THE EFFECT OF SMALL GROUP DISCUSSION METHOD TO WRITING ABILITY AT X GRADE STUDENTS OF TARBIYAH ISLAMIYAH ISLAMIC BOARDING HIGH SCHOOL HAJORAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Educational (S.Pd) in English Educational Department

Written by:

WAHDINI

Reg. 19 203 00036

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER AGREEMENT

Term : Thesis

An. Wahdini

Padangsidimpuan, 13 June 2023

To.

Dean Tarbiyah and Teacher Training Faculty

in-

Padangsidimpuan

Assalamua'laikum warahmatullahi wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis an.*Wahdini* entitle *The Effect of Small Group Discussion Method to Students' Writing Ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.* We assumed that the thesis has been acceptable to complete tha assignment and fulfill the requrement for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, We hope that the thesis will soon be examined by the thesis examiner team to take responsibility of this thesis.

That is what we can say, Hopefully understandable and thank you for your attention.

Wassalamu'alaikum warahmatullahi wabarakatuh

Advisor I

Rayendriani Fahmei Lubis, M.Ag.
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DECLARATION LETTER OF THESIS COMPLETION

In the name of Allah, the most gracious and the most merciful, I am who signed below:

Name	: Wahdini
Registration Number	: 19 203 00036
Department	: English Department
Faculty	: Tarbiyah and Teacher Training Faculty
The title of the Thesis	:The Effect Of Small Group Discussion Method to Writing Ability at X Grade Students of Tarbiyah Islamiyah Islamic Boarding High School Hajoran

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the other side except the guidance from advisors and without doing plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verses 2.

I do this declaration truthfully, if there is deceitfulness incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 13 June 2023

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APPROVAL STATEMENT FOR PUBLICATION

As academic cavity of the State Institute for UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, I am who signed below:

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Department : English Department

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Kind : Thesis

To develop science and knowledge, I hereby declare that I present to UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan *Non Exclusive Royalty-Free Right* on my thesis with entitled." The Effect Of Small Group Discussion Method To Writing Ability at X Grade Students Of Tarbiyah Islamiyah Islamic Boarding High School Hajoran".With this Non Exclusive Royalty-Free Right UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organizein in the form of database, keep and publish my thesis as far as I am determined as writer and own creative right.

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Made in : Padangsidimpuan

On : 13 June 2023

Declaration Maker,

WAHDINI

Reg. No. 19 203 00036

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

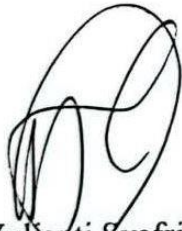|		
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Proposed:
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Date	:	July, 25th 2023
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LEGALIZATION

THESIS TITTLE : THE EFFECT OF SMALL GROUP DISCUSSION METHOD TO WRITING ABILITY AT X GRADE STUDENTS OF TARBIYAH ISLAMIYAH ISLAMIC BOARDING HIGH SCHOOL HAJORAN

NAME :WAHDINI

REG.NUMBER :19 203 00036

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

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ABSTRACT

Name   : Wahdini

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Tittle of Thesis   :The Effect of Small Group Discussion Method To Writing Ability at X Grade Students Of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

This research problems about students ability derived from inteview to the students and the teacher at X Grade Students of Tarbiyah Islamiyah Islamic Boarding High School Hajoran. They were: 1) English has language rules that are much different from Indonesian, 2) English has differences between writing, pronunciation and meaning, 3) students can not develop ideas in written English 4) students lack of motivation in learning English and 5) teacher almost not foccus to teach students in writing skill but only foccus to the speaking skill. The purpose of this research was to examine whether student's writing ability by using small group discussion method was significantly better than teachers' method at X grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran. The approach used in this research was experimental research. Population in this research was 42 students and sample of this research was 30 students. Researcher chose two classes as sample using normality and homogeneity test. They were X-A as experimental class with 15 students and X-B as control class with 15 students. In this research, researcher gave pre-test and post-test in writing recount text. The data with derived from pre test and post test.After the data have been analyzed experimental class used Small Group Discussion Method and control class used teachers' method, the researcher found mean score of experimental class before using Small Group Discussion Method was low and mean score after learning by using Small Group Discussion Method was low too. Small Group Discussion Method was not effect to Students Writing Ability . It means H_a as a hypothesis of this reaserch was rejected and H_0 was accepted. In conclusion there was no significant the effect of Small Group Discussion Method to Writing Ability at X Grade Students of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

Key words: *Small group discussion method, writing ability and recount text.*

ABSTRAK

Nama : Wahdini

Nomor Reg : 19 203 00036

Judul Skripsi : Pengaruh Metode Diskusi Kelompok Kecil Terhadap Kemampuan Menulis Siswa Kelas X Pondok Pesantren Tarbiyah Islamiyah Hajoran.

Masalah penelitian tentang kemampuan menulis ini berdasarkan fakta yang didapatkan melalui wawancara di kelas X Pondok Pesantren Tarbiyah Islamiyah Hajoran. Peneliti menemukan masalah siswa dalam menulis adalah: 1) bahasa Inggris memiliki aturan bahasa yang jauh berbeda dengan bahasa Indonesia, 2) bahasa Inggris memiliki perbedaan antara penulisan, pengucapan dan makna, 3) siswa tidak dapat mengembangkan ide dalam bahasa Inggris 4) siswa kurang motivasi dalam belajar bahasa Inggris dan 5) guru hampir tidak fokus untuk mengajar siswa dalam keterampilan menulis tetapi hanya fokus pada keterampilan berbicara. Tujuan dari penelitian ini adalah untuk menguji kemampuan menulis siswa dengan menggunakan metode diskusi kelompok kecil secara signifikan lebih baik daripada metode guru di kelas X Pesantren Tarbiyah Islamiyah Hajoran. Pendekatan yang digunakan dalam penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah 42 siswa dan sampel penelitian ini adalah 30 siswa. Peneliti memilih dua kelas sebagai sampel dengan menggunakan uji normalitas dan homogenitas. Mereka adalah X-A sebagai kelas eksperimen sebanyak 15 siswa dan X-B sebagai kelas kontrol sebanyak 15 siswa. Dalam penelitian ini, peneliti memberikan pre-test dan post-test dalam menulis teks recount. Data diperoleh dari pre test dan post test. Setelah data dianalisis kelas eksperimen menggunakan metode diskusi kelompok kecil dan kelas kontrol menggunakan metode guru, peneliti menemukan nilai rata-rata kelas eksperimen sebelum menggunakan metode diskusi kelompok kecil adalah rendah dan rata-rata. skor setelah metode diskusi kelompok kecil juga rendah. Metode diskusi kelompok kecil tidak berpengaruh terhadap kemampuan menulis siswa . Artinya H_a sebagai hipotesis penelitian ini ditolak dan H_o diterima. Kesimpulannya tidak ada pengaruh signifikan metode diskusi kelompok kecil terhadap kemampuan menulis siswa kelas X Pesantren Tarbiyah Islamiyah Hajoran.

Kata kunci: *Metode diskusi kelompok kecil, kemampuan menulis dan teks recount.*

خلاصة

الاسم	:	Wahdini
ريج. الرقم	:	١٩٢٠٣٠٠٠٣٦
جزء من الرسالة	:	تأثير أسلوب المناقشة الجماعية الصغيرة على قدرة الطلاب على الكتابة في الصف العاشر من التربية الإسلامية الداخلية في ثانوية هاجوران.

ستند مشكلة البحث فيما يتعلق بالقدرة على الكتابة إلى الحقائق التي تم الحصول عليها من خلال المقابلات في الصف العاشر من مدرسة حجور تربية الإسلامية الداخلية. ووجدت الباحثة أن مشاكل الطلاب في الكتابة كانت وهي: ١) اللغة الإنجليزية لها قواعد لغة تختلف كثيرًا عن الأندونيسية ، ٢) اللغة الإنجليزية لها اختلافات بين الكتابة والنطق والمعنى ، ٣) لا يستطيع الطلاب تطوير الأفكار في اللغة الإنجليزية المكتوبة ٤) عدم وجود الحافز لدى الطلاب في تعلم اللغة الإنجليزية و ٥) يكاد المعلم لا يركز على تعليم الطلاب مهارة الكتابة ولكن التركيز فقط على مهارة التحدث. كان الغرض من هذا البحث هو فحص قدرة الطالب على الكتابة باستخدام طريقة المناقشة الجماعية الصغيرة التي كانت أفضل بكثير من طريقة المعلمين في الصف ١٠ في مدرسة ثانوية التربية الإسلامية الداخلية بهوران. كان المنهج المستخدم في هذا البحث هو البحث التجريبي. بلغ عدد السكان في هذا البحث ٤٢ طالبًا وعينة هذا البحث ٣٠ طالبًا. اختار الباحث فئتين كعينة باستخدام اختبار المعيارية والتجانس. كانوا ـ١٠-A حيث كان الفصل التجريبي ١٥ طالبًا و ١٠- B حيث كان الفصل الضابط ١٥ طالبًا. في هذا البحث ، أجرى الباحث الاختبار القبلي والبعدي في كتابة نص إعادة الفرز. تم الحصول على البيانات من الاختبار القبلي والبعدي ، وبعد تحليل البيانات استخدم الفصل التجريبي أسلوب مناقشة المجموعة الصغيرة وطريقة المدرسين الضابطين ، وجد الباحث أن متوسط درجات الفصل التجريبي قبل استخدام طريقة مناقشة المجموعة الصغيرة كان منخفضًا ومتوسطًا. كانت النتيجة بعد طريقة مناقشة المجموعة الصغيرة منخفضة أيضًا. لم تؤثر طريقة مناقشة المجموعة الصغيرة على قدرة الطلاب على الكتابة. وهذا يعني أن Ha تم رفض فرضية إعادة البحث هذه وتم قبول H0. في الختام لم يكن هناك تأثير ذو دلالة إحصائية لأسلوب المناقشة الجماعية الصغيرة على قدرة الطلاب على الكتابة في الصف١٠ من مدرسة التربية الإسلامية الداخلية الثانوية حوران.

الكلمات المفتاحية: *طريقة مناقشة المجموعة الصغيرة ، القدرة على الكتابة وإعادة فرز النص.*

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Praise Praised to Allah SWT., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled " The Effect Of Small Group Discussion Method To Writing Ability At X Grade Students Of Tarbiyah Islamiyah Islamic Boarding High School Hajoran ". Besides, peace and greeting be upon to the prophet Muhammad SAW. Who has brought the human from darkness era into brightness era.

It is a pleasure to acknowledge help and contribution to all of lecturers. institutes, families and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. Process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag.. as my first advisor and Mrs. Sri Rahmadhani Siregar, M.Pd., as my second advisor who has guided me to make a good thesis, who have been great advisor for me and gave me many ideas and criticisms in writing this thesis.

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3. Mrs. Dr.Lelya Hilda, M.Si., as dean of tarbiyah and teacher training faculty.

4. Mrs. Dr Eka Sustri Harida, M.Pd., as my lovely academic advisor who always help and support me until finishing this thesis.

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I realize this thesis can not be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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Padangsidimpuan, 13 juni 2023

<u>WAHDINI</u>

Reg. Number. 19 203 000

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Research Problems

Writing is one of communication tool in written that is learned by students who are in educational institutions. Writing is learned by students as one of the important subject needed for several things in this world. In learning English, students must learn and master writing as one four skill in English. In the educational institutions writing is one of the most difficult skills to master by the students. This happened because writing is an ability that has a long process and must be active and productive in developing a sentence to make a good writing in English.

Hyland states that writing is one of the four skills in English as a second language in Indonesia that really needs to be honed and developed in depth by students and teache[1]Students develop their writing skills properly and correctly according to the English language so that when the reader who reads the article can easily find out the main ideas contained in the article. The teacher ability to teach writing very important, so the students feel interest in learning to write so that they can easily know how to write well and correctly. From the understanding given by Hyland, we can see that the teaching or method used by the teacher is very influential and cannot be separated from the writing ability of students.

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[1] Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003). p. 1.

In writing, students at X Grade of Tarbiyah Islamiyah Islamic Boarding High School have many difficulties to write well and correctly. It can be seen from the low ability of them in writing. Base on interview to the teacher and the students the low writing ability of students happened because some reasons.

The first, English has language rules that are much different from Indonesian[2]. It because writing actually must follow the rules of English to make a good wriring and can make the reader easier to communicate and get information from our written. The second, English has differences between writing, pronunciation and meaning[3]. This is because there are some words that same in context but have different in meanings. The third, students can not develop ideas in written English[4]. This is because the vocabulary that have by the students is very limited[5]. The fourth, students lack of motivation in learning English[6]. This is because the students' surrounding environment does not support them to improve their quality in English writing skill because the teacher almost not foccus to teach students in writing skill but only foccus to the speaking skill. The fifth, teacher almost not foccus to teach students in writing skill but only foccus to the speaking skill. The last but not the least is learning strategy. All of this reasons, the most make students' problems in writing happened is learning strategy that choosen and

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[2] Masnuriyani Hasibuan, An Interview to the Students Grade X at Tarbiyah Islamiyah Islamic Boarding High School, November 21, 2022.

[3] Rosmiati Harahap, An Interview to the Students Grade X at Tarbiyah Islamiyah Islamic Boarding High School, November 21, 2022.

[4] Nurul Azmi Tanjung, An Interview to the Students Grade X at Tarbiyah Islamiyah Islamic Boarding High School, November 21, 2022.

[5] Hidayah Hisni Siregar, An Interview to the English Teacher Grade X at Tarbiyah Islamiyah Islamic Boarding High School, November 21, 2022.

[6] Lelli Madiana Sagala, An Interview to the Students Grade X at Tarbiyah Islamiyah Islamic Boarding High School, November 21, 2022.

done by the teacher still in the traditional way, they are speech and question and answer section. So it requires a method that can minimize and solve students' problems in writing, one of the methods is a small group discussion.

Writing actually must be in accordance with the rules of good and correct English in order to make it easier for people to communicate and get information from the writings that we convey in written form to readers. To solve problems Slavin said there are some methods that st teacher use in teaching writing such as students team learning, students team achievment divisio, jigsaw, small group discussion and so on.[7]This small group discussion can be said as a way used by teachers to develop students' creativity in writing because this small group discussion there are two or more students in one group. Where in this group will be able to help each other to develop their writing skills.

Shaffer states that small group discussion is a group that has three or more people in a group who have the same goal[8]. it is not said or started from two because the two people can be said to be a couple, not a group. The group must be limited to make it easier to control. From that we can know that a group can be called a group when there is more than one person in it, everyone in the group has the same goal and of course must work together to achieve that goal. Small group discussion must be limited because teachers will easier to monitor and direct them to do something, so that the expected goals are not achieved.

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[7] Slavin Robert E., *Cooperative Learning: Theory, Research, and Practice*, Second Edition (Ally and Bacon, n.d.), https://lib.ui.ac.id/detail?id=20219066.
[8] Timothy J Shaffer, *COMM 326: Small Group Discussion Methods*, n.d. p. 5

This small group discussion method will be able to overcome problems in writing. Small group discussion also make students active and make it easy for students to make choice when writing. This small group discussion work in a group and can help an improve each other while writing. Because some of the problems above, the researcher wants to do research with the title The Effect of Small Group Dissussion to Writing Ability at X Grade Students of Tarbiyah Islamiyah Islamic Boarding High School Hajoran. The goal of this reasearch is to know is there any significant of small group disscussion to students wriring ability at that school.

B. Identification of the Problem Research

Based on the background that has been explained above, the problems that researcher found are:

1. Students difficult to constract the word in English.

2. Students are lack of the vocabulary to make sentences.

3. Teacher does not support students to improve their writing skill.

4. Strategy that used to the students in learning writing English less effective.

C. Limitations of Research

From the background that has been explained above, researcher focus this research on the use small group discussion. In this reaserch also focus in writing recount text. Recount text is about holiday and accident.

D. Formulation of Research

From background, identification and the limitation of research that has been explained, the researcer make the formulation of research questions as follow:

1. How is students writing ability before learning by using small group discussion at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran?

