



**THE EFFECT OF SMALL GROUP DISCUSSION STRATEGY
ON WRITING RECOUNT TEXT AT GRADE X STUDENTS
OF SMA N 1 SAYUR MATINGGI**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd)
in English Program*

Written by :

CHINTIYA ALINA FATIMAH
Reg. Number. 15 203 00098

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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Item : 7 (seven) exemplars

Padangsidempuan, December 2019
To:
Dean Tarbiyah and
Teacher Training Faculty
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Chintiya Alina Fatimah**, entitled "*The Effect of Small Group Discussion Strategy on Writing Recount Text at Grade X Students of SMA N 1 Sayur Matinggi*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from readers to make this thesis better.

Padangsidempuan, Desember 2019

Researcher

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ABSTRACT

The researcher described about low of students problems' in writing especially in recount text. It was solved by small group discussion. The problem students in writing recount text were: (1). The students difficult to understand writing recount text (2) the students interest to write English is Still low (3) the students lack of vocabulary (4) teachers method or strategy. The purpose of this research is to know whether there is the effect of small group discussion on writing recount text at grade X students of SMA N 1 Sayur Matinggi.

The method that is used in this research is experimental research. Two classes were chosen randomly as the sample. They are X-1 as the experimental class that consisted 30 students and X-2 as the control class that consisted 30 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data the researcher used t-test formula.

After analyzing the data, the researcher found the mean score of experimental class after using small group discussion strategy was higher than control class. 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} ($7.23 > 1.67155$), it mean that H_a was accepted and H_0 was rejected. There was the effect of small group discussion on writing recount text at grade X students of SMA N 1 Sayur Matinggi.

Key Words : *Small Group Discussion, Wtiting Recount Text*

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ABSTRAK

Peneliti menjelaskan tentang permasalahan siswa dalam menulis terutama dalam menulis teks berbentuk recount. Itu diselesaikan dengan Strategi Small Group Discussion. Masalah siswa dalam menulis text berbentuk recount disini adalah (1) siswa sulit untuk memahami tentang text recount (2) ketertarikan siswa untuk menulis dalam bahasa Inggris masih rendah (3) siswa masih kurang kosa kata (3) metode atau strategi yang digunakan oleh guru. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh dari strategi Small Group Discussion terhadap kemampuan menulis text recount pada siswa kelas X SMA N 1 Sayur Matinggi.

Metode yang digunakan dalam penelitian ini adalah experimental. Dua kelas dipilih secara acak sebagai sample. Adapun kelas yang terpilih adalah X-1 sebagai kelas experimental yang terdiri dari 30 siswa dan kelas X-2 sebagai kelas kontrol yang terdiri dari 30 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data pengujian menggunakan rumus uji-t

Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata kelas eksperimen setelah menggunakan strategi Small Group Discussion lebih tinggi dari pada kelas kontrol. Nilai rata-rata kelas eksperimen sebelum menggunakan strategi Small Group Discussion adalah 53.58 dan skor rata-rata setelah menggunakan strategi Small Group Discussion adalah 71.5. pengaruh strategi Small Group Discussion pada penguasaan menulis terhadap text recount pada kelas X SMA N 1 Sayur Matinggi adalah 7.23 dengan t_{count} lebih tinggi dari t_{table} ($7.23 > 1.67155$). itu berarti bahwa H_a diterima dan H_0 ditolak. Ada pengaruh strategi Small Group Discussion dalam penguasaan menulis text recount pada kelas X SMA N 1 Sayur Matinggi

Kata kunci : *Strategi Small Group Discussion, kemampuan menulis
Text recount*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language, which is used by most communities in the world. English is used for communication and it has an important role in human life. Many countries use English as their second language, but in Indonesia English is the foreign language. English is also called the target language that has to be taught in school. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life.

In Indonesia, English has been taught from elementary school until university level as a compulsory subject and it has a position in Indonesia's curriculum. English is learned in a few hours a week, and English is also included in subjects that enter national examinations at school, from the elementary school until senior high school.

Students are expected to be able to master the four language skills: listening, speaking, reading and writing. By using those English skills, students will be easier in accessing many kinds of information sources in English such as articles, journals, and others. In this case the researcher focuses on writing skill.

Writing is one of the important language skills that has to be acquired by English as foreign language students. Writing is a complex process that allows writers to share ideas, experience and information in the form of written

language. It is only in generating and organizing ideas, but also in translating these idea into readable text so the readers can understand what the writer's means.

Recount text is on of kind of text gendre that contains the experience have done in the past. To make the student interest to study about writing recount text, the teachers should have an idea or strategy or technique to increase the students writing ability.

Writing recount text should be mastered by students in educational because it is in important factor in the individual development and the most important activity in school. To write the writing text the writer must have, such as ability to use appropriate vocabulary, grammar, and to express idea to be written. To make a good writing, the students should have the basic knowledge in grammar, vocabulary, organizing idea, spelling and punctuations generic structure, language feature. All of them are essential aspects that can be considered in producing good writing in recount text.

There are some reasons why students need to learn and to mastery the writing recount text, they are; first, writing recount text help introvert students easier to share their ideas in the past, experience, opinion or felling without see the reader or tell it to other people directly. Second, writing recount texthelp the student to learn and remember the material in the past, and also remember the word that they have written and add their vocabulary, they can use dictionary to help to find the meaning of the difficults word. Third writting recount text also can increase success at school. Students are probably awake

that writing is needed in school. The students will be required to write an essay, working paper, summary and others for supporting their result in the class.

Writing skill is problematic at school Senior High School Negeri 1 Sayur Matinggi. The problem can be seen from the aspect and the ability of students' writing skill is low. Based on the information from the English teacher in SMA Negeri 1 Sayur Matinggi Mrs Lastiarma said "students' value in writing recount text is low because the students are lack vocabulary, students interest to write English is still low, And the student got difficulty in understanding about the writing recount text"¹

The factor above because most of the students are lazy because writing English is different with writing Indonesia, the word, grammar and also the way of organizing ideas are probably different with Indonesia sentences. Many students are seldom to practice writing and lack of attention about the important of writing, they are more interest using social network and playing game online. So they spent a lots of their time to use social network than learn about writing English. they did not use opportunity to shares or discuss with their friends because they studied writing text individually, and than the class situation was not alive. The student tended to be passive learners, only certain student who were active.

The factors in writing recount text are media, material, strategy of the teacher, and teaching learning process in class². To handle the problems, the

¹Private interview, English Teacher of SMA N 1 Sayur Matinggi Mrs Lastiarma, S.Pd,(Sayur matinggi, 23 desember 2018, 10.00 am)

²Ann Hogue and Alice Oshima, *Introduction to Academic Writing* (Ney York: Longman, 2007), p. 56.

teacher should be able to choose the suitable strategy for teaching English. If the strategy of teaching and learning process is based on the necessity, the result of learning became better. The selection and the application of certain strategy should be based on the objective research. Hence, the use of strategy is very essential to improve the students' ability in writing.

The teacher can use some strategy or method to teach writing recount text likes : group work or discussion, outlining, brainstorming, role playing and so on. From many kinds of method had been mentioned. The researcher just focus to one strategy. It is group discussion that will be applied in teaching recount text in writing skill.

Small Group discussion strategy is divided the class in to some group, there are two until four students each group. They will discuss about writing recount text. Every student should give the idea or answer the question from the members of the group. Every group should responsibility for their own learning, develop social and lidership skill and become involved in an alternative instractional approach.

Small Group discussion strategy it is a teaching strategy used by students to do some works, preparing presentation, discussing an issue and come to a group decision³. By applying this strategy, the students axpectedly able to develop their writing ability by the reason they can discuss, open-minded and trust each other comfortably. It promotes learning autonomy by allowing

³David Nunan, *Practical English Language Teaching* (USA: Mc, Grown Hill Companies Inc, 2003) p, 80.

students to make their own decision in the group without being told what to do by the teacher.

Based on the explanation above the researcher is interest to introduce a grup discussion as a tehnnique in teaching writing recount text in the class room. the group discussion is the mhetod which consist of two or more persons in a group for exchange of tought orally to achieve a result in team work. This reason finally guided the reseacher to formulated the tittle “**The Effect of Small Group Discussion Strategyon Writing Recount Text At Grade XI Students of SMA Negeri 1 Sayur Matinggi**”

B. Identification of the Problem

Based on the background of the problems above, writing recount text is ability in expressing or sharing an experience, insident, and activity that happen in the past from of written language and can translate it into readeble text so the readers can understant what the writer’s means but the students writing skill is low, because they lack of vocabulary and the interest of writing English is low, so the teacher should give the idea or learning method to improve their writing skill

The problem in teaching writing recount text are media, material, strategy of the teacher, and teaching learning process in class⁴. One of the important in teaching wrting recount text is stategy. Effective learning need a suitable strategies to use in the learning writing recount text⁵. If the strategy of teaching

⁴Hogue and Oshima, *Introduction to Academic Writing*, 56.

⁵Claas Wegner, Lea Minnaert, and Friederike Strehlke, “The Importance of Learning Strategies and How the Project ‘ Kolumbus-Kids ’ Promotes Them Successfully,” *European Journal of Science and Mathematics Education* 1, no. 3 (2013): 5.

and learning process is based on the necessity, the result of learning became better. The use of strategy is very essential to improve the students' ability in writing recount text. In teaching writing recount text teachers should have the method or strategy to increase the students writing skill and can develop students writing recount text, like group work or discussion, brainstorming, outlining and role playing.

C. Limitation of the problem

Based on the identification of the problem above, there are the important ways to teaching writing recount text are media, material, strategy of the teacher, and teaching learning process in class⁶. The use of strategy is very essential to improve the students' ability in writing some strategy can develop students writing recount text, like group work or discussion, brainstorming, outlining and role playing. From many kinds of technique had been mentioned. The researcher just focuses to one strategy. It is group discussion that applied in teaching writing recount text.

The researcher use group discussion as a strategy because group discussion is a strategy in which two or more students are assigned a task that involves collaboration and self-initiated language, so the students can collaborate with another students to share their idea to solve the problem.

There are some reasons why the researcher choose group discussion strategy in teaching writing recount text, in group discussion give students public opportunities to talk about the idea, experience to other members of

⁶Hogue and Oshima, *Introduction to Academic Writing*, 56.

group, the students confidence will grow little by little as students successfully shares ideas and experience when they do work together⁷. This strategy can help students more active in the classrom to increase their writing recount text.

D. Formulation of the Problem

Based on the background of the research question can be formulated as follows

1. How is the student's ability in writing recount text before using grup discussion strategy at grade XI SMA Negeri 1 Sayur Matinggi?
2. How is the student's ability in writing recount text after using grup discussion strategy at grade XI SMA Negeri 1 Sayur Matinggi?
3. Is there any significant effect of using grup discussion strategyon writing recount text at grade XI SMA Negeri 1 Sayur Matinggi?

E. Purpose of Research

Based on formulation of the problems above, the purpose of the research is:

1. To describe the student's ability in writing recount text before using grup discussion strategy at grade XI SMA Negeri 1 Sayur Matinggi
2. To describe the student's ability in writing recount text after using grup discussion strategy at grade XI SMA Negeri 1 Sayur Matinggi
3. To examine the significant effect of using grup discussion strategy at grade XI SMA Negeri 1 Sayur Matinggi.

⁷Richard I Arends, *Classroom Instruction and Management* (Unuted State: Central Connecticut State University, 2000), 109.

F. Significance of the Research

There are many significances of this research, may be for headmaster, for English teacher as information to increase knowledge especially about the effect of there are many significances of this research. And also for researcher, this research is useful for:

1. For head master, this research is expected can motivate the English teacher to teach English in a good way
2. For the teachers, this research is expected able to enrich the teacher knowledge in developing student's ability in writing skill it can become a constractive input and positive contribution to English teacher as an informer and a source of teaching.
3. To other researchers, As the information to do more research related to this problem.

G. The Outline of The Thesis

The systematic of this research divided into five chapters. Each chapter consist of many sub chapterwith detail as follow:

Chapter one discusses about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objectives of research, significances of the researc, defenition of the operational variables, and outline of the thesis.

Chapter two discusses about theoritical description, which explain about writing, recount text, group discussion strategy, review of related finding, framework of thinking, and hypothesis.

Chapter three discusses about the methodology of research consist of: place and time of the research, research design, population and sample, the instrument of data collecting, the procedures of research and technique of data analysing.

Chapter four discusses about the result of the research and dat analysing, consist of description of the data before using direct strategy, description data after using direct strategy, hypotesis testing, discussion and threats of the research.

Chapter five discusses about the conclution and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Writing Recount Text

a. Defenition of Writing Recount Text

Writing is one of the important language skill that has to be acquired by English as Foreign Language (EFL) students. Writing is an instrument to express though, fellings, opinions and ideas about certain experiences. In the level of senor high school, the students are expected to be able to master in English writing and to be active in the teaching and learning process in the classroom by practicing English writing.¹ It means the students should learn more to mastering writing skill in the classroom.

Writing is activities by someone to do a communication to an other people by letter that contain words to be a text that has meaning. So the readers know what does the writter means in a letter. The word writing is derived from the verb “write”, it means arrage letter, words, sentences, or symbols on writing to make paragraphs, texts, books, or article. Writing is one skill of language that should be known when learning a language. Skill in wring is basic necessity in the academic envirinment, and even the nonacademic students who as no need to has report and term papaers, occasionally need to write message, memo, invitation, and the like.

¹Thomas S. Kane, The Oxfort Essential Guide to Writing (New York: Barkley Books, 2000),p 351

Recount text is one of common text type that use in writing, recount is a piece of text retells past events, usually it the order in which they happaned. It has purpose in which it gives the audience a description of what occourated and when it accurated.

Recont text is speaking or writing about past events or e piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

Recount text is a text written to retell for information or entertainment² This is type of text not only used at school but also at other media written and electronic, it is used in many real social contexts.

