

CHAPTER IV FINDINGS AND DISCUSSION

A. Description of Research Object

1. The Historical Purpose of Walisongo Senior High School Pecangaan Jepara

Walisongo Senior High School Pecangaan Jepara is one of the private schools in the Pecangaan sub-district. Walisongo Senior High School Pecangaan is located at Jalan Raya Jepara – Kudus Gang Kemantren Nomor 09 Pecangaan Kulon Jepara. The school is under auspices of the Walisongo Pecangaan Foundation and one of the schools with a boarding school background. The initial purpose of the establishment of Walisongo Senior High School Pecangaan was to participate in helping the success of government programs in the field of education and to produce cadres of the nation excel and are skilled in accordance with the aims and objectives of the Walisongo Pecangaan Foundation.

Walisongo Senior High School Pecangaan Jepara was established in 1987 and standing on land with an area of 3000 M² based on the Decree of the Ministry of Education and Culture of Central Java Province Number 969/103/1-87 dated June 9, 1987. The National School Number (*NPSN*) 20318346.

In 1990 Walisongo Senior High School Pecangaan had RECOGNIZED (*DIAKUI*) status based on the Decree of the Ministry of Education and Culture of Central Java Province Number: 349/c/Kep/1/1990 dated December 27, 1990. Along with the development and progress achieved by Walisongo Senior High School Pecangaan in 1997/1998 the status of the school became EQUAL (*DISAMAKAN*) which later became ACCREDITED (*TERAKREDITASI*) in 2006/2007. In the 2016/2017 academic year Walisongo Senior High School Pecangaan had accredited status category A and survived until now.¹ The vision and missions of Walisongo Senior High School Pecangaan stated that:

Righteously, Walisongo Senior High School Pecangaan Jepara has a vision and missions to supports the educational

¹ Document of school, May 6 2021.

goals to be achieved at the school. The following is the vision and missions of Walisongo Senior High School Pecangaan Jepara:

a. Vision

Terwujudnya lulusan yang berilmu amaliah, beramal ilmiah, berakhlakul karimah, kompetitif dan berwawasan lingkungan.

b. Missions

- 1) *Melaksanakan proses pendidikan dan pengajaran yang bermutu secara tepat guna dan berhasil guna.*
- 2) *Mengembangkan pembelajaran yang aktif, inovatif, kreatif, efektif dan menyenangkan untuk mengembangkan potensi keilmuan peserta didik.*
- 3) *Menumbuh kembangkan sifat aktif, inovatif, kreatif, dan kompetitif pada peserta didik.*
- 4) *Menerapkan dan mengimplementasikan nilai-nilai Islam Ahlussunnah Waljama'ah dalam kehidupan sehari-hari.*
- 5) *Menerapkan manajemen berbasis sekolah yang partisipatif, profesional, akuntable, dan transparan dengan melibatkan seluruh warga sekolah.*
- 6) *Menumbuhkan kesadaran dan kepedulian untuk mencintai dan menjaga kebersihan, kelestarian, dan kenyamanan lingkungan sekolah.²*

The vision and missions above, it is hoped the Walisongo Senior High School Pecangaan Jepara can produce the students to be able to master and excel both academic and non-academic fields. Furthermore, based on the Islamic values of *Ahlussunnah Waljama'ah*, the students hoped that they can continue their education to the next level by upholding the teachings of Islamic in life.

2. The Geographical Location of Walisongo Senior High School Pecangaan Jepara

The location of Walisongo Senior High School Pecangaan Jepara is strategic because it located in a residential area and

² Document of school, May 6 2021.

close to the Jepara – Kudus highway. It is easier to access to come to school either using private vehicles or public transportation.

Walisongo Senior High School Pecangaan is located in a village which located adjacent to:

- a. The east is bordered by the highway and the Islamic Boarding House of the Walisongo Pecangaan Foundation.
 - b. The west is bordered by residential areas.
 - c. The south is bordered by the *Mathlaun Nasyi'in* Islamic Boarding School.
 - d. The north is bordered by the Pecangaan village hall.
3. The Teachers, Employees and Students Condition at Walisongo Senior High School Pecangaan Jepara

Total number of teachers and employees in the Walisongo Senior High School Pecangaan are 35 people, 27 teacher and 8 employee. As for the number of students in 2020/2021 are 265, 130 male students and 135 female students. The list of Walisongo Senior High School Pecangaan Teachers and Employees Academic Year 2020/2021 can be described as bellow.³

Table 4.1
List of Walisongo Senior High School Pecangaan Teachers and Employees Academic Year 2020/2021

| NO. | NAME | GRADUATE | SUBJECT |
|-----|-------------------------|----------------------------|-------------------------------|
| 1. | Budi Ismail, S.E. | <i>SI Ekonomi</i> | Headmaster/Teacher |
| 2. | Sri Sulistyowati, S.Pd. | <i>SI Fisika</i> | Curriculum Agency/Teacher |
| 3. | Drs. Mahmud | <i>SI Tarbiyah</i> | PR Agency/Teacher |
| 4. | H. Samdi, S.Pd.Bio. | <i>SI IPA</i> | Infrastructure Agency/Teacher |
| 5. | Ulin Nuha, S.Pd. | <i>SI Pend. Matematika</i> | Student Agency/Teacher |