2. How is students writing ability after learning by using small group discussion at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran?

3. Is there significant effect of small group discussion to Students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding Sigh School Hajoran?

E. Objectives of Research

This research puropose to find out:

1. To know students writing ability before learning by using small group discussion is low at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

2. To know students writing ability after learning by using small group discussion is high at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

3. To know there is any significant effect of small group discussion to students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

F. Significances of The Research

The significances of this research is hopefully useful for theoritically and practically:

1. Theoritically
   a. Develop students creativity in writing.
   b. Building students cooperation in learning writing with their friends.
   c. Students can minimize their problems in writing.
   d. Make the teacher easier in teaching writing to the students.
   e. Other researcer can develop the same topic of the research in the future.
2. Practically
   a. Students can make a good recount text base on the generic sturucture and language features of the recount text.
   b. Students can develop their idea in writing recount text
   c. Teacher more easier teaching recount text by using small group discussion.

G. Definition of Operational Variables

1. Variable X : Small Group Discussion

Small group discusssion is one of the method in teaching that teacher do to the students. Small group discussion can make the students more active and interesting in learning English that work in group. This group consist of three or more people in a group.

2. Variable Y : Writing Recount Text

Writing is the skill that must master by the students. In writing the person has t o write well and correctly according to the rules. Writing correcly, in order to make the reader easier to get the idea or information from that writing. There are many kinds of text in writing, one of them is recount text.

Recount text is one of the text that the students must learn in the school. Recount text is retelling about something or events in the past. The purpose of the recount text are to give the information and the entertainment for the reader.

H. Outline of the Research

In this systematic of research that will do by the researcer are contain five chapters, each of the chapter have many contents as follow:

Chapter one is the introduction of the research. The content of this chapter are background of the problem research, the identification of the research problem, the limitation of the research problem, the formulation of the research, the purpose of the research, the significant of the research, definition of the operational variables;small group discussion with writing ability and the syestematic of the thesis.

Chapter two is theoretical description. The content in this chapter are meaning of small group discussion, advantages and disadvantages of small group discussion, procedure of small group discussion. In writing section, such as the definition of writing, process of writing, genre of writing, purpose of writing and assesment of writing. In the recount text, such as the definition of recount text,

purpose of recount text, generic structure of recount text, generic features of recount text and example of recount text. Then teaching recount text by using small group discussion and teaching recount text by using teacher's method. Next section are review of related findings of research, conseptual framework of research and the hypotesis of research.

Chapter three is research methodology. The content in this chapter are the place and time of the research, research design, population and sample of the research, instrument of the collecting data, procedure of collecting data and technique of analyzing data.

Chapter four is result of the research. The content in this chapter are the description of data, hypothesis test the treaths of the research.

Chapter five is conclusion and suggestion. The content in this chapter are conclusion, suggestion and implication of the research result. This research will be close by the references of the reseach.

CHAPTER II

LITERATURE REVIEV

A. Theoritical Description

1. Small Group Discussion

a. Definition of Small Group Discussion

Small group discussion is one of method in learning in the classroom by the teacher in teaching their students. This method is the most common used to make a learning more active and interesting to the students because in this small-group discussion there are two or more people in a group that can make them can help each other to do something. Small group discussion also the method that students need to make them active in learning because when they learning in a group it will make them easier to get a learning achievment.

Shaffer states that small group discussion is the group that must have three or more people not two people, it because two people it is a pair not a group. Also this people in a group should be limited to make a teacers easy to control the group so the purpose of the group will be achieved.[1]From that we can know that a group can be called a group when there is more than two person in it, everyone in the group has the same goal and of course must work together to

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[1] Shaffer. p. 5.

achieve that goal. it is said to be limited because we as teachers will find it difficult to monitor and direct them to do something, so that the expected goals are not achieved.

Djramah in Haqiqoh states that small group discussion is a learning method that has the purpose to make the teaching and learning process more active,students can get good final grades, make it easier to solve problems and increase student participation in learning. that's because everyone in the group can interact well.[2] We know that with a group, students will be more enthusiastic and will find it easier to get what the teacher says in learning because they feel that they are not learning but playing, even though they are not. Even though they think like that, we as a teachers do not need to worry because the most important thing is that they get what we expect in learning.

Donelson in Haqiqoh states that people who are in a group can be said to be a group when they are dependent on each other to get the goal is acheived.[3] when the group does not need each other, of course it cannot be said to be a stu group because the group can be said to be like a tree that has many branches but has the same

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[2] Nuril Haqiqoh, "The Effect of Small Group Discussion on Students' Writing Ability at Eleventh Grade of SMAN 1 Mumbulsari in The 2019/2020 Academic Year," n.d., 10, https://scholar.google.com/scholar?start=10&q=related:AbFUT3_r5EQJ:scholar.google.com/&hl=id&as_sdt=0,5&scioq=the+effect+of+small+group+discussion+to+students+writing+recount+text+#d=gs_qabs&t=1667571600970&u=%23p%3D8mfvMal5YU0J. http://repository.unmuhjember.ac.id/id/eprint/3859
[3] Haqiqoh.

trunk. The branch is a person who is in the group and has many of these ideas and the trunk is part of the branch as a goal.

Baker in Sinaga states that small group discussion is small group consist of several people that interact face to face directly and provide information to each other about a topic being discussed to reach a conclusion.[4] we can know that with our group it will be easier to get a lot of ideas because in the group there are how many people, and make conclusions that are shorter and denser about something that is being discussed so that it is easy to understand.

Brown and Atkins suggest that the teacher to make a group in a three or four person in a group to solve the issue.[5] Ernest suggest that small group discussion make the presenter will easier to reveral a topic.[6] It means this method will help the students in learning and choose the best topic of something that they want to write.

From the explanation about the small group discussion by some expert above the researcer can conclude that small group discussion is a way used by a teacher to make a teaching and learning process more interesting, effective and make it easier for students to

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[4] Asima Rohana Sinaga, "The Effect of Small Goup Discussion on Students' Ability in Writing," 1, 25 (August 1, 2020): 8, https://www.iosrjournals.org/iosr-jhss/papers/Vol.25-Issue8/Series-1/A2508010108.pdf. https://www.iosrjournals.org/iosr-jhss/papers/Vol.25-Issue8/Series-1/A2508010108.pdf

[5]George Brown and Madeleine Atkins, *Effective Teaching in Higher Education* (London: Routledge/Falmer, 2002). p. 29.

[6] Ernest W. Brewer, *13 Proven Ways to Get Your Message across:The Essential Reference for Teachers, Trainers, Presenters, and Speakers* (Thousand Oaks, Calif: Corwin Press, 1997). p. 22.

achieve the goals of learning carried out during learning. This group discussion consists of several people and there should not be too many people in a group, so that this discussion method is easy to control during learning. people in this group have the same goals and must be achieved in order to get a good final score.

b. Advantages of Small Group Discussion

Method that every teacher used to make a leerning interesting to the students, definitly has advantages and disadvantages because there are no one of method that perfect in use. So that is way there are any method that can be use in learning and teachers have to choise the best one that according to what is nedeed.

Ernest in Roza states that there are some advantages and disadvantages of small group discussion.[7]

1. Advantages of small group discussion

   a. Each member in the group can participate in the activity being discussed.

   b. Can attract students' attention when discussing a topic.

   c. Participants can better interpret the interpretations of others easier than the speaker's response.

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[7] A Subhan Roza et al., "Use of Small Group Discussion Strategy to Incrase Descriptive Paragraph Writing Skill Among The Eight Grades of MTs Manbaul 'Ulum Gayabaru II Central Lampung," n.d., 163, https://repository.metrouniv.ac.id/id/eprint/4102.

d. Make it easier to see and help students when they have difficulties.

e. Easy to reqonize the view of the topic.

f. Can build a good relationship between participants so that it generates ideas from a topic.

c. Procedure of Teaching by Using Small Group Discussion

Procedure of Small Group Discussion has many steps that must follow to make this method will be easier to used in learning english writing to the students. Here some procedure of small group discussion by Orlich.

1). Process

The leader begins the brainstorming stating the problem under the considearation and the other members listen all something that someone says.

2). Role: Leader stress to the group that all the ideas need to be expressed.

3). Leadership: Evaluate the activity of the group

4). Cohesion:Summarize the the discussion[8]

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[8] Donald C. Orlich, *Teaching Strategies: A Guide to Effective Instruction*, 9th ed (Boston, MA: Cengage Learning, 2009). p. 261.

Each expert has their own opinion in determining the procedure of small group discussion. This prosedure will help the teacher that the teacher wants to follow in teaching by using small group discussion. Where in this case Ernest in Roza said that there are three steps of small group discussion. They are introduction, direct the discussion and summarizing the discussion.[9]Here are the explanation:

1). Introduction

In this part the teacher introduces and explains the material clearly so the students have a background about the material, then teacher make the students into group that devide into 3-6 people in a group. After that students move and sit with their group and give the instruction to the students before start the discussion.

2). Directing the Discussion

In this part students discuss about the topic that must be discuss during the discussion. During the discussion the teacher observe student activity in their group by walking around the students. Observe must be do by the teacher to make sure the students write by taking and giving the information about something that they discuss. After that the students report their recount text and

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[9] Brewer, *13 Proven Ways to Get Your Message across:The Essential Reference for Teachers, Trainers, Presenters, and Speakers*.p.27.

ask the other group to give opinin or coment.Then the other group give the critisms and suggestions after presenter present their. This question and answer activity are essential to make the discussion keep moving.

3). Sumarrizing the Discussion

In this part teacher and all groups summarize the material that have been doing from the introduction and the direct discussion and this is also the end of the discussion.

From that can be see that the steps are very simple and easy to apply. This prosedure also very clear in the explanation and easy to follow the steps. Robertson in Lestari explains that there are four stages, they are orientation stage, establishment stage, discussion stage, and production stage.[10] Here are the explanation.

1). Orientation stage

This stage every member of the group introduction their group so, they can greet and introduction themselve.

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[10] Intan Dwi Lestari, "The Implementation of Small Group Discussion in Teaching Writing Recount Text for the Tenth Grade Students of SMKN 1 Bendo," *English Teaching Journal : A Journal of English Literature, Language and Education* 7, no. 1 (June 30, 2019): 20, https://doi.org/10.25273/etj.v7i1.4546.

2). Establishment stage

This stage every member start to discussion about their topic with their group member.

3). Productive stage

This stage every member choose which topic that will be written as the best of their result of that they write.

4). Production stage

This stage evey member look their promlems in while writing the topic that they choose and write before until they can finish it.

From the procedure of the small group discussion above, the researcher take the second procedure by Ernest, they are introduction, directing the discussion and summarizing the discussion because it is easier to do to the students during the discussion.

2. Writing

a. Definition of Writing

Writing ability is one of the way in communication by written that must be in accordance with the rules of good and correct English in order to make it easier for people to communicate and get information from the writing that we convey in written form to readers.

Writing is one of productive skills, that contains a symbols and involves a complex process. It is called complex procces because in writing we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion to make a good at writing.[11] There are four reasons for writing, they are to remember, to observe, to think and to communicate[12].Writing to remember,when you take notes by writing you will find it easier to remember for a long time what someone or the teacher said because you write based on what you understand. Writing to observe, when you want to write about something then you will focus and observe on what you want to write. Writing to think, definitly when you want to do writing you will think about something that you are going to write. Writing to communicate, before advanced technology writing is the one of the way to commucate and still use until now.

Hyland states that writing is one of the four skills in English as a second language in Indonesia that really needs to be honed and developed in depth by students and teachers.[13] Students develop their writing skills properly and correctly to the English language so

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[11] Batubara Fahmi Aulia, "Improving Students' Ability in Writing of Annoucement Through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Alwasliyah Tembung in Academic Year 2016/2017" (n.d.), http://repository.uinsu.ac.id/id/eprint/2627.

[12] Robert Barrass, *Students Must Write: A Guide to Better Writing in Coursework and Examinations*, 3rd ed (London: Routledge, 2005). p. 11-18.

[13] Hyland, *Second Language Writing*. p. 1.

that when the reader who reads the article can easily find out the main ideas contained in the article. The teacher their ability to teach writing so that students feel interested in learning to write so that they can easily know how to write well and correctly. From that we know in writing there are so many rules that we must know and learn slowly but sure how to make a good writing to make the reader esier to get the information that we as a writer want to give.

In addition, Brown in Siregar said that writing is the basic of the organization process of writing.[14] It means writing is a someone's ability to making of writing in a good organization. This ability will help them in make a good writing.

b. Process of Writing

Writing is never a one step in action because it is a creative action that has a process to do the writing well. Base on Jeremy Harmer there are four stages of process writing. They are planning, drafting, revising and final version.[15]

a). Planning

This stage you have to think about several things in writing such as thinking about what the purpose of the article is, thinking

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[14] Sri Rahmadhani Siregar, "Students' Writing Ability on Islamic Narrative Text Topic," *Tazkir : Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 7, no. 1 (June 30, 2021): 143–54, https://doi.org/10.24952/tazkir.v7i1.3737.
[15] Jeremy Harmer, *How to Teach Writing*, 9. (Harlow: Longman, Pearson Education, 2011). p. 5.

about so that readers can get information easily from the article and the structure of a well-structured like writers have to consider how best to sequence the fact and arguments in their writing without jumping from one discussion to another. This stage also can help the writer and the reader.

This stage also called as a pre writing to warming up the brain of the writer to get the ideas.[16] From that we can we have a backgroud of something that we want to write about. You can skip this stage to do the writing.

b). Drafting

one way to get ideas is to make a lot of them on paper and later will be taken to the revision stage. in this stage we have to use the ideas from planning as a guide in our writing.[17] This process Begin with a topic sentence from main ideas, tick the topic does not support the main idea, arrange the word to the good sentence base on the ideas, and use the signal word to make the sentence to be easy to understand.

c). Revising

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[16] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd ed, Longman Academic Writing Series (White Plains, NY: Pearson/Longman, 2007). p. 162.
[17] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (Lanham, Md: Rowman & Littlefield Education, 2008). p. 179.

This stage, writer have to reread the drafts that we have made to get which drafts to use and discard to get good results in accordance with the previous ideas. This stage takes quite a long time.[18]

d). Final version

After going through the process of planning, drafting and revising the final version, this is the result of writing on the topic that has been written down in text form, which certainly has structured and easy to understand results. in this stage it becomes the final stage which will later be published and read by many people.

Base and the explanation above the researcher conclude that there are four steps during writing that can be aplied bt the writer in writing, they are planning or can be called pre writing, drafting, revising and final edition or final result of writing.

c. Genre of Writing

Brown states that there are three main genres of writing, they are Academic Writing, Job-related Writing and Personal Writing.[19]

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[18] Johnson. p. 179.

[19] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006). p. 219.

1) Academic Writing

Academic writing is writing that is used for academic purposes in schools or colleges that are formal.[20] Some of academic writing example are papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertasions.

2) Job-related Writing

Job-related writing is writing that used for something that is related to to the job. Some of example of are messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, anouncements, manuals.

3) Personal Writing

Personal writing is writing used for personal that is commonly in a non formal letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, imigration document, diaries, personal journals, fiction.

d. Purpose of Writing

In writing there are some purpose of writing that can be get by the reader. The purpose will help the reader what is something

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[20] Oshima and Hogue, *Introduction to Academic Writing*. p. 3.

that they will get. Braine and May state that there are four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade writing, and writing to amuse others.[21]

1. Writing to inform

Writer can educate the reader about topic or something that is interest to read and can add knowledge of reader in our writing.

2. Writing to explain

Writer explain something that is not clear so that it is easily understood by the reader by providing facts of something.

3. Writing to persuade

Writer equires readers to accept the ideas that we write compared to other writing.

4. Writing to amuse others

Writer give readers something to enjoy and entertain them in language that is clear from our point of view.

e. The Assesment of Writing

Writing assesment is the important thing to know the students writing ability is good or bad. Hyland states that assesment is one of the tools to collect the information on students writing

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[21] George Braine and Claire Arevalo May, *Writing from Sources: A Guide for ESL Students* (Mountain View, Calif: Mayfield Pub. Co, 1996). p. 141.

ability[22]. From that can be know assesment is the way to take the valid informations about the students writing ability.

