

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Learning Method

a. The definition of learning method

Method is literally defined as a way. In general sense, method is the steps in carrying out an activity based on facts and concepts in a systematic manner. According to Djamarah in Ahmad Susanto's book, the method is a way used to achieve the goals that have been formulated.¹ In other words, the method is a procedure in administered an activity to achieve predetermined goals.

The understanding of learning method according to Sudjana in Ahmad Susanto's book is a way used by teachers to get close to students during the learning process so that the material presented is easily accepted.² Accordingly, the learning method can be interpreted as a teacher's strategy in carrying out learning activities and applied in the classroom so the learning objectives can be achieved properly.

The teacher as a leader in learning activities is not enough just to rely on mastery of the material, but also must be followed by mastery of various method to delivering the material and being able to find out students' abilities through their daily observations in classroom. Teachers must be clever and selective in choosing and implementing the methods to be used and there needs to be a careful review before it is implemented in class because the selection of the right method can support the success of learning.

b. The Principles of Choosing Learning Methods.

In general, the principles must be considered in choosing a learning method are:³

¹ Ahmad Susanto, *Teori Belajar & Pembelajaran di Sekolah Dasar* (Jakarta: Prenamedia Group, 2013), Mold I, 153.

² Ahmad Susanto, *Teori Belajar & Pembelajaran di Sekolah Dasar*, 153.

³ Asni Hanifah, "Strategi Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Fikih Kelas VIII Di MTsN Langkap Srengat Blitar

- 1) The principle of motivation and learning goals
Motivation is an impulse that arises in a person to carry out an activity in order to achieve a goal, there is a clear goal it will be more focused.
- 2) The principle of maturity and individual differences
Every student has a different tempo of development, as well as a person's character. There needs to be special attention from teacher for their students including the time and rhythm of children's development, intelligence, environmental factors, and others.
- 3) The principle of providing practical opportunities and experience
The learning process should provide greater opportunities for student participation and direct experience than verbal learning because it is more meaningful.
- 4) The principle of integration of understanding and experience
The learning process should be able to include real experiences so the integration of understanding and experience can make thinking power better.
- 5) The principle of functional
Learning is a process of increasing one's knowledge and understanding. Learning cannot be separated from the value of benefits, namely in the form of theoretical benefits and practical benefits.
- 6) The principle of cheerful
Learning is a process of change for the better and is continuous, the method used should have a joyful effect. So, it does not cause a feeling of saturation and burdensome.

c. The Factors of Affecting the Appearance of Various Learning Methods.

As for the factors can influence the emergence of various kinds of learning methods are:⁴

- 1) The different goals in each material presented.
- 2) Differences in the background and abilities of each student.
- 3) There are different orientations, traits, personalities, and abilities of each teacher.
- 4) Situations and conditions when the learning process takes places. Such as the type of educational institution, geographical factors, and others.
- 5) The existence of different teaching facilities both in quality and quantity.

2. The Small Group Discussion Learning Method

a. The definition of Small Group Discussion learning method

Discussion is an interaction between two or more people who discuss a topic and develop, resulting in a better understanding. Whereas group discussion is a guidance process that is regular in face to face interactions and involves a group of people, in each group member has the opportunity to contribute thoughts or information to solve problem or make decisions together.⁵ The purpose of group discussions are to motivate and provide stimulus to students or discussion participants so they can think critically, be able to express opinions, and formulated various problems that reflect on experiences or are being studied.

As contained in the Al-Qur'an Surat An-Nahl: 125. Allah SWT has said that to call or invite someone to worship to Allah, it is better to use a wise method or pattern and if you want to argue in a good way. One form

⁴ Asni Hanifah, "Strategi Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Fikih Kelas VIII Di MTsN Langkap Srengat Blitar Tahun Ajaran 2014/2015", 26 - 29.

⁵ Hasibuan and Moedjiono, *Proses Belajar Mengajar*, ed. Tjun Surjaman (Bandung: PT Remaja Rosdakarya, 2012), Mold XV, 20.

of practicing the letter is discussion. The following is the sound and translation of Surat An-Nahl Verse 125.