³ Document of school, May 6 2021.

| NO. | NAME | GRADUATE | SUBJECT |
|-----|----------------------------------|----------------------------|---------|
| 6. | Siti Hanifah, S.Pd. | <i>S1 PPB</i> | Teacher |
| 7. | Moch. Achlis, S.Pd. | <i>S1 PPKn</i> | Teacher |
| 8. | Jaka Tirta, BA. | <i>D3 Bahasa Indonesia</i> | Teacher |
| 9. | Puji Rismiyati, S.Pd. | <i>S1 Bahasa Jawa</i> | Teacher |
| 10 | K.H. Fatchurrozi | <i>MA/Ponpes</i> | Teacher |
| 11 | K. Nor Salim | <i>MA/Ponpes</i> | Teacher |
| 12 | A. Ridwan, BA. | <i>D3 Hukum Islam</i> | Teacher |
| 13 | Siti Ma'rifanah, S.Pd. | <i>S1 PPKn</i> | Teacher |
| 14 | Anida Fikhriyati, S.Pd. | <i>S1 Biologi</i> | Teacher |
| 15 | Siti Murwani Sumodiyah, S.Pd. | <i>S1 Kimia</i> | Teacher |
| 16 | Lainufara, S.Pd. | <i>S1 Pendidikan Seni</i> | Teacher |
| 17 | Setyorini, S.Pd. | <i>S1 Bahasa Indonesia</i> | Teacher |
| 18 | Khoirun Nisak, S.Pd. | <i>S1 Bahasa Inggris</i> | Teacher |
| 19 | Wahyuki, S.S. | <i>S1 Sastra Inggris</i> | Teacher |
| 20 | Faizatul Fitriah, S.Pd. | <i>S1 Matematika</i> | Teacher |
| 21 | Muthohharul Janan, S.E. | <i>S1 Ekonomi</i> | Teacher |
| 22 | Lailatul Qodriyah, S.Pd. | <i>S1 Bahasa Inggris</i> | Teacher |
| 23 | Izzah Zahara, S.Pd. | <i>S1 Geografi</i> | Teacher |

| NO. | NAME | GRADUATE | SUBJECT |
|-----|---------------------------|---|--------------------------------|
| 24 | Nooryanto, S.IP. | <i>SI Ilmu Sosial dan Politik</i> | Teacher |
| 25 | Ridwan Setiawan | <i>MA/Ponpes</i> | Teacher |
| 26 | Mariyatul Kibtiyah, S.Pd. | <i>SI Pend. Sosiologi dan Antropologi</i> | Teacher |
| 27 | Ali Bajuri, S.Pd. | <i>SI PPKn</i> | Teacher |
| 28 | Ainun Najib, S.Pd. | <i>SI Tarbiyah</i> | Head of administration |
| 29 | Tri Murtiningsih, S.E. | <i>SI Manajemen</i> | Administration/P R |
| 30 | Heri Hermanto, S.S. | <i>SI Sastra Indonesia</i> | Administration/in frastructure |
| 31 | Ismi Ayu Sorayah, S.Pd. | <i>SI Pend. Ekonomi</i> | Administration |
| 32 | Ika Pujiana, S.Si. | <i>SI Biologi</i> | Laboratory |
| 33 | Muhammad Arif Budiman | <i>DI Desain Grafis dan Periklanan</i> | School operator |
| 34 | Mashudi | <i>SMA</i> | School guard |
| 35 | Madenur | <i>SR</i> | School guard |

Explanation:

Mrs. Khoirun Nisak, S.Pd. is a special tenth grade English teacher, she graduated from Universitas Negeri Yogyakarta in the English education program. She completed her study program of approximately 3.5 years and received a bachelor's degree.

Mrs. Khoirun Nisak is known as a smart teacher and is able to convey English material well. In teaching English sometimes she uses varied methods in her class to attract

students' interest in learning and adapt it to the material being taught, one example is implementing the Small Group Discussion method in writing descriptive text in tenth grade.

There is an increasing number of students at Walisongo Senior High School Pecangan Jepara in every year. The table can be seen below.