There are some criteria of take the information to scoring the students writing ability. They are content, organization, vocabulary, grammar ad mechanism.

a. Content is the ability to make the information in interest to read.

b. Organization is the ability to organize the the sentences.

c. Vocabulary is the ability to write words as many as possible.

d. Grammar is the ability to aply the rule to structure the sentence in writing.

e. Mechanism is the ability of writer to make the good writing.

3. **Recount Text**

   a. **Definition of Recount Text**

   Recount text is one of the text that is telling about something in the past. This recount text is write again for giving the information and the entertaintment for the reader. From that text the reader will easy to get the information from the text.

   Hyland states that recount is telling something that happened.[23] It means recount text is a text that is about something or

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[22] Hyland, *Second Language Writing*. p. 116
[23] Hyland. p. 116

events that is happened in the past such as about holiday, experince, accident, and so on. It is will retell by writing in a text.

Lestari explains that recount text is a text that is rewritten about events in the past using sequence of events over time.[24] It means the text is written because the events has been happened in the past. From that it can be know that recount text is a text about something in the past and rewritten by using sequence of events over time to give the information to the reader.

In addition, Pardiyono in Lubis recount text is one of the text that is purposed to inform something in the past.[25] It means every thing that something happend in the past and make it in to text can be called as a recount text. It is to give the reader inform the reader about the something in the past.

b. Purpose of Recount Text

The purpose of recount text is to retell the events   for informing an entertaining.[26] For informing means the text is giving information about evens or something in the past to the reader. For

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[24] Lestari, "The Implementation of Small Group Discussion in Teaching Writing Recount Text for the Tenth Grade Students of SMKN 1 Bendo." http://ejournal.unipma.ac.id/index.php/ETJ/article/view/4546

[25] Rayendriani Fahmei Lubis, "Simple Past Tense In RecountT Text" 01, no. 01 (2014), http://repo.iain-padangsidimpuan.ac.id/172/1/3.rayen2.compressed.pdf.

[26] Dian Candra Prasetyanti, "A Study On The Ability In Writing A Recount Text By Using Pictures of The Eight Grade Students of SMPN 2 Tambakromo Pati Academic Year 2012/2013," *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya* 4, no. 1 (March 2, 2014): 1–11, https://doi.org/10.26714/lensa.4.1.2014.1-11.

entertaining means the text is giving the entertain to the someone who read the text.

c. Generic Structure of Recount Text

There are three generic structure of recount text that must be follow. They are:

a) Orientation

The opening of a text that will be written which will be the topic that will be explained in the events section.

b) Events

This section is tell about what is happened by using sequence of time.

c) Re-orientation

The closing of the events that has been explained before.

d. Generic Features of Recount Text

There are five generic features of recount text, they are:

a. Using simple past tense, past continous tense, past perfect tense, and past perfect continous tense.

b. Using temporal sequence, example on Monday, yesterday and last year.

c. Focus on spesific participants, example I (the chef).

d. Using conjunction, example next, then, before, after and so on.

e. Using action verb, example saw, took, gave, walked and so on.

e. **Example of Recount Text**

There are many example of recount text. The example can be about holiday, experience, accident or something that happen in the past. Here the researcer take the example of recount text about experience.

Table 1I.1 Example of Recount Text

Saw a horror film at galaxy sinema	
Orientation	I saw a horror film at Galaxy cinema last night. It was "Pulau Hantu" playing on, I read the poster un newspaper yesterday. It made me curious to see the film.
Events	I went to the cinema alone. I went there by a bicycle. It was 8.00 when I arrived there. There had been many people queuing up to get the tickets. I came into the cinema soon after I got my ticket. It had my seat on the forefront. And At 8.30 the movie was played on After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on my bicycle. I pedaled hard nn my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story, I could remember clearly a woman screaming as she was being attached by a ghost. Somehow that frightful scene stayed in my mind. And I could not forget it. The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard. I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.
Re-orientation	We went home together. We pedaled our bicycle calmly. We both were not scared any more[27]

f. Teaching Recount Text by Using Small Group Discussion

Teaching Recount Text by Using Small Group Discussion is a learning that the researcer will do to the students in teaching recount text. This method do by the researcer as a   method that use in experiemental class. There are three steps of teaching small group discussion by Ernest in Roza, such as introduction, directing the discussion, and summarizing the discussion. Here are the steps:

Table II.2 Steps of Teaching

Teachers activity	Procedures	Students activity
Pre-teaching	1.Teacher say salam when enter tha class. 2.Lead the students to pray and tell what are we going to learn.	1.Students answer the salam. 2.Students pray together 3.Students sit with thei group.
While teaching	1.Introduction a.) Teacher explain about recount text clearly. b.) teachers devide students into groups. b.) Teacher say the rules of discussion.	a.)Students listen the teacher's explanation. b.) students sit with their group. c.)Students listen to the rules of discussion.
	2.Direction the discussion a.) Teacher ask to take peace of paper for each groups b.) Teacher lead stuents to make a recount text about c.)Teachers observe students d.) lead the presenter to ask about other group opinion or question.	a.)Students write a recount text with their group. b.) Students report their recount text. C,) Students give the comment.
	3.Summarizing the discussion a.) teacher ask the students to give the summary of the discussion. a.)Teacher give the summary of the discussion in the whiteboard.	a.) Every group give the summary of the discussion. b.)Students write the teacher's summary.
Post teaching	1.Teacher lead the students close the meeting by saying hamdalah.	1.Students say hamdalah.

This method is a variation of the teaching method to the students. This method very helpful to the students in learning process. This method helpful for the students can be know from the experience of the teachers who teach using small group discussion.

g. Teacher's Method In Teaching Recount Text At Tarbiyah Islamiyah Islamic Boarding High School

Teaching Recount Text by Using Small Group Discussion is a learning that the researcer will do to the students in teaching recount text. This method do by the researcer as a method that use in control class. There are some procedure in teaching recount text by using teacher's methods. Here are the prosedures:

a. Teacher informs the learning material that will be discused.

b. Teacher ask the secretary of the class to write the material in the whiteboard and ask the other students to copy it.

c. Teacher explain the material and ask the students whether students understand or not about the material.

This method is the most common that the teacher do in the class. This also the method that must be improve by the teacher. This must be improve to make the learning more fun and the students easy to get the point of the material.

B. Review of Related Findings

Researcher do this research with that title base on previous findings of researcers about small group discussion. Here are their findings:

The first research found that results of the research to the 152 students in 4 meeting to the class, the application of small group discussion was effect to students writing ablity. The result of the students' writing ability using two writing test, they are pre test and post test. Before the treaatment or pre test the mean score of the students was 44.20 with the minimum score was 20 and the maximum score was 72. After treatment or post test the mean score of the students was 60.20 with the minimum score was 56 and the maximum score was 96. From that can be see the is a significant effect of small group discussion to students writing ability[28]

The second research found that results of the research to the 160 students the application of small group discussion was effect to students writing ablity. The result of the students' writing ability before the treaatment or pre test the mean score of the students was 56.28 After treatment or post test the mean score of the students was 66.78 From that can be see students' writing ablity in post test is higer than pre test, so it can

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[28] Haqiqoh, "The Effect of Small Group Discussion on Students' Writing Ability at Eleventh Grade of SMAN 1 Mumbulsari in The 2019/2020 Academic Year." https://scholar.google.com/scholar?start=10&q=related:AbFUT3_r5EQJ:scholar.google.com/&hl=id&as_sdt=0,5&scioq=the+effect+of+small+group+discussion+to+students+writing+recount+text+#d=gs_qabs&t=1667571600970&u=%23p%3D8mfvMal5YU0J

be concluded there is a significant effect of small group discussion to students writing ability.[29]

The third research found that results of the research of small group discussion was effect to the students writing recount text. The result of Mean score experimental class before using small group discussion strategy was 53.58 and mean score after using small group discussion strategy was 71.5. The effect of small group discussion on writing recount text at grade X students of SMA N 1 Sayur Matinggi was 7.23 with t_{count} was higher than t_{table} (7.23 > 1.67155).[30]

The fourth research found that result of the research of using small group discussion was significant influence to the students descriptive text writing ability. The result of t-test was 2.50, the result then it was consulted to the score of t-critical in significance level of 0.05 was 1.68.[31]

The last research found that result of the research of using small group discussion was improve students analitical exposition text writing ability. it was found that the result of T-test was 0.000. This result is

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[29] Sinaga, "The Effect of Small Goup Discussion on Students' Ability in Writing." https://www.iosrjournals.org/iosr-jhss/papers/Vol.25-Issue8/Series-1/A2508010108.pdf

[30] Chintya Alina Fatimah, "The Effect of Small Group Discussion on Writing Recount Text at Grade X Students of SMA N 1 Sayur Matinggi" (Theses (Undergraduate), n.d.), http://etd.iain-padangsidimpuan.ac.id/id/eprint/2775.

[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" (n.d.), http://repository.radenintan.ac.id/id/eprint/795.

consulted to the score of the value significant generated Sig. (ρvalue) = $0.000 \leq \alpha = 0.05$.[32]

From the findings of the five researcher that has been explain above, the researcher take the hypothesis of this research is there is significant effect of small group discussion to students writing ability at tenth grade of Tarbiah Islamiyah Islamic Boarding High School Hajoran. The researhcer take that hypothesis, because the researcher want to prove the five the researcher before and see is there a significant effect of students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

C. Conceptual Framework

From the research and literature review that has been described above, the researcher concludes that small group discussion has a positive effect on students' writing ability. This small group discussion method is suggested for a teacher to use to make learning in writing more active and more interesting to the students.

The conceptual framework of this research are state from the students problems in writing. To solve the students writing problem in writing there are some strategies that can be use by the teacher. In this

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[32] Mita, "The Influence of Using Small Group Discussion on Students' Writing Ability Analitical Exposition Text Ability at The Second Ssemester of The Elevent Grade of SMK Ma'arif Sukoharjo in The Academic Year of 2020/2021" (Theses (Undergraduate), n.d.), http://repository.radenintan.ac.id/id/eprint/16791.

research, researcher take the small group discussion as a method that can be use to solve the students writing ability.

This research doing by the researcher to know is the small group discussion effect to students writing ability. To know the ability of students in this research, researcher using experimental research and control class to know the score and compare the ability of the students using small group discussion and using common stratgy that the teacher use in teaching writing. The steps to in the experimental research using pre test and post test to the students. Post test and pre test giving to the students in the experimental and control class. In the experimental class researcher give the treatment using small group discussion. Meanwhile the students in the control class in not.

After the researcher give the treatment in the experimental class and give the common strategy in the control class, the researcer give post test. Then, the researcher take the the students writing in post test to take the result score of students writing. After that researcher calculate the final score of the students.

If the score of students writing high after giving treatment in the experimental class, the hypothesis of this research that is there is a significaant effect of small group dicussion to students writing ability at X grade of Tarbiyah Islamiyah Islamic Boarding High School will be accept. If the score of students writing ability low it means the hypothesis of this

research that is there is a significaant effect of small group dicussion to students writing ability at X grade of Tarbiyah Islamiyah Islamic Boarding High School will be reject.

| 1.Students are difficult to constract the word in english. |
| 2.Students obstacle vocabulary to make sentences. |
| 3.Teacher does not support students to improve their writing skill. |
| 4.Strategy that used to the students in learning writing english less effective. |

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| Pre test |

| Students writing treatment using small group discussion | Students writing using teacher method |

| Post test |

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| Hypothesis of the research |

| H_a | | H_o |

| Accept or Reject |

Figure II.1 Conceptual Framework

D. Hypothesis of The Research

Hypothesis is assumption of a researcher who still needs proof for its truth. This hypothesis is divided into two, namely the hypothesis that is accepted is syimbolized by Ha and hypothesis that is rejected is syimbolized by H_o.

The hypothesis of this research are:

H_a: There is significant effect of small group discussion to students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

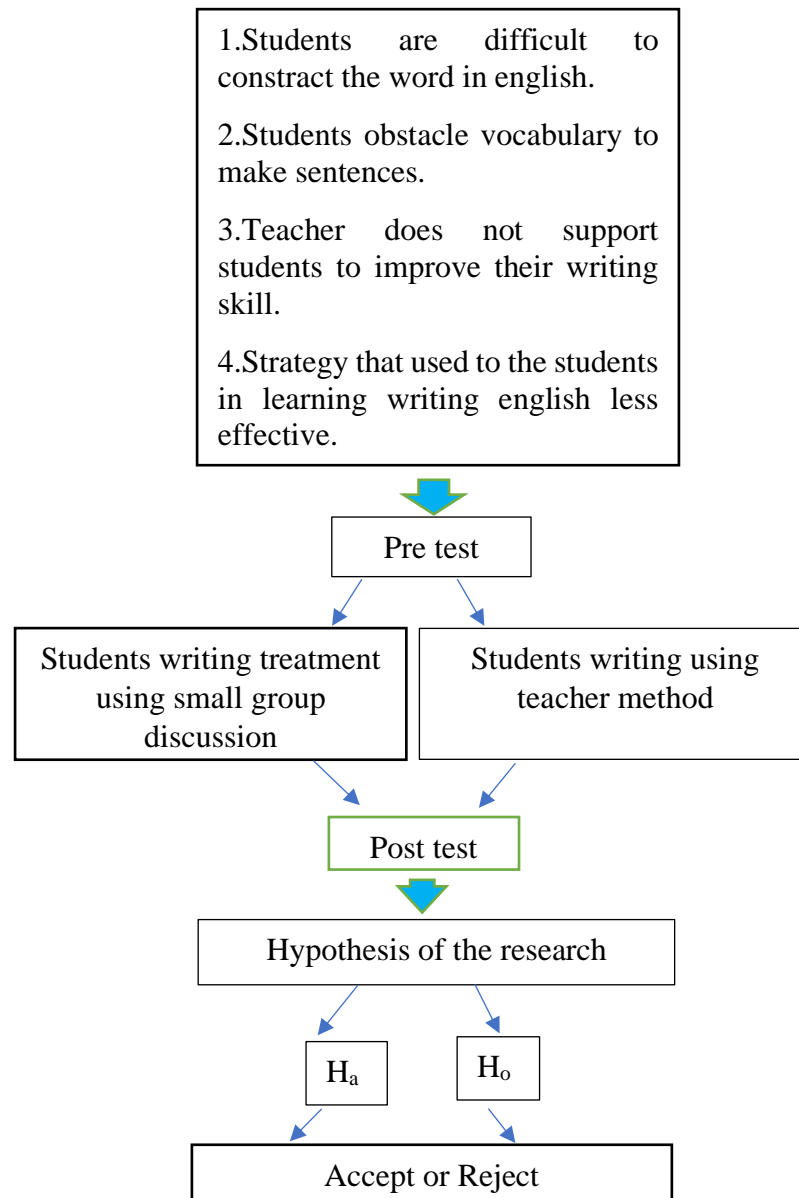H_o: There is no significant effect of small group discussion to students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of The Research

This research has been done by the researcher at Tarbiyah Islamiyah Islamic Boarding High School Hajoran which is located in the village of Hajoran Mabar, South Labuhanbatu District, North Sumatra Province. This research conduct in October until this research done in 2023.

B. The Research Design

Research design of this research is quantitative approach with experimental method. Experimental method is the way to collecting the data in the form of numerical data to describe and predict the phenomenon[1]

The researcer took two clases for this research. First was experimental class and the second was control class. The class of experimental research used small group discussion in teaching the students. Meanwhile the class of control class used common strategy that done by the teacher in teaching the students.

In using experiemental research and control class, the research of this design use true experimental design, which used pretest-posttest control group discussion design. This pre and posttest of experimental class and control class had a different in in treatment. While the experimental research used treatment but in the control class did not. After doing that the researcer took the result

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[1] Geoffrey E. Mills and L. R. Gay, *Educational Research: Competencies for Analysis and Applications*, Twelfth edition (NY, NY: Pearson, 2019).

score in posttest of students from two classes. Both posttest of score students took to compare and saw the the effect of treatment that the researcher do to the class.

