



## **USING BUZZ GROUP TECHNIQUE IN WRITING ACTIVITY FOR EFL STUDENTS AT SENIOR HIGH SCHOOL**

**Selvie Larasanti<sup>1</sup> and Leni Marlina<sup>2</sup>**

English Department

Faculty of Languages and Arts

State University of Padang

email: [selvie.larasanti@yahoo.com](mailto:selvie.larasanti@yahoo.com)

### **Abstract**

This paper aims to explain how to teach writing by using buzz group technique. Buzz group technique is a discussion technique which consists three to six members for gathering ideas in a brief time. For implementing this technique, the students will have a small discussion and the larger one. Since the latest curriculum has five stages which are observing, questioning, collecting information, associating and communicating, buzz group technique will be applied in collecting information stage. The students will be divided into some small groups to discuss a topic in 15-20 minutes. After that, the group's members will select a leader, a note taker and a time keeper in order to make the group successful. Then those collected ideas will be strengthened in the large discussion. Buzz group technique is very useful to help the students in finding ideas at the beginning of writing activity. It also makes the students actively participate in the learning process and build a positive interaction among the students. Even, the students will be more confident to express their points of view through the discussion. Therefore, buzz group technique can be an alternative technique for the English teachers to teach writing analytical exposition text.

**Key words:** *Buzz Group Technique, Writing, Analytical Exposition*

### **A. INTRODUCTION**

Writing is another form of communication. There are two ways of communication existed in using language, spoken language and written language. Here, written language is being highlighted. People can communicate with others by using words. By writing, it can create a communication between the writer and the readers. In other words, writing is a communication by putting thoughts, ideas, opinions or experiences in written form. The writer will enrich their points of view to give information to the readers. Tricia Hedge (2005) said that writing is isolated from the possibilities of speech's expression. Writing has distinctive features, not as speaking does. Moreover, the organization of ideas, elaborating, developing ideas are the elements that must be related to the writing. Then Fulwiler (2002, p.16) states that writing is the way of the writer in exploring the

---

<sup>1</sup>Student of English Language Teaching Program of FBS Universitas Negeri Padang graduated on March, 2019.

<sup>2</sup> Advisor, Lecturer of English Department of FBS Universitas Negeri Padang



world inside and out. As writers, they will explore the ideas through writing. The information should be conveyed clearly to avoid misunderstanding of the readers.

Moreover, Jufri (2016, p.63) defines a writing as a skill that needs lots of practices. Writing is a complex activity that requires the students' effort. Being a good writer, it will not happen in a very short time. Indeed, it takes much time to develop it. When the students specifically good at writing, they will also get easier in everything such as creating an essay, assignments, or journal. Those cannot be done without practicing. The writer must write as often as possible.

Writing is not an easy skill to be achieved. Rozimela (2016, p.150) says writing is a kind of stressful activity for EFL students. They have brainwashed themselves seeing writing as a difficult task. Probably the thing that makes them tends to be lazy to write due to its complexity. As we know that writing deals with ideas, organization and structure. As a result, they are not interested in L2 writing even in their native language it is still far from good.

One of the materials in teaching writing in high school is genre. Genre is known as types of text which are recount, descriptive, narrative, procedure, explanation, analytical exposition, and report. All of them are used for different function with different structure as well. Through this paper, analytical exposition is chosen for applying buzz group technique.

Analytical exposition text is a text which tells the readers about something should be done or not. Its purpose is to convince the readers about something by providing some arguments. Heinemann (cited in Nuardi, 2016) said that analytical exposition paragraph is used to engage the students to discuss reasons for writing (p.213). The readers are expected to agree towards the writer's arguments.

