baru.* Published by: Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Palangka Raya. Vol. 1 No. 1 September 2021. P.51-62.

Welty William M.. (19VIII9). *Discussion Method Teaching: A Practical Guide*. Discussion Method Teaching: A Practical Guide.

Widiyati. (2019). *Focus Group Discussion (FGD) untuk Meningkatkan Aktivitas dan Hasil Belajar Kompetensi Ketenagakerjaan Peserta Didik di SMP N 7 Purworejo.* Indonesian Journal of History Education. Vol. , 7 (2), 2019. P.146-153.

Yusuf Hanna Onyi; Guga Ayuba; Ibrahim Adamu.(2016). *Discussion Method And Its Effect On The Performance Of Students In Reading Comprehension In Secondary Schools In Plateau State, Nigeria*. Europen Journal of Open education and E-learning Studies. Volume 1. Issue 1. P.128-140.

Volume: 4 | Nomor 03 | Desember 2024 |
DOI: 10.47709/educendikia.v4i03.4961

Zeleke Wondim Tiruneh. (2021*). The Challenges and Benefits of Discussion Method of Teaching History Lesson at Teachers' Training Colleges: Injibara College of Teachers Education in Focus.* East African Journal of Education Studies. Volume 4, Issue 1. P. 98-106.