وَجَادِ لَهُمْ أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ
ضَلَّ عَنْ سَبِيلِهِ بِآلَتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ
وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (125)

“Call (humans) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Indeed, it is your Lord knows more about what has strayed from Allah’s ways and Allah knows better about those who are guided”.⁶

Based on the arguments of the Al-Qur’an above, in calling someone to obey Allah SWT’s commands there are two approaches that can be used namely *hikmah* (wisdom) and *mauidzah* (advice). The method can be used is the Small Group Discussion method.

Small Group Discussion is an active learning method, students in one class are divided into several small groups and each group consist of 4 to 6 students to discussing a topic or problem according to the subject matter being discussed.⁷ In other words, Small Group Discussion method is an activity deliberately carried out in small groups to exchange opinions in order to solve a problem at hand and make decisions.⁸

In addition, the Small Group Discussion is a learning method an effective than traditional learning methods and can be applied in schools and other learning places to improve student learning abilities.⁹ So, it can be conclude

⁶ Soenarjo and friends, *Al-Qur’an dan Terjemahannya*, 536.

⁷ Robert E. Slavin, *Psikologi Pendidikan: Teori dan Praktik*, trans. Marianto Samosir, ed. Bambang Sarwiji (Jakarta: PT Indeks, 2011), Mold IX, 310.

⁸ Kamaluddin H Ahmad and Siti Nurma, “Penerapan Metode Small Group Discussion Terhadap Motivasi Belajar Siswa,” *Civicus: Pendidikan - Penelitian - Pengabdian Pendidikan Pancasila & Kewarganegaraan* 8, no. 1 (2020): 30–35, accessed on 25 November, 2020. <https://doi.org/10.31764/civicus.v8i1.1792>.

⁹ Ali Tabrizi et al, “Effect of Small Group Discussion in Residency Education versus Conventional Education,” *Tabriz University of Medical Sciences*

the Small Group Discussion is an active, constructive, and cooperative learning method in order to improve student learning abilities. In practice, all students in one class are divided into several small group to discuss a topic, solve problems, and make classical decisions.

b. The Purpose of Small Group Discussion Method

The following are the purpose of the Small Group Discussion learning method, including:¹⁰

- 1) Fostering the spirit of student participation in learning optimally.
- 2) As a forum for learning about leadership and decision-making attitude.
- 3) Provide space and opportunities for students to interact with each other and learn from the experience of the interlocutor and personally.

c. The Characteristics of Small Group Discussion Method

The characteristics of Small Group Discussion learning method, as follows:¹¹

1) Interdependence in positive terms

Interdependence in positive terms happens because every Small Group Discussion learning activity is inseparable from cooperation. The division of labor is based on the potential of each student. When the potential is properly accommodated, all group members can play an active role in group activities.

For example in the activity of compiling reports, students who are good at writing serve as compilers of reports, students who are good at public speaking are tasked with presenting report results, and so on. Thus, on appears there is a positive interdependence among group members in order to complete joint tasks.

5, no. 1 (2016): 47 – 49, accessed on 9 December, 2020. <https://doi.org/10.15171/rdme.2016.010>.

¹⁰ E Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, ed. Yadi Mulyadi (Bandung: Yrama Widya, 2014), Mold I, 101.

¹¹ E Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, 104.

- 2) There is a sense of individual responsibility
Each member has their respective duties and roles. In this case, each student are required to be able to complete their assignments and obligations where the results of their work will be held accountable both in groups and in front of the class.
 - 3) Establishing intensive communication
Communication arises because of a question and takes place continuously by strengthening the quantity and quality aspects. The creation of openness and trust, and can determine changes in attitude and behavior. So, members in a group are conditioned to always work together and there is intensive communication.
 - 4) There is an evaluation
Evaluation occurs because of needed in various fields of human life, both in the individual and in groups. Useful for increasing effectiveness and productivity. The evaluation procedures it must be considered include:
 - a) Individual assessment is an evaluation of the student's (individual) level of understanding of the material being studied in the form of cognitive, affective, and psychomotor levels.
 - b) Group assessment are based on indicators of group success which include the level of cooperation, tolerance, clarity and logic in formulating conclusions.
- d. The Steps of Implementing the Small Group Discussion Learning Method
- In implementing the Small Group Discussion method, teachers need to pay attention to the steps. So the learning process with the implementing the Small Group Discussion can run effectively and efficiently.
- The steps of implementing the Small Group Discussion method are:¹²
- 1) The implementation of the Small Group Discussion learning method, the teacher first explains the material

¹² Hasibuan and Moedjiono, *Proses Belajar Mengajar*, 23 – 24.

being taught and provides an overview of the Small Group Discussion method. Furthermore, suggesting the problem to be discussed and giving direction on ways of solving it. It should be noted, the subject matter to be discussed must be determined and mutually agreed upon between the teacher and students.