Table 4.2
The Number of Students at Walisongo Senior High School Pecangan Jepara Academic Year 2020/2021

| CLASS | TOTAL | | TOTAL |
|-------------------|------------|------------|------------|
| | M | F | |
| CLASS X – MIPA | 15 | 19 | 34 |
| CLASS X - IPS 1 | 18 | 16 | 34 |
| CLASS X - IPS 2 | 19 | 14 | 33 |
| CLASS XI – MIPA | 10 | 22 | 32 |
| CLASS XI - IPS 1 | 18 | 7 | 25 |
| CLASS XI - IPS 2 | 9 | 22 | 31 |
| CLASS XII – MIPA | 14 | 15 | 29 |
| CLASS XII - IPS 1 | 15 | 8 | 23 |
| CLASS XII - IPS 2 | 12 | 12 | 24 |
| TOTAL | 130 | 135 | 265 |

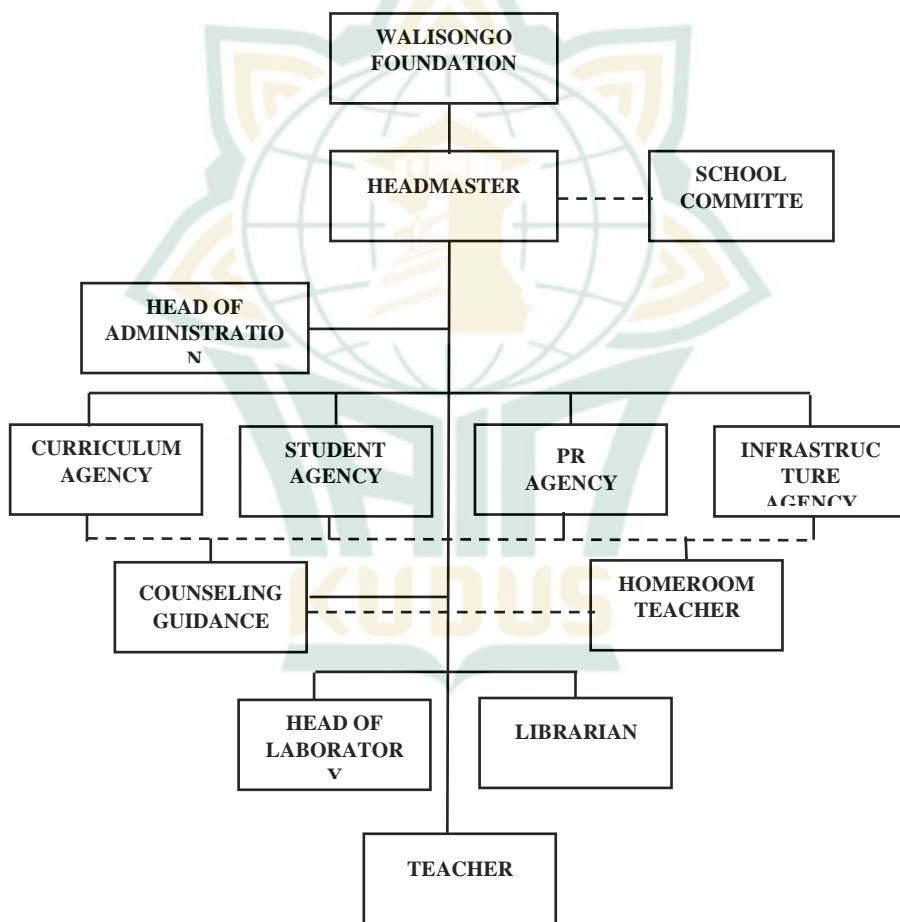
Explanation:

Based on the table of the students number at Walisongo Senior High School Pecangan it can be seen the highest number of students is dominated by the tenth graders which are in the range of 33 and above in each class. Compared the eleventh and twelfth grades to tenth grade only in the range of 32 and below in each class.

4. The Organizational Structure of Walisongo Senior High School Pecangaan Jepara

The organizational structure in a school is very necessary to make it easier to manage and tidy up school administration. The chart can be seen below.

Chart 4.1
The Organizational Structure of Walisongo Senior High School Pecangaan Jepara⁴



Explanation: Coordination line -----
 Command line _____

⁴ Document of school, May 6 2021.

5. The Facilities and Infrastructure at Walisongo Senior High School Pecangaan Jepara

An educational program will not be implemented and not run smoothly if there is no facilities and infrastructure, the one of supporting factors. Walisongo Senior High School Pecangaan Jepara as a formal educational institution tries to give the facilities and infrastructure needed by the school in order to achieve the educational goals and the teaching and learning objectives effectively and efficiently. The following table details the facilities and infrastructure at Walisongo Senior High School Pecangaan Jepara.

Table 4.3
The State of Facilities and Infrastructure at Walisongo Senior High School Pecangaan Jepara

| NO. | NAME | TOTAL | CONDITION |
|-----|----------------------------------|-------|-----------|
| 1. | Classroom | 19 | Great |
| 2. | Biology And Chemistry Laboratory | 1 | Great |
| 3. | Physics Laboratory | 1 | Great |
| 4. | Computer Lab | 1 | Great |
| 5. | Library | 1 | Great |
| 6. | Language Laboratory | 1 | Great |
| 7. | Multimedia Laboratory | 1 | Great |
| 8. | Headmaster's Room | 1 | Great |
| 9. | Teacher's Room | 1 | Great |
| 10. | Administration Room | 1 | Great |
| 11. | Praying Room | 1 | Great |
| 12. | Counseling Room | 1 | Great |
| 13. | School Health/ <i>PMR</i> Room | 1 | Great |
| 14. | Student Council and Scout Room | 1 | Great |
| 15. | Music and Tambourine Room | 1 | Great |

6. The Extracurricular at Walisongo Senior High School Pecangaan Jepara

To support achievement in the non-academic field, there are several extracurricular offered by Walisongo Senior High School Pecangaan. The extracurricular aims to explore the potential and creativity of students at Walisongo Senior High School Pecangaan. Here are some extracurricular at Walisongo Senior High School Pecangaan:⁵

- a. Scout
- b. Volleyball
- c. Football/futsal
- d. Music
- e. Theater
- f. Tambourine
- g. Sidarling (Siswa sadar lingkungan)
- h. Martial arts (Pencak silat)
- i. Dance.