Writing recount text is an activity to write the recordof events in the past time. The events are reported chronologically acording to the setting of the time and place with the use of a number of conjunction and sequence marker³. From the explanation above, the writer can conclude Wrting recount text is write about someone experience or something happed in the past.Recount text is a text written to retell for information or entertainment

²Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, ed. Penerbit Andi (Yogyakarta, 2007), 127.

³Dea Venda Marpaung, "Teaching Writing Recount Text Through Personal Journal Writing," *English Language Education Study Program of FKIP UNTAN*, 2014, 3, <https://scolar.google.co.id>.

b. Purpose of Writing Recount Text

Recount text purposes to tell what happened in the past time. In other word the purpose of recount text is to portion out of personal event in the past time to inform or entertain the audience or readers.

The purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened⁴. Recount text are written to retell events with the purpose of ether informing or entertaining their audience⁵. The researcher conclude that, the purpose of recount text to tell readers what heppened in the past or sharing the experience in the past events.

In English for Senior high school syllabus the purpose of recount text is through the process reasoning so the students are able to capture the meaning and edit simple text recount about the activities or event⁶. From the explanation above the writer can conclude that purpose of writing recount text is to retell or share the events or activities that happened in the past.

c. Process of Writing Recount Text

Pardiyono suggest the process of writing into four main elements, they are planing, drafting, editing, (reflecting and revising), and final version⁷.

⁴Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 112.

⁵Zamila, *Generic Text Structure*, ed. Graha Ilmu (Jakarta, 2005), 46.

⁶English syllabus for Senior High School

⁷Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 123.

1. Planing

Before starting to write or type, they try and decide what it is they going to say. When planing, writers have to think about there main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of the text they wih to produce, but also the language they use, and the information they chose to include. Secondly, experience writter think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content of the structure of the piece, how best the sequences the fact, ideas, or arguments which they have decided to include⁸. Storch stated “planning phases it is spent generating some preliminary ideas, reading and clarifying instruction.”⁹ In other word is the students describe the theme of recount text that they are planning to the pairs.

2. Drafting

Refers to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version¹⁰.

⁸Pardiyono, 124.

⁹Storch and Neomy, “Collaborative Writing : Product, Process, and Students’ Reflection” 4 (2005): p.7, <https://scolar.google.co.id>.

¹⁰Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 124.

In drafting, write each composition to ensure that have a clear start on the composition¹¹. Its also to simulate the development of grammatical component.

3. Editing (reflecting and revising)

After writers have produced a draft, usually read thought what they have written to see where it works and where it does not. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revision¹². In editing phases revised the composition by making correction in capitalization, punctuation, spelling, language usage and other aspect in writing¹³. This phases give the contribute to writing product.

4. Final version

Once writers have edited their draft, making the changes they readers being necessary. They produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience¹⁴. In this phases, also given idea that writing a text is determined by the process and combination of the nature of writing

¹¹Storch and Neomy, "Collaborative Writing: Product, Process, and Students' Reflection," 7.

¹²Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 124.

¹³Storch and Neomy, "Collaborative Writing: Product, Process, and Students' Reflection," 7.

¹⁴Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 124.

process and collaborative writing¹⁵. It is expected that writing skill on recount text can be effectively improve.

d. Component of Writing Recount text

Each of text genre has component to arrange them to be a paragraph text. The component of recount text are :

a) Sosial Fuction

The sosial fuction in the recount text is to retell some event that happened in the past for certain purposes; to inform or certain the learners or readers¹⁶, recount text is a kind of text which has function to retell pasr events for the pupose of informing or rntertaining¹⁷. Sosial fuction to describe the way things are, with reference to range of natural, social phenomena in our environment. Then social fuction is near the same with the communicative purpose which refers to the aim of the text which want to be expressed by the writer to the reader.

From defenition above the researcher can conclude the social function of recount text is to retells about the experience or the event that happened in the past time from the writer to the reader.

¹⁵Storch and Neomy, "Collaborative Writing : Product, Process, and Students' Reflection," 7.

¹⁶Albert Rufinus et al., "Increasing Students' Ability in Writing a Recount Text," *English Language Education Study Program of FKIP Tanjungpura University*, 2013, 5, <https://scholar.google.co.id>.

¹⁷Robert Scholes and nancy R. Combey, *The Practice of Writing* (New York: Bedford/st. Martin's, 2000), 123.

b) Generic Structure of Recount Text

1. Orientation

Orientation consist of opening, introduction the participant, time and the place. As Otong Setiawan Djuhurie said: "Orientation refers to part of the text which gives setting or introducing"¹⁸. The part will guide the reader to make guessting of the content or form of the text which is read. It means that after the reader read an orientation of the text, the reader can guest the content of the text.

Related to explananation above, the writer concludes that orientation is a part of structure of recount text which content participant, place and time of the even. It can be determined by giving question "who, where, when" and usually in the begining of the text.

2. Event

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. Pardiyono said "event contains of recording activities or event in the part that is told besed on chronological events"¹⁹. The conclution is event refers to show phenomenon that happen.

3. Re-orientation

Re orientation is a part of stucture of recount textcontains optional closure of of the event in the text.Pardiyono said that re-

¹⁸Otong Setiawan Djuhurie, *Genre* (Bandung: Yrama Widya, 2007), 44.

¹⁹Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 128.

orientation contains the brief conclusion of the record events²⁰. Otong Setiawan Djuharie said that “ Re-orientation refers to the part of text that gives indication that the event in the text have finished. By comprehending the quotations, the researcher concludes both experts determine re-orientation as the conclusion of the text²¹ It can be determined as the ending of the events in the text or story.

c) Language Features of Recount Text

Same with other text genre, recount text also have language features, Pardiyono stated there are grammatical patterns is used in recount text. They are:

1. Using of predicate followed by past tense, past perfect tense and past continuous tense
2. Using verb doing, such as; went, took, saw, got, etc
3. Using of adjective to show the personal attitude, such as; it was wonderful, it was fun, it was happy, etc.
4. Using sequence markers, such as; first, second, after that, finally, etc²²

Different with pardiyono that said four language features of recount text, Otong states there are eight language feature of recount text, they are:

1. Focus on specific
2. Participants
3. Use of material
4. Processes
5. Circumstances of time and place
6. Use past tense

²⁰Pardiyono, 129.

²¹Djuharie, *Genre*, 45.

²²Pardiyono, *Pasti Bisa! Teaching Genre Based Writing*, 77.

7. Focus on temporal

8. sequence²³

d). Example of Recount text

<p>My holiday</p> <p>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and a small pool</p> <p>In the morning, my friends and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon</p> <p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p>	<p>ORIENTATION</p> <p>EVENT</p> <p>REORIENTATION</p>
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e). **Types of Recount text**

There are different types of recount text with varying levels of language and content according to the audience and purpose. They are:

1. Personal Recount

A personal recount is retells an activity that the writer or speaker has experienced. It has personal and emotive comments and

²³Djuhrie, *Genre*, 46

anecdotes added and may take form of an oral story, a letter or a diary²⁴. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where, and sometimes why are included but the sequence of recounting may change.

2. Factual Recount text

A factual documents a series of events sequentially and evaluates their significance. This can be presented as historical recount, science experiment, traffict report, sport report or in film, television and video. At stages recount involve details research about unfamiliar topic for which students should be using print and technological resources.

Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanation and justifications assists readers to accurately reconstruct what happened. The focus is one language that shows time sequence (before sifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and empahsizing assessment language (amazing, successes, influnce, achievement).²⁵ This recount is written in third person using pronouns, it may be wrotten in the passive voice.

3. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the

²⁴Rufinus et al., "Increasing Students' Ability in Writing a Recount Text," 7.

²⁵Marpaung, "Teaching Writing Recount Text Through Personal Journal Writing," 7.

narrator responding emotively to the events. The sequence of details may be changed but who, what, when, and where are still included²⁶. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and the readers or speaker and listener.

4. Procedural Recount

Procedural recount records, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus on accurate of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages²⁷. It means writer after the completion of procedure.

5. Critical Recount

A critical recount look at an issue and comment and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically.²⁸ It

²⁶Rufinus et al., "Increasing Students' Ability in Writing a Recount Text," 7.

²⁷Arina Muflikhati, Improving Students' Writing Skill on Recount Texts Through the Use of Dialogue journal Writing of the Tenth Grades students of SMA IT Abu Bakar Yogyakarta in the Academic Year of 2012/2013. Retrieved from (<http://www.google.co.id>), on December 16th 2018 at 11.00. p.m

²⁸Marpaung, "Teaching Writing Recount Text Through Personal Journal Writing," 7.

generally written in the first or third person using me or we but may be written in the passive voice.

f). Writing Skill

Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for good writing into five general components or main ideas.

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use the conventional language correctly.
3. Treatment of content: the ability to think and develop thoughts creatively
4. Stylistic skill: the ability to manipulate sentences and paragraphs and use language effectively.
5. Judgment skills: the ability to write, select and organize in an appropriate manner and relevant information²⁹.

Based on the explanation above, it can be concluded that writing recount text is a process of expressing ideas, experiences, information about events or experiences that happened in the past and organizing them into recount text type.

f). Material of Teaching Writing Recount text

In choosing the materials, the teacher should consider the students' interest, so the material will be easy to study³⁰. If the teacher makes a mistake in choosing material, there are some effects in learning recount

²⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, ed. Geld Stabler (Sydney, 2000), 76.

³⁰Fkip Ump, "Writing Strategies Used...", Desi Nur Komariyah, FKIP UMP, 2015," no. 1991 (2013): 10, <http://repository.ump.ac.id/eprint/3199>.

text. First, the students will be confuse in study, second, the students will be bored, an the last the learning can be bad experince

There are some materials that can be used to teach writing recount textin english text book for senior high school, Can be seen below:

Recount text Text Structure

Very often you need to tell other peole about something that has happened in your life. You may have to tell other people about what you did yesterday. Speaking or writing about past events is caled recount. Recount are told orientation, a series events , and reorientation.

Text of recount

MY IDOL

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day beforetheconcert,therewouldbeameet- and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at theeve

OnthatbrightandsunnySaturdaymorning,theradiostation was full of Afganism (that's how Afgan's fans are called). They sat onthechairspreparedinsidetheradiostation'slobby.Somestood in rows in the front yard of the radio station. A spot inside alobby was prepared with a mini stage for Afgan's singing performance andatableforAfgantosignAfganism'smemorabilia.Finally,after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan'sname.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal lifehistory.

Task 1

Complete the following chart to find out the structure of the recount text above

Parts of a recount text	Purposes	Summary from text
Introductory paragraph		
A sequents event		1
		2
		3
		4
		5
		6
A conclusion(if any)		

Task 2

Discuss your answer with parner and then share it to the class

Grammar review

Using past verbs

On that bright and sunny Saturday morning, the radio station **was** full of fans. They **were** excited to wait for Afgan. They **were** ready to see his performance on the meet-and-greet. When he **was** finished with the song, the host **announced** that it **was** time for autographing the memorabilia. I **prepared** my CDs and **began** to stand in the line. When I **arrived** at the table, I **was** speechless. It **was** unreal just seeing Afgan that close. I **thought** it **was** really cool seeing him like that because he really just **felt** like a normal person, which **was** awesome. He **was** also very friendly, so I **didn't feel** too nervous when I **had** a chance to take pictures with him. He **was** an amazing person.

Task 3

Read the text "meeting idol" again. Underline all the past verbs. Check with your classmates.

Task 4

Writing Exercise

imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences.

Orientation (who, what, when, where)	I once visited
Series of events	Event 1:
	Event 2:
	Event 3:
	Event 4:
	Event 5:
	Event 6:
	Event 7:
	Event 8:
	Etc.
Reorientation (stating personal comments about the events)	I felt.....

From the explanation above, the researcher can conclude that choosing the material in teaching writing recount text is one of the important activity to learn writing recount text, if make mistake in choosing the material that can be bad experience in learning process to students.

2. Small Grup Discussion Strategy

a. Defenition Small Of Group Discussion Strategy

Small group discussion strategy is divide the large classroom into some group of students to achieve specific objectives permits students to assume more responsibility for their learning develop social each other or members of the group. In other word is devide the classroom into several group to solving the problem.

According to Nana Sudjana group work is teaching manner in the classroom where students are viewed as a group or divided into several group. Each group work together in solving problems, or carrying out certain duties and trying to achieve teaching objectives that have also been determined by the teachers.³¹ The student should responsibility in their group to solving the problem that given by the teacher.

Small group discussion allaws presenters to announce a topic or idea for Group discussion among participants. A Group discussion follow democratic guidelines and allows everyone to contribute many ideas for other to discuss and reflect upon. Discussion allows for an interchange of ideas whitin context of a group under the direction of a present.

Arends states that discussion give students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom³². Jones add that the

³¹Nana sudjata, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar baru Algensindo, 2004),p. 40

³²Rechard I. Arends, *Classroom Instruction and Management*, (United States: Central Connecticute State University, 2000), p. 201

students confidence will grow little by little as students successfully shares ideas and experience when they do work together.³³ Orstein and lesley state that group discussion occur when the large group is broke up into sub group according to ability, interest, project or criterion³⁴. From those theories, it can be conclude that group discussion strategy is exchange, opinion, and ideas among all members of a group which consist at least three or five members to solve the problems occurring in the learning process.

Small Group discussion refers to interacting in a face-face situation so they do the dialog. Not only with teacher but also with other learners. Inreraction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Students can share conversation discussion in group and exchange of their ideas. The group discussion strategy student can share information and experience in solving a problem.

From the explanation above, conclude that Small group discussion is the strategy which consist of two or more person in a group discussion for exchange of information, opinion, ideas to solve problems occurring in the learning process.