- 2) Then, the members of group discussion consisting of 4-6 student in each group with the help of the teacher. Voting in order to elect the leader of group, secretary, and presenter. Followed by arranging seats, preparing equipment, and so on.
 - 3) After the group discussion is formed, the students begin to discuss with their respective group members about the topics or problems that have been predetermined. The teacher goes around from group to group in order to keep the discussion organized, give encouragement and motivation, and provide assistance if needed.
 - 4) Furthermore, the results of the discussion that have been presented must be responded by teacher provides a feedback and explanation of the discussion report.
 - 5) Finally, students noted important things from the results of other group discussions that had been presented as learning materials. After everything had done, the teacher asks the leader of each group to collect a report on the results of group discussions.
- e. The Role of Teacher in Leading Learning Using the Small Group Discussion Method

The role of the teacher in learning using the Small Group Discussion method as follows:¹³

- 1) Learning activity organizer.
- 2) Source of student information.
- 3) Motivational learning for students.
- 4) Provider of learning materials and learning opportunities for students.
- 5) Diagnose problems that occur in learning and provide assistance to students if needed.

¹³ Hasibuan and Moedjiono, *Proses Belajar Mengajar*, 77.

- f. The Problems and Solutions in the Small Group Discussion Method
- 1) There are several problems that arise from the Small Group Discussion method. Including:¹⁴
 - a) Class gets rowdy
The voices or chatter of students who are shouting at each other and changing seats make the class crowded and noisy.
 - b) Has long study time
When determining the group of students fighting each other so it makes a lot of time.
 - c) Discussion deviates from the topic discussion
Discussion activities that should only discuss the topic of the problems discussed interspersed with student chat or jokes.
 - 2) To overcome the problems that arise due to the Small Group Discussion method, there are several solutions offered. Including:¹⁵
 - a) Convey the purpose of the discussion and how to achieve it so as to help students understand the topic discussion.
 - b) Convey specific problems that will be study during the discussion so as not to deviate from the topic of discussion.
 - c) Observing any deviations occur and reminding each student or group of the learning agreed signs and learning rules.
 - d) Make conclusion at the end of the lesson which aims to gather student opinions about the topics that have been discussed.
- g. The Factors of Small Group Discussion Learning Method
Considering these factors are very influential in determining the success of the method itself. The factors that must be considered by the teacher carefully in implementing Small Group Discussion method are:¹⁶

¹⁴ Jumanta Hamdayama, *Metodologi Pengajaran*, ed. Suryani (Jakarta: PT Bumi Aksara 2019), Mold III, 84.

¹⁵ Jumanta Hamdayama, *Metodologi Pengajaran*, 84 – 85.

¹⁶ Jumanta Hamdayama, *Metodologi Pengajaran*, 82 – 84.

1) Openness

Every student in a group has the same opportunity as other group members, specifically to contribute to the group. The group discussion is not only dominated by certain students and all group members are free to argue, observe all group activities, and hear aspirations or input from other group members.

In addition, there needs to be awareness from each group member that group achievement is determined based on the quality of interaction between students in a group. All group members must be open to giving and receiving both in the form of opinions, input, and others.

2) The indicators of Small Group Discussion method

Small Group Discussion will give maximum results, take place effectively and efficiently if it is prepared seriously and carefully, and meets the implementing criteria. The following are things that need to be prepared:

a) Selection of discussion topics

Topic is a determining factor for the direction and goals of learning, so it must be determined in advance.

b) Preparing initial information

The teacher provides explanations and directions about the procedure for discussion, goals and ways of achieving them, how to convey opinions, and what needs to be done if you have difficulty solving problems. In conveying initial information, teachers can use Power Point, videos, films and other aids.

c) Prepare yourself as a discussion leader

Apart from being required to be able to master well the problems surrounding the topic of discussion, teachers must also prepare themselves to become leaders. One of them are controlling and arranging the course of the discussion to keep it running in an orderly and effective manner.