7. The Planning of Learning at Walisongo Senior High School Pecangaan Jepara

a. The implementation of the 2013 Curriculum

Walisongo Senior High School Pecangaan as a private educational institution has implemented the 2013 Curriculum in the learning process at school. The headmaster of Walisongo Senior High School Pecangaan said that the implementing the 2013 Curriculum is as to develop students' abilities, such as cognitive, affective, and psychomotor realms.

The 2013 Curriculum presents text-based learning in which the basic competencies of English subjects which contain competencies related to several texts. The competencies must be achieved by students. To succeed the learning of writing descriptive text, English teacher used the Small Group Discussion method as a classroom method in title adjusted to the 2013 Curriculum characteristics.

⁵ Document of school, May 6 2021.

b. Compiling syllabus and lesson plans (RPP)

There are several preparations made by the tenth grade English teacher of Walisongo Senior High school Pecangaan to carry out learning to write descriptive text by implementing the Small Group Discussion method namely, preparing written learning plans in the form of syllabus and lesson plans (RPP). The preparation of syllabus and lesson plans (RPP) are accordance to the Minister of Education and Culture Regulation (PERMENDIKBUD) Number 22 of 2016 which includes process standards, learning characteristics, and lesson planning.

The English teacher at Walisongo Senior High School Pecangaan compiling syllabus and lesson plans (RPP) at the beginning of the new school year. The purpose of preparing the syllabus and lesson plans (RPP) at the beginning of the new school year in order to the learning process is ready and mature, as well as to achieve educational goal (the suitability of the material for student understanding and student learning outcomes).

The implementation of learning to write descriptive text by implementing the Small Group Discussion method in the tenth grade of Walisongo Senior High School Pecangaan is a form of realization transfer of conventional learning methods to more varied learning methods. Small Group Discussion method is used a variation in learning activities to assist English teacher in teaching facts or concepts around the material and still paying attention to the purpose of method.

The purpose of using the Small Group Discussion method at Walisongo Senior High School Pecangaan is to motivate and provide stimulation students to think with reflect thinking about the material. To achieve the goals of Small Group Discussion methods, it is necessary to have mature and maximum preparation from an English teacher. An English teacher must have the ability to manage the learning and be able to develop lesson plan (pedagogical competence).

B. Research Data

The steps of sampling determination in this study as follows: (1) Conduct grand tour question at the target school namely Walisongo Senior High School Pecangaan Jepara, whether the school applies innovative learning methods or not. Question were given to the headmaster, English teacher, and tenth graders as a source of initial data to determine and confirm whether there was an implementation of innovative learning methods at school (2) After receiving information from the headmaster, English teacher, and tenth graders it can be seen that there was an implementation of innovative learning methods at Walisongo Senior High School Pecangaan namely the Small Group Discussion method in learning to write descriptive text (3) Based on the data was obtained, it can then be identified regarding the English lesson plan (RPP) in the learning process of writing descriptive text by implementing the Small Group Discussion method, the problems in implementing the Small Group Discussion method, and solutions to overcome the problems in implementing the Small Group Discussion method (source of documentation and observation) (4) Started conducting research on the learning process of writing descriptive text by implementing the Small Group Discussion method in the tenth grade of Walisongo Senior High School Pecangaan Jepara with samples or data sources from the headmaster, English teacher, and tenth graders concerned in learning activities to write descriptive text by implementing the Small Group Discussion method. Sampling technique in this research is purposive sampling.

1. The Implementation of the Small Group Discussion Method in Writing Descriptive Text for Tenth Grade of Walisongo Senior High School Pecangaan Jepara

In the implementation of writing descriptive text, an English teacher is required to be able to describe the implementation of learning plans systematically. The English teacher should have concrete targets, and use an appropriate learning methods. By implementing the Small Group Discussion method in writing descriptive text, the English teacher has more clear targets and a frame of mind that underlines actions according to the students need.

In making and designing lesson plans, one English teacher and another English teacher of the Walisongo Senior High School Pecangaan helped each other and gave each other

input. The headmaster also contributed by meeting the needs related to education in the form of facilities and infrastructure, and supporting every learning activity. The headmaster wanted that Walisongo Senior High School Pecangaan is as an educational institution which can give students' facilities and infrastructure to achieve the educational goals and to the teaching learning objectives effectively and efficiently.