The analytical exposition text has three generic structures. 1). Introduction; where the writer introduces the topic. Here, the writer shows to the readers his/her position whether positive or negative, 2). Arguments; presented in every paragraph to show the main point related to the topic, and 3). Reiteration; restatement of the writer to conclude all ideas that have been explored

In term of writing an analytical exposition text, the students have faced some difficulties. According to Sari (2014) and Nuardi (2016), the students are lack of ideas. Moreover they do not know how interpret their thoughts to the words. They do not even know what they are going to write. In addition, although they already have ideas, it is hard for them to elaborates them becomes sort of paragraphs. In this case, the teacher needs to provide an effective technique in solving their problems. Because, the purpose of teaching writing is to make the student be able to write a text effectively and efficiently.

The alternative technique that can be applied for writing activity is buzz group. Buzz (in Oxford Dictionary) means "a low, continuous humming or murmuring sound". Buzz group is a group of people who make a sound like groups of insects while they are working. Furthermore, Gebhards says it is called buzz group due to the sound of the students are like the bees while working (cited in Riswanto, 2000, p.72).

According to Barkley (2012. p.169), "buzz group is an effective technique to gather information and ideas in a short time". It is very useful to make the students participate actively and build a good interaction among them. They will

not be confused about finding ideas, since they have a group who can get discussed with. Pangaribuan (2018) says buzz group consists a leader, a note taker and a time keeper (p. 168). The leader is responsible to keep the member on the topic and get participated. The note taker is chosen to record and select the best ideas to be reported later. The time keeper is the one who will ensure that the discussion finish on time.

Brewer (1997) states that buzz group split the large groups into the small groups of 2 to 15 people to discuss an issue in a specified time. It is very useful to make the students active in the classroom. Arivananthan (2015) mentions that a technique for gathering the feedback on responding quickly to the topic without moving their seats and few people will engage in mini discussion in a short period is called Buzz Group. Consequently, those who are trouble in learning process will get helped because it allows the students to state their thoughts to their peers and solve the problems together. After that, all the members must ensure that they already have a good understanding about the topic.

There are previous studies which have showed that buzz group was an effective technique to be applied in the classroom. The first Ni'mah (2016) stated in her research that buzz group was an effective technique and it could improve the students' writing skill of hortatory exposition text. Second, Mulatsih (2013) revealed that after using buzz group technique, the students became more active and they could develop ideas clearly for writing narratives.

In implementing buzz group, the teacher should follow some steps. Brewer (1997, p.73) reports the main procedural steps in Buzz Group are;

- a. Introducing the topic  
The teacher tells the students about the way of the discussion and the information of buzz group and the limitation as well, for instance, the duration, the groups, the topic, the procedure, and the purpose as well.
- b. Split the students into some groups  
If the number of the students are big, the members of each group can be 4 to 6 or the smaller one around 2-4 students. Here, the teacher should divide the groups which contain vary intelligence.
- c. The teacher asks the students to choose a leader/spokesperson  
Each group will point a leader who makes certain all members get acquainted each other.
- d. The students start a 15-20 minutes discussion;  
The time for having discussion can be 15 to 20 minutes. It depends on the complexity of the problem and the number of people in each group. Furthermore, while they are discussing, the teacher will check group by group to keep them staying on the track.
- e. Discuss the result of discussion in a large group  
One member or a leader of a group will present their result in a class discussion and the teacher will summarize the students' discussion.

Brewer (1997, p.74) states in his book "13 Proven Ways to Get Your Message Across" about the variation in using buzz group which already has done by some experts. They are 5 buzz group variations which have been used by the previous researchers. They are as an the following;

**a. Philips 66 Method**

It was introduced by J. Donald Phillips with a very little chairs' movement by dividing a large group into small groups of 6 people. They were given 6 minutes to discuss an issue.

**b. Clark's 22 Method**

In this variation, only two people involved for discussing a topic in a group. They only have 2 minutes to do it before a presenter calls them for report. It is commonly used in a large auditorium and there is a little possibility for movement.

**c. Huddle Method**

It is like a football or basketball game huddle in which in that group they will discuss a topic quickly and make a plan. There will be 5 or 6 people in a group. The group will begin by choosing a "captain" or "quarterback" as a leader of the group. Holmes and Mortensen "state that huddle groups are productive because the small group is conducive to natural, non-forced, informal conversation.