- d) Determine the size of the members of each group
Ideally, the number of members of each Small Group Discussion are 4 people. When it is impossible for some reason, each group should consist for a maximum of 6 people.
 - e) Setting up the room and seating
In practice, all members sit face to face in order to build cohesiveness between members and make cooperation more effective. To avoid offense and disturbance between one group and other, there must be a separation between the groups.
- 3) The benefits of the Small Group Discussion method
- a) Adding knowledge and information from the opinions of each group member, so the group becomes rich idea for getting better results.
 - b) There is motivation to learn because it is done with peers.
 - c) Students take part and are bound to carry out group decisions.
 - d) Improve self-understanding in students.
- 4) The weaknesses of the Small Group Discussion method
- a) The duration of learning becomes longer than conventional learning.
 - b) Resulting in a waste of time.
 - c) Students who have a quiet and shy nature become less aggressive in expressing opinions and take longer to do their assignments in groups.
 - d) Domination by certain students in the discussion.
3. Writing
- a. The Definition of Writing
- Language skills have four components, namely listening, speaking, reading, and writing. The form of language manifestation most recently mastered by language learners is the activity of writing after listening,

speaking, and reading. Writing is a process of expressing ideas, notions, and feelings in writing. This writing skill is considered more difficult than the other three language skills.¹⁷

In line with the above opinion, writing is a language skill which is used as a way to communicate indirectly with other people. Writing is classified as a productive and active activity. The definition of writing is a communication system that uses language symbols or emblems that can be seen, understood, and agreed upon by the users.¹⁸ Therefore, writing is defined as the activity of delivering messages in writing to other parties in the form of verbal communication and involving the author as the messenger and the reader as the message recipient.

Writing is a human activity carried out consciously and directed to express ideas or opinions in the form of writing that is systematically structured and uses logical sentences. So, it can be easily understood by the reader or recipient of the message in accordance with the intent and purpose the writer wants to convey.¹⁹ Based on some of the opinions above, it can be concluded writing is an action or human activity that is active and productive to create a work in the form for organized symbols, letters and numbers it can be easily understood by others.

b. The Stages of Writing

In general, writing has four stages namely pre-writing, concept writing, revision, and the last one is editing. According to Dalman in his book, he states that

¹⁷ Burhan Nurgiyanto, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi* (Yogyakarta: BPFE, 2013), 422.

¹⁸ Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, 3.

¹⁹ Mardiyah. "Keterampilan Menulis Bahasa Indonesia Melalui Kemampuan Mengembangkan Struktur Paragraf (Studi Pada Mahasiswa Jurusan Matematika Semester Genap Angkatan Tahun 2015 Fakultas Tarbiyah IAIN Raden Intan Lampung) 1," *Jurnal Pendidikan dan Pembelajaran Dasar* 3, no. 2 (2016): 4, accessed on 2 January, 2021, <http://ejournal.radenintan.ac.id/index.php/terampil/article/download/1188/2166>.

in general writing consist of three stages. The following are the stages in writing:²⁰

1) Pre-writing

The stages where the author prepares himself to collect information, formulate problems, determine focus, manage information, draw interpretations of the reality at hand, and so on which can enrich cognitive input to be processed further. In this stage too, the author is involved in the activity of selecting topics, setting goals and objectives, gathering material and information, and organizing these ideas or notions in the form of an essay framework.

2) Writing

At this stage, the writer tries to develop the points of ideas contained in the essay framework by utilizing the material or information that has been selected and collected. As well as arrange various ideas simply in various forms that are useful for the arrangement of the essays are made.

The structure of the essay consists of three parts, namely the beginning, the content, and the end. The initial part of the essay serves to introduce and lead the reader to the subject matter that is made. The content section serves to present the topic discussion or the main idea of the essay, the points that can explain or support the idea such as information, evidence, reasons, and even illustrations. The last is the final part of the essay which serves to return the reader to the main ideas and emphasis on important ideas.

3) Post-writing

The post writing stage is also called the refining stage of the resulting blur, its activities are in the form of editing and revision. Editing is a process of correcting or examining the mechanical elements of an essay, such as spelling, diction, language style, and other writing conventions.

²⁰ Dalman, *Keterampilan Menulis* (Depok: Rajawali Pers, 2018), 15 – 20.