³³Leo Jones, *The Students Centered Classroom*, (United States of America: Cambridge University Press, 2007), p. 14

³⁴C Orstain Allan & Thomas J, N Nesley, *Strategy for Effective Teaching*, (New York: Mc Graw Hill New York, 2000), p. 294

b. Purpose of Small Group Discussion

There are three purpose of the group discussion strategy. This strategy help students are active in teaching-learning process and can motivate students to increase their writing They are:

1. Group discussion can encourage students to use experience and knowledge to solve problems, without having to always depend on the opinions of others. Maybe there are some facets the view, so the members of different answers. It does not matter, as long as the opinion is logical and close to the truth. So the students are thingking and solving their own problems.
2. Students are able to express their opinion in writing verbally, because it trains to democratic life. By the pupil students train themselves to express their own verbally about a common problem.
3. Group discussion allow the students to learn about how to make a good writing.³⁵

Based on the quotation above, it can be concluded that the purpose of group discussion strategy is to make the confident of the students is grow, the students will make the good communication with the members of their group

c. Procedure of Teaching Small Group Discussion

There are several procedures must be taken when conducting group discussion strategy, they are: intoduction, directing the discussion, summarizing the discussion³⁶.

1. Introduction

In this activity, the teacher explain more to the students about recount text so the students have basis. The teacher give the information about the strategy and steps of group discussion. Students

³⁵Fibrina Hanung Siswanti, Ngadiso, and Endang Setyaningsih, "The Use Of Small Group Discussion To Improve Students Reading Comprehension," *English Education Department of Teacher Training and Education Faculty Sebelas Maret Univercity*, 2012, 157–59, <https://scholar.google.co.id>.

³⁶Mavis Kelly and Ken Stafford, "Managing Small Group Discussion," *Journal of English Language Teaching and Learning* 4 (2001): 7, <https://scholar.google.co.id>.

need to understand what they are going to do before discussion activities. The teacher give an instruction to the students before discussion begins the teacher ask the students to form of group discussion that consist 3-6 people and every group. Every group asked to choose a leader/presenter. The members of each group depends on the number of students overall. These smaller group should have room to sit facing each other or in a circle, which will increase the discussion. The teacher arrage of seating in group before. After that, the reacher gives the same topic for discussed to the students in group discussion³⁷. Ernest state that “in introducing the teacher explain more about the lesson and give the instuction to the students”³⁸. It means in the intoducting the teacher should make the students understand about the lesson before go to the next step.

2. Directing the discussion

In this activity, the students are to discuss the topic about recount text in group discussion. All students from each group make a recount text based on the tittle that given by teacher. During the writing, the students discuss with each other to help and share information in writing recount text. During discussion activities, the teacher sould observe the group discussion to make sure that all members of group write recount text and participate in their own discussion and picking up information about students’ progress. Then, the students are report

³⁷Kelly and Stafford, 7.

³⁸Ernest W Brewer, *13 Proven Ways to Get Your Massage Across, The Essential Reference For Teachers, Trainers, Presenters, and Speakers* (California: Carwin Press, 1997), 27.

their writing recount text on piece of paper and presents the result of their discussion in their own group first and to other group through instruction from the presenters. The other members of group clarify, give opinion/comment and criticized. The presenters should ask the participant if they have question about the topic. Opinion and comment of other groups will help students to fix their recount text³⁹. The presenter should keep control in discussion once the discussion begins question are essential in keeping the discussion moving⁴⁰. The students more active in this step to make the discussion is successfully.

3. Summarizing the discussion

After discussion activities, the students and the teacher make a summary about the topic has been discussed. Conclusion can be write in the whiteboard so all can see it. When the time has ended, the teacher reconvenes the group into the large group and collect students recount text, the teacher gives the score students recount text.⁴¹ Conclusion should be recorded on the whiteboard so all of the students can seen⁴². It means the teacher should make the summarizing so all of the students can seen the summarizing in front of the class.

Based on the explanation above, it can be concluded that the procedure of teaching recount text by using group discussion strategy

³⁹Kelly and Stafford, "Managing Small Group Discussion," 7.

⁴⁰Brewer, *13 Proven Ways to Get Your Message Across, The Essential Reference For Teachers, Trainers, Presenters, and Speakers*, 27.

⁴¹Mavis Kelly, Ken Stafford, "Managing Small Group Discussion". Workshop Series No 9(July 2001), p. 6

⁴²Brewer, *13 Proven Ways to Get Your Message Across, The Essential Reference For Teachers, Trainers, Presenters, and Speakers*, 27.

conducted in this three phases, starting from introduction, directing the discussion and summarizing the discussion with attention to classroom organization and teacher's and learners's role in discussion.

d. The Advantages and Disadvantages of Small Group Discussion

If its use effectively in learning, the application of group discussion has a lot of advantages compared to direct instruction strategy, discussion in large groups classical and working individually, some advantages of group discussion strategy as follow:

1. Group discussion allows changing the subject matter according to the background behind the differences between groups. It aims to adapt students needs, interest, and abilities without regard to differences between students
2. Group discussion encourage students to express verbal idea, and it can help them to understand the material of lesson
3. Some of the students will be very effective when explaining, his ideas to another, in language they can easily understand. This can help understanding members to subject matter mastery.
4. Group discussion provides the opportunity for all the students to contribute ideas and material in an atmosphere of complete environmental safe and comfortable.
5. Group discussion involves students actively in learning, and this can improve their achievement and retention.
6. Group discussion help students learn to respect other students, both smart and the weak cooperate with each other⁴³.

In addition there are also five advantages from group discussion strategy using in writing recount text. They are:

1. Each students has practice it in self-teaching, which is the most valuable of the entire skill teacher can help them learn
2. Students have practice in peer teaching, which requires than they understand the material at deeper level than students is typically do when simply asked to produce an exam.
3. Increased frequency and variety of second language practice through different types of instructional.
4. Opportunities of students to act as resources for each, thus, assuming a more active role in their learning.

⁴³Arends, *Classroom Instruction and Management*, 157.

5. Freedom for teachers to master new professional's skill, particularly those emphasizing communication.

Based on the explanation above the researcher can conclude there are eleven points in advantages of group discussion, but the most important one is in the point three, group discussion can help students more active in the lesson and confident when share the idea to other members of the group.

Not only the advantages the group discussion also have the disadvantages that have been described above, group discussion also has limitation, they are:

1. Some students may initially find it difficult as experienced by others group members (probably because they do not popular or different from one members to other members in a group)
2. If the interaction of students is mentioned in each group, some students will spend time for a discussion if issues that are not relevant
3. Some students prefer to learn directly and not happy when the teacher told them to "teach their fellow"
4. Some of the teacher are not easy to control all of the students in the group
5. Because of it requires a deeper understanding, this strategy widely used in high school and colleges⁴⁴

From the explanation about disadvantages of group discussion the researcher can conclude that in group discussion students may difficult to communicate with other members of group if it is not popular with other members in the group.

Siswanti, Ngadiso, and Setyaningsih, "The Use Of Small Group Discussion To Improve Students Reading Comprehension," 28.<http://scholar.google.co.id>

3. Teaching Recount Text by Using Small Group Discussion

There are many ways or strategy can be use in teaching writing recount text, here the researcher use group discussion strategy in teaching writing recount text. There are many things that teacher has to do, they are:

1. Pre-teaching

The process in pre-teaching is

- a) Teacher saying salam when comes to the class
- b). before start the lesson the teacher ask students to pray
- c). the teacher cheek the students' attendence and prepare to the lesson.

2. While-Teaching

in this activity, the students is more active than the teacher, and help students to increase the writing skill, as follow:

- a) The teacher explain about recount text and strategy that use in the lesson and The teacher ask students to make a small group and sit based on the group
- b) The teacher give the task to the students and the students do the task with the group and the teacher observe during the discussion.
All of members in groups should participate during the discussionAfter do the test, the students presentate the result of the discussion in front of the class..
- c) students in groups college the task to the teacher, and the teacher give the score. At the end make a summary about the lesson.

3. Post-Teaching

In post teaching is intended to review the lesson and check the students understanding. After that the teacher ask the students to sit not based on the group or sit like before in a group. And the teacher close the lesson.

To teach recount text in senior high school the teacher should make the students comfortable with the lesson and make the students enjoy and not bored in the class. In group discussion students can communicate with other members in group and can discuss about the lesson, so the students get the information from other members and can share the information to their group.

In teaching recount text by using group discussion the students have responsibility in the group to do the task that given by the teacher, all of members of group have the same opportunity to share the information or the experience in the group.

In using this strategy to teach recount text the students more active than the teacher, the teacher only give the instruction and observe the students while do the discussion and the students do the discussion based on the instruction from the teacher.

The researcher will apply group discussion strategy in while teching, the researcher combine both of procedure to make it more complete in teaching process of teaching group discussion strategy in writing recount text. Can be seen in the table bellow:

Table 1
Teaching Recount Text by Using Small Group Discussion Strategy

Teaching	Teacher's Activity	Procedure	Students Activity
Pre Teaching	-Teacher comes to the class by saying salam,		-.Students answer the teacher's salam.
	- Ask students to pray before start the lesson.		-.Students listen to instruction of the teacher,
	-And than teacher check the students understand		-.Students do what the teacher ask.
While-Teaching	Exploration -Teacher explain about the writing recount text and how the the strategy	1.Introduction: -Teacher explain about the material and strategy	-.Students give attention to the teacher exolanation
	- The teacher ask the student to make a small group and sit based on the group.	2.Teacher ask students to make a group and sit based on the group	-The students do the instruction by the teacher.
	Elaboration Teacher give the topic for discussion	2.During the discusiion: 1. The students do the discussion based on the topic.	-. The students do the task based on the topic that given by the teacher.
	-Teacher observeuring the discussion	-All of groups report the result of the discussion in front of the class.	-All of members of group should participate, share experience, or give information in recount text.
	-Teacher listen to the group presentation	-Other group give sugestion, critic or question.	- One of members of group report the task in front of the class. And other group give comment, sugestion and critic.
	Confirmation -Teacher make a summarize of the lesson in the whiteboard and	-Summarizing the discussion: - Teacher and students make the summarize of the lesson.	-Students pay attention to the teacher that make summarize in the whiteboard.
	- Ask students to collect the task. After that teacher give the score of the task.	-Collect the task to the teacher	-Students collect the task.
Post-Teaching	-The teacher check the students understanding about the lesson and than make the summary of the lesson.		-Students ask students about the lesson if it is not understand. And make the summary of the lesson
	- The teacher close the lesson with pray		-Student pray before close the lesson
	-Teacher say salam		-.Students answer the teacher's salam.

Based on explanation above the researcher can conclude that teaching recount text by using group discussion is the students more active in the learning process that the teacher because all of the group responsibility in the group and then the students can share ideas, experience and information to other members in the group and make a good communication between students in the classroom.

B. Related Finding

In this research, the researcher was related findings to some researcher, the first, Ayu Septihari Harahap “ The effect of small group discussion strategy on students’ reading comprehension in at grade 8 SMP Negeri 1 Padangsidempuan. Based on the research, he found the effect of group work in students writing recount text are “enough” it can be seen from the mean 83,9 and 71,9⁴⁵

The other Ameliza “ A Comparative Between Contextual Teaching Learning and Discussionn Methode in Teaching Writing Recount Text at IX Grade Students of MTsN Muhammadiyah 22 PadangSidempuan in 2010/2011 Academic Year⁴⁶. The result of teaching writing recount text by using contextual teaching learning is better different result than discussion method. It is shown from mean 29, 79 and 21, 10

⁴⁵Ayu Sepriani Harahap, The Effect of Small Group Discussion Technique on Student Reading Comprehension At Grade VIII SMP N 8 Padangsidempuan. (unpublished thesis), (Padangsidempuan: IAIN, 2017)

⁴⁶Ameliza, A Comparative Between Contextual Teaching Learning and Discussionn Methode in Teaching Writing Recount Text at IX Grade Students of MTsN Muhammadiyah 22 PadangSidempuan in 2010/2011 Academic Year (Padangsidempuan: UMTS, 2010)

The third, Dea Venda Marpaung, Regina, Wardah. The result of Teaching Writing Recount Text Through Personal Journal Writing is better than teacher method. It is can be seen from the mean 19, 6 and 10,6.⁴⁷

The fourth, Fibrina Hanung Siswanti, Ngadiso, Endang Setyaningsih, the result of using group discussion strategy on reading is “enough” can be seen from the mean 75,25 and 66,79⁴⁸

The last, Nursidah, Albert Rufinus, Clarry Sada, the result of increasing student ability in writing recount text is better, can be seen from the mean 52,9 and 78,5.⁴⁹

So that, from the researchers above, the resercher want to look for other information deeeply, with the same material in writing recount text and group discussion strategy. It is “The Effect of Group Discussion in Writing Recount Text at Grede XI Students of SMA N 1 Sayur Matinggi”

C. The Conceptual Framework

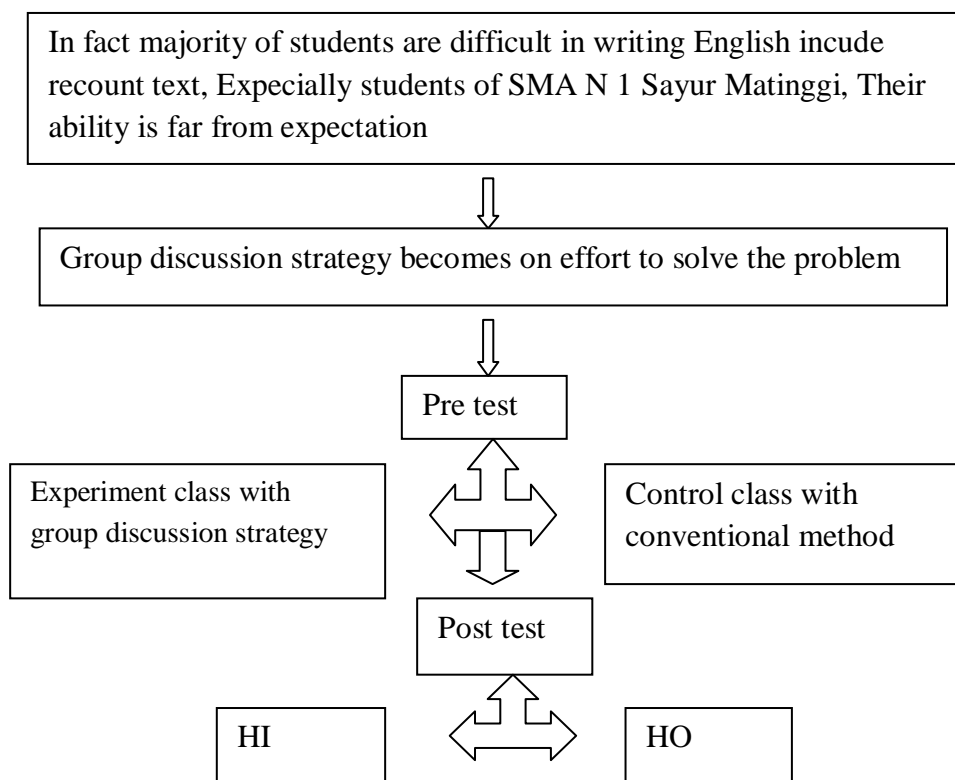
The succesful of writing achievement deepens of many factors, there are about the subjects in reading, writing, listening and speaking. The students hoped that they can communicate through orally and written. In writing achievement is the achievement in expressing idea, though, opinion and argumentation by writing, it consist of structure and grammar.

