

THE INFLUENCE OF SMALL GROUP DISCUSSION TOWARD STUDENTS' PRESENTATION SKILL OF HORTATORY EXPOSITION TEXT IN SMA NEGERI 1 KEBOMAS

Nikmah Amelya Permatasari
SMA Negeri 1 Kebomas
E-mail: nikhmahamelya@gmail.com

Received: July 10, 2017

Accepted: August 17, 2017

Published: August 31, 2017

doi:10.7575/aiae.ijels.v.1n.1p.1

URL: <http://dx.doi.org/10.7575/aiae.ijels.v.1n.1p.1>

Abstract

This study investigated the significant effect of small group discussion toward students' presentation skill of hortatory exposition text. The design of the study was quasi experiment. The researcher chose the eleventh grade of SMAN 1 Kebomas which totally consist of 46 students. The sample was divided into two groups. XI-MIPA-1 was as the experiment group and XI-MIPA-2 was as the control group. The data was collected by using tests, pretest and posttest. The research finding showed that there was difference between experiment group who were taught by small group discussion method and control group who were taught by peer discussion. It is proven by the result of sig. (2tailed) is 0.039 and 0.038. The sig. (2tailed) is lower than 0.05 but it closer to 0.05. So, the null hypothesis can be rejected. It means that small group discussion gave positive effects on students' presentation skill. The researcher concluded that small group discussion gave positive effect on students' presentation skill. They were better in developing paragraph and better in word choices.

Key words: Presentation, Hortatory, Small Group Discussion.

1. Introduction

English is one of difficult subject for the EFL students. EFL students face many problems in their presentation, such as: cannot speak English well, lack of vocabulary, difficult to develop idea, lack of memories, lack of preparation and lack of confidence (Rajoo, 2010:43). Moreover, in Indonesia, it is one of main subjects in national examination. Teacher usually teaches the students for preparing national exam. In the speaking skill the teacher usually asks the students to make a conversation and rarely asks them to do a presentation.

Presentation is the most challenging skill, but it can be learn. In the presentation, the presenter has to deliver the main information to the audience. To make it run well, the presenter has to comprehend the content. To make the audience understand, the presenter has to interact with others. Presenter needs a good communication skill in an international language and behave in different contexts of communication, respecting and understanding different interlocutor or audience in the different cultures for successful social interaction (Simona: 2015).

Based on many previous studies, small group discussion can build interaction between presenter and audience. Moreover, small group discussion help student to master the material and develop cognitive, affective and psychomotor (Christiani: 2014).

Dallimore (2008) added that there is relationship between group discussion and oral communication. Whereas, Al-Hebaisy (2012) said that students reduce anxiety of oral communication because of small group discussion. Hameed, et al. (2013) said that Small Group Discussion Impact on Student's Test Scores in an Undergraduate Pathology Course.

Differ with other researchers, Brooks (2013) has a personal experience that his students are afraid of doing presentation either in SGD or LGD. Based on the previous studies, the researcher wants to test the effect of SGD toward students presentation skill in SMAN 1 Kebomas, especially in Hortatory exposition text.

Review of Related Literature
Presentation Skill

Presentation is an oral communication to show, tell, or express idea, opinion, or topic by demonstration, speech, talking, or performing (Fraser et al, 2015:1). It is prepared and practiced speech which is introduced by presenter to the audience (Levin and Topping:2006 in Al-Nouh, 2015:136).

Doing presentation is very difficult for EFL students. Many studies still display frequent errors in students language productive skill, those are speaking and writing because those are essential components of faculty course (Muhammad:2013).

Oral presentation is an effective tool to improve students' communicative competence if it sets up correctly (Brooks and Wilson, 2014:199; King, 2002:401). By implementing presentation in the classroom, it will empower the students to investigate, articulate, and directly share students' idea with the teacher or classmates. Melani & Thompson (1980) in King (2002) said that if presentation properly guided and organized, it provides students in all school subjects, especially English and later it will be beneficial for their career.

Even though the presentation is implemented in some high school, but Endo (2008) in Brooks and Wilson (2014:201) said that most students in high school level are not being taught how to give effective presentation. Fraser, et al. (2015:4) said that speakers have to communicate effectively using different style and format.

Presentation has many benefit for both students and teachers, they are: connecting gap between language study and language use; integrating four language skills; helping students to collect, investigate, organize, and build information they got; helping students become active learners; and enhancing team work (King, 2002:401).