Meanwhile, revision is a process that is more directed at examining or improving the contents an essay. The following are ways it can be done in editing or revision activities, namely (1) Reading the entire essay (2) Scanning important points that need improvement (3) Making improvements according to the findings during editing.

c. The Function of Writing

In general, the main function of writing is as a means of indirect (tersurat) communication. Writing is an activity and very important for the world of education because it makes it easier for students to think critically during the learning process and can accelerate responsiveness or perception, but it can also help to solve a problem at hand.

Based on the description above, the function of writing can be described as follows:²¹

- 1) Increase the insight and knowledge.
- 2) Speed up responsiveness or perception.
- 3) Enables a person to think critically in finding and solving problems through objectively identifying potentials.

d. The Purpose of Writing

Every activity has a goal to be achieved, as well as writing. In general, the purpose of writing is to provide information, train thinking and language, express feelings or emotions, and so on.

According to Hugo Hartig in Tarigan's book, he states that there are seven writing purposes, namely Assignment Purpose, Altruistic Purpose, Persuasive Purpose, Informational Purpose, Self-expressive Purpose, Creative Purpose, and Problem Solving Purpose. The following is a brief review regarding the purpose of writing as stated above:²²

²¹ Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, 22 – 23.

²² Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, 25.

- 1) Assignment purpose
Actually, this purpose assignment section has no purpose at all. Writing activities are carried out because there is an order to write something from someone (not of their own accord) like a student assigned by a teacher to make a written work.
 - 2) Altruistic purpose
Altruistic purpose is called the key to openness. The goals are to please the reader and help the reader to understand or appreciate his feelings and reasoning. In other words, the writer wants to make the readers' life more enjoyable.
 - 3) Persuasive purpose
To convince readers about the correctness of the ideas expressed by the author.
 - 4) Informational purpose
To provide information or explanation to readers.
 - 5) Self-expressive purpose
To introduce himself (the writer or author) to the reader through his writing.
 - 6) Creative purpose
To achieve artistic (kesenian) values.
 - 7) Problem solving purpose
To explain carefully the ideas or notions contained in the writing so that readers can understand and accept them.
- e. The Variety of Writing

There are various kinds of writing that are classified based on the point of view from experts. According to Brook and Warren in Tarigan's book, there are four forms of writing development, namely exposition, persuasion, argumentation, and description.

As for another classification, according to Weayer in Tarigan's book there are four forms of writing development, namely exposition, description, narrative, and argumentation. To limit the variety of writings specifically based on the opinions expressed by some of

the experts above, it can be concluded that there are five forms of writing development, namely:²³

1) Exposition

A type of text is used to provide information or convey an opinion about a matter and is accompanied by supporting evidence in the form of logical reasons. The exposition text includes definition and analysis.

2) Description or Descriptive

A type of text used to describe an object clearly and in detail. The description text includes identification and description.

3) Narrative

A type of text that aims to tell an event in a sequence, detail, and chronological. Narrative text includes orientation, complications, resolution, and code (ending).

4) Argumentation

Argumentation text is also called a special exposition text, aims to convey opinions, or conceptions in writing and be accompanied by objective evidence and reasons that are difficult to refute. So, it can make the readers feel trust and agree with the thoughts of the writer. The argumentation text includes induction and deduction.

5) Persuasion

A type of text that contains invitations or persuades someone to do what the writer reveals in the text. Persuasion text includes an introduction to the issue, a series of arguments, a statement or invitation, and finally reintroduction.

4. Descriptive Text

a. The Definition of Descriptive Text

The description word comes from the Latin “*describere*” which means to write about, to unfold (to

²³ Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, 28 – 29.

describe), to describe something. In English it is called “description”. The word is related to the verb “to describe” which means to describe with language.²⁴ In terms, descriptive text is a type of text used to describe an object specifically and in detail.²⁵

Another opinion states the descriptive text is a paragraph to clearly describe an object that is written in the form of a person, place, object, or event in it in such a way so the reader can visualize the object in his imagination and enter into the writer’s experience.²⁶ The goal of writing this text is create an imagination the reader seems to see, experience, and feel what the writer is experiencing. In this case the writer tries to transfer the impressions of the results of his observations and feelings to the reader by exposing all the properties and details of the object into descriptive text.

