

## ABSTRACT

Maramis, Sarah Marleth Elisabeth. (2026). *The Use of Small Group Discussion to Increase Students' Ability in Writing a Descriptive Text in Basic Reading and Writing Class at Sanata Dharma University*. Yogyakarta: English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

Small Group Discussion (SGD) techniques are strategies developed for teaching that have student learning and involvement as a focus. SGD positively impacts and enhances student learning, especially in writing because it stimulates interaction, collaboration, and peer feedback. This study intends to demonstrate how SGD positively impacts and improves students' skills in writing descriptions in the Basic Reading and Writing course. This study also includes student feedback about using the SGD and its advantages and disadvantages in writing.

The study's 64 students in 3 different classes are the population for this quantitative, descriptive analytical study, employing questionnaires to collect data. In this analytical study, the student responses concerning the perceptions of SGD and the impact of SGD on the students' descriptive writing abilities were analyzed using simple linear regression.

The study showed that student motivation, confidence, and discussion opportunities were measured as low to not be benefits to them. Meanwhile, the regression analysis regarding descriptive writing showed statistically significant improvement. The statistical analysis shows that the use of Small Group Discussion (SGD) significantly influenced students' descriptive writing ability. The regression results indicate that SGD accounted for 20.1% of the variance in writing scores, suggesting that while SGD contributes positively to students' writing improvement, other factors also play a role in determining students' performance. In conclusion, this study indicates that, despite the need for educators to carefully consider participant distribution and minimize overall apprehension, Small Group Discussion (SGD) is an effective and commendable strategy for improving descriptive writing skills among post-secondary students. This suggests that SGD is particularly suitable for higher education contexts, where students are expected to develop greater autonomy in writing, engage in peer collaboration, and produce more structured and coherent academic texts.

**Keywords:** *Discussion, Descriptive Writing, Small Group, Writing Skills*

### ABSTRAK

Maramis, Sarah Marleth Elisabeth. (2026). *The Use of Small Group Discussion to Increase Students' Ability in Writing a Descriptive Text in Basic Reading and Writing Class at Sanata Dharma University*. Yogyakarta: English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

*Small Group Discussion (SGD)* merupakan strategi pembelajaran berpusat pada siswa yang mendorong partisipasi aktif, kolaborasi, dan umpan balik dari teman sebaya, yang sangat penting dalam mengembangkan keterampilan menulis. Penelitian ini bertujuan untuk mengetahui efektivitas SGD dalam meningkatkan kemampuan menulis teks deskriptif serta melihat persepsi siswa terhadap manfaat dan tantangan penggunaan SGD dalam proses menulis.

Penelitian ini menggunakan metode deskriptif kuantitatif dengan subjek 64 mahasiswa dari tiga kelas. Data dikumpulkan melalui kuesioner yang menilai persepsi siswa terhadap SGD dan analisis statistik sederhana untuk melihat pengaruh metode ini terhadap kemampuan menulis deskriptif siswa melalui regresi linier sederhana.

Hasil penelitian menunjukkan bahwa siswa menilai manfaat SGD dalam hal kepercayaan diri, motivasi, dan kesempatan berdiskusi berada pada kategori sedang hingga rendah. Namun, analisis regresi menunjukkan bahwa penggunaan SGD secara signifikan meningkatkan kemampuan menulis deskriptif siswa, dengan koefisien regresi 0,642 ( $t = 3,342$ ,  $p = 0,001$ ) dan koefisien determinasi sebesar 0,153. Hal ini membuktikan bahwa SGD memberikan kontribusi positif terhadap kemampuan menulis, sesuai dengan prinsip *Student-Centered Learning* yang mendorong keterlibatan aktif, interaksi teman sebaya, dan berpikir kritis.

Secara keseluruhan, penelitian ini menyimpulkan bahwa SGD merupakan strategi yang efektif untuk meningkatkan keterampilan menulis deskriptif di pendidikan tinggi, meskipun dosen atau pengajar perlu mengelola dinamika kelompok agar partisipasi merata dan mengurangi kecemasan siswa.

**Kata kunci:** *Small Group Discussion, Menulis Teks Deskriptif, Keterampilan Menulis*