⁴⁷Dea Venda Marpaung, “Teaching Writing Recount Text through Personal Journal Writing,” *English Language Education Study Program of FKIP UNTAN*, 2014, 6, <https://scolar.google.co.id>.

⁴⁸Siswanti, Ngadiso, and Setyaningsih, “The Use Of Small Group Discussion To Improve Students Reading Comprehension,” 7.

⁴⁹Rufinus et al., “Increasing Students’ Ability in Writing a Recount Text,” 10.

The suitable technique is very important to teach writing recount text. Group discussion technique can be use to teach writing of the students. This strategy can be used to teach writing of students so the effect of group discussion strategy on students writing recount text can be seen as picture bellow:



From the picture above, group discussion strategy used by the researcher on writing recount text. In order the learning of writing recount text the thought group discussion strategy to be easier, the teacher must be able to fasilitate the students to learn effectively.

Based on description above, using group discussion strategy can be seen as the suitable strategy and learning of writing recount text and to develop of comprehending of students in writing. Group discussion strategy give maximum control for teacher to teach writing with large and small classes, to make students enjoy in writing subject and these strategy can simulate motivation of the students to improve their writing.

D. The Hypothesis

The hypothesis has purpose to answer a certain spesific question. According to L.R. Gays says “ A hypothesis is a tentative prediction result of the research findings”.⁵⁰ Therefore, the hypothesis should be made in a research to predict the result of the research finding. So hypothesis is provisional answer of prediction result in a research

Based on defenition above, hypothesis of this research are, as follow:

1. H_a : there issignificant effect of group discussion strategy on students in writing recount text at grade XI in SMA N 1 Sayur matinggi
2. H_o : there is nosignificant effect of group discussion strategy on students in writing recount text at grade XI in SMA N 1 Sayur matinggi

⁵⁰L.R. Gay and Peter Araisan, *Educational Research: Competencies for Analysis and Application* (American: Prentice Hall, 2000)p. 71

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of Research

The research has done at SMA N 1 Sayur matinggi, is located in Jl Tano Tombangan Kecamatan Sayur Matinggi Kabupaten Tapanuli Selatan. It is about 68 KM from Central town sipirok kabupaten Tapanuli Selatan. The time of the research has done from 11 Oktober until 26 Oktober 2019

B. The Research Design

The researcher used experimental method in doing this research. L.R Gay says “Experimental research is the only type of research that can test hypothesis to establish cause and effect relationship”¹ in addition, Sugiono said that Experimental research is a research that used to find the effect of treatment, different with the other research do not use treatment².

From the quotation above, writer concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variable. In this research, the writer used pretest-posttest in control class, and used pre test- treatment-post test in experiment class.

¹L.R. Gay and Peter Araisan, *Educational Research: Competencies...*, p. 80

²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2014), 76.

Table 2 Pretest-Posttest Control Group Design

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	X	√

Source: L.R. Gay and Peter Araisan, Educational Research: Competencies for Analysis And application

In this model, both of classes were given pre-test .Then, in experimental group was given a treatment and control class was not given a treatment. After giving a treatment, both of classes were given post-test.

C. Population and sample

1. Population

According to Suharismi, “population is all of the subject of the research.” Then Sukardi said “population is all the members of well defined class of people, event, or subject³ Beside that, Burhan stated that population is all of the subject that become to target of the researcher.⁴ So the population in this research is 4 classes or 133 students. Can be seen in the table bellow:

Table 3 Table of population

No	Class	Students
1	X MIA ¹	32
2	X MIA ²	32
3	X MIA ³	27
	Total of the Students	91

³Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 12.

⁴Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta; Kencana, 2006), p. 99

2. Sample

Arikunto said “sample is a part of population which researched.” Then, Sugiono said “sample is part of quantity and characteristic that had of population. So, in this research, the writer use random sampling or selection of groups. The researcher choose sample randomly. And the researcher choose class XMIA¹ consisted of 30 as the experiment class and X MIA² consisted of 30 as the control class. So the total samples of the research are 64 students. The writer chose these classes because the two of classes have similar competence in English.

Table 4 Sample of Research

Experiment class (X MIA¹)	Control Class (X MIA²)	Total
30	30	60

D. Defenition of Operational Variable

This research is consist of two variables, so that following were defenitions of variables:

1. Small Group Discussion Strategy (variable X)

Small Group discussion strategy is one of the comparative learning technique in students works in groups of three or four student each group. Group discussion strategy is divide the large classroom into some group of students to achieve specific objectives permits students to assume more responsibility for their learning develop social and leadership skill and become involved in an alternative instructional approach.

2. Writing Recount Text (variable Y)

Writing is activities by someone to do a communication to an other people by letter that contain words to be a text that has meaning and Recont text is speaking or writing about past events or e piece of text that retells past events.

E. The Instrumentation of Data Collecting.

A research must be have an instrument in this research because a good instrument can go guarantee for talking the valid data. In addition, Suharsimi Arikunto said, “instrument of the research is a tool facility is used by the research in collecting data⁵. So that, the process is easier and better with the more careful, complete and systematic. In this research, the writer gave the pre test and post test to experiment and control class.

Furher, in this instrument to collected the data by using test. Test is the questionnaire or treatment that is used to measure knowledge, intelligence, and ability or skill of some one or groups. The form of the test is chooses the topic (essay). This test had been given to experiment class and control classwich have same item. It was done to know the differentiation or comparing between two methods to student achievement in writing. So that there are four criteria to writing ability. They are: orientation, event, reorientation, use simple past tense, use adjective and use sequence makers

⁵Mardalis, Metode penelitian Suatu..., p. 106.

Table 5 The Indicator of Writing

Indicator	Aspect	Score	Criteria
Generic structure	Orientation	14-15	Very good to excellent
		11-13	Average to good
		8-10	Poor to fair
		5-7	Very poor
	Event	25-30	Very good to excellent
		15-24	Average to good
		10-14	Poor to fair
		5-9	Very poor
	Reorientation	14-15	Very good to excellent
		11-13	Average to good
		8-10	Poor to fair
		5-7	Very poor
Language feature	Use past tense, past perfect continuous tense, past perfect continuous tense.	9-10	Very good to excellent
		7-8	Average to good
		4-6	Poor to fair
		1-3	Very poor
	Use action verb (past verb)	9-10	Very good to excellent
		7-8	Average to good
		4-6	Poor to fair
		1-3	Very poor
	Use adjective	9-10	Very good to excellent
		7-8	Average to good
		4-6	Poor to fair
			Very poor
	Use sequence makers	9-10	Very good to excellent
		7-8	Average to good
		4-6	Poor to fair
		1-3	Very poor

For this item, the score is given in writing recount text, for orientation and reorientation are 15, and especially for events is 30, because in event more difficult than them and use past tense and use past verb, adjective, and use sequence makers is 10

F. The Procedure of Research

In completing the data, the researcher continue to the next step.

The next step is collecting the data. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They were pre-test, treatment, and post-test.

1. Pre-test

The function of pre test is to find the mean scores of group discussion strategy before the researcher gives treatment. In this case the researcher hoped that the whole students writing achievement is same, orif there is a difference between those group, the difference is hopefully not significant.

2. Treatment

The group I and group II are given some material. Which is consisted of writing aspect that taught by the teacher in different ways. The experimental group gave treatment, it was taught by using group discussion strategy and the control group was taught by the conventional method.

3. Post test

After giving treatment, the researcher conducted a post test which the same test with the pre test. This post test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post test, the researcher analyzed the data. And the researcher found out the effect of using froup discussion strategy on student writing recount text.

G. The Technique of the Data Analysis

The analysis of data was done to find out the achievement of the two groups that have been divided into experimental and control class. In this research, the writer used normality and homogeneity test to take the data. So the formula are:

1. Re Requirement test
 - a. Normality test

To know whether data of research has normal. So the researcher used Chi-Quadrate, formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population⁶

To calculate the result of Chi-Quadrate, it was used significant level 5% (0,05) and degree as big as total of frequency is lessened 3 ($dk=k-3$) if result $x^2_{count} < x^2_{table}$. It can be concluded that data is distributed by normal.

- b. Homogeneity variant test

⁶Mardalis, Metode *Penelitian Suatu...*, p. 85.

Homogeneity variant test was used to know whether control class and experiment class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, reseracher use the formula:

$$F = \frac{\text{The biggest variant}}{\text{the smallest variant}}$$

where:

n_1 = total of the data that bigger variant

n_2 = total of the data that samller variant

2. Hypotesis test

The data analysis of data was done to find out the achievement of the two groups that have been divided in to experimental and control class. To know the difference between the two classes, the researcher used t-test as formula below

As formula below:

$$T_t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T = the value which the statistical significant
 M_1 = the average score of the experimental class
 M_2 = the average score of the control class
 X_1^2 = Derivation of experimental class
 X_2^2 = Derivation of control class
 N_1 = Number of experimental class
 N_2 = Number of control class⁷

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pndekatan Praktek* (Jakarta:Rineka Cipta, 2002), p.275.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of the Data

To evaluate the result of teaching writing by using group discussion strategy on students writing recount text, researcher has calculated the data by pre-test and post-test. researcher described the data as follow:

1. Description the Data in Pre-test

The pre-test scores obtained before teaching in experimental class and control class ia as follow:

a. Experimental Class

The researcher took class X-1 as the experimental class. The researcher calculated the result that had been gotten by the students in answer sheet about writing recount text. The researcher had calculated the students score in appendix 6 and 7. The score of pre test for experimental class can be seen in the following table

Table 6 The Score of Experimental Class in Pre-test

Total of score	1630
Higest score	75
Lowest score	30
Mean	53.58
Median	54.7
Modus	54.84
Range	45
Interval	7
Standard deviation	10.15
Variant	99.50

Based on the table above total of score in experimental class was 1630 mean was 53.58, modus was 54.84, median was 54.7, range was

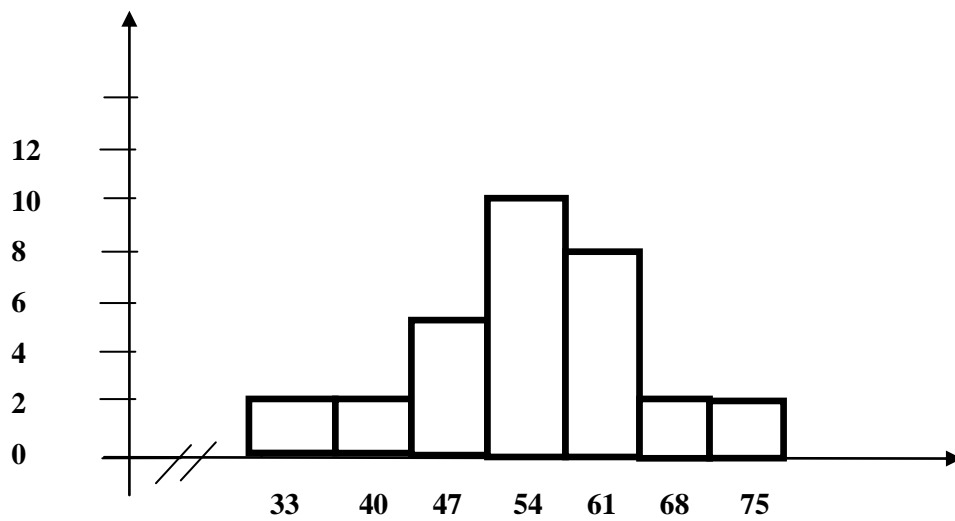
40, interval was 7 and researcher got the highest score was 75 and the lowest score was 35, and the last standard deviation was 10.15. Next, the calculation of how to get it can be seen in the appendix 6. Then the calculation of the frequency distribution of the students score as follow:

Table 7
The Frequency Distribution of Students Score in Experimental Class

No	Interval	Mid point	F	Percentages
1	30-36	33	2	6.66%
2	37-43	40	2	6.66%
3	44-50	47	5	16.66%
4	51-57	54	10	33.33%
5	58-64	61	7	23.33%
6	65-71	68	2	6.66%
7	72-78	75	2	6.66%
	$i = 7$		30	100%

From the table above, the students score that is there in class interval between 30-36 was 2 students (6.66%), class interval 37-43 was 2 Students (6.66%), Class interval 44-50 was 5 Students (16.66%), class interval 51-57 was 10 students (33.33%), class interval 58-64 was 7 Students (23.33%), class interval 65-71 was 2 student(6.66%) and the last class interval 72-78 was 2 students (6.66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the figure above, the frequency of the students score from 30 up to 36 was 2 ; 37 up to 43 was 2; 44 up to 50 was 5; 51 up to 57 was 10; 58 up to 64 was 7; 65 up to 71 was 2; 72 up to 78 was 2. Then the interval which had highest frequency was 51-57 (9 students) and the interval which had the lowest frequency was 30-36 (2 Students), 37-43 (2 Students), 65-71 (2 Students) and 72-78 (2 Students).