**d. Circular Response Method**

It is not very different with the general buzz group except that responses to the problem or issue are presented according to seating arrangement in the circle.

**e. Progressive Buzz Sessions**

The progressive sessions are very similar to the general buzz group except that a specified time, the groups rotate both topic questions and contribution. This allows each group to work on a number of different topics and still benefit from the written contributions of other group members.

**Advantages of Buzz Group Technique in Writing Activity**

After applying buzz group technique in teaching writing analytical exposition text, there are some advantages of using buzz group such as:

- a. The students are able to generate ideas before starting to write.

Buzz group technique allows the students to find much information by sharing experiences and opinions as a reaction of the issue. In addition, when the bigger discussion happens, developing ideas can be done by the students. Thus, the students will not get confused anymore what to write. They have gathered ideas and they just need to compile those to be an analytical exposition text.

- b. The students are energized in expressing their thoughts

Buzz group encourages the students to talk in the discussion in which happens in collecting information and associating stage. Sometimes, it is more likely for the students to speak in private before speaking to the whole students.

- c. The students are able to create a better writing text.

The students can create a better writing after using buzz group. When they have finished two discussions, they can get various best ideas to be developed into the analytical exposition text. Moreover, the others' assistances help them to improve their writing such as form group review and

the teacher's review. As a result, their quality of writing becomes better after having correction from the others.

- d. It creates a good interaction among the students

By using buzz group technique, the students become participate actively in the learning process. Teaching writing using buzz group technique produces a good interaction among the members. Since it is a group work, all of the students are forced share the views and give feedback to the others. They have to listen and react what someone has to say about the topic.

- e. The class is dominated by the students

The students will work together and exchange their ideas on a writing topic. They might feel about a good solidarity which becomes a source of encouragement for the students in learning process. As a result, the teacher will not fully take the success of the responsibility of the learning anymore even through buzz group the students put themselves as a central in the learning process.

From the points above, it can be seen that buzz group has some important advantages in the process of teaching language learning. It does not only help the teacher in teaching, but it also helps the students in composing a text and learn from their environment. But, there are weaknesses found in using buzz group technique.

### **The Weaknesses of Buzz Group Technique**

It cannot be applied for all levels; Buzz group is a discussion technique that requires the people to participate and share their views. To discuss a topic, they need to think and relate it with their prior knowledge and experiences. They are should be in intermediate level such as senior high school students. At that age, they should have a critical thought and can make a discussion go well. It will be difficult if this technique is implemented in junior high school for writing skill. It is possible to apply buzz group for teaching another skill, for instance speaking.

Moreover, the students tend to use two languages during the discussion. In fact, not all of the students are good at speaking English; some of them will try to mix the languages. When they do not know how to speak what is on their mind, they are likely to use Indonesian language. Here the teacher should be stand near the groups and be sensitive if the students get a problem.

## **B. DISCUSSION**

### **1. Teaching Preparation**

The successfulness of teaching can be achieved if the teacher prepares everything well. Before the teacher starting the lesson, there several things should be prepared such as a lesson plan and teaching material. Those things are very useful to help the teacher in the classroom and get the student focus in learning process.

The first, the teacher should create a lesson plan. It is a planning or list activities to guide him/her on teaching the students. It is like a direction in delivering the lesson to the students. Furthermore, by using lesson plan, he/she

can avoid making many mistakes. It is made by the teacher and it should be based on curriculum and syllabus. The teacher needs to make it which is appropriate with the students' level. It is impossible when the teaching learning process becomes successful without any lesson plan.

The second is about teaching material. The teaching material is important because it consist of a bunch sources that the teacher uses to teach the students. The media is aimed to make the lesson more understandable such as the topics, the pictures, the book, and the projector. The teacher should provide the students topics which are interesting and challenging. So, the students will engage to the lesson and get participated actively during the learning process. Besides, in this era, it will be better if there is a projector in the classroom to save time. it will make the teaching learning process becomes more efficient.