An English teacher at Walisongo Senior High School Pecangaan applied the Small Group Discussion method in writing descriptive text for tenth grade to encourage and stimulate students to think with deep reflection concerning social function, generic structure, and language feature of descriptive text. It was stated by Mr. Budi Ismail, S. Pd as a headmaster of Walisongo Senior High School Pecangaan:⁶

- a. The Small Group Discussion method makes it possible for English teachers to give relatively more difficult questions.
- b. The method also allows students to think critically, systematically.
- c. Students can contribute their thoughts both in groups and classically.

There were some steps in implementing the Small Group Discussion method to write descriptive text. Based on the interviewed with Mrs. Khoirun Nisak, S. Pd, as an English teacher in the tenth grade of Walisongo Senior High School Pecangaan said that:

The steps of the Small Group Discussion method are very prepared and paid attention to Mrs. Khoirun Nisak, S. Pd, before being to the learning process. Mrs. Khoirun Nisak, S. Pd. (English teacher) said there were five steps in implementing the Small Group Discussion method, among them are:

(1) Provide an explanation of the Small Group Discussion method (how to learn and the goals to be achieved from using the Small Group Discussion method) and descriptive text (covering definition, social function, generic structure, and language feature) as well

⁶ Interview, May 8 2021.

as giving assignments to be done in groups (making simple descriptive text) (2) Divide the students into small groups (each group contains 4 to 6 people) followed by selecting the group leader as the person in charge of the group, secretary, and presenter (3) After the group is formed, the discussion begins (4) The results of the group discussions (simple descriptive text) were presented by presenters from each group in front of the class. Followed by a question and answer session by the students and clarified by me (English teacher) (5) At the end of the discussion session, each group leader collected the results of the discussion that had been presented to me (English teacher).⁷

To prove or confirm the statement from Mrs. Khoirun Nisak, S. Pd. (English teacher) regarding the steps of implementing the Small Group Discussion method that had been carried out. The researcher interviewed the headmaster of Walisongo Senior High School Pecangaan as the person in charge of the school and took part in making learning plan decisions. He said that there were also five steps in implementing the Small Group Discussion method by English teacher. According to interview with Mr. Budi Ismail as a headmaster of Walisongo Senior High School Pecangaan, he explained among them:

(1) Preparing a discussion plan (2) Determining the direction of the discussion so the discussion can be in accordance with the learning targets (3) The number of discussion group members are adjusted to the character of the discussion and its objectives, discussion members must have certain qualifications so the discussion can run fluent (4) The issues to be discussed are well planned (5) The time management for the implementation of the discussion must be well defined.⁸

The researcher also conducted interviews with several tenth-grade students to obtain strong interview data. The tenth-grade students interviewed by the researcher came from 3 different classes, namely X MIPA, X IPS 1, and X IPS 2.

⁷ Interview, May 8 2021.

⁸ Interview, May 8 2021.

Based on kamila Fadhilatun Nur from X MIPA said that their English teacher applied the discussion method by

- (1) Provide guidance on the implementation of the discussion method and descriptive text
- (2) Divide groups of 4 to 6 people in each group and choose a group leader, secretary and presenter
- (3) Discuss and do group work
- (4) Present the results of the discussion by the presenter and the teacher corrects it
- (5) The results of the discussion are collected by the group leader to the teacher.⁹

Different from Kamila Fadhilatun Nur student from X MIPA, Imam Mukhidin one of students from X IPS 1 said the steps of the discussion method carried out by the English teacher. These steps included: (1) Explain the discussion method and descriptive text (2) Form a group (3) Specifies the object to be described (4) Then the teacher asked to present it and collect it.¹⁰ Intan Ellia Lidyawati is one of students X IPS 2 also clearly said that Mrs. Khoirun Nisak, S. Pd did some steps in explaining discussion method. The steps are:

- (1) The English teacher explain about descriptive text and giving assignments
- (2) The teacher divides into several groups
- (3) Determine the group leader, secretary and speaker
- (4) The teacher asked to discuss and present the results of the discussion
- (5) Invite students to ask questions after that collect the results of the discussion.¹¹

The data of interviews above, the researcher can conclude that in the first step in implementing Small Group Discussion method Mrs. Khoirun Nisak, S.Pd. (English teacher) provided an explanation of the Small Group Discussion method (how to learn and the goals to be achieve) and descriptive text (covering definition, generic structure, social function, and language feature) as well as gave group assignment (make a simple descriptive tex). It was be supported by Mr. Budi Ismail, S.Pd. (headmaster of Walisongo Senior High School Pecangaan) who gave opinion that the first step of Small

⁹ Interview, May 25 2021.

¹⁰ Interview, May 25 2021.

¹¹ Interview, May 25 2021.

Group Discussion method was preparing a discussion plan. Kamila fadhilatun Nur's (tenth grader) gave opinion emphasized that the first step taken by English teacher in applying the Small Group Discussion method was to provide guidance on the implementation of the discussion method and descriptive text.