The depiction of objects in descriptive text must be presented in a lifelike manner so what is depicted can live in the reader’s imagination. The categories of good and effective descriptive paragraphs are have main ideas, coherence or integration, and there are quality or completeness fulfillments that can support the clarity of the main idea.

Based on some of the opinions above, it can be conclude the descriptive text is one of the texts aims to explain an object in the form of an inanimate object or a living thing which includes its shape, properties, and so on in detail. Writing a descriptive text must pay attention to the paragraphs, coherence, and completeness because it can support the clarity of the main idea.

²⁴ Lamuddin Finoza, *Komposisi Bahasa Indonesia Untuk Mahasiswa NonJurusan Bahasa* (Jakarta: Diksi Insan Mulia, 2009), 239 – 240.

²⁵ Rusdi, *Descriptive Text Grammar and the Expressions*, ed. Supriyanto (Pati: Nikrus Media, 2017), 6.

²⁶ Sumarsih and Dedi Sanjaya, “TPS as an Effective Technique to Enhance the Students ’ Achievement on Writing Descriptive Text,” *English Language Teaching* 6, no. 12 (2013): 108, accessed on 10 January, 2021, <https://doi.org/10.5539/elt.v6n12p106>.

b. Types of Descriptive Text

In the journal of Tiur Asih Siburian, there are five types of descriptive text. They are:²⁷

1) Describing process

To explain how something is done and explain why it is done and what it takes to complete the process.

2) Describing an event

The goal is to describe an event. In this case the writer must explain in detail related to the event so that the reader can visualize the actual or real situation and condition.

3) Describing a personality

To describe someone. In this case the writer needs to first identify the individual who is the object, both in terms of physical attributes (hair, nose, and so on), emotional attributes (friendly, shy, and so on), moral attributes (greedy, detractor, and so on), and the last intellectual attributes (intelligence, perception, and so on).

Describing a place

To describe a place in the form of an office, home, school, and others. Served concretely (in actual state).

4) Describing an object

To describe an object accurately by giving physical characteristics to the object such as shape, color, and others.

c. Part of Descriptive Text

There are three part of descriptive text. They are:²⁸

1) Social function

Social function was to describe an object (human or nonhuman) as for the characteristics and conditions of the objects by using adjective and attribute.

²⁷ Tiur Asih Siburian, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share," *IJLLALW* 3, NO. 3 (2013): 34, accessed on 10 January, 2021, <http://scholar.google.co.id/citations?user=ZyCw4tQAAAAJ&hl=en>.

²⁸ Rusdi, *Descriptive Text Grammar and the Expressions*, 6 – 7.

2) Generic structure

Generic structure was divided in two part. They are:

a) Identification

To identify the phenomenon or object that was described.

Example: I have a sister. Her name is Selena. She was born in Kudus, on September 30th 2003. I think my sister is a beautiful woman and she looks so cute.

b) Description

To describe the qualities, characteristics, and conditions, and part of object in detail.

Example: She has a short hair. She has wide eyes, pug nose, and flushed red lips. She has glowing skin and white as chalk. She likes cooking. She always cooks some delicious food in her spare time.

3) Language future

There are eight language future of descriptive text. They are:

a) Has a clear noun

Example: My Sister.

b) The objects depicted are unique and emphasize the specific side of the object

Example: She has wide eyes, pug nose, and flushed red lips.

c) Using present tense

Example: My sister **is** a beautiful woman.

d) The noun phrase is written in detail, so that the reader is clear about what is meant

Example: My sister is **a beautiful woman**.

e) Consist of various kinds of adjectives to describe and classify

Example: a beautiful woman.

f) To express a personal opinion about the object depicted can use the verb

Example: Feel, think, etc.

- g) Using action verb
Example: She always **cooks** some delicious food in her spare time.
- h) Using figurative language such as simile or metaphor
Example: My sister is **white as chalk**.

d. The Steps to Compile Descriptive Text

According to Akhadiah in Dalman's book, there are several conditions that must be considered in compiling descriptive texts. Among them:²⁹

- 1) Proficiency and richness in nuances and forms.
- 2) Accuracy of observation and breadth of knowledge.
- 3) The ability to choose characteristics it can support the accuracy and liveliness of the translation.