Hortatory Exposition Text

There are many genre of text in English of Senior High School, such as : descriptive, narrative, spoof, anecdote, news item, recount, analytical exposition, and hortatory exposition. Based on the standard curriculum (K13) of English Senior High School in the second semester of the eleventh grade, students study about narrative, spoof, and hortatory exposition. But, in this study, the researcher focuses on hortatory exposition text in speaking skill.

Based on Setiawan (2007) in Hapsari (2015) stated that hortatory exposition is a spoken or written text which is aimed to persuade listeners or readers about something should or should not happen or be done. Based on Alfatia and Hafidz (2013), the purpose of hortatory exposition text is to give the arguments or opinions and give the suggestion in the end of the text. There are three generic structures in hortatory exposition text, they are:

- a. Thesis/ General Statement. It is the introduction of the topic. It is consist of statement or announcement of issue.
- b. Arguments. It consists about Point and Elaboration. Point, states the main argument Elaboration, develops and supports each point of argument. It means that arguments are the reasons for concern that will lead to recommendation.
- c. Recommendation. It is the statement of what should or should not happen or be done based on the given arguments.

Problem in Presentation

Morita (2000) and Adam (2004) in Yu and Cadman (2009) said that it is difficult to give the students oral presentation, because it involves sociolinguistic complex and cognitive understanding. King (2002:403) said that Asian students perform successfully in the term of grammatical competence, but they can be frustrated if they are asked to express their idea in presentation.

Even though presentation is a learner centered approach, students are still diffidence when they are asked to perform in large class discussion (King, 2002:403). Moreover, if the students have characteristic of afraid making mistakes in speaking English (Nouh, 2015:138).

Another problem in presentation is the anxiety. An extreme anxiety influences students' performance during presentation session, it breaks down students' self esteem and confidence. Based on Leichsenring (2010) in Nouh (2015:139) said that the anxiety makes students forget about the content of the topic.

Rajoo (2010:45) described the difficulties which are faced the students during the presentation, they are: about the language, grammar, and vocabulary; in the content or idea; in the term of personality traits; and external factors like: lack time of point, afraid of friends' critics, lack of preparation, etc. Fareen (2013) said that students face presentation problems in a comprehensive package of grammar, vocabulary, phonology, and punctuation. He also added some teachers also face great challenges in mending and molding the students' linguistic and communicative behavior because they usually speak in their mother tongue.

Students need more time to practice, it is because practice makes perfect (Xian ming, 2005:120). If students practice it more and more not only they can increase their presentation skill but also they can have an effective presentation.

Group Discussion Method

Group is a number of people interacting in a face to face situation (Walton:1997). Group work and team work usually use in the same meaning. But, generally groups are more informal and more focused on the short term interactions, means that people do the task with the membership at the time. On the other hand, teams are established to

undertake in long-term task and more coordination and structure. Therefore, students need experiences in both group work or team work (Cuseo:1992).

In the teaching learning of speaking, the goal of discussion is to make the students become an active speaker or get them talking and keep them talking. Truly classroom discussion are guided by specific teaching goals such as increasing students comfort with the language and method or developing critical thinking make the discussion become success. But, it means nothing if the students can talk for hours without learning anything substances (Ozer:2005).

Small Group Discussion

Based on Suyanto and Jihad (2013) discussion method is given to students to give them a chance to share their opinion. Kelly et al. (1993) said that group discussion works if the aim of the goal is process centered for instance in some aspects of professional studies such as management, law, medicine, social work or teaching of professional communication skills.

A well constructed small group discussion will encourage students to share information and gain students' thoughts before reaching the agreement of the topic (Brewer:1997).

Small group teaching can be an alternative method for learning which cannot established in large group setting by demanding of the staff, space, and time (McKimm:2009). Furthermore, Lim et al. (2014) have developed the use of small group discussion in MOOCs. They allow students to take online courses on their own schedule and from any location and based on the survey of the students who joined the online discussion, most of them are satisfied with those online course tools. Despite there are many studies showed the positive effects of small group discussion, there is also a downside the use of small group discussion in language skills as like in the use of improving grammatical accuracy (Benson et al.:2013).

Small group discussion usually has 3-8 members in every group. The size of group is limited in function and task (McKimm and Morris:2009).