b. Control class

The score of pre-test in control class before teaching is as follow :

Table 8The Score of Pre-test in Control Class

Total of score	1574
Higest score	75
Lowest score	30
Mean	54.21
Median	54.35
Modus	54.7
Range	45
Interval	7
Standard deviation	9.75
Variant	170.94

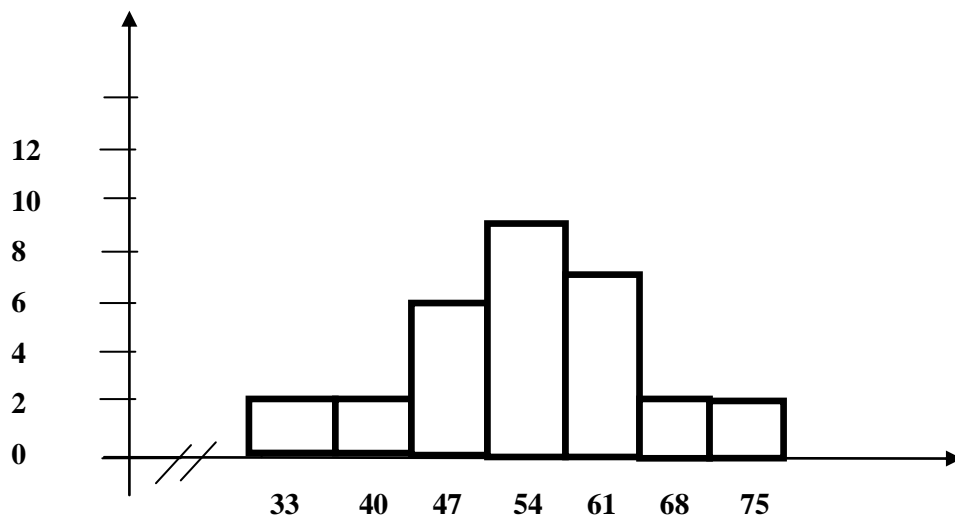
Based on the table above total of score in control class was 1574 mean was 54.21, modus was 54.7, median was 54.35, range was 40, interval was 7 and researcher got the highest score was 75 and the lowest score was 30, and the last standard deviation was 9.73. Next, the calculation of how to get it can be seen in the appendix 6. Then the calculation of the frequency distribution of the students score as follow:

Table
The Frequency Distribution of Students Score in Control Class

No	Interval	Mid point	F	Percentages
1	30-36	33	2	6.66%
2	37-43	40	2	6.66%
3	44-50	47	6	20%
4	51-57	54	9	30%
5	58-64	61	7	23.33%
6	65-71	68	2	6.66%
7	72-78	75	2	6.66%
	$i = 7$		30	100%

From the table above, the students score that is there in class interval between 30-36 was 2 students (6.66%), class interval 37-43 was 2 Students (6.66%), Class interval 44-50 was 6 Students (20%), class interval 51-57 was 9 students (30%), class interval 58-64 was 7 Students (23.33%), class interval 65-71 was 2 student(6.66%) and the last class interval 72-78 was 2 students (6.66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the figure above, the frequency of the students score from 30 up to 36 was 2 ; 37 up to 43 was 2; 44 up to 50 was 6; 51 up to 57 was 9; 58 up to 64 was 7; 65 up to 71 was 2; 72 up to 78 was 2. Then the interval which had highest frequency was 51-57 (9 students) and the interval which had the lowest frequency was 30-36 (2 Students), 37-43 (2 Students), 65-71 (2 Students) and 72-78 (2 Students).

2. Description Data of Post Test

The post test scores obtained in experimental class and control class are:

a. Experimental Class

The researcher calculated the result that had been gotten by the students in answer sheet about writing recount text. The researcher had calculated the students score in appendix 6 and 7. The score of pre test for experimental class can be seen in the following table

Table 10 The Score of Post-Test in Experimental Class

Total of score	2143
Higest score	85
Lowest score	55
Mean	71.5
Median	72.5
Modus	73.7
Range	30
Interval	5
Standard deviation	6.8
Variant	68.63

Based on the table above total of score in experimental class was 2143 mean was 71.5, modus was 73.7, median was 72.5, range was 30, interval was 5 and researcher got the highest score was 85 and the lowest score was 55, and the last standard deviation was 6.8. Next, the calculation of how to get it can be seen in the appendix 9. Then the calculation of the frequency distribution of the students score as follow

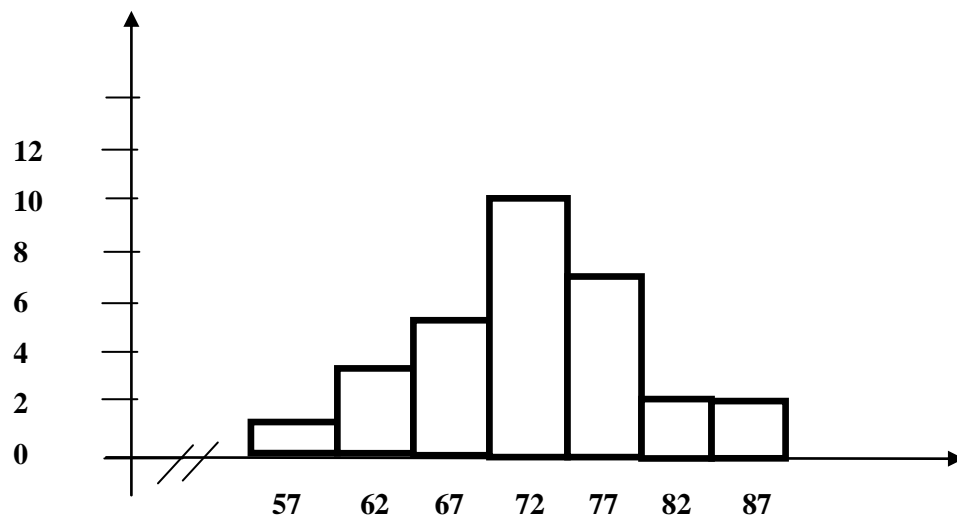
Table11
The Frequency Distribution of Students Score in Control Class

No	Interval	Mid point	F	Percentages
1	55-59	57	1	3.33%
2	60-64	62	3	10%
3	65-69	67	5	16.66%
4	70-74	72	10	33.33%
5	75-79	77	7	23.33%
6	80-84	82	2	6.66%
7	85-89	87	2	6.66%
	$i = 7$		30	100%

From the table above, the students score that is there in class interval between 55-59 was 1 students (3.33%), class interval 60-64 was 3 Students (10%), Class interval 65-69 was 5 Students (16.66%), class

interval 70-74 was 10 students (33.33%), class interval 75-79 was 7 Students (23.33%), class interval 80-84 was 2 student(6.66%) and the last class interval 85-89 was 2 students (6.66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the figure above, the frequency of the students score from 55 up to 59 was 1 ; 60 up to 64 was 3; 65 up to 69 was 5; 70 up to 74 was 10; 75 up to 79 was 7; 80 up to 84 was 2; 85 up to 89 was 2. Then the interval which had highest frequency was 70-74 (10 students) and the interval which had the lowest frequency was 55-59 was (1 Student).

b. Control Class

Table 12 The score of post test in control class

Total of score	1754
Highest score	75
Lowest score	30
Mean	54.21
Median	54.35
Modus	54.7
Range	45
Interval	7
Standard deviation	9.75
Variant	96.94

Based on the table above total of score in control class was 1754 mean was 55.39, modus was 55.81, median was 57.35, range was 40, interval was 7 and researcher got the highest score was 80 and the lowest score was 40, and the last standard deviation was 9.94. Next, the calculation of how to get it can be seen in the appendix 9. Then the calculation of the frequency distribution of the students score as follow:

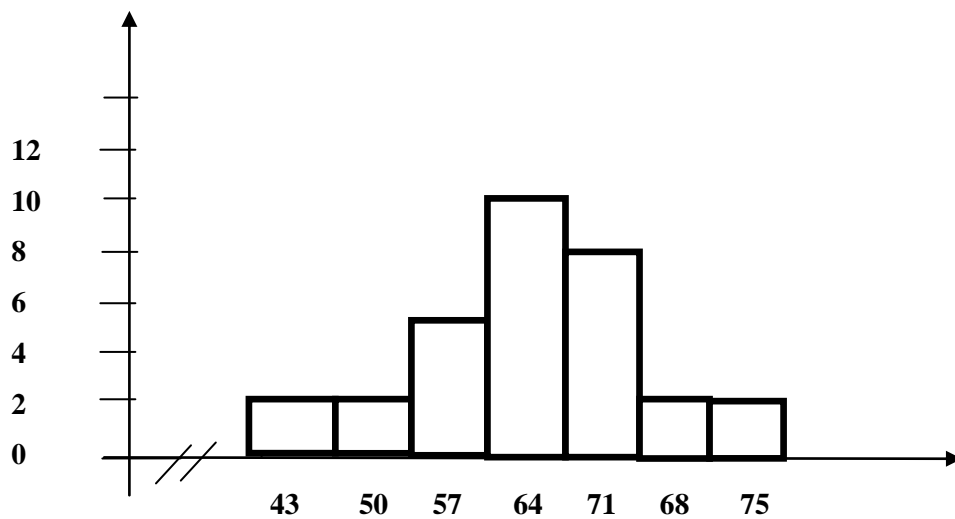
Table 13
The Frequency Distribution of Students Score in Control Class

No	Interval	Mid point	F	Percentages
1	40-46	43	3	10%
2	47-53	50	7	23.33%
3	54-60	57	9	20%
4	61-67	64	5	16.66%
5	68-74	71	3	10%
6	75-81	78	3	10%
	$i = 7$		30	100%

From the table above, the students score that is there in class interval between 40-46 was 3 students (10%), class interval 47-53 was 7 Students (23.33%), Class interval 54-60 was 9 Students (20%), class interval 61-67 was 5 students

(16.66%), class interval 68-74 was 3 Students (10%), class interval 68-74 was 3 student(10%) and the last class interval 75-81 was 3 students (10%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the figure above, the frequency of the students score from 40 up to 46 was 3 ; 47 up to 53 was 7; 54 up to 60 was 9; 61 up to 67 was 5; 68 up to 74 was 3; 75 up to 81 was 3;. Then the interval which had highest frequency was 54-60 (9 students) and the interval which had the lowest frequency was 40-46 (3 Students), 68-74 (3 Students), and 75-81 (3 Students).

3.Hypotesis Test of Pre-test

After calculating the data of post test, researcher found tht post test result of experimental class and control class is normal and homogenous. Based on the result researcher used parametric test by using T-test to analyze the hypothesis.

Hypothesis alternative (H_a) of the research was “Small Group Discussion Strategy has effect on students’ Writing Recount Text at grade X SMA N 1 Sayur Matinggi” the calculation can be seen on the appendix 11 and 12. The result of t-test was follow:

Pre test		Post test	
t_{count}	t_{table}	t_{count}	t_{table}
0.12	1.67155	7.23	1.67155

The test hypothesis have two criteria. First if $t_{count} < t_{table}$, H_0 is accepted. Second if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 0.41 while t_{table} 0.167155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} < t_{table}$ ($0.12 < 1.167155$) it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in both classes but in post test, researcher found that t_{count} 4.21 while t_{table} 1.67155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. cause $t_{count} > t_{table}$ ($7.23 > 1.167155$). it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 12. Based on the result of the data analysis the researcher get the mean score of the experimental in pre-test was 53.58 and in post-test was 71.5. Then, the mean score of control class in pre-test was 53.58 and post-test was 54.21. the gain score was 16.74. The calculation can be seen on the appendix 14.

3. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis the researcher get the mean score of the experimental in pre-test was 53.58 and in post-test was 71.5. the improving was 17.92 Then, the mean score of control class in pre-test was 53.58 and post-test was 54.21. the improving was 1.18. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically Small Group Discussion Strategy has effect on students' Writing Recount text.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Slaughter state that "Wider assesment is a necessary part of working with small group in the writing workshop" the researcher was related findings to some researcher, the first, Ayu Septihari Harahap " The effect of small group discussion strategy on students' reading comprehension in at grade 8 SMP Negeri 1 padangsidimpuan. Based on the research, he found the effect of group work in students writing recount text are "enough" it can be seen from the mean 83,9 and 71,9¹

¹Ayu Sepriani Harahap, The Effect of Small Group Discussion Technique on Student Reading Comprehension At Grade VIII SMP N 8 Padangsidimpuan. (unpublished thesis), (padangsidimpuan: IAIN, 2017)

The other Ameliza². The result of teaching writing recount text by using contextual teaching learning is better different result than discussion method. It is shown from mean 29, 79 and 21, 10

The third, Dea Venda Marpaung, Regina, Wardah. The result of Teaching Writing Recount Text Through Personal Journal Writing is better than teacher method. It is can be seen from the mean 19, 6 and 10,6.³

The fourth, Fibrina Hanung Siswanti, Ngadiso, Endang Setyaningsih, the result of using group discussion strategy on reading is “enough” can be seen from the mean 75,25 and 66,79⁴

The last, Nursidah, Albert Rufinus, Clarry Sada, the result of increasing student ability in writing recount text is better, can be seen from the mean 52,9 and 78,5.⁵

This proofs show that small group discussion in teaching writing recount text. So small group discussion has given effect to the researcher that has been done by the researcher or the other researcher who mentioned in related findings

²Ameliza, A Comparative Between Contextual Teaching Learning and Discussionn Methode in Teaching Writing Recount Text at IX Grade Students of MTsN Muhammadiyah 22 PadangSidimpuan in 2010/2011 Academic Year (Padangsidimpuan: UMTS, 2010)

³Dea Venda Marpaung, “Teaching Writing Recount Text through Personal Journal Writing,” *English Language Education Study Program of FKIP UNTAN*, 2014, 6, <https://scolar.google.co.id>.