As for the steps in compiling descriptive text, namely:

- 1) Determine the theme or topic it will be used as the basis for the depiction.
- 2) Set writing goals that are in accordance with the discussion.
- 3) Collecting data or written material by observing objects it will be described in the form of numbers, pictures, and so on as depictions of illustrations in the text.
- 4) Develop a paragraph outline by establishing the main idea in each paragraph to be compiled. To preparing the explanatory idea, it must be prepared to support the basic idea in the main idea.
- 5) Developing the framework into a complete paragraph by combining sentences containing basic ideas and explanatory ideas using appropriate conjunctions so as to create logical, effective, and coherent sentences.

²⁹ Dalman, *Keterampilan Menulis*, 89.

5. Core Competency and Basic Competency of Descriptive Text
Learning to write descriptive text in the 2013 curriculum, published in the second semester of the tenth grade English syllabus in Basic Competency (Kompetensi Dasar) points 4. 8 to 4. 10. The use of Small Group Discussion Method in writing descriptive text is also in accordance with the content or objectives of the Core Competencies (Kompetensi Inti) point 4 in the English Syllabus.

Table 2. 1
Core Competency and Basic Competency of
Descriptive Text

KOMPETENSI INTI	KOMPETENSI DASAR
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak yang terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.	4. 8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 4. 9 Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks. 4. 10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks. ³⁰

³⁰ Suaidin Dompou, "Silabus bing sma kls wajib allson 3 mei" January 11, 2014. <https://www.slideshare.net/mobile/sdompu/silabus-bing-sma-kls-x-wajib-allson-3-mei>.

B. Theoretical Framework

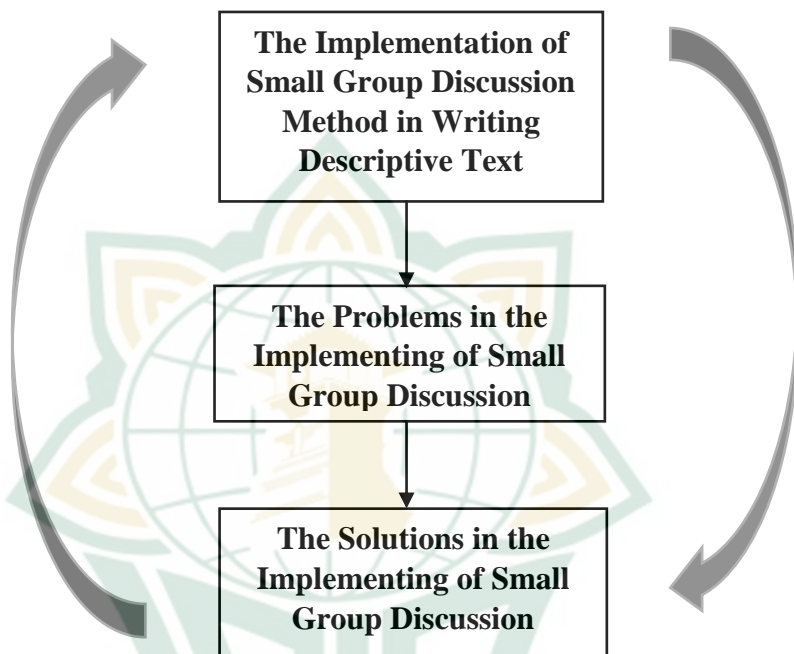
Learning to write descriptive text is contained in the Curriculum 2013 English syllabus on Basic Competency points 4. 8 to 4. 10. The contents of Basic Competency points are capturing meaning, editing texts, and writing simple descriptive text about people, tourist attractions, and famous historical buildings by paying attention to social functions, structure of text, and linguistic elements. The basic competencies must be achieved well by tenth graders, especially tenth graders at Walisongo Senior High School Pecangaan Jepara.

The learning process of writing descriptive texts at Walisongo Senior High School Pecangaan uses the Small Group Discussion Method. Small Group Discussion is a learning method emphasizes the activeness of students, trains them to be skilled in learning, and able to work together with their group.

The English teacher at the school assumed the implementation of the Small Group Discussion method could increase student activeness in learning, gain a lot of knowledge and insight, and be able to work together in solving problems related to learning material or others.