## 2. The Procedure of Using Buzz Group Technique in Writing Activity

### 1. Pre - Teaching

In this stage, the teacher begins the class by greeting the students. The teacher checks the students' attendance by calling their names out one by one. Before starting the lesson, the teacher informs the students they are going to review the previous lesson, the learning outcomes and the activities they are going to do. The student will observe the picture attached on the board. The teacher asks them few questions to make them interested to the topic. The students are asked to express their feelings related their prior knowledge.

### 2. Whilst-Teaching

In this stage, the teacher will do several activities. The students are asked to review the previous lesson which is the theory of analytical exposition text. They will be given a new text and they will find the generic structures and the language features. Then, they will be divided into several buzz group discussion and a class discussion. The teacher will lead the students to the main activity in the learning process which are;

#### a. Observing

In this observation, the students will review the previous topic which is about the theory of analytical exposition text. The teacher begins with showing a picture to interact and engage the students to the topic. After that, the teacher gives some simple question to dig their personal experiences. The activities are;

1. The teacher puts a picture on a board.
2. The teacher asks few questions to the students about the picture.
3. The students express their opinions related to the picture.
4. The teacher asks 2 students' view related with their background knowledge.

#### b. Questioning

It is time for the students to ask sort of questions to avoid misunderstanding. The teacher provides a text and tells them to read and find the generic structures of the text. Since they have already

studied this text at last meeting, they surely are able to identify the structure.

1. The teacher shows a text and asks them to read.
2. Then, the students are required to find the generic structure and the language feature existed in the text.
3. The students may ask some questions related to the text to the teacher.
4. The teacher confirms the students' understanding.

c. Collecting Information

In this section, buzz group discussion is get started. The teacher divides them into some groups consist of 4 people. They sit in a circle and they will have 15 minutes to discuss an issue. Buzz group requires them to gather many information of a topic in small group to help them in creating their text later. The activities are;

1. The students are divided into several groups and sit in a circle.
2. Every group chooses a leader who leads the discussion.
3. The teacher moves around from group to another group to stimulates and engage the group' members to speak and get participated.
4. At the end, the ideas are collected on a piece of paper

After this stage, the students are expected to be able to produce a list of ideas related to the topic. It contains a simple sentence which is as a main idea for each paragraph.

d. Associating

After finishing buzz group discussion, the students will have a class discussion. Every group makes a big round circle and ask all leaders to report their result. Everyone is allowed to give comments and response to the leaders. After developing ideas, each group has to review another group's text. They have to give comment based on the rubric given by the teacher. After that, they will also get feedback from the teacher.

1. The teacher calls each leader to tell their discussion's result.
2. The others can ask or give their views to the leader.
3. While their friend telling the ideas in front of the class, the other may take a note to develop their ideas.
4. The teacher will clarify and make the ideas clearer.
5. Every group does group review

The students will try to develop the simple sentences become some paragraphs. They already have done the big discussion; it means they should already strengthen their ideas based on what they have listened.

6. The teacher asks them to fix their text
7. The students submit it to the teacher
8. The teacher give them feedback on the paper

9. The students make the final version

Here the students produce a text together. Every member is fully responsible to make a good piece of writing text.

e. Communicating

In this last section, the students begin to communicate the text. The text they have created must contain at least 4 paragraphs. Each group should point a person to read their text in front of the class. After that, to appreciate the students' work, the teacher may ask them to put their paper on a bulletin board at school.

1. One member of each group reads their text in front of the class.
2. The teacher takes one text to be reviewed together.
3. The students put their text on a bulletin board.

3. Post Teaching

At the end of the lesson, the teacher gives the students homework to produce an analytical exposition text with an opened topic individually at home. It will be collected next week. After that, the teacher concludes the lesson and gives information about the topic for the next meeting and closes the class.