⁴Siswanti, Ngadiso, and Setyaningsih, “The Use Of Small Group Discussion To Improve Students Reading Comprehension,” 7.

⁵Rufinus et al., “Increasing Students’ Ability in Writing a Recount Text,” 10.

4. The Threats of the Research

There were some aspect that could threats for this research

1. The students feel lazy in the learning process because they not interest to the lesson.
2. The students talk each other when they sit based on the group. not discuss about the lesson but talking about other things.
3. The students also possiblity that the score of pre-test and post-test would not influence to their score in the school. So they were not to serious in learning process.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

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

1. Before using small group discussion, the mean score of pre-test in experimental class was 53.58 and the mean score of pre-test in control class was 54.21
2. After using small group discussion, the mean score of experimental class was higer than before using small group discussion. The mean score of post-test in experimental class was 71.5 and the mean score of post-test in control class was 55.39
3. The researcher found the research result of t-test where t_0 was higer than t_t was 7.23 and t_t was 1.67155 ($4.24 > 1.67155$). it means that H_a was accepted. So there were a significant effect of small group discussion on the students' writing recount text at grade X students of SMA N 1 Sayur Matinggi.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from the experience, the researcher show some things need to be improved. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is expected to the head master to suggest the English teacher to use various method or strategy, such as small group discussion because this strategy can achieve students writing skill expecially

for recount text. And also to guide the English teacher to in teaching writing.

2. From the research result it is expected to the English teacher to apply small group discussion as the reference to teaching writing recount text to make the students enjoy the lesson.
3. The researcher suggests to other researcher to use this strategy in solving another problems and find another factore that face by students in learning English process.

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CURRICULUM VITAE

A. Identity

Name : Chintiya Alina Fatimah
Reg. No : 15 203 00098
Place/ Birth : Hasahatan Jae 05th December 1997
Sex : Female
Religion : Islam
Address : Sibuhuan

B. Parents

Father's Name : Alm. Ali Bosar Hasibuan
Mother's Name : Nelly Herlena Nasution

C. Educational Background

1. Elementary School : SD 1012 Hasahatan Jae (2009)
2. Junior High School : MTsN Sibuhuan (2012)
3. Senior High School : SMA N 1 Barumun Selatan (2015)
4. Institute : IAIN Padangsidempuan (2019)

Appendix 1

Lesson Plan

(RPP)

Experiment Class

Nama Sekolah	: SMA NEGERI 1 SAYUR MATINGGI
Mata Pelajaran	: Bahasa Inggris /Wajib
Kelas/Semester	: XI/ 2
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit
Standard Kompetensi	:Mengungkapkan makna dalam text fungsional pendek dan essay sederhana berbentuk recount text dalam konteks kehidupan sehari hari.
Kompetensi Dasar	:Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari berbentuk recount text
Indikator	: Menulis text dalam bentuk recount
Metode Pembelajaran/Teknik	: Group Discussion
Tujuan pembelajaran	: siswa dapat menulis text dalam bentuk recount serta sesuai dengan generic structure yang ada.
Materi pembelajaran	
1. Social Function	
	The social function of “ <i>recount</i> ” text: to retells about some experience that have done.
2. Generic structure/text organization of “ <i>recount text</i> ”	
a. Orientation	
b. Event	
c. Re-orientation	

3. Language Features

- a. Using of predicate followed by past tense, past perfect tense and past continuous tense
- b. Using verb doing, such as; went, took, saw, got, etc
- c. Using of adjective to show the personal attitude, such as; it was wonderful, it was fun, it was happy, etc.
- d. Using sequence markers, such as; first, second, after that, finally, etc.

A. Kegiatan Pembelajaran :

1) Kegiatan Pendahuluan

- Mengucapkan salam
- Motivasi
- Apersepsi
- Guru menjelaskan tentang materi

2) Kegiatan inti

Teaching	Teacher's Activity	Procedure	Students Activity
Pre teaching	-Teacher comes to the class by saying salam,		-.Students answer the teacher's salam.
	- Ask students to pray before start the lesson.		-.Students listen to instruction of the teacher,
	-And than teacher check the students understand		-.Students do what the teacher ask.
While-Teaching	Exploration -Teacher explain about the writing recount text and how the the strategy	1.Introduction: -Teacher explain about the material and strategy	-.Students give attention to the teacher exolanation
	- The teacher ask the student to make a small group and sit based on the group.	2.Teacher ask students to make a group and sit based on the group	-The students do the instruction by the teacher.
	Elaboration Teacher give the topic for discussion	2.During the discussion: 1. The students do the discussion based on the topic.	-. The students do the task based on the topic that given by the teacher.
	-Teacher observeuring the discussion	-All of groups report the result of the discussion in front of the class.	-All of members of group should participate, share experience, or give information in recount text.

	-Teacher listen to the group presentation	-Other group give sugestion, critic or question.	- One of members of group report the task in front of the class. And other group give comment, sugestion and critic.
	Confirmation -Teacher make a summarize of the lesson in the whiteboard and	-Summarizing the discussion: - Teacher and students make the summarize of the lesson.	-Students pay attention to the teacher that make summarize in the whiteboard.
	- Ask students to collect the task. After that teacher give the score of the task.	-Collect the task to the teacher	-Students collect the task.
Post-Teaching	-The teacher cheek the students understanding about the lesson and than make the summary of the lesson.		-Students ask students about the lesson if it is not understand. And make the summary of the lesson
	- The teacher close the lesson with pray		-Student pray before close the lesson
	-Teacher say salam		-Students answer the teacher's salam.

3). Kegiatan penutup

- Membuat kesimpulan dari pembelajaran dan ditulis di papan tulis.
- Mengumpulkan tugas
- Mengucapkan salam

Sumber belajar : buku text, buku-buku lain yang relevan

Penilaian :

Indicator pencapaian kompetensi	Tekhnik penilaian	Bentuk instrument	Instrument
Menulis text berbentuk recount	Tes tulis	Tugas individu tapi mengerjakannya dalam bentuk kelompok	Make writing about recount text based on real experiences

Sayur Matinggi, 2019

Validator

Melwan Ady Rezki Harahap, M.Pd
Nip:19790818 200604 1 009

Researcher

Chintiya Alina Fatimah
Nim: 1520300098

Appendix 2

Lesson Plan

(RPP)

Control Class

Nama Sekolah	: SMA NEGERI 1 SAYUR MATINGGI
Mata Pelajaran	: Bahasa Inggris /Wajib
Kelas/Semester	: XI/ 2
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 Menit
Standard Kompetensi	:Mengungkapkan makna dalam text fungsional pendek dan essay sederhana berbentuk recount text dalam konteks kehidupan sehari hari.
Kompetensi Dasar	:Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari berbentuk recount text.
Indikator	: Menulis text dalam bentuk recount
Metode Pembelajaran/Teknik	: Conventional Method
Tujuan pembelajaran	: Siswa dapat menulis text dalam bentuk recount serta sesuai dengan generic structure yang ada.

Materi pembelajaran

4. Social Function

The social function of “*recount*” text: to retells about some experience that have done.

5. Generic structure/text organization of “*recount text*”

- a. Orientation
- b. Event
- c. Re-orientation

6. Language Features

- a. Using of predicate followed by past tense, past perfect tense and past continuous tense
- b. Using verb doing, such as; went, took, saw, got, etc
- c. Using of adjective to show the personal attitude, such as; it was wonderful, it was fun, it was happy, etc.
- d. Using sequence markers, such as; first, second, after that, finally, etc.

B. Kegiatan Pembelajaran :

3) Kegiatan Pendahuluan

- Mengucapkan salam
- Motivasi
- Apersepsi
- Guru menjelaskan tentang materi

4) Kegiatan inti

- Guru menyuruh siswa untuk membuat text berbentuk recount
- Mengumpulkan tugas kepada guru

3). Kegiatan penutup

- Membuat kesimpulan dari pembelajaran dan ditulis di papan tulis.
- Mengumpulkan tugas
- Mengucapkan salam

Sumber belajar : buku text, buku-buku lain yang relevan

Penilaian :

Indicator pencapaian kompetensi	Tekhnik penilaian	Bentuk instrument	Instrument
Menulis text berbentuk recount	Tes tulis	Tugas individu	Make writing about recount text based on real experiences

Sayur Matinggi, 2019

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Appendix 3

INSTRUMENT FOR PRE-TEST

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data siswa tentang pembelajaran recount text. Oleh sebab itu jawablah sesuai kemampuan anda
2. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini
3. Jawaban anda tidak berpengaruh kepada nilai bahasa inggris anda disekolah

B. Petunjuk

1. Bacalah pertanyaan berikut ini dengan seksama
2. Jawablah pertanyaan berikut ini dengan jawaban yang tepat.
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 60 menit

C. Soal

Choose one of the topics bellow and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan) , event (rangkaian kegiatan) and re-orientation (penutup cerita)!

- a. In the party (wedding party, birthday party)
- b. My holiday
- c. One day at (sibolga, grandmother's house)

Validator

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Appendix 4

INSTRUMENT FOR POST-TEST

A. Pengantar

1. Instrument ini bertujuan untuk menjangkau data siswa tentang pembelajaran recount text. Oleh sebab itu jawablah sesuai kemampuan anda
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini
3. Jawaban anda tidak berpengaruh kepada nilai bahasa Inggris anda di sekolah

B. Petunjuk

1. Bacalah pertanyaan berikut ini dengan seksama
2. Jawablah pertanyaan berikut ini dengan jawaban yang tepat.
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 60 menit

C. Soal

Choose one of the topics below and write a recount text based on your experience. The text should be consisted of orientation (pendahuluan) , event (rangkaian kegiatan) and re-orientation (penutup cerita)!

- a. My Bad experience
- b. My nice experience
- c. My unforgettable moment.

Validator

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Appendix 5

Score of Experiment Class and Control Class on Pre-test

a. Score Experiment Class Pre-test

No	Students Initial Name	Pre-test
1	AA	35
2	ABH	40
3	AF	75
4	BA	30
5	BN	75
6	BRS	40
7	CF	55
8	CG	58
9	DAH	45
10	DE	55
11	FA	70
12	FH	45
13	GH	58
14	IP	55
15	IPSG	50
16	IN	55
17	JH	50
18	KSH	60
19	KS	55
20	LSS	50
21	LP	60
22	MH	52
23	MOH	55
24	NRH	52
25	NS	52
26	OG	65
27	PNH	52
28	PSL	65
29	SAH	60
30	WN	60
	Total	1630

b. Score of Control Class Pre-test

No	Students Initial Name	Pre-test
1	AH	30
2	ASR	50
3	BEH	35
4	DPSH	70
5	FH	40
6	FRH	50
7	GH	70
8	HT	50
9	JSH	75
10	KSS	52
11	KT	75
12	LMH	55
13	LS	45
14	MFH	40
15	MH	55
16	MRN	52
17	NPS	45
18	NHH	58
19	OCH	52
20	PSF	60
21	RIH	55
22	SSH	52
23	SR	58
24	TAN	60
25	TN	55
26	TR	60
27	UOS	55
28	VAN	60
29	WAN	60
30	YAS	45
	Total	1574

Appendix 6

RESULT OF NORMALITY TEST IN PRE TEST RESULT OF THE NORMALITY TEST OF X-1 IN PRE TEST

1. The score of X-1 class in pre test from low score to high score

30	50	52	55	60
35	50	55	58	64
40	50	55	58	65
40	52	55	60	70
45	52	55	60	75
45	52	55	60	75

2. High = 75

Low = 30

Range = High-Low

$$= 75 - 30$$

$$= 45$$

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

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1,47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{45}{6} = 7,5 = 7$

5. Mean

Interval class	F	X	X	fx	x ²	fx ²
30-36	2	33	+3	6	9	18
37-43	2	40	+2	4	4	8
44-50	5	47	+1	5	1	5
51-57	10	54	0	0	0	0
58-64	7	61	-1	-7	1	7
65-71	2	68	-2	-4	4	8
72-78	2	75	-3	-6	9	18
i = 7	30	-	-	-2	-	64

$$M_x = M^1 + i \frac{\sum f^1}{N}$$

$$= 54 + 7 \left(\frac{-2}{30} \right)$$

$$= 54 + 7 (-0.06)$$

$$= 54 + (-0.42)$$

$$= 53.58$$

$$SD_t = i \sqrt{\frac{\sum fxi^2}{n} - \frac{(\sum fxi)^2}{n^2}}$$

$$= 7 \sqrt{\frac{64}{30} - \left(\frac{-2}{30} \right)^2}$$

$$= 7 \sqrt{2.13 - (-0.06)^2}$$

$$= 7 \sqrt{2.13 - 0.0036}$$

$$= 7 \sqrt{2.12}$$

$$= 7 \times 1.45$$

$$= 10.15$$

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the area	Large of area	fh	fo	$\left(\frac{fo - fh}{fh}\right)$
72-78	78.5	2.45	0.4929				
				0.03	0.9	2	1.22
65-71	71.5	1.76	0.4608				
				0.10	3	2	-0.33
58-64	64.5	1.07	0.3577				
				0.20	6	5	0
51-57	57.5	0.38	0.1480				
				0.03	0.9	10	9
44-50	50.5	-0.30	0.1179				
				-0.22	-6.6	7	-211
37-43	43.5	-0.99	0.3389				
				-0.11	-3.3	2	-1.66
30-36	36.5	-1.68	0.4535				
				-0.03	-0.9	2	0.11
	29.5	-2.37	0.4911				
X^2							4.12

Based on the table above, the researcher found that $x^2_{\text{count}} = 4.12$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($4.12 < 11.070$) with degree of freedom (dk) = $6-1=5$ and significant level $\alpha = 5\%$. So distribution of X-1 class (pre-test) is normal.