The second step of implementing the Small Group Discussion method according to Mrs. Khoirun Nisak was dividing the students into small group (each group contains 4 to 6 people) followed by selecting the group leader as the person in charge of the group, secretary, and presenter. Different from Mrs. Khoirun Nisak opinion, according to Mr. Budi Ismail the second step of the method was namely determining the direction of the discussion so the discussion can be in accordance with the learning targets. Explained by Kamila Fadhilatun Nur's opinion said that the second step in the implementation of the Small Group Discussion method by English teacher was dividing students into several groups (each group consist 4 to 6) and choosing leader group, secretary, and presenter.

Mrs. Khoirun Nisak said that in the third step of the implementation of the Small Group Discussion method was discussing group assignment to write descriptive text. Meanwhile, Mr. Budi Ismail said that the third step of the method was determining the number of discussion members. The discussion members must have certain qualifications so the discussion can run fluently. Different from the third step of the Small Group Discussion method based on Mr. Budi Ismail's opinion, Kamila Fadhilatun Nur's opinion further confirms the Mrs. Khoirun Nisak's (English teacher) opinion which the third step of implementing the Small Group Discussion method was discussing and doing group work (make a simple descriptive text).

According to Mrs. Khoirun Nisak, the fourth step in the implementation of the Small Group Discussion method was presenting the results of the discussion by the presenter in front of the class. Next was a question and answer session for students about the results of the descriptive text presented by presenter. The answers formed were clarified by English teacher. Mr. Budi said that the fourth step of the

implementation of the method was planning the topic (descriptive text) to be discussed properly. Meanwhile, Mr. Budi Ismail's opinion inversely proportional to Kamilas Fadhilatun Nur's opinion which emphasized Mrs. Khoirun Nisak's opinion that the fourth step of implementing the Small Group Discussion method included present the results of the discussion by the presenter and the English teacher would correct them.

In the fifth step of the implementation of the Small Group Discussion method according to Mrs. Khoirun Nisak was to for each group leader collected the results discussion (descriptive text writing) that had been presented to English teacher. Meanwhile, according to Mr. Budi Ismail the fifth step in implementing the Small Group Discussion method was managing the discussion time of the descriptive text well. Of the Mrs. Khoirun Nisak (English teacher) and Mr. Budi Ismail (headmaster of Walisongo Senior High School Pecangaan) opinions are confirmed by Kamila Fadhilatun Nur's opinion that the English teacher asked the leader of group collect the result of their discussion.

2. The Problems in the Implementation of the Small Group Discussion Method in Writing Descriptive Text for Tenth Grade of Walisongo Senior High School Pecangaan Jepara

There were some problems of the implementation Small Group Discussion method in writing descriptive text for tenth grade of Walisongo Senior High School Pecangaan. Based on interview with Mrs. Khoirun Nisak, S. Pd. as an English teacher, she said that:

There are some problems of the Small Group Discussion method. Mrs. Khoirun Nisak, S.Pd. (English teacher) said there were four problems in implementing the Small Group Discussion method, among them are (1) Requires a long duration of study time. In the lesson plans, the duration of writing descriptive text time by implementing the Small Group Discussion method are 15 x 70 x 5 minutes but in practice it has a setback of 5 to 10 minutes (2) The discussion deviates from the topic of discussion (3) The

class becomes noisy (4) Not all students are active in discussion activity.¹²

To get the mature results interviews, the researcher also conducted interviews with some student of the tenth grade about the problems during the learning process using Small Group Discussion method. Based on Arina Sabila student from X MIPA said the discussion method (Small Group Discussion) create the conversation deviates from the topic of discussion, the information obtained is limited to only about descriptive text.¹³ Different from Arina Sabila student from X MIPA, Fitrianiingsih one of student from X IPS 1 said the discussion method takes a lot of time to learn.¹⁴ On the other hand, M. Arif Saifuddin is one of student X IPS 2 also clearly said that “no problem from Small Group Discussion method, but I’m still too shy to express my opinion in discussion forum”.¹⁵

3. The Solutions in the Implementation of the Small Group Discussion Method in Writing Descriptive Text for Tenth Grade of Walisongo Senior High School Pecangaan Jepara

The problems in the implementation of the Small Group Discussion method in writing descriptive text for tenth grade of Walisongo Senior High School Pecangaan can be solved. Based on interview with Mrs. Khoirun Nisak, S. Pd. as an English teacher, she said that:

“There are four solutions to solve the problems of the Small Group Discussion method, among them are (1) Setting an alarm on cellphone based on the learning time allocation as written in the lesson plan to help remember the duration of the lesson (2) Asked questions or interesting activities related to the topic of discussion (3) Remind the discussion rules that have been agreed previously and if the students are not adhered to, they will get a reduction in points (4) Provide motivation or encouragement to students.”¹⁶

¹² Interview, May 8 2021.

¹³ Interview, May 25 2021.

¹⁴ Interview, May 25 2021.

¹⁵ Interview, May 25 2021.

¹⁶ Interview, May 8 2021.