### C. CONCLUSION AND SUGGESTIONS

Based on the explanation in the previous chapters, the writer concludes that buzz group technique is an alternative technique which has some positive effects towards students' writing. Buzz group has several steps which are introducing topic, divides the students into several small groups, select (a leader, a note taker and a time keeper), start discussion in 15-20 minutes and report it to the larger discussion. Buzz group is used commonly as a supplemented method to another method, for instance lecture method, group discussion, or presentations. When the teacher wants to make all students participate and get acquainted each other, buzz group technique can be a solution to help the students in collecting ideas before writing a text.

Buzz group lets the students to sit in a group to collect ideas in order to help them in composing a text. They will create a better piece of writing since they receive assistances from their friends. In addition, the students get participated actively in learning process and they can build a positive interaction among them. After that the situation of the class become more enjoyable, fun.

On the other hand, the writer also would like to give suggestions in applying buzz group. First, he teacher is suggested to give the students different topics while having buzz group discussion in teaching analytical exposition text. Second, the teacher should to give the newest topic for writing an analytical exposition text in order to gain the students' knowledge and interests. Third, the teacher is suggested to apply buzz group technique in teaching writing for another genre, such as discussion text, report text, etc. The last, the teacher is suggested to implement buzz group technique in teaching English at the lower level, for instance Junior High School.



**NOTE:** This article is written based on the writer's paper under the supervision of Leni Marlina, S.S, M.Pd

### **BIBLIOGRAPHY**

- Arivananthan, Meena. (2018, July 4<sup>th</sup>). "BUZZ GROUP". UNICEF-Learning and Knowledge Exchange. September 25<sup>th</sup>. Retrieved From [https://www.unicef.org/knowledgeexchange/files/Buzz\\_Groups\\_production.pdf](https://www.unicef.org/knowledgeexchange/files/Buzz_Groups_production.pdf).
- Barkley, Elizabeth E. K, et al. (2012). *Collaborative Learning Techniques*. Bandung: Penerbit Nusa Media.
- Brewer, W. Ernest. (1997). *13 Proven Ways to Get Your Messages Across*. California: Corwin Press.
- Fulwiler, Toby. (2002). *College Writing: A personal approach to academic writing-3<sup>rd</sup> ed*. Portsmouth: Boynton/Cook Publisher, Inc.
- Grenville, Kate. (1950). *Writing from Start to Finish: a six-step guide*. Australia: Allen & Unwin.
- Hedge, Tricia. (2005). *Writing 2<sup>nd</sup> Edition*. New York: Oxford.
- Jufri. (2016). Teaching Speaking and Writing at Junior and Senior High School as Demanded by Curriculum 2013. *Lingua Didaktika*, 10(1), 60-73.
- Mason, David J. (1995). *Trainer's Toolbox of Training Technique*. Kenya: International Labor Organization.
- Mulatsih, Dwi. (2013). "The Effectiveness of Using Buzz Group Technique In Improving Narrative Writing Of Students' At Ma Ar-Rosyidiyah Kota Bandung" (Undergraduate Paper, State Islamic University Bandung). Retrieved from <http://digilib.uinsgd.ac.id/316/>.
- Ni'mah, Wachidatun. (2015). "The Use of Buzz Group Technique to Enhance Students' Activeness and Writing Skill of Hortatory Exposition Text" (bachelor's degree Thesis, Walisongo State Islamic University). Retrieved from [eprints.walisongo.ac.id/4576/](http://eprints.walisongo.ac.id/4576/).
- Nuardi. 2016. The Effect of Using Buzz Group Technique on Students Ability in Writing Analytical Exposition Paragraph. *IJIELT*, 2(2), 209-220.
- Riswanto, Moh. (2016). Expressing Oral Argumentation Through Buzz Group Discussion at Eleventh Grade Students of SMAN 3 Palu. *E-Journal Bahasantodea*, 4(2), 71-78.
- Rozimela, Yenni. (2016). From Recount to Narrative: Developing Writing Skills and Gaining Confidence. *Lingua Didaktika*, 10(2), 149-160.
- Sari, Nofita, Saunir S., Rusdi N.R. (2014). The Effect of Using Think-Talk-Write Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students' Writing Achievement at SMAN 10 Padang. *JELT*. 2(2) Serie C.