Table. III.1 Research design[2]

Class	Pre test	Treatment	Post test
Experimental class	✓	Teaching writing by using small group discussion	✓
Control class	✓	×	✓

C. The Population and Sample of The Research

a. The Population

Population of this research took all the class X students of Tarbiyah Islamiyah Islamic Boarding High School Hajoran that consist of 42 students that devided in two classes.

Table.III.4 Population of the research

No	Class	Students
1.	X-A	24
2.	X-B	18
Total		42

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[2] Mills and Gay.

b. The Sample

The sample of this research took the 15 students from each classes as a sample. The classes devided in to experimental and control class.

Table. III.5 Samples of the Research

Experimental class	Control class
X-A = 15	X-B = 15
Total = 30	

D. The Technique of Data Collection

Collecting data in this research was writing test. The test gave to the students to took the data of students writing ability. There were two tests that is giving to the students, they were pre test and post test. The prosedure of collecting data can be see below:

1. Pre-test

The pre-test was a test that gave to the students before doing the treatment to known the ability of students in experiment and control class before the researcher using small group discussion to experiment class. The researcher used some steps in giving pre-test:

a. The researcher prepared the essay test about writing recount text by the title is my bad experience.

b. The researcher distributed the test paper to both class; experiment and control class.

c. The researcher gave the times to the students to wrote the answer the question.

d. The researcher collected the test paper of the students.

e. The researcher checked the answer and counted the students writing score of writing.

2. Treatment

The researcher divided into two classes in this researcher, as experiment class and control class, and there were some different ways in teaching recount text between experiment and control class. The researcher teaching experimental class A using small group discussion and class B use the common staregy that the teacher done to the student, teacher just explained about material.

a. Researcher started the class with greeting then the researcher built the context for the targeted text which of linguistic features of the recount text.

b. The researcher explained about the generic structure and language features of recount text by small group discussion.

c. The researcher presented the product of recount text.

3. Post test

Posts test was a test that the researcer gave to the students after the researcher gave the treatment to experiment class. The purpose was to known the different score of experiment and control class and the effect of treatment, whether it had an effect or not to the students. The researcher used some steps in giving post-test. They were:

a. The researcher prepared the essay text that done written by the students writing about their experience.

b. The researcher distributed the test paper to both class to write their experience, in both experiment and control class.

c. The researcher explained what the students needed to done.

d. The researcher gave the time to the students to wrote

e. The researcher checked the answer and counted the score of students writing ability in writing recount text by using small group discussion and common strategy that the teacher used in teaching.

E. Instrument of The Reseach

Instrument was the method used by a researcher in obtaining the results of the research during the research. The instrument that the researcer used in this research was writing test. The test was pre test and post test in recount text about their experience because the purpose of this researcher was to determine the students' writing ability. Where to found the knowledge and ability it based on the third and fourth core competency of learning that must be achieved by students.

The test that researcer gave to the students based on indicator of the writing to collected the valid and reliable data in this research. Where the indicator of the writing were Content, Organization, Vocabulary, Grammar and Mechanism. From the indicators the researcer gave the writing test for the pretest and posttest to the students in experimental and control class. The test that the researcer gave was essay test. The test is writing recount text about experience to identified the writing ability of the students.

The researcher made score in students writing recount text with the formulation: Score of students x 100 : 25 = final result.

The result of that had been the score of the students. For the example the score of the students was 24. The researcer makes the students score was 96. Every students test corrected by the researcher used the calculation from the formulation: 24 x 100 : 25 = 96

Table. III.6 Indicator of Writing

Score	Level	Criteria
Content: 1.Topic	5	**Excellent to very good**: Delevelopment of paragraph relevant to the topic, topic sentence and concluding sentence.
	4	**Good to average**: Development of paragraph relevant to the topic but lacks detail.
	3	**Fair to poo.r**: Limited knowledge in development of topic
	2	**Very poor**: Does not show knowledge of topic and not enough to ebaluate.
Organization 1. Orientation 2. Events 3.Re-orientation	5	**Excellent to very good**: Development of paragraph relavant to orientation, events and re-orientation.
	4	**Good to average**: development of paragraph mostly relevent to orientation, events and re-orientation.
	3	**Fair to poor**: knowledge of paragraph limited and indiquate to orientation, events and re-orientation.
	2	**Very poor**: Does not show knowledge of pharagraf to orientation, events and re-orientation. and not enough to evaluate.
Vocabulary 1. Action verb (past verb) 2. Adjective	5	**Excellent to very good**: usage english vocabulary and mastery of word form is effective
	4	**Good to average**: adequate of english vocabulary and less error word form
	3	**Fair to poor**: limited english vocabulary and error word form
	2	**Very poor**: dominate by errors and not enough to evaluate.
Grammar 1.Simple past tense	5	**Excellent to very good**: mastery in using simple past tense.
	4	**Good to average**: less mastery in using simple past tense.
	3	**Fair to poor**: error in using simple past tense.
	2	**Very poor**: dominate by errors and not enough to evaluate.

Score	Level	Criteria
Mechanism 1.Speling 2.Punctuation 3.Capitalization	5	**Excellent to very good**: mastery of conventions and few errors of spelling, punctuation, capitalization
	4	**Good to average**: occasional errors of spelling, punctuation, capitalization.
	3	**Fair to poor**: frequent errors of spelling, punctuation, capitalization.
	2	**Very poor**: dominate by errors and not enough to evaluate.[3]

Table. III.7 Criteria of Score

No	Class of score	Predicate
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	50-59	Bad
5.	0-49	Fail

F. Validity of Instrument

This intrument had been valid. The validity of the instrument in this research was valid based on judgment of writing expert. English teacher was a validator of the indicator of recount text of students at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran .

G. The Technique of Data Analysis

To know whether there was any significant effect of using small group discussion to students writing ability, the difference of mean score off two groups of class calculated by using T test. T test used by the researcher to

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[3] Sara Cushing Weigle, *Assessing Writing*, Cambridge Language Assessment Series (Cambridge: Cambridge University Press, 2002).

determined wheter the two groups of score significantly different at selected probability level.

In this research, the researcer used the techique of collecting data as following the formula:

a. Mean score

To known the mean score of data, the researcer used the formula below:

$$M = M^1 \frac{\Sigma fx}{N} \quad (3.1)$$

Where M^1 : Mean

Σfx : Total Score

N : Number of Classes[4]

b. Normality test

Normality test used to know the data was normal or not. To known the normality the researcer used the chi-square formula. The formula can seen below:

$$x^2 = \Sigma(\frac{fo-fh}{fh})(3.2)$$

where x^2 : Value of Chi- Square

[4] Prof. Dr. H.M. Burhan Bungin, *Metodologi Penelitian Kuantitatif*, kedua (Prenadamedia Group, 2005). p. 185.

f_o : Observed Frequency[5]

c . Homogenity test

The homogenity test used to know the class of experimental and control class had a some variant or not. The formula was

$$F = \frac{The\ biggest\ variant}{The\ smallaest\ variant} (3.3)$$

The hypotesis is accepted if $F_{count} \leq F_{table}$

The hypotesis is rejected if $F_{count} \geq F_{table}$[6]

d. Hypotesis test

The hypotesis test to gave the result of the research. The formula to analysis the data was

$$Tt = \frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} (3.4)$$

Where t   : Total score

T   : The value which the statistical svignificant

M_1 : The averange score mean of experimental class

M_2 : The averange score mean of control class

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[5] Burhan Bungin. p. 202.
[6] Dr. Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, Pertama (Perdana Publishing, 2015). p. 174.

$S_1{}^2$: Standard deviation of control class

$S_2{}^2$: Standard deviation of control class

N_1 : The total sample of experimental class

N_2 : The total sample of control class[7]

If t test is higher than t_{table} the resercher can know that H_a is accept and the H_o is reject. It means there is a significant effect of small group discussion to students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

If the t test is lower than t_{table} the researcher can know H_a is reject and the H_o is accept. It means there is no significant effect of small group discussion to students writing ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

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[7] Burhan Bungin, *Metodologi Penelitian Kuantitatif.*

CHAPTER IV

RESULT OF RESEARCH

As mentioned in earlier chapter, the order to evaluated the effect of using small group discussion method to students' writing at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran, the researcher calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis of this research. The researcher described the data as follow:

A. Description data

1. Students ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran is low before using small group discussion.

   Students ability in writing is low can be seen from pre- test scores that obtained before teaching in experimental class and control class was as follow:

   a. Score of pre test in Experimental Class

   The researcher calculated the result students' ability in writing text at X grade of tarbiyah islamiyah islamic boarding high school in pre-test of experimental class that had been gotten by students' in answering the question (test) before researcher did treatment by using small group discussion method.There were fourteen students' of experimental class. The lowest score was 20 and highest score was 40. Researcher made and calculated data in interval formula, so researcher got interval was 5.

The computed frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table IV.8 The Frequency Distribution of
Students'Score of Experimetal Class

No	Interval	Frequency	Percentages
1	20-24	3	20%
2	25-29	0	0 %
3	30-34	0	0 %
4	35-38	0	0 %
5	39-43	7	47 %
6	44-48	5	33 %
	i=5	n=15	100%

From the table above, the students' score in class interval between 20 – 24 was 3 students' (20%), class interval between 25 –29 was 0 students' (0%), class interval between 30 – 34 was 0 students' (0%), class interval between 35 – 38 was 0 students'(0%), class interval between 39 – 43 was 7 students' (47%),class interval between 44 – 48 was 2 students' (33%).

The order to got description of data clearly and completely, the researcher presents them in histogram following figure :
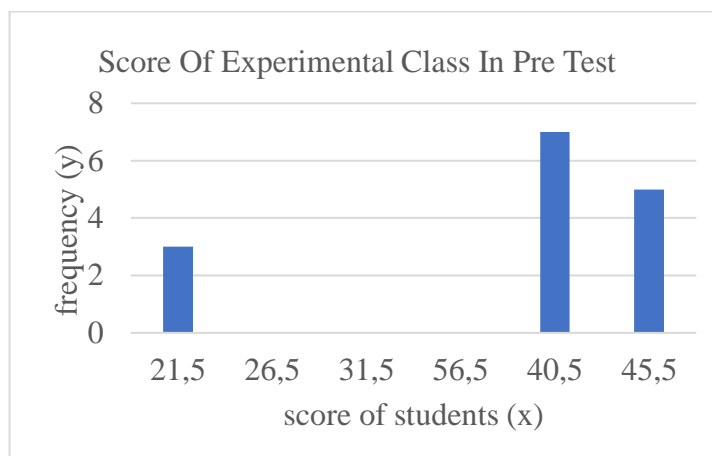
Figure IV.II: Score of Experimental Class in Pre Test

From the figure 2 above, the students' score in mid point 21.5 was 3 students', mid point 26.5 was 0 students', mid point 31.5 was 0 students', mid point 56.5 was 0 students', mid point 40.5 was 7 students', mid point 45.5 was 5.

Researcher took data from explanation above. Researcher made and calculated data in mean, median and modus formula. Researcher got mean of score in experimental class was 47.23, modus was 42.35, median was 41.7.The calculation of how to got it can be seen in (appendix 6).

b. Score of Pre test in Control class

The researcher calculated the result that had been gotten by students' in in writing text at X grade of tarbiyah islamiyah islamic boarding high school in pre-test of control class by answering the question (test) before researcher did treatment by using teacher's method.There were 14 students' of control class. The lowest score

was 20 and highest score was 64. Researcher made and calculated

data in interval formula, so researcher got interval was 9.

Then computed frequency distribution of students' score of

control class can be applied into table frequency distribution as

follow:

Table IV.9 The Frequency Distribution of
Students' Score of Control Class

No	Interval	Frequency	Percentages
1.	20-28	4	27%
2.	29-37	0	0%
3.	38-46	6	40%
4.	47-55	3	20%
5.	56-64	2	13%
	i=9	n=15	100%

From the table above, the students' score in class interval between

20 – 28 was 4 students' (27 %), class interval between 29–37 was 0

students' (0%), class interval between 38 – 46 was 6 students' (40%),

class interval between 47 – 55 was 3 students'(20%), class interval

between 56 – 64 was 2 students' (13%).

The order to got description of data clearly and completely, the

researcher presents them in histogram on following figure :

Figure IV.3: Score of Control Class in Pre Test

From the figure 3 above, the students' score in mid point 21.5 was 4 students', mid point 30.5 was 0 students', mid point 39.5 was 6 students', mid point 48.5 was 3 students', mid point 57.5 was students'.

Researcher took data from explanation above. Researcher made and calculated data in mean, median and modus formula. Researcher got mean of score in control class was 41,3, modus was 41.46, median was 40.83. The calculation of how to got it can be seen in (appendix 6).

2. Students Writing Ability At X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran was low after using small group discussion.

The post- test scores obtained after teaching in experimental class and control class was as follow:

a.Score of Post test in Experimental class

The researcher calculated the result students' ability in

writing text at X grade of tarbiyah islamiyah islamic boarding high school in pre-test of experimental class that had been gotten by students' in answering the question (test) before researcher did treatment by using small group discussion method.There were fourteen students' of experimental class. The lowest score was 20 and highest score was 96. Researcher made and calculated data in interval formula, so researcher got interval was 13.

The computed frequency distribution of students' score of experimentclass can be applied into table frequency distribution as follow:

Table IV.10 The Frequency Distribution of Students'
Score Experimental Class in Post Test

No	Interval	F	Percentages
1.	20-32	6	40 %
2.	33-45	2	13%
3.	46-58	3	27%
4.	59-71	1	7%
5.	72-84	2	13%
6.	85-97	1	7 %
	i= 13	n=15	100 %

From the table above, the students' score in class interval between 20 – 32 was 6 students' (40 %), class interval between 33–45 was 2 students' (13%), class interval between 46 – 58 was 3 students' (27%), class interval between 59 – 71 was 2 students'(13%), class interval between 85 – 97 was 1 students' (7%).

The order to got description of data clearly and completely, the researcher presents them in histogram on following figure :
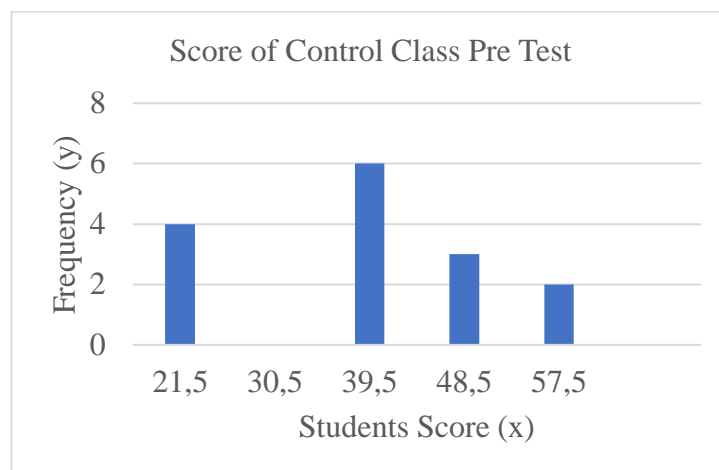
Figure IV.4: Score of Experimental Class in Post Test

From the figure 4 above, the students' score in mid point 21.5 was 6 students', mid point 34.5 was 2 students', mid point 47.5 was 3 students', mid point 60.5 was 1 students', mid point 73.5 was 2 students', mid point 86.5 was 1 students.

Researcher took data from explanation above. Researcher made and calculated data in mean, median and modus formula. Researcher got mean of score in experimental class was 26.83, modus was 27.3, median was 35.75. The calculation of how to got it can be seen in (appendix 9).

b.Score of Post test in Control class

The researcher calculated the result that had been gotten by students' in in writing text at X grade of tarbiyah islamiyah islamic boarding high school in pre-test of control class by answering the question (test) before researcher did treatment by using teacher's method.There were 14 students' of control class. The lowest score was

20 and highest score was 92. Researcher made and calculated data in interval formula, so researcher got interval was 14.