6. Median

Interval Class	F	Fk
30-36	2	2
37-43	2	4
44-50	5	9
51-57	10	19
58-64	7	26
65-71	2	28
72-78	2	30

Position of Me in the interval of classes is number 4, that:

$$B_p = 50.5$$

$$F = 9$$

$$F_m = 9$$

$$i = 7$$

$$n = 30$$

$$\frac{1}{2}n = 15$$

So :

$$\text{Me: } B_p + i \left[\frac{\frac{n}{2} - F}{f_m} \right]$$

$$= 50.5 + 7 \left(\frac{15 - 9}{10} \right)$$

$$= 50.5 + 7(0.6)$$

$$= 50.5 + 4.2$$

$$= 54.7$$

7. Modus

Interval Class	F	Fk
30-36	2	2
37-43	2	4
44-50	5	9
51-57	10	19
58-64	7	26
65-71	2	28
72-78	2	30

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 50.5$$

$$d_1 = 5$$

$$d_2 = 3$$

$$i = 7$$

so,

$$M_o = 50.5 + \frac{5}{5+3} 7$$

$$= 50.5 + 0.62 (7)$$

$$= 50.5 + 4.34$$

$$= 54.84$$

RESULT OF NORMALITY TEST IN PRE TEST
RESULT OF THE NORMALITY TEST OF X-1 IN PRE TEST

8. The score of X-2 class in pre test from low score to high score

30	45	52	55	60
35	50	52	58	60
40	50	55	58	70
40	50	55	60	70
45	52	55	60	75
45	52	55	60	75

9. High = 75

Low = 30

Range = High-Low

$$= 75 - 30$$

$$= 45$$

10. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

$$11. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{45}{6} = 7,5 = 7$$

12. Mean

Interval class	F	X	X	fx	x ²	fx ²
30-36	2	33	+3	6	9	18
37-43	2	40	+2	4	4	8
44-50	6	47	+1	6	1	6
51-57	9	54	0	0	0	0
58-64	7	61	-1	-7	1	7
65-71	2	68	-2	-4	4	8
72-78	2	75	-3	-6	6	12
i = 7	30	-	-	-1	-	59

$$M_x = M^1 + i \frac{\sum f^1}{N}$$

$$= 54 + 7 \left(\frac{-1}{30} \right)$$

$$= 54 + 7 (0.03)$$

$$= 54 + 0,21$$

$$= 54.21$$

$$SD_t = i \sqrt{\frac{\sum fxi^2}{n} - \frac{\sum fxi^2}{n}}$$

$$= 7 \sqrt{\frac{59}{30} - \left(\frac{-1}{30} \right)^2}$$

$$= 7 \sqrt{1,96 \cdot (0,03)^2}$$

$$= 7 \sqrt{1,96 - 0.0009}$$

$$= 7 \sqrt{1,96 \cdot (0,03)}$$

$$= 7 \sqrt{1,95}$$

$$= 7 \times 1,39$$

$$= 9.73$$

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the area	Large of area	fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
72-78	78.5	2.49	0.4936				
				0.03	0.9	2	1.22
65-71	71.5	1.77	0.4616				
				0.10	3	2	-0.33
58-64	64.5	1.05	0.3531				
				0.20	6.6	6	0
51-57	57.5	0.38	0.1480				
				0	0	9	9
44-50	50.5	-0.38	0.1480				
				-0.21	-3	7	-211
37-43	43.5	-1.10	0.3643				
				-0.10	-3	2	-1.66
30-36	36.5	-1.82	0.4656				
				-0.06	-0.9	2	0.11
	29.5	-2.53	0.4043				
X^2							6.23

Based on the table above, the researcher found that $x^2_{\text{count}} = 6.23$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($6.23 < 11.070$) with degree of freedom (dk) = $6-1=5$ and significant level $\alpha = 5\%$. So distribution of X-1 class (pre-test) is normal.

13. Median

Interval Class	F	Fk
30-36	2	2
37-43	2	4
44-50	6	10
51-57	9	19
58-64	7	26
65-71	2	28
72-78	2	30

Position of Me in the interval of classes is number 4, that:

$$B_p = 50.5$$

$$F = 10$$

$$F_m = 9$$

$$i = 7$$

$$n = 30$$

$$\frac{1}{2}n = 15$$

So :

$$\text{Me: } B_p + i \left[\frac{\frac{n}{2} - F}{f_m} \right]$$

$$= 50.5 + 7 \left(\frac{15 - 10}{9} \right)$$

$$= 50.5 + 7(0.05)$$

$$= 50.5 + 3.85$$

$$= 54.35$$

14. Modus

Interval Class	F	Fk
30-36	2	2
37-43	2	4
44-50	6	10
51-57	9	19
58-64	7	26
65-71	2	28
72-78	2	30

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 50.5$$

$$d_1 = 3$$

$$d_2 = 2$$

$$i = 7$$

so,

$$M_o = 50.5 + \frac{3}{2+3} 7$$

$$= 50.5 + 0.6 (7)$$

$$= 50.5 + 4.2$$

$$= 54.7$$

Appendix 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

H₀ :

H₁ :

A. Variant of the X-1 Class is:

	Students Initial Name	Xi	Xi ²
1	AA	35	1225
2	ABH	40	1600
3	AF	75	5625
4	BA	30	900
5	BN	75	5625
6	BRS	40	1600
7	CF	55	3025
8	CG	58	3364
9	DAH	45	2025
10	DE	55	3025
11	FA	70	4900
12	FH	45	2025
13	GH	58	3364
14	IP	55	3025
15	IPSG	50	2500
16	IN	55	3025
17	JH	50	2500
18	KSH	60	3600
19	KS	55	3025
20	LSS	50	2500
21	LP	60	3600
22	MH	52	2704
23	MOH	55	3025
24	NRH	52	2704
25	NS	52	2704
26	OG	65	4225

27	PNH	52	2704
28	PSL	65	4225
	SAH	60	3600
	WN	60	3600
	Total	1630	85944

$$N = 30$$

$$\sum xi = 1630$$

$$\sum xi^2 = 91449$$

So:

$$\begin{aligned}
 S^2 &= \frac{\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30(91449) - (1630)^2}{30(30-1)} \\
 &= \frac{2743470 - 2656900}{30(29)} \\
 &= \frac{86570}{870} \\
 &= 99.50
 \end{aligned}$$

B. variant of the XI-2 Class is:

No	Students Initial Name	Xi	Xi ²
1	AH	30	900
2	ASR	50	2500
3	BEH	35	1225
4	DPSH	70	4900
5	FH	40	1600
6	FRH	50	2500
7	GH	70	4900
8	HT	50	2500
9	JSH	75	5625
10	KSS	52	2704
11	KT	75	5625
12	LMH	55	3025
13	LS	45	2025
14	MFH	40	1600
15	MH	55	3025
16	MRN	52	2704
17	NPS	45	2025
18	NHH	58	3025
19	OCH	52	2704
20	PSF	60	3600
21	RIH	55	3025
22	SSH	52	2704
23	SR	58	3025
24	TAN	60	3600
25	TN	55	3025
26	TR	60	3600
27	UOS	55	3025
28	VAN	60	3600
29	WAN	60	3600
30	YAS	45	2025
	Total	1574	87540

$$N = 30$$

$$\sum xi = 1574$$

$$\sum xi^2 = 87540$$

So:

$$S^2 = \frac{\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{30 (87540) - (1574)^2}{30(30-1)}$$

$$\begin{aligned}
&= \frac{2626200 - 2477476}{30(29)} \\
&= \frac{188724}{870} \\
&= 170.94
\end{aligned}$$

The formula was used to test hypothesis was

1. XI-1 and XI-2

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

So:

$$\begin{aligned}
F &= \frac{170.94}{99.50} \\
&= 1.71
\end{aligned}$$

After calculation the data, reseacher found that $F_{\text{count}} = 1.71$ it had been compared to F_{table} with α 5% and dk numerator and deminator were same (n_1 and $n_2 = 30$; $dk=30-1=29$). From the distribution list F, reseacher found that $F_{\text{table}} = 4.18$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.71 < 4.18$). so, there is no difference the variant between the X-1 class and X-2 class. It means that the variant is homogenous

Appendix 8

Score of Experiment Class and Control Class on Post-test

a. Score Experiment Class Post-test

1	Students Initial Name	Post-test
1	AA	60
2	ABH	60
3	AF	80
4	BA	55
5	BN	85
6	BRS	60
7	CF	70
8	CG	72
9	DAH	65
10	DE	70
11	FA	85
12	FH	65
13	GH	72
14	IP	70
15	IPSG	68
16	IN	70
17	JH	65
18	KSH	78
19	KS	75
20	LSS	68
21	LP	80
22	MH	72
23	MOH	72
24	NRH	72
25	NS	75
26	OG	75
27	PNH	70
28	PSL	78
29	SAH	72
30	WN	72
	Total	2143

b. Score of Control Class Post-test

No	Students Initial Name	Post-test
1	AH	40
2	ASR	52
3	BEH	40
4	DPSH	70
5	FH	45
6	FRH	52
7	GH	70
8	HT	52
9	JSH	80
10	KSS	60
11	KT	75
12	LMH	72
13	LS	50
14	MFH	50
15	MH	55
16	MRN	60
17	NPS	50
18	NHH	70
19	OCH	55
20	PSF	65
21	RIH	58
22	SSH	55
23	SR	60
24	TAN	60
25	TN	58
26	TR	60
27	UOS	58
28	VAN	65
29	WAN	60
30	YAS	50
	Total	1754

Appendix 9

RESULT OF NORMALITY TEST IN POST TEST RESULT OF THE NORMALITY TEST OF X-1 IN POST TEST

15. The score of X-1 class in post test from low score to high score

55	65	70	72	78
60	68	70	75	78
60	68	72	75	80
60	70	72	75	80
65	70	72	78	85
65	70	72	78	85

16. High =85

Low =55

Range = High-Low

$$= 85-55$$

$$= 30$$

17. Total of Classes = $1+3,3 \log (n)$

$$= 1+ 3,3 \log (30)$$

$$= 1+3.3 (1.47)$$

$$= 1+ 4,85$$

$$=5,85$$

$$=6$$

$$18. \text{Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{30}{6} = 5$$

19. Mean

Interval class	F	X	X	fx	x ²	fx ²
55-59	1	57	+3	3	9	9
60-64	3	62	+2	6	4	12
65-69	5	67	+1	5	1	5
70-74	10	72	0	0	0	0
75-79	7	77	-1	-7	1	7
80-84	2	82	-2	-4	4	8
85-89	2	87	-3	-6	9	18
i = 5	30	-	-	-3	-	59

$$M_x = M^1 + i \frac{\sum f^1}{N}$$

$$= 72 + 5 \left(\frac{-3}{30} \right)$$

$$= 72 + 5 (-0.1)$$

$$= 72 + (-0.5)$$

$$= 71.5$$

$$SD_t = i \sqrt{\frac{\sum fxi^2}{n} - \frac{(\sum fxi)^2}{n^2}}$$

$$= 5 \sqrt{\frac{59}{30} - \left(\frac{-3}{30} \right)^2}$$

$$= 5 \sqrt{1.96 - (-0.1)^2}$$

$$= 5 \sqrt{1.96 - 0.01}$$

$$= 5 \sqrt{1.95}$$

$$= 5 \times 1.36$$

$$= 6.8$$

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the area	Large of area	Fh	fo	$\left(\frac{fo - fh}{fh}\right)$
85-89	89.5	2.64	0.4959				
80-84	84.5	1.98	0.4761	0.01	0.3	1	2.33
75-79	79.5	1.17	0.3790	0.09	2.7	3	0.11
70-74	74.5	0.44	0.1700	0.20	6	5	-0.16
65-69	69.5	-0.29	0.1141	0.05	1.5	10	5.66
60-64	64.5	-1.02	0.3461	-0.23	-6.9	-7	-2.01
55-59	59.5	-1.76	0.4608	-0.11	-3.3	2	-1.60
	54.5	-2.50	0.4938	-0.03	-0.9	2	-1.22
						X^2	3.11

Based on the table above, the researcher found that $x^2_{\text{count}} = 3.11$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.11 < 11.070$) with degree of freedom (dk) = 6-1=5 and significant level $\alpha = 5\%$. So distribution of X-1 class (pre-test) is normal.