According to Suyanto and Jihad (2013), the advantages of discussion are:

- a. The students are active, they will pay attention to the topic which is discussed.
- b. Aware the students that every problem can be solved.
- c. Accustom the students to listen others opinion, although it is different with their opinion.
- d. Increase students personality as students as like tolerant, democratic, critic, systematic, and confident.
- e. Students more understand because they engage in the process of thought.

Besides, it has weaknesses, they are:

- a. Students may not active in discussion if they are not responsible.
- b. Students get limited information. The active students are dominates.

Previous Studies

There are many studies about small group discussion. A qualitative study by Alexopoulou (1996) "*Small Group Discussion in Physics: Peer interaction Modes in Pairs and Fours*" with the 14 and 15 years old students in four state schools in different socioeconomic in Athena said that discussion with four students is more beneficial than pairs in the processes and peers' learning outcomes in science. Students in pair have difficulties to solve the problems, they are difficult to explore their idea. They also face more difficult in negotiating and dealing with views and dealing their disagreement. The pairs is difficult to make interaction with other. From the study we can see that small group with four members is better to make interaction and to share the knowledge than pairs.

Despite there are many studies showed the effectiveness of small group discussion, a qualitative comparisons study by Stephens et al. (2015) showed that their study in physics lesson sequence that used simulation and animations hands-on was contrary with the expectation. Although almost students showed the significant gains on the pre-post short answer questions, the teacher surprised with the pre-post advantages of small group discussion. even though small group participants had had advantages of experience with the simulation, opportunity for every students to raise questions and opportunity for shy students to speak up, but small group discussion not do better than whole class students.

In the other hand, Tungman (2010) in her research entitled "Literature Discussion Groups and Reading Comprehension". Research has shown that the implementing of literature discussion group has positive impact on comprehension. Students exchange new ideas and build on schema and make deeper connection to the text and listen to each other. Teacher has an important advantage with the time and opportunity to provide small group instruction while keeping the whole class on task. This process takes teacher's time and patience, but the result can improve students reading comprehension.

A research by Medical and Dental researchers, Hameed, Khalid, Aslam, Ahmad, and Wattoo (2013) studied about "*Small Group Discussion Impact on Student's Test Scores in an Undergraduate Pathology Course*". They studied about the musculoskeletal system which no lectures were taken this topic before to the fourth year undergraduate students of pathology course at University Medical and Dental Collage in year 2012. After giving the treatment, students assessed by written test of multiple choice and short answer question. Ninety nine students joined the test. And 95.95% students of small group discussion passed the test, whereas 72.72% students of group lectures passed the test. But the students who

were given the treatment using SGD have better score than the control group. It means that small group discussions lead to better cognitive learning than group lectures.

Another study, quantitative research using experimental design conducted by Syafaat (2009) entitled *“Improving The Effectiveness of Small Group Learning in Speaking Ability”*. The study was given to the students of the eighth grade of Junior High School with the topic of description place, thing and person. The result of statistic calculation, it is obtained the value of 13,420 and the degrees of freedom is 29. The result of significant is $2,045 < 13,420 > 2,756$. It means that small group learning is better to improve students speaking ability than without small group learning.

From the previous studies, the researcher believes that small group discussion is a good method to help students to understand the material and it is effective method for students' presentation skill. As stated above, small group discussion can be applied in many subject; physics, medical, and language. The study also said that small group discussion is better to improve students speaking ability, solve the problem, and make interaction to the others.

Hence, the researcher will apply small group discussion method in the English class to know the influence in students' presentation skill. The study has differences with the previous study, because it is not just to know how is students' speaking skill and how they communicate or share their idea with others, it is also not only focus in the understanding of material but also how students deliver or present their idea in front of the class as good as presenter. This study will implement to the senior high school students in the second grade by the topic of Hortatory Exposition text.

2. Methods

This study is an experimental research. The researcher used quasi experiment research used control group pretest posttest design. Both of them gave a treatment, SGD for experiment group and pair discussion for control group. The researcher used students in the eleventh grade of SMAN 1 Kebomas as the subject of her study using purposive sample, then she divided them into two groups, XI MIPA 1 with 24 students as experiment and XI MIPA 2 with 22 students as control. The researcher collected the data for 5 meetings, 1 meeting for pretest, three meetings for implementations, and 1 meeting for posttest. The pretest score is to check the homogeneity and posttest score is to check the influence of small group discussion towards students' presentation skill. To make it easily in the counting, the researcher used SPSS 16.00 to count students scores.