C. Research Analysis

The data analysis technique used in this research is descriptive qualitative data analysis. The following are the steps in analyzing observation data in implementing of Small Group Discussion method in learning to write descriptive text: (1) Analyzing data from observations and documentations on learning activities to write descriptive text by implementing the Small Group Discussion method in the tenth grade of Walisongo Senior High School Pecangaan Jepara (2) Analyzing data from interviews conducted by researcher with English teacher, tenth graders, and headmaster of Walisongo Senior high School Pecangaan Jepara (3) Analyzing data from the results of research that has been carried out by researcher at Walisongo Senior High School Pecangaan by comparing it with theory put forward by education experts including Hsibuan and Moedjiono as well as Jumanta Hamdayama.

1. Analysis of the Implementation of Small Group Discussion Method in Writing Descriptive Text for Tenth Grade of Walisongo Senior High School Pecangaan Jepara

Based on the observation of the implementation Small Group Discussion method in writing descriptive text in 3 different classes (X MIPA, X IPS 1, X IPS 2), Mrs. Khoirun Nisak, S.Pd. as an English teacher was consistent in implementing the Small Group Discussion method steps in writing descriptive text for tenth grade of Walisongo Senior High School Pecangaan. The steps of Small Group Discussion method, include: (1) The English teacher gave an explanation of the Small Group Discussion method (definition and goals to be achieve) and descriptive text (definition, generic structure, social function, and language feature). After that, she gave group assignments to students (make a simple descriptive text) (2) Before did discussion about group assignments (make a simple descriptive text), students were guided by the English teacher to divide groups. Each group consisted of 4 to 6 people. After the groups were formed, it was continued to choose the group leader, secretary, and presenter. The English teacher also informed the rules that must be obeyed during the discussion activities. (3) Then the discussion began and all groups worked on the task by making a simple descriptive text. During the discussion, the English teacher walked to circle around from one group to another

group to make sure all members working on the group assignment and help students when they were in trouble during the learning activities (4) The discussion time was over. Each group presented the results of their group assignment (descriptive text writing) and the English teacher asked students from other groups to ask questions. But only 1 or 2 students who asked questions until the discussion ended and the English teacher clarified the answers given (5) Then the time allotment of discussion activity ended, the group leader collected a report on the results of group assignments (descriptive text) to the English teacher.

It means that Mrs. Khoirun Nisak had been teaching writing descriptive text using Small Group Discussion method sequently, As Hasibuan and Moedjiono stated the steps for implementing the Small Group Discussion method consisted of (1) The teacher first explained the material being taught, provided an overview of the Small Group Discussion method. Furthermore, she suggested the problem to be discussed and gave direction on ways to solving it. The subject matter to be discussed must be determined and mutually agreed upon between the teacher and students (2) Then, the students made group discussion consisting of 4 to 6 student in each group with the guidance of the teacher. Doing to vote to elect the group leader, secretary, and presenter (3) After the group discussion was formed, the students began to discuss with their respective group members about the topics or problems that had been predetermined. The teacher walked around from each group in order to keep the discussion organized, gave encouragement and motivation, and provided assistance if it was needed (4) Furthermore, each group reported the results of the discussion through the presenter who they had appointed as the spokesperson of their group. The results of the discussion that had been presented must be responded by teacher and giving as feedback and explanation of the discussion report (5) Finally, the teacher asked to the leader of each group to collect a report on the results of group discussions.¹⁷

¹⁷ Hasibuan and Moedjiono, *Proses Belajar Mengajar*, ed. Tjun Surjaman (Bandung: PT Remaja Rosdakarya, 2012), Mold XV, 23 – 24.

The result of the observation showed that the English teacher had been implemented Small Group Discussion method very well and approached the theory put forward by experts. The Small Group Discussion method asked to the students to work together and exchanged ideas or opinions with their group.

On the other hand, the English teacher played her role in teaching writing descriptive text using the Small Group Discussion method in the tenth grade very well. Aside from being a facilitator, the English teacher acted as leader of learning activity and provided of Small Group Discussion method.

2. Analysis of the Problems in the Implementation of Small Group Discussion Method in Writing Descriptive Text for Tenth Grade of Walisongo Senior High School Pecangaan Jepara

Mrs. Khoirun Nisak, S.Pd. as an English teacher at Walisongo Senior High School Pecangaan, she compiled a lesson plan for writing descriptive text by implementing the Small Group Discussion method for English subject at the beginning of the new school year. It is intended that the learning process of writing descriptive text using the Small Group Discussion run smoothly and maturely. One of the points listed in the lesson plan was the allocation of time for writing descriptive text by implementing the Small Group Discussion method. The allocation of time for learning English at Walisongo Senior High School Pecangaan is 4 x 45 minutes or in other words twice a week with a duration 90 minutes in each meeting. The amount of time allocation applied to all classes from tenth grade to twelfth grade.

The allocation of writing descriptive text using the Small Group Discussion method was 15x70x5 minutes and given 2 meetings in the second semester. 15 minutes for initial activity (greeting, attendance, etc), 70 minutes for core activity (discussion activity), and 5 minutes for final activity (conclusion, greeting, etc).

