

ARTICLE

**TEACHING WRITING USING BUZZ GROUP TECHNIQUE
TO ELEVENTH GRADE STUDENTS
AT MAN 1 KOTA KEDIRI**



By:

DAHFIN IONA FITRIATUL ULA

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Guided By:

- 1. Dr. Diani Nurhajati, M.Pd**
- 2. Lina Mariana, S.S, M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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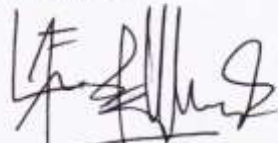

The undersigned below:

Name : Dahfin Iona Fitriatul Ula
NPM : 14.1.01.08.0126
Phone Number : 083845300310
Email : dahfin.iona@gmail.com
Title of Article : Teaching Writing Using Buzz Group Technique to
Eleventh Grade Students at MAN 1 Kota Kediri
Faculty – Major : FKIP – Bahasa Inggris
University : Universitas Nusantara PGRI Kediri
Address of University : Jl. K. H. Achmad Dahlan No. 06 Kediri

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Advisor I  Dr. Diani Nurhajati, M.Pd. NIDN. 0711126302	Advisor II  Lina Mariana, S.S, M.Pd. NIDN. 07100097401	The Researcher,  Dahfin Iona Fitriatul Ula NPM. 14.1.01.08.0126



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DAHFIN IONA FITRIATUL ULA

14.1.01.08.0126

English Education Department

Email: dahfin.iona@gmail.com

Dr. Diani Nurhajati, M.Pd. (1) and Lina Mariana, S.S, M.Pd. (2)

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Teaching writing is an activity in which a teacher teaches students to show their skill in written product. To make students interest in writing, a teacher should choose the best technique or method. This research used buzz group technique to teach explanation text. The purposes of this research are to know the effectiveness of teaching writing using buzz group technique. The specific purposes are to find out: (1) How is the students' writing ability is after being taught using buzz group?, and (2) How is the result of each aspect of writing after being taught using buzz group? The research method used in this research was quantitative research method. Then, the research design is a pre-experimental research by using post-test. Next, the sample of this research was the students of 11 IPA 4 at MAN 1 Kota Kediri which has frothy students. After that, this research also analyzed the students' result in each aspect. The aspects are idea, organization, grammar and vocabulary. The result of the research shows that the students' score after being taught using buzz group technique is effective. It can be seen from the mean of post-test and the mean of score in each aspects of writing. The mean of post-test is 69.53. After that, there are the mean of each aspect: the mean of idea is 98.75, the mean of organization is 51.25, the mean of grammar is 56.25, and the mean of vocabulary is 71.87. Thus, buzz group technique is effective to teach writing to the eleventh grades students at MAN 1 Kota Kediri, eventhough the mean of organization and grammar is still under score.

Keywords: Teaching Writing, Technique, Buzz Group

I. BACKGROUND

Writing is the result of thinking, therefore the students who start writing have to think before they start to write. This idea is supported by Brown (2001: 335), who said that written products are often the result of thinking, drafting, and revising procedures. Thus, writing makes the students should concern in the process of writing.

The process of writing has four steps. They are planning, drafting, editing, and

final version (Harmer, 2004: 4). Planning, when writers have to think about the purpose of writing, the audience they are writing for, and the content structure of the piece. Then, drafting is the first version of a piece of writing. After that, editing is the activity after the writers have a draft, they read through what they have written to see where it works and where it doesn't work. The last there is final version, it is while the writers have edited their final draft, making the changes they consider to be



necessary. Thus, the students should follow all of the process in writing to make written product.

The goal of writing is based in the competence that written in The Regulation of Minister of education and Culture Number 21 year 2016 about content standard, is stated that arranging spoken and written text using text structure include linguistics elements (accurately, acceptable, and fluent) (Permendikbud No. 21). Based on that content standard, the students should be able to write text using text structure Thus, the teacher should teach how students write using text structure that accurate, acceptable, and fluent.

In teaching writing, usually the teacher and the students find some problems. From the teacher's side, he or she only follows the material in the lesson book and does not explain the material clearly to students. Furthermore, the teacher asks students to do the assignment directly in one day. Ariyanti (2016) found in her research, what happens in the world of teaching writing is that the teacher asks the students to complete the writing in one meeting. Thus, the teacher should give the students more time to complete their assignment in writing.

From the students' side, Ariyanti (2016) found that the students feel

unfamiliar with English. Then next problem, the students usually cannot organize their idea well and sometimes they also lack of idea. After that, the students are confused if they write all of their ideas by themselves (it means one work for one student). The students feel easier if they work with their friends. Thus, the teacher should choose the best technique in teaching writing.

In this research, the researcher chose buzz group technique to help the students work in a group. The buzz group is the technique that students 'buzz' or generate ideas, reactions, cues, or opinions quickly and informally (Harmer, 2004: 87). By using buzz group technique, the students worked in a group and they could generate their idea with other friends and each student should give minimal one idea. And the last, they have to generate their idea become one product or written product.

Based on the other researches buzz group technique can be applied in the other skills also. Sari (2017) said that the buzz group was really able to help the students' reading to generate their idea and information in short period. Then, Moflikah (2013) said that buzz group can help the students understand the material that is given by the teacher in speaking. This is because of in her research, the



students worked with friends in group and they can share the idea with other friends.