Then computed frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table IV.11 The Frequency Distribution of
Students Score of Control Class Post Test

No	Interval	F	Percentages
1.	20-33	4	27 %
2.	34-47	5	33 %
3.	48-61	3	20 %
4.	62-75	2	13 %
5.	76-89	0	0%
6.	90-103	1	7 %
	i= 14	n=1 5	100%

From the table above, the students' score in class interval between 20 – 33 was 4 students' (27 %), class interval between 34–47 was 5 students' (33%), class interval between 48 – 61 was 3 students' (20%), class interval between 62 – 75 was 2 students'(13%), class interval between 76 – 89 was 0 students' (0%) and class interval between 90 – 103 was 1 students' (7%).

The order to got description of data clearly and completely, the researcher presents them in histogram on following figure :
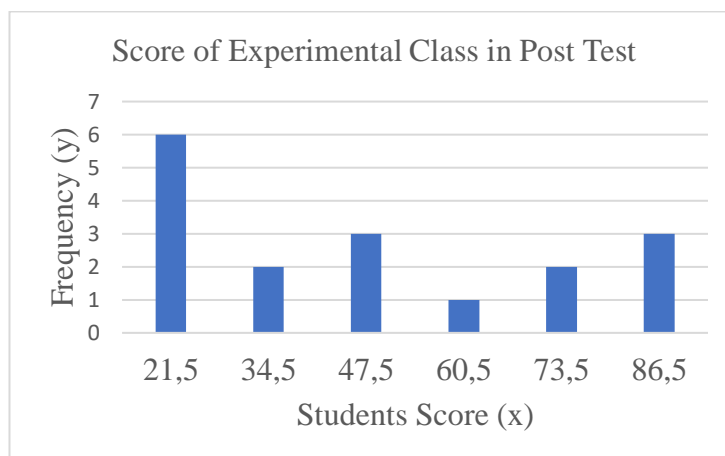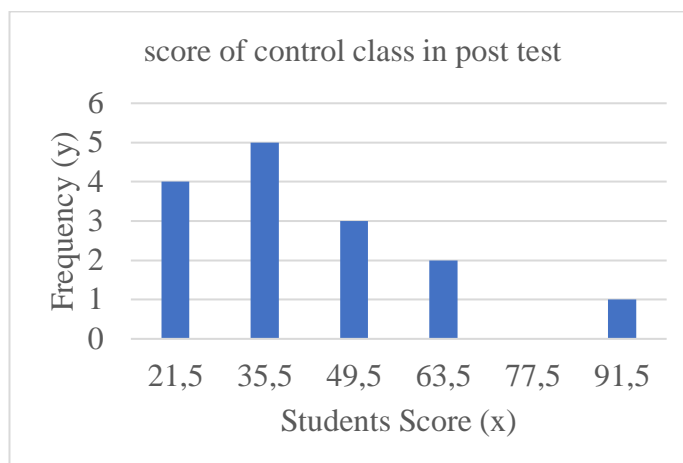
Figure IV.5 Score of Control Class in Post Test

From the figure 5 above, the students' score in mid point 21.5 was 4 students', mid point 35.5 was 5 students', mid point 49.5 was 3 students', mid point 63.5 was 2 students', mid point 77.5 was 0 students', and mid point 91.5 was 1 students.

Researcher took data from explanation above. Researcher made and calculated data in mean, median and modus formula. Researcher got mean of score in control class was 37.56, modus was 43.44, median was 43.3. The calculation of how to got it can be seen in (appendix 9).

A. **Data Analysis**

   a. Normality and Homogeneity of Experiment and control class in PreTest

Table IV.12 Normality and Homogenity in Pre Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	F_{count}	F_{table}
Experiment Class	12.79	22.362	2,43< 3.89	
Control Class	19.92	22.362		

Based on above table researcher calculation, the score of experiment class Lo = 12.79< Lt = 26.296 with n = 14 and control class Lo = 19.92 < Lt = 26.296 with n = 14, and real level α 0.05.Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in (appendix 10).

b. Homogenity of Experiment and control class in Pre Test

The coefficient of F_{count} = 2,43 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 14-1 = 13 and denominator dk N-1 = 14–1 = 13. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 3.89. It showed that F_{count} 2,43 < F_{table} 3.89. So, the researcher concluded that the variant from the data of Students' writing ability at X grade of tarbiyah islamiyah islamic boarding high school by experimental and control class was homogenous. The calculation can be seen in (appendix 10).

c. Normality and Homogeneity of Experiment and control class in Post test

Table IV.11 Normality and Homogenity in Post Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	F_{count}	F_{table}
Experiment Class	24.82	22.362	1,13< 3.89	
Control Class	41.24	22.362		

Based on above table researcher calculation, the score of experiment class Lo = 24.82 < Lt = 22.362 with n = 14 and control class Lo = 41.24 < Lt = 22.362 with n = 14, and real level = 0.05.Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It canbe seen in (appendix 11)

d. Homogenity of Experiment and control class in Post Test

The coefficient of F_{count} = 1,13 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 14-1 = 13 and denominator dk N-1 = 14–1 = 13. So, by using the list of critical value at F distribution is gotF**0.05** = 3.89. It showed that F_{count} 1,13 < F_{table} 3.89.

So, the researcher concluded that the variant from the data of Students' writing ability at X grade of tarbiyah islamiyah islamic boarding high school by experimental and control class was homogenous. The calculation can be seen in (appendix 11).

e.Hypothesis test

Researcher used parametric test by using T-test to analyze the hypothesis and researcher got H_0 was accepted. It can be seen in (appendix 11). Hypothesis alternative (H_0) of research was "There was no the significant The Effect of small group discussion to Students' Writing ability at X grade of tarbiyah islamiyah islamic boarding high school.Students were not concentrating in following learning process and it made them did not get teacher's explanation well and gave impact to post-test answer. Researcher had computed data in result of T- test formula from both averages into table T- test from both averages as follow:

Table IV.12 Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.781	2.16037	0.842	2.16037

Based on table above researcher calculation, researcher found that t_{count} 0.842 while t_{table} 2.16037 in post test with opportunity $(1 - \alpha) = 1$ - 5% = 95% and dk = $n_1 + n_2 - 2 = 14 + 14 - 2 = 26$. Cause $t_{count} < t_{table}$ (0.842 <2.16037), it means that hypothesis H_a was rejected and H_0 was accepted so there was no significant effect of small group discussion method to students' writing ability X grade tarbiyah islamiyah islamic boarding high school. The calculation of how to got it can be seen in (appendix 12).

B. Discussion of The Research

After the resercher analizing the data of the research, the researcher was know that the students writing ability at X Grade of Tarbiyah Islamiyah

Islamic Boarding High School Hajoran was low. It means statement from slavin that said Small Group Discussion Method is good in writing. [1] This statement not appliecable at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran because after using Small Group Discussion Method was not effect to students writing ability and different from other researcher.

According to this research, the statement from the another researcher that had been done:

The first research found that results of the research to the 152 students in 4 meeting to the class, the application of small group discussion was effect to students writing ablity. The result of the students' writing ability using two writing test, they are pre test and post test. Before the treaatment or pre test the mean score of the students was 44.20 with the minimum score was 20 and the maximum score was 72. After treatment or post test the mean score of the students was 60.20 with the minimum score was 56 and the maximum score was 96. From that can be see the is a significant effect of small group discussion to students writing ability[2]

The second research found that results of the research to the 160 students the application of small group discussion was effect to students

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[1] Robert E., *Cooperative Learning: Theory, Research, and Practice*.

[2] Haqiqoh, "The Effect of Small Group Discussion on Students' Writing Ability at Eleventh Grade of SMAN 1 Mumbulsari in The 2019/2020 Academic Year." https://scholar.google.com/scholar?start=10&q=related:AbFUT3_r5EQJ:scholar.google.com/&hl=id&as_sdt=0,5&scioq=the+effect+of+small+group+discussion+to+students+writing+recount+text+#d=gs_qabs&t=1667571600970&u=%23p%3D8mfvMal5YU0J

writing ablity. The result of the students' writing ability before the treaatment or pre test the mean score of the students was 56.28 After treatment or post test the mean score of the students was 66.78 From that can be see students' writing ablity in post test is higer than pre test, so it can be concluded there is a significant effect of small group discussion to students writing ability.[3]

The third research found that results of the research of small group discussion was effect to the students writing recount text. The result of Mean score experimental class before using small group discussion strategy was 53.58 and mean score after using small group discussion strategy was 71.5. The effect of small group discussion on writing recount text at grade X students of SMA N 1 Sayur Matinggi was 7.23 with t_{count} was higher than t_{table} (7.23 > 1.67155).[4]

The fourth research found that result of the research of using small group discussion was significant influence to the students descriptive text writing ability. The result of t-test was 2.50, the result then it was consulted to the score of t-critical in significance level of 0.05 was 1.68.[5]

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[3] Sinaga, "The Effect of Small Goup Discussion on Students' Ability in Writing." https://www.iosrjournals.org/iosr-jhss/papers/Vol.25-Issue8/Series-1/A2508010108.pdf

[4] Fatimah, "The Effect of Small Group Discussion on Writing Recount Text at Grade X Students of SMA N 1 Sayur Matinggi."

[5] 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."

The last research found that result of the research of using small group discussion was improve students analitical exposition text writing ability. it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. (ρvalue) = $0.000 \leq \alpha = 0.05$.[6]

After calculated T-test, researcher found that Small Group Discussion Method was not effect to students writing ability at at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran, researher also found why was the finding of this research different from previous researher findings. It based on observation while learning by Small Group Discussion Method, where the most problem that researcher found while learning it was not because of the method but students interest in learning English was low. It can be seen while learning by using doing Small Group Discussion Method students was noisy, sleepy, busy with themselve. It also support English teacher at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran justification.

D. Thereat of the research

1. The students' were not serious in answering the pre-test and post-test. Some of still did cheating and some of did looking dictionary. It made the answer of test was not pure because they did not do it by

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[6] Mita, "The Influence of Using Small Group Discussion on Students' Writing Ability Analitical Exposition Text Ability at The Second Ssemester of The Elevent Grade of SMK Ma'arif Sukoharjo in The Academic Year of 2020/2021."

themselves.

2. The students' were noisy, not interest and not concentrating in following the learning process. Some of talked to their friends and some of were busy by themselves.

3. The students' were not too enthusiastic in answering the pre test and post test by using the generic structures and the generic features of recount rext

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Students writing ability at X grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran before using small group discussion method was low.

2. Students writing ability at X grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran after using small group discussion method was low.

3. Researcher got calculation by T-test that $t_{count} < t_{table}$ (0.842<2.16037), it means that hypothesis H_a was rejected and H_0 was accepted so there was no significant effect of small group discussion method to students' writing ability X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.

B. Implication of the Research Result

Based on the result above, the researcher found implication of the research result were:

a. Theoritically the selection of learning methods affected to student learning outcomes,techers must be able to found out and applied the right learning methods and hope teacher cultivated students learning motivation in learning English

b. Practically this research can be used as input for teachers to pay attention choose learning methods to increase students' learning achievement in learning English.

C. Suggestion

Based on the above conclusion, the researcher has some suggestions as follow:

1. For headmaster, provide tools and media complete in teaching writing recount text.

2. For the English teacher of X grade tarbiyah Islamiyah Islamic Boarding High School Hajoran, innovative approach teaching writing recount text.

3. For the students', they can use small group discussion because it can make them help to write.

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CURRICULUM VITAE

I. Personal Identity

1. Name : Wahdini
2. Reg. Number : 19 203 00036
3. Gender : Fimale
4. Place/Date of Birth : Bolatan, 28 December 2001
5. Child : 1st child
6. Nationality : Indonesia
7. Status : Single
8. Religion : Islam
9. Complete Address : Bolatan,Kecamatan Halongonan Timur Kabupaten Padang Lawas Utara
10. No hp : 0822-7684-8406
11. E- Mail : Wahdiniwahdini22@gmail.com

II. Parents

1. Father
   a. Name : Hijjar Sayuti
   b. Job : Farmer
   c. Address : Bolatan,Kecamatan Halongonan Timur Kabupaten Padang Lawas Utara
   d. Telp/hp : -
2. Mother
   a. Name : Fitriani Nasution
   b. Job : Farmer
   c. Address : Bolatan,Kecamatan Halongonan Timur Kabupaten Padang Lawas Utara
   d. Telp/hp : 0853-6644-1210

III. Educational background

Elementary School   : SD Negeri 100790 Situmbaga graduated in 2013
Junior High School   : MTs Negeri 1 Sabungan graduated in 2016
Senior High School   : MA Swasta PP. Tarbiyah Islamiyah Hajoran
                              graduated in 2019
College/Institute   : UIN Syekh Ali Hasan Ahmad Addary
                              Padangsidimpuan graduated in 2023

IV. Organization

1. HMJ Tadris Bahasa Inggris
2. Komunitas GERCEP (gerakan amal cepat) Padangsidimpuan

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN PONDOK PESANTREN

TARBIYAH ISLAMIYAH HAJORAN

2023/2024

(RPP EXPERIMENTAL CLASS)

Sekolah	**: Pondok Pesantren Tarbiyah Islamiyah Hajoran**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X/Genap**
Materi	**: Recount Text; Experience**
Alokasi Waktu	**: 1 x 45 Menit**

A. Kompetensi Inti

1. **KI-3:** memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

2. **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. **KI-3.KD-1:** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.

2. **KI-4.KD-1:** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal.

3. **KI-4.KD-2:** Menyusun teks recount lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

1. Mengetahui pengertian dari teks recount.

2. Mengetahui fungsi dari teks recount.

3. Mengetahui generic structure and generic features dari teks recount.

4. Memberikan contoh dari teks recout.

5. Menulis teks recount sesuai dengan generic structure and generic features dari teks recount.

6. Menentukan generic structure and generic features dari teks recount.

7. Menjelaskan pengertian, tujuan, generic structure and generic features dari teks recount.

D. Tujuan Pembelajaran

1. Siswa mampu mengetahui pengertian dari teks recount.

2. Siswa mampu mengetahui fungsi dari teks recount.

3. Siswa mampu mengetahui generic structure and generic features dari teks recount.

4. Siswa mampu memberikan contoh dari teks recout.

5. Siswa mampu menulis teks recount sesuai dengan generic structure and generic features dari teks recount.

6. Mampu menentukan generic structure and generic features dari teks recount.

7. Mampu menjelaskan pengertian, tujuan, generic structure and generic features dari teks recount.

E. Materi Pembelajaran

1. Pengertian teks recount.

Recount text is retelling about something in the past

2. Fungsi teks recount.

The social function of recount text is for information and entertain.

3. Generic structure dan Generic features teks recount.

   1. The generic structure of recount text are:

      a. Orientation: The opening of a text.

      b. Events: what is happened by using sequence of time.

      c. Re-orientation: The closing of the events

2. The language features of recount text are

   a. Using simple past tense, past continous tense, past perfect tense, and past perfect continous tense.

   b. Using temporal sequence, example on Monday, yesterday and last year.

   c. Focus on spesific participants, example I (the chef).

   d. Using conjunction, example next, then, before, after and so on.

   e. Using action verb, example saw, took, gave, walked and so on.

F. Contoh Text Recount

Orientation

I saw a horror film at Galaxy cinema last night. It was "Pulau Hantu" playing on, I read the poster un newspaper yesterday. It made me curious to see the film.

Events

I went to the cinema alone. I went there by a bicycle. It was 8.00 when I arrived there. There had been many people queuing up to get the tickets.

I came into the cinema soon after I got my ticket. It had my seat on the forefront. And At 8.30 the movie was played on

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on my bicycle. I pedaled hard nn my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story, I could remember

clearly a woman screaming as she was being attached by a ghost. Somehow that frightful scene stayed in my mind. And I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard. I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.

Re-orientation

We went home together. We pedaled our bicycle calmly. We both were not scared any more.