On the other hand, the Small Group Discussion method can cause some problems in learning process of writing descriptive text in the tenth grade of Walisongo Senior High

school Pecangaan. Based on the observations, the researcher saw that there were several problems caused by the implementation of the Small Group Discussion method and affected the learning process of writing descriptive text in the tenth grade of Walisongo Senior High School Pecangaan.

The problems in the implementation of the Small Group Discussion method in writing descriptive text for tenth grade of Walisongo Senior High School Pecangaan among them were (1) Requires a long duration of study. In the lesson plan, the duration time of writing descriptive text by implementing the Small Group Discussion method was 15 x 70 x 5 minutes but in practice it has a setback of 5 to 10 minutes because English teacher mostly follow the flow of student learning until student finish working on group discussion assignments and ignore the time allocation that had been specified in the lesson plan (2) The discussion deviated from topic discussion. The number of opinions that come in during the discussion make students less focused so that the discussion widen from the subject and the group assignments are not finished (3) The class became noisy. The class became noisy because the students argued each other to propose their personal opinions (4) Only some students were active in learning activity. This happened because there were some students feel that they were not smart so the students were reluctant to give their opinions during discussion activities and they choose to be silent.

The problems of the implementation Small Group Discussion method in writing descriptive text for tenth grade of Walisongo Senior High School Pecangaan was relevant with Jumanta Hamdayama theory. At Jumanta Hamdayama's book (Metedologi Pengajaran), he stated the problems of Small Group Discussion method included (1) The class became noisy. The class became noisy because the voices of students shouted at each other and the sound of the squeaking of chairs as a result of changing students' sitting positions (2) Took a long time to learn. This happened because students had to make groups first before the learning began and the students fight each other for members to their groups (3) Discussion activity made students out of control in speaking

because it was not only the task being discussed but also interspersed with jokes and ridicule.¹⁸

3. Analysis of the Solutions in the Implementation of Small Group Discussion Method in Writing Descriptive Text for Tenth Grade of Walisongo Senior High School Pecangaan Jepara

Based on the observation of the implementation Small Group Discussion method in writing descriptive text in the tenth grade of Walisongo Senior High School Pecangaan, Mrs. Khoirun Nisak as an English teacher did several ways to overcome the problems. The solutions to overcome the problems in the implementation of Small Group Discussion method were (1) The English teacher set an alarm on her cellphone based on the time allocation of writing descriptive text when the students implemented the Small Group Discussion method to remind the duration of learning time (2) The English teacher asked some questions or gave interesting activity related to the material being studied in order to draw students back to the topic of discussion (3) The English teacher reminded the discussion rules that had been made and agreed upon beforehand, such as not being noisy, voicing opinions slowly and so on. If these instructions are not heeded, points will be deducted (4) The English teacher gave motivation or encouragement to passive students in order that they are excited to actively participate in learning activity using the Small Group Discussion method.

The solutions described above were not arbitrarily made by English teacher, but through a follow-up process to find out the solution effectively in overcoming the problems of implementing the Small Group Discussion method in writing descriptive text for tenth grade of Walisongo Senior High school Pecangaan Jepara. On the other hand, the solution offered by Mrs. Khoirun Nisak, S.Pd. (English teacher) to overcome the problem of implementing the Small Group Discussion method broad in line with Jumanta Hamdayama's theory. At Jumanta Hamdayama's book (Metodologi

¹⁸ Jumanta Hamdayama, *Metodologi Pengajaran*, ed. Suryani (Jakarta: PT Bumi Aksara 2019), Mold III, 84.

Pengajaran), he stated that the problems arised from the discussion method or Small Group Discussion method can be overcome by focusing students' attention. Here were solutions to focus students' attention (1) Present the purpose of the discussion and how to achieve the goals of discussion. It can help the students to understand the topic of discussion (2) Convey the specific problems that will be studied during the discussion activity (3) Observing any deviations that occur and reminding students of the rules in learning or discussion activity that have been made and agreed upon in earlier (4) Make conclusions at the end of the lesson, the goals are to collect student opinions about the subject that has been discussed and the learning method used.¹⁹

The results of the observation showed the English teacher can solve problems arise from the implementation of the Small Group Discussion method very well according to the causative factors and this method approaches the theory put forward by experts. The solutions were considered effective or support overcome the problem of implementing the method because shy or insecure students become active and enthusiastic in learning activities. The class that was initially crowded and noisy became controlled because the students were afraid of being punished according to the rules that were made and agreed in advance.

The assessment process in writing descriptive text by implementing the Small Group Discussion method was carried out by Mrs. Khoirun Nisak, S. Pd. (English teacher) in two ways. The following was an assessment from of writing descriptive text by implementing the Small Group Discussion method in the tenth grade of Walisongo Senior High School Pecangaan Jepara.

a) Individual assessment

Individual assessment was given by the English teacher if students can answer questions independently and actively during the learning activity.

¹⁹ Jumanta Hamdayama, *Metodologi Pengajaran*, 84 – 85.

b) Group assessment

Group assessment was given to a group because they done their task and presented the results of tasks that had been done well in front of the class.