The rational made researcher want to do research at Walisongo Senior High School Pecangaan Jepara in order to find out the Small Group Discussion method steps, the problems arising from the implementation of the method and what solutions were taken to overcome them. Researcher will make research by direct observation in the field and were involved in learning process of writing descriptive texts and observing how the Small Group Discussion method was implemented, so the researcher could find out the Small Group Discussion method steps, the problems arising from the implementation of the Small Group Discussion Method and solutions to overcome them. The following is a chart to describe the theoretical framework to be carried out.

Chart 2.1
Theoretical Framework



C. Review of Previous Study

Based on the title of the thesis above, there are some results of previous research that have been conducted by previous researchers that are relevant to this research. The research includes:

First, Yusuf Efendi's undergraduate thesis (1211040130) Faculty of Tarbiyah at English Education Major graduate in 2017 with the title *The Influence Of Using Small Group Discussion Towards Students' Descriptive Text Writing Ability At The First Semester Of The Tenth Grade Of SMA Hidayatul Muslihin Way Kanan In The Academic Year Of 2016/2017*. The results showed there was an effect of the use of Small Group Discussion on students' ability to write descriptive text in the first semester of tenth grade SMA Hidayatul Muslihin Way Kanan in the academic year 2016/2017.

This can be seen from the results of hypothesis test H_a is accepted and H_0 is rejected. Researchers use $t_{critical} (0.05) = 1.68$. H_a is accepted if $t_{observed}$ higher than $t_{critical}$ ($t_{observed} \geq t_{critical}$). H_0 is rejected if $t_{observed}$ lower than $t_{critical}$ ($t_{observed} \leq t_{critical}$). Since $2.52 \geq 1.68$, it can be concluded that there is a significant effect of the use of Small Group Discussion on students' ability to write descriptive texts.³¹

Second, Nilma Darise's undergraduate thesis (20400113002) Faculty of Tarbiyah at English Education Major graduate in 2018 with title *The Effectiveness Of Small Group Discussion Method In The Teaching Of Reading Comprehension To The Second Grade Students Of State Senior High School (SMA Negeri) 3 South Sinjai*. The results showed, the use of the Small Group Discussion method could improve student's reading comprehension skills at SMA Negeri 3 Sinjai Selatan. Evidenced by results of the pre-test of 1.95 and the post-test of 3.05.

It means the post test results is greater than t_{table} (3.05 > 2.00). So, it can be concluded the use of the Small Group Discussion Method has a positive effect in teaching reading comprehension for the second grade students of SMA Negeri 3 Sinjai Selatan.³²

Third, Roslina Hasibuan's undergraduate thesis (34153079) Faculty of Tarbiyah at English Education Major graduate in 2019 with the title *The Implementation Of Small Group Discussion In Writing Narrative Text At Class X Of SMA Negeri 2 Padangsidempuan In Academic Year 2019/2020*. The results showed, the students' average score was 57 and only 15% or 5 students of the 30 students who passed the Minimum Passing Grade (MPG). In the first cycle the students' average 62 which indicates 10 or 35% students passed the MPG. In the cycle II the students' average score

³¹ Yusuf Efendi, "The Influence of Using Small Group Discussion Towards Students' Descriptive Text Writing Ability At The First Semester of The Tenth Grade of SMA Hidayatul Muslihin Way Kanan In The Academic Year of 2016/2017" (undergraduate thesis, UIN Raden Intan Lampung, 2017), 78.

³² Nilma Desire, "The Effectiveness of Small Group Discussion Method In The Teaching of Reading Comprehension To The Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai" (undergraduate thesis, UIN Alauddin Makassar, 2018), 39 – 40.

was 75 which indicates 23 or 69% students passed the MPG. The data analysis show that the writing skill of the students has increased in each cycle. So, it can be concluded the Small Group Discussion can improve students' writing skills.³³

Based on some of the previous research that have been described above are relevant to research carried out by researcher, so they can be used as a reference. The thing of distinguishes this research and several previous research above is the use of learning methods in learning to write descriptive texts. In this research focus on the implementation of Small Group Discussion method in writing descriptive text for tenth grade of Walisongo Senior High School Pecangaan Jepara.



³³ Roslina Hasibuan, "The Implementation of Small Group Discussion in Writing Narrative Text At Class X of SMA Negeri 2 Padangsidempuan in Academic Year 2019/2020" (undergraduate thesis, UIN Sumatra Utara Medan, 2019), 45 – 46.