G. Metode Pembelajaran

1. Model pembelajaran : Discovery Learning
2. Metode : Small Group Discussion

H. Media Pembelajaran

1. Media belajar: Brainstorming
2. Alat dan bahan
   a. Papan Tulis
   b. Spidol
3. Sumber belajar
   a. Buku paket Bahasa Inggris kurikulum 2013

I. Langkah-langkah Pembelajaran

Teachers activity	Procedures	Students activity
Pre-teaching	1.Teacher say salam when enter tha class. 2.Lead the students to pray and tell what are we going to learn.	1.Students answer the salam. 2.Students pray together 3.Students sit with thei group.
While teaching	1.Introduction a.) Teacher explain about recount text clearly. b.) teachers devide students into groups. b.) Teacher say the rules of discussion.	a.)Students listen the teacher's explanation. b.) students sit with their group. c.)Students listen to the rules of discussion.
	2.Direction the discussion a.) Teacher ask to take peace of paper for each groups b.) Teacher lead stuents to make a recount text about c.)Teachers observe students d.) lead the presenter to ask about other group opinion or question.	a.)Students write a recount text with their group. b.) Students report their recount text. c.) Students give the comment.
	3.Summarizing the discussion a.) teacher ask the students to give the summary of the discussion. a.)Teacher give the summary of the discussion in the whiteboard.	a.) Every group give the summary of the discussion. b.)Students write the teacher's summary.
Post teaching	1.Teacher lead the students close the meeting by saying hamdalah.	1.Students say hamdalah.

J. Penilaian Pembelajaran

No	Penilaian	Bobot
1.	Content	20%
2.	Organization	20%
3.	Vocabulary	20%
4.	Grammar	20%
5.	Mechanism	20%
Jumlah		**100%**

Score of students x 100 : 25 =…

Hajoran, 7 Januari 2022

Mengetahui:
Kepala Sekolah

Muhammad Sofyan Ritonga S.E.

Guru Mata Pelajaran

Wahdini
NIM: 19 203000 36

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN PONDOK PESANTREN

TARBIYAH ISLAMIYAH HAJORAN

2023/2024

(RPP CONTROL CLASS)

Sekolah	**: Pondok Pesantren Tarbiyah Islamiyah Hajoran**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X/Genap**
Materi	**: Recount Text; Experience**
Alokasi Waktu	**: 1 x 45 Menit**

A. Kompetensi Inti

1. **KI-3:** memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

2. **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. **KI-3.KD-1**: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.

2. **KI-4.KD-1:** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal.

3. **KI-4.KD-2:** Menyusun teks recount lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

1. Mengetahui pengertian dari teks recount.

2. Mengetahui fungsi dari teks recount.

3. Mengetahui generic structure and generic features dari teks recount.

4. Memberikan contoh dari teks recout.

5. Menulis teks recount sesuai dengan generic structure and generic features dari teks recount.

6. Menentukan generic structure and generic features dari teks recount.

7. Menjelaskan pengertian, tujuan, generic structure and generic features dari teks recount.

D. Tujuan Pembelajaran

1. Siswa mampu mengetahui pengertian dari teks recount.

2. Siswa mampu mengetahui fungsi dari teks recount.

3. Siswa mampu mengetahui generic structure and generic features dari teks recount.

4. Siswa mampu memberikan contoh dari teks recout.

5. Siswa mampu menulis teks recount sesuai dengan generic structure and generic features dari teks recount.

6. Mampu menentukan generic structure and generic features dari teks recount.

7. Mampu menjelaskan pengertian, tujuan, generic structure and generic features dari teks recount.

E. Materi Pembelajaran

1. Pengertian teks recount.

Recount text is retelling about something in the past

2. Fungsi teks recount.

The social function of recount text is for information and entertain.

3. Generic structure dan Generic features teks recount.

   1. The generic structure of recount text are:

      a. Orientation: The opening of a text.

      b. Events: what is happened by using sequence of time.

      c. Re-orientation: The closing of the events

2. The language features of recount text are

   a. Using simple past tense, past continous tense, past perfect tense, and past perfect continous tense.

   b. Using temporal sequence, example on Monday, yesterday and last year.

   c. Focus on spesific participants, example I (the chef).

   d. Using conjunction, example next, then, before, after and so on.

   e. Using action verb, example saw, took, gave, walked and so on.

F. **Contoh teks recount**.

Orientation

I saw a horror film at Galaxy cinema last night. It was "Pulau Hantu" playing on, I read the poster un newspaper yesterday. It made me curious to see the film.

   Events

I went to the cinema alone. I went there by a bicycle. It was 8.00 when I arrived there. There had been many people queuing up to get the tickets.

I came into the cinema soon after I got my ticket. It had my seat on the forefront. And At 8.30 the movie was played on

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on my bicycle. I pedaled hard nn my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story, I could remember

clearly a woman screaming as she was being attached by a ghost. Somehow that frightful scene stayed in my mind. And I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard. I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.

Re-orientation

We went home together. We pedaled our bicycle calmly. We both were not scared any more.

G. Metode Pembelajaran

1. Ceramah dan Mencatat

H. Media Pembelajaran

1. Alat dan bahan
   a. Papan Tulis
   b. Spidol
2. Sumber belajar
   a. Buku paket Bahasa Inggris 2013

I. Langkah-langkah Pembelajaran

Pendahuluan (5 Menit)
1. Guru mengucapkan salam ketika memasuki kelas.
2. Guru menyapa kabar siswa dan mengarahkan siswa untuk membaca doa sebelum memulai pembelajaran.
3. Guru mengambil absen untuk mengetahui siswa yang hadir dan tidak hadir pada pembelajaran.
4. Guru memberitahukan materi pembelajaran yang akan dilaksanakan.

Kegiatan inti (35 Menit)
1. Guru memberitahukan materi pelajaran yang akan dipelajari kepada siswa.
2. Guru memanggil sekretaris kelas untuk mencatat materi di papantulis dan mengarahkan siswa untuk mencatat materi pembelajaran.
3. Guru menjelaskan materi pembelajaran dan bertanya kepada siswa apakah sudah paham.

Penutup (5 Menit)
1. Guru memberikan tugas kepada siswa tentang materi recount text tentang pengalaman.
2. Guru memberitahukan materi pelajaran yang akan dipelajari minggu depan.

3. Guru menutup pembelajaran dengan mengucapkan Al-hamdalah dan do'a bersama-sama.

1. **Penilaian Pembelajaran**

No	Penilaian	Bobot
1.	Context	20%
2.	Organization	20%
3.	Vocabulary	20%
4.	Grammar	20%
5.	Mechanism	20%
Jumlah		100%

Score of students x 100 : 25 =…

Hajoran, 7 Januari 2022

Mengetahui:
Kepala Sekolah

Muhammad Sofyan Ritonga S.E.

Guru Mata Pelajaran

Wahdini
NIM: 19 203000 36

APPENDIX 3

Writing Test for Pre-Test

Name :

Class :

Time   : 45 Minutes

Please write Recount text belongs to generic structure and generic features by the title

is **Unforgetable Moment**!

  Orientation

      ....

....

  Events

      ....

      ....

      ....

Re-orientation

....

....

Validator

Hidayah Hahisni Siregar S.Pd.

APPENDIX 4

Writing Test for Post-Test

Name :

Class :

Time   : 45 Minutes

Please write Recount text belongs to generic structure and generic features, by the title

is **Holiday**!

  Orientation

....

....

  Events

....

....

....

Reorientation

....

....

Validator

Hidayah Hahisni Siregar S.Pd.

Answer sheet

Pre Test

me: Lelli madiana sagala

ss: X^A

ne: 45 minutes

truction

ase write recount text belongs to generic structure and features of the recount text!

Tittle:: .... my unfogetable moment ....

I go to river with friend. we doing perjalanan
hat is long.
Many activity ~~what~~ ~~the~~ is we doing. ~~con~~ example
at, drink, bathing and many again.
    we doing many activity, we so and
ery happy.

$$C = 2$$
$$O = 2$$
$$V = 2$$
$$6 = 2$$
$$M = 3$$
$$\frac{11 \times 100}{25}$$ (44)

Name: Nurul Badri Nasution

Class: X A.

Time: 45 minutes

Instruction

Please write recount text belongs to generic structure and features of the recount text!

Tittle:: my unforgetable moment.

I go to home grandmother . ther is mather, Father, sister, and we eat together.

Yesterday come anty and uncle together her son. when Kelika ~~see~~ afternoon her son ingin buying snack.

and It is I happy.

C = 2
O = 2
V = 2
G = 2
M = 3
─────────
11 × 100   (44)
─────
25

Answer sheet

Pre Test

Name: Sari tonang

Class: X^A

Time: 45 minutes

Instruction

Please write recount text belongs to generic structure and features of the recount text!

Tittle:: My unforgetable Moment

one ~~Mont~~ Month ago and Famiuy go to Grand mather home f and Famiuy Feeling so happy because can meet with big Family

C = 2

O = 2

V = 2

6 = 2

M = 3

$\dfrac{11 \times 100}{25}$ (44)

ne:NURMANITA RITONGA

s: x6

e: 45 minutes

ruction

se write recount text belongs to generic structure and features of the recount text!

Tittle:: my un forgetable moment

t mont I go Party together my sister. we very

rry because we go together.

when we want back to home, we look hepened wich

very realty in the eyes we. We very fraid when

look it.

and the hepened wich not forget in the think

e. last I and my sister if wont go think twice

$C = 3$

$O = 2$

$V = 3$

$6 = 2$

$M = 2$

_____

$\dfrac{12 \times 100}{25}$ (48)

Answer sheet

Pre Test

ne: Tasya Billah

s: XB

e: 45 minutes

ruction

ise write recount text belongs to generic structure and features of the recount text!

Tittle::..

ntasi → My unforgetable moment

Last yard is my uforgotable moment because last yard
moment verry happy. I and family holiday to house grandfather
I grandmother.

→ Last time I and young singer playing ars the house greend mother and
ese we verry happy. so wo lunch together family and we
18 family eat together.

ntion →So we and family go home and we verry happy
and so we last night dinner together family and
erday last yard verry happy.

C = 3
O = 2
V = 3
G = 2
M = 3

$\frac{13 \times 100}{25}$ (52)

ne: Nur ASMALIAH SIregar

s: X-8

e: 4⁻ minutes

ruction

se write recount text belongs to generic structure and features of the recount text!

Tittle:: mY UnForgeTABle moment

lalter year IAM (finished) school Mts in the PP. Tarbiah Isla

Nex
ah hajoran and ~~Nex~~ in the PP. Tarbiah Islamiyah hajoran.

d I (very happy) Together ~~school~~ school best Friend In the School

r I (not happy) Bicause I NoT See my best friend old Friend

d I not happy.

C = 2
O = 2
V = 2
G = 2
M = 3

$$\frac{11 \times 100}{25}$$ (44)

ame: Lelli Madiana Sagala

ass: X^A

me: 45 minutes

struction

ease write recount text belongs to generic structure and features of the recount text!

Tittle: ___Trip to The ~~Beth~~ Beach___

1: Last month, my father brought the whole family to the nearest each from our home. The trip took appoximatey 2 hours to the beach. We went there by car.

As we arrived on the beach, my little brother jumped form the car and an to the seashore right away. Then, I followed behind him. We took off ur shoes, and then played chase on the seashore.

My father pulled out his camera and took some pictures of my brother nd me. In the meantime, my mother served several dishes and snacks that he had prepared on the mat.

n : The day was one of the most fascinating beach moments that e have over had.

C = 5
O = 5
V = 5
6 = 4
M = 5

$$\frac{24 \times 100}{25}$$

96

Name: Sari tonang

Class: XA

Time: 45 minutes

Instruction

Please write recount text belongs to generic structure and features of the recount text!

Tittle:: Holiday

Two weeks go, I and Family were in my granpa's home Town. It is our annual angenda Every holiday in the end of semester. unfor tunatey. It was rainy season there

It rained an most every day there we had no enough time to visit Some Tourisom Places enough sunlight even to dry up our landries as result wes just stayed at

C = 2
O = 2
V = 3
6 = 2
M = 3
_____
12 × 100   48
_____
25

Answer sheet

Post Test

me: Nurul Badri Nasution

ss: X A

ne: 45 minutes

truction

ase write recount text belongs to generic structure and features of the recount text!

Tittie:: Holiday

Two weeks a go. I and Family (were) in my
granpa's home town, It is our annual agenda
every holiday in the end of semester. unfortunately.
It was rainy season there

It rained oumost everyday there. We (had)
no enough time fo visit some tourism plates
there because of the rain we had no enough
sunlight even to dry up our laundries as
result. we just stayed at

C = 2
O = 2
V = 3
G = 2
m = 3
$\dfrac{12 \times 100}{25}$ (48)

Answer sheet

Post Test

me: NURMANITA RITONGA

ss: X^b

me: 45 minutes

struction

ase write recount text belongs to generic structure and features of the recount text!

Tittle: HOLIDAY in home Family

ast month visited my brother's home in yogyakarta. Previously I had
sited him three times. So at that time I decided go alone by train.
Soon after I arrived at my brother's home, he invited me to join
the dinner with his family. one of the things that I love about
yogyakarta is its traditional cuisine, especially gudeg.

On the next day, I went to several historical places in yogyakarta
including taman sari keraton nayogyakarta hadiningrat, and vredeburg museum.
was very happy to have the opportunity to visit these places again.
On the third day which was my last day in yogyakarta, I went
to malioboro to buy some souvenirs such as batik and some local
handicrafts.

It was always enjoy able to spend time in yogyakarta. I am sure
it was not going to be my last visit

C = 5
O = 5
V = 4
G = 4
M = 5
_____
23 × 100
_____
25

92

Answer sheet

Post Test

e: TASYA BILAH

s: XB

e: 45 minutes

uction

se write recount text belongs to generic structure and features of the recount text!

Title : Holiday

last mount I and sister holiday to danau toba together
amily. I and Family ~~go to~~ danau to with car. there her build
rry beatiful and mountain verry attarack.

there I and sister Swimming in the mountain. so I and mother
hopping to market for buy Fruit and vegetable and so I and
mily whic together in the danau toba.

so I verry happy holiday together family and this moment
rry happy. and we go home with verr happy and I want
iday again to danau toba.

C ≠ 3
O ≠ 3
V ≠ 3
6 ≠ 3
M ≠ 3

$\frac{15 \times 100}{25}$ (60)

Name: Nur ASMALIAH

Class: X-B

Time: 45 minutes

Instruction

Please write recount text belongs to generic structure and features of the recount text!