In writing, Ni'mah (2015) used classroom action research that is used pre-cycle, first cycle, and second cycle. She used buzz group technique to develop her students' critical thinking. In this research, the researcher used one way technique to take the data.

Knowing that buzz group technique helps the students increase their writing ability in developing idea, the researcher made a research. The research is conducted entitled "TEACHING WRITING USING BUZZ GROUP TECHNIQUE TO ELEVENTH GRADE STUDENTS AT MAN 1 KOTA KEDIRI".

II. METHOD

This research used quantitative research that makes the researcher should solve the problem that is written in research problem. Then, she makes limitation on her research. After that, she can make research question that can be answered by gathering data and analysis numeric data. According to Ary, Jacobs, and Sorensen (2010: 39), quantitative research deals with questions of relations, cause and effect, or current status that researcher can answer by gathering data and statistically numeric data. Thus, the data is in the form of numbers.

To get the data, the researcher focused on one-shoot case study. According Arikunto (2010: 121), stated that one-shot model is a model that only once to collect the data. Treatment in one-shoot case study is independent variable and the result is dependent variable. By using this design, the researcher wanted to know how buzz group technique solve the problem in writing.

This research was carried out from November 2017 up to December 2018. Then, this research was conducted on the students of eleventh grade students at MAN 1 Kota Kediri academic year 2018/2019. The researcher only used class 11 IIA 4 to get the data that consists of forty students. She only did one treatment on August 2nd 2018.

In the treatment, the researcher divided the students into small groups that consist of three students in each group. She gave a picture to the students and asked them to observe that picture. After that, she asked them to make topic and sub topic based on the picture. The sub topics were divided based on the members of each group and each topic was belonged to one student. Each students developed one topic became a paragraph. After that, the students worked in a group to make a written product.



In the post-test, the researcher gave the students explanation text worksheet that had to be done individually. After giving post-test, the researcher used scoring rubric that is adopted by Buku Guru Bahasa Inggris (2017: 151), it covers the aspects of writing: idea, organization, grammar, and vocabulary.

III. FINDINGS AND DISCUSSION

This part presents about the students' writing ability after being taught using buzz group technique. The result shows the mean of the post-test, the mean is 69.53. From this score presents that buzz group technique is effective enough to teach writing. In addition, the researcher mentioned that buzz group technique gave different way on teaching writing, especially in generating idea.

In generating idea the mean of post-test is 98.75 that shows buzz group technique is effective. Thus, buzz group technique is able to increase the students' writing ability in generating idea.

The effectiveness can be seen in vocabulary also. But the researcher still found the students' faults in spelling. For example, students wrote 'registrat', it should be register or registration. Thus, the students of eleventh grades at MAN 1 Kota Kediri still found some difficulties in writing vocabulary even though their score shows the effectiveness.

Besides that, this technique has some weaknesses. The first weakness is grammar. It can be seen from the average score of grammar is 56.25. The researcher found sometimes the students used future tenses and past tense. That was contradictive in writing explanation text, the students should use present only.

The next weakness can be seen in organization also. It can be seen on the average of the students score in organization, the average is 51.26. In organization, she found that the students still felt confused to develop a paragraph complete with main idea and concluding paragraph. Eventhough, the students could develop their idea into sentences, they still confused to develop sentences into a paragraph. Therefore, the students of eleventh grades at MAN 1 Kota Kediri still found difficulty in organization.

Based on the description above, the researcher found that the buzz group technique is effective being taught at MAN 1 Kota Kediri. The finding of the research is in line with some researchers who provided that the buzz group technique was used to teach writing. In teaching writing there is a research by Ni'mah (2015) shows the students' average score improved very well.

After that, there is a research by Moflikah (2013). In her research, she used



buzz group technique for teaching speaking. She found that students' score increase very well after being taught using buzz group technique.

Next, there is a researcher from Sari (2017) that presented about the buzz group technique to teach reading. In her research, she found that the buzz group technique was effective to improve the students' reading ability. In her research, buzz group technique was used to discuss the answer from the task in a group until the students found the correct answer.

According to Buku Guru Bahasa Inggris (2017), the aspects of writing are idea, organization, grammar, and vocabulary. From all aspects of writing, the students still found difficulty on grammar and organization. However the average of the post-test still shows that the buzz group technique is effective enough. From the result, the researcher finds the similarity between the previous studies and this research that the buzz group technique was effective enough to teach writing at Man 1 Kota Kediri.

IV. CONCLUSION

Based on the previous chapters the researcher conclude that writing is the result of thinking, therefore the students who start writing have to think before they start to write. To help the students in writing the researcher chose buzz group

technique in teaching learning process. After analyzing the data in this research, the use of buzz group technique is effective, eventhough this technique still has some weaknesses in grammar and organization.

The researcher conducts some suggestions that belong to the teacher, the students and further research. For the teacher, he or she should give more exercises in grammar and organization. Then, the students should master in grammar and organization. It will be better if the students do exercises from the teacher. And the last, for further researcher is able to modify buzz group technique with some exercises in grammar or combine buzz group technique with another technique that can help the students in grammar.

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