To assess the students' test, the researcher adapted scoring guide of presentation by Nguyen (2013) which assesses student's test on content, visual aid, grammar, pronunciation and eye contact & body language. Then, the researcher modified it into content, word choice, grammar, pronunciation and eye contact & body language. Whereas, the researcher divided the scoring grade into four criteria, they are: excellent if they get 100-88, very good if they get 87-75, good if they get 74-62, and fair if they get < 61 . Because, oral presentation is the subjective test which need an accurate in correction, the correctors are the researcher self and two English teachers in SMA Negeri 1 Kebomas. For the validity, the researcher used 2 kinds of validity, content and construct. To test content validity, the researcher compares it to the subject based on English curriculum and English syllabus of eleventh grade. If it reflects with curriculum and syllabus, the test is valid. Then, the second is construct validity. The researcher is also the teacher in the study, and the English teacher guides the researcher.

3. Findings

Before conducting the treatment, the researcher analyzed the homogeneity of two groups to know whether both of them were equal or not. To analyze the homogeneity of two groups, the researcher used Levene's test using SPSS 16.00 from pretest score.

Group Statistics				
	Group N	Mean	Std. Deviation	Std. Error Mean
Average 1	24	63.2500	3.19306	.65178
	22	63.4091	2.83950	.60538

Output SPSS 16.00 - Group Statistic of Pretest

Independent Samples Test

Levene's Test for Equality of Variances t-test for Equality of Means										
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average	Equal variances assumed	.000	.985	-.178	44	.860	-.15909	.89419	-1.96121	1.64303
	Equal variances not assumed			-.179	43.965	.859	-.15909	.88956	-1.95191	1.63373

Output SPSS 16.00 - Independent sample t-test of pretest

The result showed that the score of the experimental group and the control group were homogeneous. In Levene's test table, the result of the variance homogeneity test showed that sig. was 0.985. Because the sig was higher than the level of significance (0,05) or (0.985 > 0,05), it means there was no difference variance between the experimental group and control group. It showed that both of two groups' variance was homogenous or equal.

After conducting treatment, the researcher analyzed students' post test. The analysis of post test score was done to answer the research problem in this study. By analyzing the post test score, the researcher knew the difference between two groups related to the implementation of small group discussion and peer work.

To interpret the test by the probability or the significance with α (alpha) level at 0.05 (two tailed test), if the sig. (2-tailed) > α (0.05), the researcher should accepted H0, but if the sig. (2-tailed) < α (0.05), the researcher can reject H0. It means that H1 is accepted. The result of independent sample of t-test as follow :

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
AVERAGE	1	24	67.7917	1.69344	.34567
	2	22	66.7727	1.54093	.32853

Output SPSS 16.00 Group statistic of posttest

Independent Samples Test

Levene's Test for Equality of Variances t-test for Equality of Means										
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AVERAGE	Equal variances assumed	.389	.536	2.128	44	.039	1.01894	.47888	.05381	1.98407
	Equal variances not assumed			2.137	43.999	.038	1.01894	.47689	.05784	1.98004

Output SPSS 16.00 Independent sample test of posttest

In details of the table showed that probability value in sig. (2-tailed) of both groups was 0,039 and 0,038. It showed the significance less than α (0,05) level or (0,039 and $0.038 < 0,05$). It means that the null hypothesis should be rejected and there was an influence on the use of small group discussion on students' presentation skill between the experimental group and control group. Therefore, there was difference between control group and the experimental group. The result showed that there was difference between control group and experimental group after the treatment.

4. Discussion

The study was about the influence of small group discussion toward students' presentation skill. The researcher would like to know whether the implementation of small group discussion significantly influence on students presentation skill or not.

Nowadays, inventions are carried out every day and education has been split up into different stages which involve students to active and work continuously in learning something (Patel:2014). Some studies have supported that collaborative learning is one way to make students become an active learner which determine the successful learning and one of them is small group discussion (Flosason:2010).

The small group discussion method was chosen in this study because students are actually more confident if they do anything together, they can build their knowledge because they solve the problem together. Moreover, small group discussion can increase interaction and motivation among students (Brewer:1997). Small group discussion is better than lecture method. Small group discussion is a method which is used by teachers or educators if they want an effective teaching learning process (Raheem:2011).