Title: Holiday

Last morning. I Gowes To Beach Together Friend
we Play and Take Bat In the Beach and swimming

and we Fery - Fery happy and we comBac To Home

$C = 2$
$O = 2$
$V = 2$
$6 = 2$
$M = 2$

$$\frac{10 \times 100}{25} \quad \boxed{40}$$

APPENDIX 5

SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

A. Pre Test Of Experimental Class X-A

No.	Initial Name	Score
1.	AMAF	20
2.	APS	40
3.	AFR	20
4.	DPS	44
5.	FYS	40
6.	HA	40
7.	ISH	20
8.	KH	40
9.	LMS	44
10.	MKS	44
11.	MRS	40
12.	NS	40
13.	NAT	44
14.	NBN	40
15.	MR	44

B. Pre test control class

No	Initial Name	Score
1.	AHR	20
2.	AR	60
3.	AAH	20
4.	FA	20
5.	IPS	64
6.	IP	20
7.	KH	20
8.	MH	48
9.	NMR	48
10.	NAS	44
11.	RH	40
12.	RG	40
13.	SAN	40
14.	SNJ	40
15.	TB	52

APPENDIX 6

RESULT OF NORMALITY IN PRE TEST

A. Result of normality test of X-A in pre test

1. Score of of X-A in pre test from low to high

20	20	20	40	40
40	40	40	40	40
44	44	44	44	44

2. High score : 44

Low score :20

Range = high score-low score

=44-20

= 24

3. Total of clasess = 1+3,3 log (n)

=1+3,3 log (15)

=1+3,3 (1,17)

=1+ 3,86

= 4,86

= 5

4. Leght of classes=$\frac{range}{total\ of\ class} = \frac{24}{5} = 4,8 = 5$

5. Mean

Interval	F	x	X	Fx	x^2	Fx^2
20-24	3	+4	21,5	12	16	96
25-29	0	+3	26,5	0	9	0
30-34	0	+2	31,5	0	4	0
35-38	0	+1	56,5	0	1	0
39-43	**7**	**0**	**40,5**	**0**	**0**	**0**
44-48	5	-1	45,5	-5	1	5
i=5	n=15	-	-	Σfx= 7	-	$\Sigma fx^2 = 101$

$$M = M^1 + \frac{\Sigma Fx^2}{n}$$

$$= 40{,}5 + \frac{101}{15}$$

$$= 40{,}5 + 6{,}73$$

$$= 47{,}23$$

$$SD = i\sqrt{\frac{\Sigma fx^2}{n} - \left(\frac{\Sigma fx}{n}\right)^2}$$

$$= 5\sqrt{\frac{101}{15} - \left(\frac{7}{15}\right)^2}$$

$$= 5\sqrt{6{,}73} - (0{,}46)^2$$

$$= 5\sqrt{6{,}73} - (0{,}21)$$

$$= 5\sqrt{6{,}96}$$

$$= 5 \times 2{,}63$$

$$= 13{,}15$$

Table of normality data test chi-quadrat formula

Interval of score	Real upper limit	z-score	Limit of large the area	Large of area	Fo	fh	Fo-fh	(fo-fh)2	Fo-fh^2 /fh
44-48	48,5	0,74	0,2703						
				0,03	3	0,45	2,55	6,50	6,05
39-43	43,5	0,64	0,2389						
				0,037	0	0,51	-0,51	0,26	0,50
35-38	38,5	0,53	0,2019						
				0,02	0	0,28	-0,28	0,07	0,25
30-34	34,5	0,45	0,1736						
				0,04	0	0,56	-0,56	0,31	0,55
25-29	29,5	0,34	0,1331						
				0,038	7	0,53	6,47	3,04	2,51
20-24	24,5	0,24	0,0948						
				0,043	5	0,60	4,4	1,76	2,93
	19,5	0,13	0,0517						
								X^2	12,79

Based on table above, the researcher found that X^2_{count} = 12,79 while X^2_{table}= 22.362 cause $x^2_{count} < x^2_{table}$ (12.79 <23.625) with degree of freedom (dk)= 14- 1= 13 and significant level α= 5% so distribution of X-A class (pre test) is normal.

6. Median

No	Interval	F	Fk
1.	20-24	3	3
2.	25-29	0	3
3.	30-34	0	3
4.	35-38	0	3
5.	**39-43**	**7**	**10**
6.	44-48	5	15

Positon of Me in interval of classes is number 5 that

b $= 39-0,5 = 38,5$

p $= 5$

n $= 15$

F $= 7$

f $= 3$

So,

$$M_e = b + p \left(\frac{\frac{1}{2}n - f}{F} \right)$$

$$M_e = 38,5 + 5 \left(\frac{\frac{1}{2}15 - 3}{7} \right)$$

$$M_e = 38,5 + 5 \left(\frac{7,5 - 3}{7} \right)$$

$$M_e = 38,5 + 5 \left(\frac{4,5}{7} \right)$$

$$M_e = 38,5 + 5 \ (0,64)$$

$$M_e = 38,5 + 3,2$$

$$M_e = 41,7$$

7. Modus

No	Interval	F	Fk
1.	20-24	3	3
2.	25-29	0	3
3.	30-34	0	3
4.	35-38	0	3
5.	**39-43**	**7**	10
6.	44-48	5	15

$L = 39,5\text{-}0,5 = 38,5$

$d_1 = 7$

$d_2 = 2$

$i = 5$

So,

$M_O = L + \dfrac{d_1}{d_1 + d_2} i$

$M_O = 38,5 + \dfrac{7}{7+2} 5$

$M_O = 38,5 + \dfrac{7}{9} 5$

$M_O = 38,5 + (0,77) 5$

$M_O = 38,5 + 3,85$

$M_O = 42,35$

B. Result of normality test of X-B in pre test

1. Score of of X-B in pre test from low to high

20	20	20	20	40
40	40	40	40	44
48	48	52	60	64

2. High = 64

low = 20

range = high – low

=64-20

= 44

3. Total of clasess = 1+3,3 log (n)

=1+3,3 log (18)

=1+3,3 (1,25)

=1+ 4,125

= 5,125

= 5

4. Leght of classes=$\frac{range}{total\ of\ class} = \frac{44}{5} = 8,8 = 9$

5. Mean

Interval	F	x	X	Fx	x^2	Fx^2
20-28	4	+2	21,5	8	4	16
29-37	0	+1	30,5	0	1	0
38-46	**6**	**0**	**39,5**	**0**	**0**	**0**
47-55	3	-1	48,5	-3	1	3
56-64	2	-2	57,5	-4	4	8
i= 9	n=15	-	-	ΣFx-15	-	$\Sigma Fx^2 = 27$

$$M = M^1 + \frac{\Sigma Fx^2}{n}$$

$$= 39{,}5 + \frac{27}{15}$$

$$= 39{,}5 + 1{,}8$$

$$= 41{,}3$$

$$SD = i\sqrt{\frac{\Sigma fx^2}{n} - \left(\frac{\Sigma fx}{n}\right)^2}$$

$$= 9\sqrt{\frac{27}{15} - \left(\frac{-15}{15}\right)^2}$$

$$= 9\sqrt{1{,}8} - (-1)^2$$

$$= 9\sqrt{1{,}8} - (1)$$

$$= 9\sqrt{-1{,}8}$$

$$= 9 \times (3{,}24)$$

$$= 29{,}16$$

Table of normality data test chi-quadrat formula

Interval of score	Real upper limit	z-score	Limit of large the area	Large of area	fo	fh	Fo-fh	(fo-fh)2	Fo-fh^2 /fh
56-64	64,5	0,85	0,3023						
				0,06	4	0,9	3,1	9,61	10,67
47-55	55,5	0,63	0,2357						
				0,07	0	1,05	-1,05	1,10	1,04
38-46	46,5	0,41	0,1591						
				0,07	6	1,05	4,95	24,50	23,33
29-37	37,5	0,20	0,0793						
				-0,76	3	-11,4	14,4	207,36	-18,18
20-28	28,5	-0,05	0,4801						
				0,43	2	6,45	-4,45	19,80	3,06
	19,5	-0,23	0,4090						
								X^2	19,92

Based on table above, the researcher found that X^2_{count} = 19,92 while X^2_{count}= 22.362 cause $x^2_{count} < x^2_{table}$ (19.92 <22.362) with degree of freedom (dk)= 14- 1= 13 and significant level α= 5% so distribution of X-B class (pre test) is normal.

6. Median

No	Interval	F	Fk
1.	20-28	4	4
2.	29-37	0	4
3.	**38-46**	**6**	**10**
4.	47-55	3	13
5.	56-64	2	15
	p= 9	n= 15	

Positon of Me in interval of classes is number 3 that

b   = 38 -0,5 = 37,5

p   = 9

n   = 15

F   = 6

f   = 4

So,

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$M_e = 37,5 + 9 \left(\frac{\frac{1}{2}(15) - 6}{4} \right)$$

$$M_e = 37,5 + 9 \left(\frac{7,5 - 6}{4} \right)$$

$$M_e = 37,5 + 9 \left(\frac{1,5}{4} \right)$$

$$M_e = 37,5 + 9 \, (0,37)$$

$$M_e = 37,5 + 3,33$$

$$M_e = 40,83$$

7. Modus

No	Interval	F	Fk
1.	20-28	4	4
2.	29-37	0	4
3.	**38-46**	**6**	**10**
4.	47-55	3	13
5.	56-64	2	15

$L = 38\text{-}0,5 = 37,5$

$d_1 = 6$

$d_2 = 3$

$i = 6$

So,

$M_O = L + \dfrac{d_1}{d_1 + d_2} i$

$M_O = 37,5 + \dfrac{6}{6+3} 6$

$M_O = 37,5 + \dfrac{6}{9} 6$

$M_O = 37,5 + (0,66) 6$

$M_O = 37,5 + 3,96$

$M_O = 41,46$

APPENDIX 7

HOMOGENITY TEST (PRE TEST)

A. Variant Of Class X-A

No	X	X²
1.	20	400
2.	40	1600
3.	20	400
4.	44	1936
5.	40	1600
6.	40	1600
7.	20	400
8.	40	1600
9.	44	1936
10.	44	1936
11.	40	1600
12.	40	1600
13.	44	1936
14.	40	1600
15.	44	1936
Σ	520	22080

$n = 15$

$\Sigma x = 520$

$\Sigma x^2 = 22080$

So,

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x)^2}{n\,(n-1)}$$

$$= \frac{15(22080) - (520)^2}{15\,(15-1)}$$

$$= \frac{331200 - 270400}{210}$$

$$= \frac{60800}{210}$$

$$= 289{,}52$$

B. Variant class X-B

No	X	X^2
1.	20	400
2.	60	3600
3.	20	400
4.	20	400
5.	64	4096
6.	20	400
7.	20	400
8.	48	2304
9.	48	2304
10.	44	1936
11.	40	1600
12.	40	1600
13.	40	1600
14.	40	1600
15.	52	2704
Σ	596	25344

$n = 15$

$\Sigma x = 596$

$\Sigma x^2 = 25344$

So,

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x)^2}{n\,(n-1)}$$

$$= \frac{15(25344) - (596)^2}{15\,(15-1)}$$

$$= \frac{380160 - 355216}{210}$$

$$= \frac{24944}{210}$$

$$= 118{,}78$$

The formula was used to test that hypothesis was

$$F = \frac{the\ biggest\ variant}{the\ smallest\ varian}$$

$$F = \frac{289{,}52}{118{,}78}$$

$$F = 2{,}43$$

After doing the calculation, researcher found that $F_{count} = 2{,}43$ with a 5% and dk = 14-2=12. And 12 from the distribution list F, researcher found that F_{table} = 3.89 cause $F_{count} < F_{table}$ (2.43< 3.89). So there is no differences the variant between X-A and X-B class. It means that the variant is homogenous.

APPENDIX 8

SCORE OF EXPERIMENTAL AND CONTROL CLASS POST TEST

    A. Post Test Score Of Experimental Class X-A

No	Initial Name	Score
1.	AMAF	20
2.	APS	20
3.	AFR	20
4.	DPS	76
5.	FYS	20
6.	HA	48
7.	ISH	44
8.	KH	52
9.	LMS	96
10.	MKS	72
11.	MRS	20
12.	NAS	40
13.	NAT	64
14.	NBN	48
15.	MR	20

B. Post Test Score Of Control Class X-B

No	Initial Name	Score
1.	AHR	20
2.	AR	75
3.	AAH	40
4.	FA	20
5.	IPS	20
6.	IP	84
7.	KH	20
8.	MH	40
9.	MNH	40
10.	NMR	92
11.	NAS	40
12.	RH	40
13.	RG	60
14.	SAN	48
15.	SNJ	40

APPENDIX 9
RESULT OF NORMALITY TEST IN POST TEST
    A. Result Of The Normality Test Of X-A In Post Test
        1. The score of X-A in post test from low score to high score

20	20	20	20	20
20	40	44	48	48
52	64	72	76	96

        2. High= 96
Low= 20
Range= high-low
    = 96-20
    = 76

        3. Total of classes = 1 + 3,3 log (n)
= 1 + 3,3 (24)
= 1+3,3 (1,380)
= 1+4,55
= 5,55
= 6

        4. Leght of classes= $\frac{range}{total\ of\ class}$ = $\frac{76}{6}$ = 12,6 = 13

        5. Mean

Interval	F	x	X	Fx	x^2	Fx^2
20-32	**6**	**0**	**21,5**	**0**	**0**	**0**
33-45	2	-1	34,5	-2	1	2
46-58	3	-2	47,5	-6	4	12
59-71	1	-3	60,5	-3	9	9
72-84	2	-4	73,5	-8	16	32
85-97	1	-5	86,5	-5	25	25
i= 13	n=15	-	-	Σfx= -24	-	Σfx^2 = 80

$$M = M^1 + \frac{\Sigma Fx^2}{n}$$

$$= 21{,}5 + \frac{80}{15}$$

$$= 21{,}5 + 5{,}33$$

$$= 26{,}83$$

$$SD = i\sqrt{\frac{\Sigma fx^2}{n} - \left(\frac{\Sigma fx}{n}\right)^2}$$

$$= 13\sqrt{\frac{80}{15} - \left(\frac{24}{15}\right)^2}$$

$$= 13\sqrt{5{,}33 - (1{,}6)^2}$$

$$= 13\sqrt{3{,}33 - (2{,}56)}$$

$$= 13\sqrt{(2{,}77)}$$

$$= 13 \times (1{,}66)$$

$$= 21{,}58$$

Table of normality data test chi-quadrat formula

Interval of score	Real upper limit	z-score	Limit of large the area	Large of area	fo	fh	Fo-fh	(fo-fh)2	Fo-fh^2/fh
85-96	96,5	2,79	0,4974						
				0,09	6	1,35	4,65	21,62	16,01
72-84	84,5	2,34	0,4004						
				-0,05	2	-0,75	2,75	7,56	-10,08
59-71	71,5	1,86	0,4586						
				0,04	3	0,6	2,4	5,76	9,6
46-58	58,5	1,37	0,4147						
				0,10	1	1,5	-0,5	0,25	0,16
33-45	45,5	0,89	0,3133						
				0,15	2	2,25	-0,25	0,06	0,02
20-32	32,5	0,40	0,1554						
				-0,31	1	0,09	0,91	0,82	9,11
	19,5	-0,07	0,4721						
								X ^{2}	24,82

Based on table above, the researcher found that $X^2_{count} = 24.82$ while $X^2_{count} =$ 22.362 cause $x^2_{count} < x^2_{table}$ (12.79 <22.362) with degree of freedom (dk)= 14-1= 13 and significant level α= 5% so distribution of X-A class (pre test) is normal.