20. Median

Interval Class	F	Fk
55-59	1	1
60-64	3	4
65-69	5	9
70-74	10	19
75-79	7	26
80-84	2	28
85-89	2	30

Position of Me in the interval of classes is number 4, that:

$$B_p = 69.5$$

$$F = 9$$

$$F_m = 10$$

$$i = 7$$

$$n = 30$$

$$\frac{1}{2}n = 15$$

So :

$$\text{Me: } B_p + i \left[\frac{\frac{n}{2} - F}{f_m} \right]$$

$$= 69.5 + 7 \left(\frac{15 - 9}{10} \right)$$

$$= 69.5 + 7(0.6)$$

$$= 69.5 + 4.2$$

$$= 73.7$$

21. Modus

Interval Class	F	Fk
55-59	1	1
60-64	3	4
65-69	5	9
70-74	10	19
75-79	7	26
80-84	2	28
85-89	2	30

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 69.5$$

$$d_1 = 5$$

$$d_2 = 3$$

$$i = 7$$

so,

$$M_o = 69.5 + \frac{5}{5+3} 7$$

$$= 69.5 + 0.6 (7)$$

$$= 69.5 + 4.2$$

$$= 73.7$$

RESULT OF NORMALITY TEST IN PRE TEST
RESULT OF THE NORMALITY TEST OF X-2 IN POST TEST

1. The score of X-2 class in pre test from low score to high score

40	50	55	60	70
40	52	58	60	70
45	52	58	65	70
50	50	58	65	72
50	55	60	65	75
50	55	60	65	80

2. High =80

Low =40

Range = High-Low

$$= 80-40$$

$$= 40$$

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

$$= 1+ 3,3 \log (30)$$

$$= 1+3.3 (1.47)$$

$$= 1+ 4,85$$

$$=5,85$$

$$=6$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6,6 = 7$$

5. Mean

Interval class	F	X	X	fx	x ²	fx ²
40-46	3	43	+2	6	4	12
47-53	7	50	+1	7	1	7
54-60	9	57	0	0	0	0
61-67	5	64	-1	-5	1	5
68-74	3	71	-2	-6	4	12
75-81	3	78	-3	-9	9	27
i = 7	30	-	-	-7	-	63

$$M_x = M^1 + i \frac{\sum f^1}{N}$$

$$= 57 + 7 \left(\frac{-7}{30} \right)$$

$$= 57 + 7 (-0.23)$$

$$= 57 + (-1.61)$$

$$= 55.39$$

$$SD_t = i \sqrt{\frac{\sum fxi^2}{n} - \frac{\sum fxi^2}{n}}$$

$$= 7 \sqrt{\frac{63}{30} - \left(\frac{-7}{30} \right)^2}$$

$$= 7 \sqrt{2.1 - 0.23^2}$$

$$= 7 \sqrt{2.1 - 0.0529}$$

$$= 7 \sqrt{2.04}$$

$$= 7 \times 1.42$$

$$= 9.94$$

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the area	Large of area	fh	fo	$\left(\frac{fo - fh}{fh}\right)$
75-81	81.5	2.62	0.4956				
				0.02	0.6	3	4
68-74	74.5	1.92	0.4719				
				0.08	2.4	7	1.91
61-67	67.5	1.21	0.3869				
				0.19	5.7	9	0.57
54-60	60.5	0.51	0.1915				
				0.11	3.3	5	0.51
47-53	53.5	-0.19	0.0753				
				-0.23	-6.9	3	-1.43
40-46	46.5	-0.89	0.3133				
				-0.13	-3.9	3	-1.76
	39.5	-1.59	0.4441				
X^2							3.8

Based on the table above, the researcher found that $x^2_{\text{count}} = 3.8$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.8 < 11.070$) with degree of freedom (dk) = 6-1=5 and significant level $\alpha = 5\%$. So distribution of X-1 class (pre-test) is normal.

6. Median

Interval Class	F	Fk
40-46	3	3
47-53	7	10
54-60	9	19
61-67	5	24
68-74	3	27
75-81	3	30

Position of Me in the interval of classes is number 4, that:

$$B_p = 53.5$$

$$F = 10$$

$$F_m = 9$$

$$i = 7$$

$$n = 30$$

$$\frac{1}{2} n = 15$$

So :

$$\text{Me: } Bp + i \left[\frac{\frac{n}{2} - F}{fm} \right]$$

$$= 53.5 + 7 \left(\frac{15 - 10}{9} \right)$$

$$= 53.5 + 7 (0.05)$$

$$= 53.5 + 3.85$$

$$= 57.35$$

7. Modus

Interval Class	F	Fk
40-46	3	3
47-53	7	10
54-60	9	19
61-67	5	24
68-74	3	27
75-81	3	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 53.5$$

$$d_1 = 2$$

$$d_2 = 4$$

$$i = 7$$

so,

$$M_o = 53.5 + \frac{2}{2+4} 7$$

$$= 53.5 + 0.33 (7)$$

$$= 53.5 + 2,31$$

$$= 55.81$$

Appendix 10

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

H₀ :

H₁ :

C. Variant of the X-1 Class is:

	Students Initial Name	Xi	Xi ²
1	AA	60	3600
2	ABH	60	3600
3	AF	80	6400
4	BA	55	3025
5	BN	85	7226
6	BRS	60	3600
7	CF	70	4900
8	CG	72	5184
9	DAH	65	4225
10	DE	70	4900
11	FA	85	7226
12	FH	65	4225
13	GH	72	5184
14	IP	70	4900
15	IPSG	68	4624
16	IN	70	4900
17	JH	65	4225
18	KSH	78	6084
19	KS	75	5625
20	LSS	68	4624
21	LP	80	6400
22	MH	72	5184
23	MOH	72	5184
24	NRH	72	5184
25	NS	75	5625
26	OG	75	5625

27	PNH	70	4900
28	PSL	78	6084
	SAH	72	5184
	WN	72	5184
	Total	2143	150572

$$N = 30$$

$$\sum xi = 2143$$

$$\sum xi^2 = 150572$$

So:

$$\begin{aligned}
S^2 &= \frac{\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{30(150572) - (2143)^2}{30(30-1)} \\
&= \frac{4517160 - 4592449}{30(29)} \\
&= \frac{59711}{870} \\
&= 68.63
\end{aligned}$$

D. variant of the XI-2 Class is:

No	Students Initial Name	X_i	X_i^2
1	AH	40	1600
2	ASR	52	2704
3	BEH	40	1600
4	DPSH	70	4900
5	FH	45	2025
6	FRH	52	2704
7	GH	70	4900
8	HT	52	2704
9	JSH	80	6400
10	KSS	60	3600
11	KT	75	5625
12	LMH	72	5184
13	LS	50	2500
14	MFH	50	2500
15	MH	55	2025
16	MRN	60	3600
17	NPS	50	2500
18	NHH	70	4900
19	OCH	55	2025
20	PSF	65	4225
21	RIH	58	3364
22	SSH	55	3025
23	SR	60	3600
24	TAN	60	3600
25	TN	58	3364
26	TR	60	3600
27	UOS	58	3364
28	VAN	65	4225
29	WAN	60	3600
30	YAS	50	2500
	Total	1754	105713

$$N = 30$$

$$\sum x_i = 1754$$

$$\sum x_i^2 = 105713$$

So:

$$S^2 = \frac{\sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$= \frac{30(105713) - (1754)^2}{30(30-1)}$$

$$\begin{aligned}
&= \frac{3171390}{30(29)} \\
&= \frac{84341}{870} \\
&= 96.94
\end{aligned}$$

The formula was used to test hypothesis was

2. XI-1 and XI-2

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

So:

$$\begin{aligned}
F &= \frac{96.94}{68.63} \\
&= 1.41
\end{aligned}$$

After calculation the data, reseacher found that $F_{\text{count}} = 1.41$ it had been compared to F_{table} with α 5% and dk numerator and deminator were same (n_1 and $n_2 = 30$; $dk=30-1=29$). From the distribution list F, reseacher found that $F_{\text{table}} = 4.18$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.41 < 4.18$). so, there is no difference the variant between the X-1 class and X-2 class. It means that the variant is homogenous

Appendix 11

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of both averages was t-test, that :

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-2)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{73.7 - 57.35}{\sqrt{\left(\frac{(30-1)(68.63) + (30-1)96.94}{30+30-2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}} \\ &= \frac{16.2}{\sqrt{\left(\frac{29(68.63) + 29(96.94)}{58}\right)(0.03+0.03)}} \\ &= \frac{16.2}{\sqrt{\left(\frac{1990.27+2802.56}{58}\right)(0.03+0.03)}} \\ &= \frac{16.2}{\sqrt{\left(\frac{4792.83}{58}\right)(0.06)}} \\ &= \frac{16.2}{\sqrt{82.63(0.06)}} \\ &= \frac{16.35}{\sqrt{4.95}} \\ &= \frac{16.2}{2.24} \\ &= 7.23 \end{aligned}$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 7.23$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 58$, $t_{\text{table}} = 1.671$. So, $t_{\text{count}} > t_{\text{table}}$ ($7.23 > 1.671$) and H_a is accepted, it means there was a different between experimental class and control class in post-test, it can be concluded that there was the significant effect of small group discussion on students writing recount text at grade X students of SMA N 1 Sayur Matinggi.

18	KSH	10	10	10	10	10	5	5	60	10	12	10	10	10	10	10	78
19	KS	5	10	5	10	10	5	5	55	15	15	15	10	10	10	10	75
20	LSS	10	10	10	5	5	5	5	50	10	18	10	10	10	5	5	68
21	LP	10	15	10	10	10	5	-	60	15	20	15	10	10	10	10	80
22	MH	5	10	5	7	10	10	5	52	10	12	10	10	10	10	10	72
23	MOH	10	10	10	10	5	5	5	55	10	12	10	10	10	10	10	72
24	NRH	5	12	10	10	5	5	5	52	10	12	10	10	10	10	10	72
25	NS	10	12	10	10	5	5	-	52	10	15	10	10	10	10	10	75
26	OG	10	15	10	10	10	5	5	65	15	20	10	10	10	10	10	75
27	PNH	10	12	10	10	5	5	-	52	10	10	10	10	10	10	10	70
28	PSL	10	15	10	10	10	10	-	65	10	18	10	10	10	10	10	78
29	SAH	10	15	10	10	10	10	5	60	15	17	15	10	10	5	-	72
30	WN	10	15	10	10	10	10	5	60	15	12	15	10	10	10	10	72

B. Assesment Indicator of Witing in Pre-test And Post-test of Control Class

No	Pre-test									Post-test							
	The Initial Name of Students	O	E	R	UPV	UAV	U A	USM	Score	O	E	R	UPV	UAV	UA	USM	Score
1	AH	5	5	5	10	5	5	-	30	5	12	8	5	5	5	-	40
2	ASR	10	10	10	10	10	-	-	50	7	10	10	10	10	-	5	52
3	BEH	5	5	5	5	5	5	5	35	5	5	5	10	10	5	-	40
4	DPSH	15	15	15	10	10	10	10	70	15	20	15	10	10	5	5	70
5	FH	5	10	5	10	10	-	-	40	5	5	5	10	10	5	5	45
6	FRH	10	10	10	10	5	5	-	50	10	12	10	5	5	5	5	52
7	GH	15	20	15	10	5	5	-	70	15	25	15	10	10	5	-	70
8	HT	10	10	10	5	5	5	5	50	10	10	10	10	10	7		52
9	JSH	15	20	15	10	10	-	5	75	15	20	15	10	10	5	5	80
10	KSS	10	12	10	5	5	5	5	52	13	12	10	10	10	5	5	60
11	KT	15	20	15	7	8	10	5	75	10	13	10	7	10	10	10	75
12	LMH	10	10	10	10	5	5	-	55	12	10	10	10	10	10	10	72
13	LS	5	10	5	10	5	5	5	45	10	10	10	5	5	5	5	50
14	MFH	5	5	5	10	5	5	5	40	5	10	5	10	10	5	5	50
15	MH	8	12	10	10	5	5	5	55	10	10	10	8	7	5	5	55
16	MRN	10	10	7	10	10	-	-	52	15	15	15	10	10	5	5	60
17	NPS	5	5	5	10	10	5	5	45	8	12	7	8	10	5	-	50
18	NHH	10	18	10	10	10	-	-	58	15	20	15	7	8	10	5	70
19	OCH	10	12	5	10	10	5	5	52	10	15	12	8	10	10	5	55
20	PSF	15	15	15	10	10	5	5	60	15	20	15	10	10	10	-	65
21	RIH	8	12	10	10	10	5	-	55	8	10	10	10	10	10	-	58

22	SSH	10	12	8	10	5	7		52	10	13	7	10	10	5	-	55
23	SR	10	13	10	10	10	5	-	58	15	15	15	10	10	5	5	60
24	TAN	10	13	8	10	10	10	-	60	15	15	15	7	8	7	8	60
25	TN	10	10	10	10	10	5		55	8	10	10	10	10	5	5	58
26	TR	15	15	15	10	10	5	5	60	15	15	15	10	10	10	-	60
27	UOS	10	15	10	10	10	5	-	55	10	10	10	10	10	8	-	58
28	VAN	10	10	10	10	10	5	5	60	15	15	15	10	10	10	5	65
29	WAN	10	13	7	10	10	5	5	60	10	15	10	10	10	10	-	60
30	YAS	5	5	5	5	10	10	-	45	10	10	10	7	8	5		50

Appendix 13

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test scores	Post-test scores	Improvement	Gain score
Experimental	53.58	71.5	17.92	16.74
Control	54.21	55.39	1.18	

Appendix 14

DOCUMENTATION









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

19 November 2018

nomor : 233 /In.14/E.6a/PP.00.9/11/2018
tempat : -
 perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. H. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

di -Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Chintiya Alina Fatimah
NIM : 1520300098
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : The Effect of Group Discussion Strategy on Writing Recount Text Mastery At Grade XI students of SMA N 1 Sayur Matinggi.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Ravendriani Fahmei Lubis, M. Ag.
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PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 SAYURMATINGGI
Jln. Tano Tombangan Aek Garugur Sayurminggi Kode Pos 22774
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SURAT KETERANGAN TELAH SELESAI MELAKSANAKAN PENELITIAN/RISET
Nomor : 071 / 250 / 2019

Yang bertandatangan dibawah ini :

Nama : SATRIATI PASARIBU, S.Pd.M.Si.
NIP : 196503242003122001
Pangkat/Gol.Ruang : Pembina/IV.a
Jabatan : KepalaSekolah
Unit Kerja : SMA Negeri 1 Sayurminggi

Dengan ini menerangkan bahwa :

Nama : CHINTIYA ALINA FATIMAH
NPM : 1520300098
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Sibuhuan
Tanggal : 11 s/d 26 Oktober 2019

Benar sebagai mahasiswa Institut Agama Islam Negeri (IAIN), dan telah selesai Melaksanakan Riset / Penelitian di SMA Negeri 1 sayurminggi Kecamatan Sayurminggi Kabupaten Tapanuli Selatan Propinsi Sumatera Utara, Pada tanggal 11 s/d 26 Oktober 2019 dengan Penelitian yang berjudul "THE EFFECT OF SMALL GROUP DISCUSSION STRATEGY ON WRITING RECOUNT TEXT AT GRADE X STUDENTS OF SMAN 1 SAYURMATINGG.".

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sayur Matinggi, 26 Oktober 2019
Kepala Sekolah,



SATRIATI PASARIBU, S.Pd.M.Si.
NIP. 196503242003122001