In this study, the researcher takes the eleventh grade student of SMAN 1 Kebomas as the population, but she just took two classes for her study, they are XI IPA 1 as the experiment group and XI IPA 2 as the control group. Although in the chapter three, the researcher said that every class consist of 34-35 students, in fact the students who can join this study are 24 students from experimental group and 22 students from control group. So, the total sample is 46 students.

Before doing the treatment, both of two group are given pre test in the different day to prove that they have same ability in presentation. The result showed that they have similar level in presentation skill by the higher level of sig. higher than 0,05. Then, the experimental group was taught by small group discussion method than the control group was taught by discussion in pair. After giving three treatments, researcher gave the students post test to know the significant influence of small group discussion toward students' presentation skill.

Small group discussion is one of cooperative learning. DeJarnette, et all (2014) used this method in their study for maintaining productive mathematical discussion using three strategies, they are asking question with the problem, sharing the mathematical authority within the group, and challenging one another's mathematical ideas.

As we know there are many benefit of small group discussion as like active participation of learner, increase team work ability, help in retention of knowledge, increase students' interest and improve critical thinking (Chougule & Patil:2015). But, teacher usually finds the member of group who cannot interact with other members. Kelly (1993) said that some highly articulate students refuse to speak at all it may caused by the students who does not give the other members opportunity to speak up. The teacher can give time management of speaking time. For example every student has a chance to speak maximum a minute in their group. So, every members have chance to speak.

There are two types of collaborative learning which almost same with small group discussion. The first is peer work or peer discussion. Peer work is a discussion by the two people. The second is large group discussion. large group discussion is discussion with whole class.

Alexopoulou (1996) in his study about "Small Group Discussion in Physics: Peer interaction Modes in Pairs and Fours" with the 14 and 15 years old students in four state schools in different socioeconomic in Athena said that discussion with four students is more beneficial than pairs in the processes and peers' learning outcomes in science. Students in pair have difficulties to solve the problems, they are difficult to explore their idea. They also face more difficult in negotiating and dealing with views and dealing their disagreement. The pairs is difficult to make interaction with other. From the study we can see that small group with four members is better to make interaction and to share the knowledge than pairs.

Other previous study by Hameed and friends (2013) took a study in medical and dental research. They studied about the musculoskeletal system which no lectures were taken this topic before to the fourth year undergraduate students of pathology course at University Medical and Dental Collage in year 2012. After giving the treatment, students assessed by written test of multiple choice and short answer question. Ninety nine students joined the test. And 95.95% students of small group discussion passed the test, whereas 72.72% students of group lectures passed the test. But the students who were given the treatment using SGD have better score than the control group.

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Another study, quantitative research using experimental design conducted by Syafaat (2009) entitled "Improving The Effectiveness of Small Group Learning in Speaking Ability". The study was given to the students of the eighth grade of Junior High School with the topic of description place, thing and person. The result of statistic calculation, it is obtained the value of 13,420 and the degrees of freedom is 29. The result of significant is $2,045 < 13,420 > 2,756$.

From the previous studies above, the writer found similarities in the form of technique that they used in research. In the first study, the previous researcher used group discussion in four and peers in physic class. The second study used small group discussion in study about musculoskeletal. The third is the study in literature reading comprehension. The last, a similar study, conduct by Syafaat (2009), he used similar method and similar skill, speaking skill, but he took in the seventh grade of junior high school with the topic of descriptive text. For making different with previous studies, the researcher chose English subject and for the material is hortatory exposition text as focus of the study in Senior High School.

Because the result showed that the sig. (2tailed) was closer with the number or value 0.05, so the suggestion for the next researchers is they can use Small Group Discussion as in the experimental study, but focus on the control group. Finally based on the result findings and analysis some researcher above, the conclusion can be drawn that small group discussion has a positive influence in students presentation skill.

5. Conclusion

Based on the aim of the study which wants to know the effect of small group discussion toward students' presentation, it can be concluded that :

1. Small group discussion is better than peer work in studying presentation skill at the eleventh grade of SMAN 1 Kebomas.
2. Small group discussion is more effective than peer work in studying presentation skill at the eleventh grade of SMAN 1 Kebomas.

It is proven by the score from data analysis from post test both two groups in statistically by using independent sample t-test, where the result are 0.039 and 0.038. It was lower than 0.05 level of significance. It means that there was difference between the students who taught by small group discussion and the students' who taught by peer work. So, the null hypothesis can be rejected and it can be conclude that there was significant influence in using small group discussion at the students in the eleventh grade of SMAN 1 Kebomas.

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