6. Median

No	Interval	F	Fk
1.	**20-32**	**6**	**6**
2.	33-45	2	8
3.	46-58	3	11
4.	59-71	1	12
5.	72-84	2	14
6.	85-97	1	15

Positon of Me in interval of classes is number 1 that

b $\quad= 20-0,5 = 19,5$

p $\quad= 13$

n $\quad= 15$

F $\quad= 6$

f $\quad= 0$

So,

$$M_e = b + p \left(\frac{\frac{1}{2}n - f}{F}\right)$$

$$M_e = 19,5 + 13 \left(\frac{\frac{1}{2}15 - 0}{6}\right)$$

$$M_e = 19,5 + 13 \left(\frac{7,5 - 0}{6}\right)$$

$$M_e = 19,5 + 13 \left(\frac{7,5}{6}\right)$$

$$M_e = 19,5 + 13 \,(1,25)$$

$$M_e = 19,5 + 16,25$$

$$M_e = 35,75$$

7. Modus

No	Interval	F	Fk
1.	20-32	6	6
2.	33-45	2	8
3.	46-58	3	11
4.	59-71	1	12
5.	72-84	2	14
6.	85-97	1	15

$L = 20{,}5 - 0{,}5 = 19{,}5$

$d_1 = 6$

$d_2 = 4$

$i = 13$

So,

$M_O = L + \dfrac{d_1}{d_1 + d_2} i$

$M_O = 19{,}5 + \dfrac{6}{6+4} \ 13$

$M_O = 19{,}5 + \dfrac{6}{10} \ 13$

$M_O = 19{,}5 + (0{,}6) \ 13$

$M_O = 19{,}5 + 7{,}8$

$M_O = 27{,}3$

B. Result of the normality test of X-B control class in post test
    1. The score of X-B control class in post test from low to high

20	20	20	20	40
40	40	40	40	44
48	48	52	75	92

    2. High

Low

Range $=$ high – low

         $= 92\text{-}20$

         $= 72$

    8. Total of clasess $= 1+3,3 \log (n)$

$=1+3,3 \log (15)$

$=1+3,3 (1,17)$

$=1+ 3,861$

$= 4,861$

$= 5$

    9. Leght of classes$=\dfrac{range}{total\ of\ class} = \dfrac{72}{5} = 14,4 = 14$

    10. Mean

Interval	F	x	X	Fx	x^2	Fx^2
20-33	4	+1	21,5	4	1	4
34-47	**5**	**0**	**35,5**	**0**	**0**	**0**
48-61	3	-1	49,5	-3	1	3
62-75	2	-2	63,5	-4	4	8
76-89	0	-3	77,5	0	9	0
90-103	1	-4	91,5	-4	16	16
i= 14	n=15	-	-	ΣFx -7	-	$\Sigma Fx^2 = 31$

$$M \;=\; M^1 + \frac{\Sigma Fx^2}{n}$$

$$= 35{,}5 + \frac{31}{15}$$

$$= 35{,}5 + 2{,}06$$

$$= 37{,}56$$

$$SD \;=\; i\sqrt{\frac{\Sigma f x^2}{n} - \left(\frac{\Sigma f x}{n}\right)^2}$$

$$= 14\sqrt{\frac{31}{15} - \left(\frac{-7}{15}\right)^2}$$

$$= 14\sqrt{2{,}06} - (-0{,}46)^2$$

$$= 14\sqrt{2{,}06} - (0{,}21)$$

$$= 14\sqrt{1{,}85}$$

$$= 14 \text{ x } 1{,}36$$

$$= 19{,}04$$

Table of normality data test chi-quadrat formula

Interval of score	Real upper limit	z-score	Limit of large the area	Large of area	fo	fh	Fo-fh	(fo-fh)2	Fo-fh^2 /fh
90-103	90,5	1,90	0,4713						
				0,03	4	0,45	3,55	12,60	28
76-89	76,5	1,52	0,4357						
				0,06	5	0,9	4,1	18,81	20,9
62-75	62,5	1,15	0,3749						
				-0,08	3	-1,2	4,2	17,64	-14,7
48-61	48,5	0,78	0,4625						
				0,30	2	4,5	-2,5	5,5	1,22
34-47	34,5	0,41	0,1591						
				0,14	0	2,1	-2,1	4,41	2,1
20-33	20,5	0,03	0,0120						
				0,012	1	0,18	0,82	0,67	3,72
	19,5	0,00	0,0000						
								X^2	41,24

Based on table above, the researcher found that X^2_{count} = 41.24 while X^2_{count}= 22.36

cause x^2_{count} < x^2_{table} (41.24 <22.362) with degree of freedom (dk)= 14- 1= 13

and significant level ɑ= 5% so distribution of X-B class (pre test) is normal.

3. Median

Interval	F	Fk
20-33	4	4
34-47	**5**	**9**
48-61	3	12
62-75	2	14
76-89	0	14
90-103	1	15
P=14	N=15	

Positon of Me in interval of classes is

b　　= 34-0,5 = 33,5

p　　= 14

n　　= 15

F　　= 5

f　　= 4

So,

$$M_e = b + p \left(\frac{\frac{1}{2}n-f}{F} \right)$$

$$M_e = 33,5 + 14 \left(\frac{\frac{1}{2}15-4}{5} \right)$$

$$M_e = 33,5 + 14 \left(\frac{7,5-4}{5} \right)$$

$$M_e = 33,5 + 14 \left(\frac{3,5}{5} \right)$$

$$M_e = 33,5 + 14 \, (0,7)$$

$$M_e = 33,5 + 9,8$$

$$M_e = 43,3$$

1. Modus

Interval	F	Fk
20-33	4	4
34-47	**5**	**9**
48-61	3	12
62-75	2	14
76-89	0	14
90-103	1	15

$L = 34\text{-}0{,}5 = 33{,}5$

$d_1 = 5$

$d_2 = 2$

$i = 14$

So,

$M_O = L + \dfrac{d_1}{d_1+d_2} i$

$M_O = 33{,}5 + \dfrac{5}{5+2} \ 14$

$M_O = 33{,}5 + \dfrac{5}{7} \ 14$

$M_O = 33{,}5 + (0{,}71) \ 14$

$M_O = 33{,}5 + 9{,}94$

$M_O = 43{,}44$

APPENDIX 10

HOMOGENITY TEST EXPERIMENTAL CLASS (POST TEST)

A. Variant of the X-A class

No	Initial name	X	X^2
1.	AMAF	20	400
2.	APS	20	400
3.	AFR	20	400
4.	DPS	76	5776
5.	FYS	20	400
6.	HA	48	2304
7.	ISH	44	1936
8.	KH	52	2704
9.	LMS	96	9216
10.	MKS	72	5184
11.	MRS	20	400
12.	NAS	40	1600
13.	NAT	64	4096
14.	NBN	48	2304
15.	MR	20	400
	TOTAL	660	37520

N= 15

Σx= 660

Σx²= 37520

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x)^2}{n\,(n-1)}$$

$$S^2 = \frac{15(37520) - (660)^2}{15\,(15-1)}$$

$$S^2 = \frac{562800 - 435600}{210}$$

$$S^2 = \frac{127200}{210}$$

$$S^2 = 605,71$$

APPENDIX 11

HOMOGENITY TEST CONTROL CLASS (POST TEST)

No	Initial name	X	X^2
1.	AHR	20	400
2.	AR	75	5625
3.	AAH	40	1600
4.	FA	20	400
5.	IPS	20	400
6.	IP	84	7056
7.	KH	20	400
8.	MH	40	1600
9.	MNH	40	1600
10.	NMR	92	8464
11.	NAS	40	1600
12.	RH	40	1600
13.	RG	60	3600
14.	SAN	48	2304
15.	SNJ	40	1600
TOTAL		679	38249

N= 15
Σx= 679
Σx²= 38249
So,

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x)^2}{n\,(n-1)}$$

$$S^2 = \frac{15(38249) - (679)^2}{15\,(15-1)}$$

$$S^2 = \frac{573335 - 461041}{210}$$

$$S^2 = \frac{112294}{210}$$

$$S^2 = 534{,}73$$

The formula was used to test tha hypothesis was

$F = \dfrac{the\ biggest\ variant}{the\ smallest\ varian}$

$F = \dfrac{605{,}71}{534{,}73}$

$F = 1{,}13$

After doing the calculation, researcher found that F_{count} = 1,13 with a 5% and dk 14-

2= 12 and 12 from the distribution list F, researcher found that F_{table}

= 3.89 cause F_{count} < F_{table} (1,13< 3.89). So there is no differences the variant between

X-A and X-B class. It means that the variant is homogenous.

APPENDIX 12

T test of both averanges in pre test

The formula is

$$Tt = \frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{47{,}23 - 41{,}3}{\sqrt{\frac{(15 - 1)13{,}15^2 + (15 - 1)29{,}16^2}{15 + 15 - 2}\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{47{,}23 - 41{,}3}{\sqrt{\frac{(14)172{,}922 + (14)850{,}305}{15 + 15 - 2}\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{47{,}23 - 41{,}3}{\sqrt{\frac{2.420{,}908 + 11.053{,}965}{28}(0{,}06 + 0{,}06)}}$$

$$t = \frac{47{,}23 - 41{,}3}{\sqrt{\frac{2.420{,}908 + 11.053{,}965}{28}(0{,}12)}}$$

$$t = \frac{47{,}23 - 41{,}3}{\sqrt{\frac{13.474{,}873}{28}(0{,}12)}}$$

$$t = \frac{47{,}23 - 41{,}3}{\sqrt{481{,}245\,(0{,}12)}}$$

$$Tt = \frac{5{,}93}{\sqrt{57{,}7494}}$$

$$t = \frac{5{,}93}{7{,}59}$$

$$t = 0{,}781$$

APPENDIX 13

T test of both averanges in post test

The formula is

$$Tt = \frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{26{,}83 - 37{,}56}{\sqrt{\frac{(15 - 1)21{,}58^2 + (15 - 1)19{,}04^2}{15 + 15 - 2}\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{26{,}83 - 37{,}56}{\sqrt{\frac{(14)465{,}6964 + (14)362{,}5216}{15 + 15 - 2}\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{26{,}83 - 37{,}56}{\sqrt{\frac{6.519{,}7496 + 5.075{,}3024}{28}}\,(0{,}06 + 0{,}06)}$$

$$t = \frac{26{,}83 - 37{,}56}{\sqrt{\frac{6.519{,}7496 + 5.075{,}3024}{28}}\,(0{,}12)}$$

$$t = \frac{26{,}83 - 37{,}56}{\sqrt{\frac{11.595{,}052}{28}}\,(0{,}12)}$$

$$t = \frac{26{,}83 - 37{,}56}{\sqrt{414{,}109\,(0{,}12)}}$$

$$Tt = \frac{5{,}93}{\sqrt{49{,}69308}}$$

$$t = \frac{5{,}93}{7{,}04}$$

$$t = 0{,}842$$

APPENDIX 14

Assesment of indicator of writing in pre test

A. Pre Test Of Experimental Class X-A

No	Initial Name	Pre test						
		C	O	V	G	M	X	X^2
1.	AMAF	1	1	1	1	1	20	400
2.	APS	2	2	2	2	2	40	1600
3.	AFR	1	1	1	1	1	20	400
4.	DPS	2	2	2	2	3	44	1936
5.	FYS	2	2	2	2	2	40	1600
6.	HA	2	2	2	2	2	40	1600
7.	ISH	1	1	1	1	1	20	400
8.	KH	2	2	2	2	2	40	1600
9.	LMS	2	2	2	2	3	44	1936
10.	MKS	2	2	2	2	3	44	1936
11.	MRS	2	2	2	2	2	40	1600
12.	NS	2	2	2	2	2	40	1600
13.	NAT	2	2	2	2	3	44	1936
14.	NBN	2	2	2	2	2	40	1600
15.	MR	2	2	2	2	2	44	1936
TOTAL							520	225344

B. Pre test control class

No	Initial Name	Pre test						
		C	O	V	G	M	X	X^2
1.	AHR	1	1	1	1	1	20	400
2.	AR	3	3	3	3	3	60	3600
3.	AAH	1	1	1	1	1	20	400
4.	FA	1	1	1	1	1	20	400
5.	IPS	4	3	3	3	3	64	4096
6.	IP	1	1	1	1	1	20	400
7.	KH	1	1	1	1	1	20	400
8.	MH	3	2	3	2	2	48	2304
9.	NMR	3	2	3	2	2	48	2304
10.	NAS	2	2	2	2	3	44	1936
11.	RH	2	2	2	2	2	40	1600
12.	RG	2	2	2	2	2	40	1600
13.	SAN	2	2	2	2	2	40	1600
14.	SNJ	2	2	2	2	2	40	1600
15.	TB	3	2	3	2	3	52	2704
TOTAL							596	25344

APPENDIX 15

Assesment of indicator of writing in post test

A. Post Test Score Of Experimental Class X-A

No	Initial Name	Post test						
		C	O	V	G	M	X	X^2
1.	AMAF	1	1	1	1	1	20	400
2.	APS	1	1	1	1	1	20	400
3.	AFR	1	1	1	1	1	20	400
4.	DPS	4	4	4	3	4	76	5776
5.	FYS	1	1	1	1	1	20	400
6.	HA	2	2	3	2	3	48	2304
7.	ISH	2	2	2	2	3	44	1936
8.	KH	2	2	3	3	4	52	2704
9.	LMS	5	5	5	4	5	96	9216
10.	MKS	4	4	3	3	4	72	5184
11.	MRS	1	1	1	1	1	20	400
12.	NAS	2	2	2	2	2	40	1600
13.	NAT	3	3	3	3	4	64	4096
14.	NBN	2	2	3	2	3	48	2304
15.	MR	1	1	1	1	1	20	400
TOTAL							660	37520

B. Post Test Score Of Experimental Class X-B

No	Initial Name	Pre test						
		C	O	V	G	M	X	X^2
1.	AHR	1	1	1	1	1	20	400
2.	AR	4	4	4	3	4	75	5625
3.	AAH	2	2	2	2	2	40	1600
4.	FA	1	1	1	1	1	20	400
5.	IPS	1	1	1	1	1	20	400
6.	IP	5	3	3	5	5	84	7056
7.	KH	1	1	1	1	1	20	400
8.	MH	2	2	2	2	2	40	1600
9.	MNH	2	2	2	2	2	40	1600
10.	NMR	5	5	4	4	5	92	8464
11.	NAS	2	2	2	2	2	40	1600
12.	RH	2	2	2	2	2	40	1600
13.	RG	3	3	3	3	4	60	3600
14.	SAN	2	2	4	2	2	48	2304
15.	SNJ	2	2	2	2	2	40	1600
TOTAL							679	38249

APPENDIX 16

Percentage Points of the t Distribution

	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Prdf	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
∞							

APPENDIX 17
Documentation of research

Pra research
1. Interview with English Teacher Ummi Hidayah Hahisni Siregar

2. Interview with Rosmiati Harahap

3. Interview with Masnuriani Hasibuan

4. Interview with Nurul Azmi Tanjung

5. Interview with lelli madiana sagala

Research

6. Pre test in experimental class

7. Pre test in control class

8. Teaching in experimental class

9. Teaching in control class

10. Post test in experimental class

11. Post test in contol class

Nomor   : B 3129 /In.14/E.1/PP.009/10/2022   17 Oktober 2022
Lamp   : -
Perihal   : Pengesahan Judul dan Penunjukan
           Pembimbing Skripsi

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M.Ag.**   (Pembimbing I)
2. **Sri Rahmadhani, M.Pd.**   (Pembimbing II)

Assalamu'alaikum Wr. Wb.
     Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Wahdini
NIM   : 19 203 00036
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : **The Effect of Small-Group Discussion on Student's Writing Ability at X Grade of Tarbiyah Islamiyah Islamic Boarding High School Hajoran.**

     Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
     Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
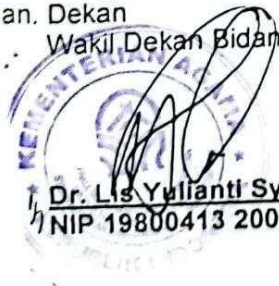
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Nomor: B -1710 /Un.28/E.1/TL.00/04/2023
Hal   : Izin Riset
          Penyelesaian Skripsi

Yth. Kepala Sekolah Islamiyah Islamic Boarding High School Hajoran.

Dengan hormat, bersama ini kami sampaikan bahwa: •

Nama   : Wahdini
NIM   : 1920300036
Program Studi   : Tadris/ Pendidikan Bahasa Inggris.
Fakultas   : Tarbiyah dan Ilmu Keguruan.

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Small-Group Discussion on Student's Writing Ability at X Grade of Islamiyah Islamic Boarding High School Hajoran"**.

Sehubungan dengan itu, kami mohon bantuan Bapak / Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidimpuan, 11 April 2023
a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar,S.Psi,.MA
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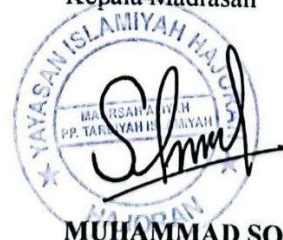
SURAT KETERANGAN
Nomor : 127/MAS/PPTIH/SK/V/2023

Sehubung dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Nomor : B-1710/Un.28/E.1/TL.00/04/2023, hal : Izin Riset Penyelesaian Skripsi tertanggal 11 April 2023 maka Kepala Sekolah MAS PP. Tarbiyah Islamiyah Hajoran dengan ini menerangkan nama mahasiswa dibawah ini:

Nama	: Wahdini
NIM	: 1920300036
Fakultas	: Tarbiyah Dan Ilmu Keguruan
Program Studi	: Pendidikan/Tadris Bahasa Inggris

Benar telah mengadakan Penelitian di MAS PP. Tarbiyah Islamiyah Hajoran guna melengkapi data pada penyusunan skripsi yang berjudul : *"The Effect of Small-Group Discoussion on Student's Writing Ability at X Grade of Islamimiyah Islamic Boarding High School Hajoran"*.

Demikian surat keterangan diperbuat untuk dapat dipergunakan sepenuhnya.

Hajoran, 24 Mei 2023
Kepala Madrasah

MUHAMMAD SOFYAN RITONGA, S.E.