THE EFFECT OF GROUP WORK STRATEGY ON STUDENTS ACHIEVEMENT IN WRITING RECOUNT TEXT AT GRADE VIII IN MTs N 1 PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar (S.Pd.I)
in English

by:

SAHRUL ONDAK HARAHAP
Reg. No. 08 340 0032

ENGLISH DEPARTMENT

TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Hal: Munaqasyah

a.n. **Sahrul ondak Harahap**

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Padangsidimpuan, 18th March 2014

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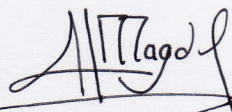Dean of Tarbiyah and Pedagogy Faculty

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Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Sahrul ondak*, entitle *"The Effect of Group Work Strategy on Students Achievement in Writing Recount Text at Grade VIII in MTs N 1 Padangsidimpuan"*, we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department and Pedagogy Faculty IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend his thesis in Munaqosyah. That's all and thank you for the attention.
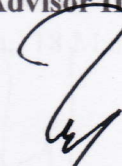
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DECLERATION OF SELF THESIS COMPLETION

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Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, 18 March 2013
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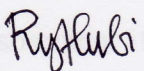
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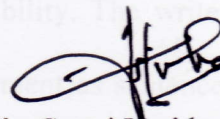NIP. 19710510 200003 2 001

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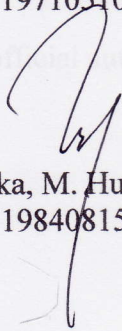NIP. 19750917 200312 2 002

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The Thesis with Title : The Effect of Group Work Strategy on Students Achievement in Writing Recount Text at Grade VIII in MTs N 1 Padangsidimpuan

Written by   : Sahrul Ondak Harahap

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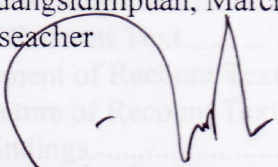
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May Allah, the Almighty bless them all, Amin.

    Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, March 18th 2014
Reseacher

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The little of the thesis   :THE EFFECT OF GROUP WORK STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT VIII GRADE IN MTs N 1 PADANGSIDIMPUAN

ABSTRACT

This research discussed about the effect of group work strategy on students' achievement in writing recount text at VIII grade in MTs N 1 padangsidimpuan. The problems of the research are the students' have low motivation, lack vocabulary, lack concentration, and uninterested teaching strategy. As the result, the students are difficult in writing. The aim of this research is to find out the effect of group work strategy on students' achievement in writing recount text at VIII grade in MTs N 1 padangsidimpuan.

The method of this research was conducted by experimental method with quantitative approach. Experimental method is used to test hypotheses and to see the effect of group work strategy on students' achievement in writing recount text at VIII grade in MTs N 1 padangsidimpuan. The resource of the data was random sampling, there were 75 students analytical unit from 268 students of grade VIII MTs N 1 padangsidimpuan. Collecting the data researcher was done the instrument test for the students about writing achievement. To analysis the data, the researcher used formulation of t-test.

Based on the result of the research, researcher showed the description of the data was found that, the mean score of experimental class higher than control class (47.77 > 43.21). and the score of t_0 was bigger than t_t (6.97 > 1.66). It means that the hypothesis was accepted. It was concluded that there was the effect of group work strategy on students' achievement in writing recount text at VIII grade in MTs N 1 padangsidimpuan. Finally, the researcher suggested using group work strategy was effective to improve students writing skill.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesian, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered. The first, reading is the ability to make the messages or information that comes from the author can be understood and comprehended easily by the reader. The second, listening is the ability to make sense of what hear and connect it to other information already know. The third, speaking is the ability to communicate orally to express idea and feeling. The fourth, writing is the ability to inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

Writing skill is one of obligation skill to be mastered by students. By mastering writing skill they can convey everything they want to express through written or printed form.

Writing is a physical act of committing words and ideas in a textual medium though the use of a set signs or symbols or letters. To be able to express the thought, notion and ideas in written form precisely, it must be through a good writing. The writers have to write about what they think in their mind and state it on a paper by using the correct procedure. So that is why writing becomes a skill strictly needed by students to be mastered because writing has a number of importances. Such as;

First, in people's Everyday life. Undoubtedly, writing has become a prominent part in people's everyday life. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Simple notices at shopping centers, printed media such as newspaper, magazine, etc, educational and scientific sources like books, journals, biography, and encyclopedia, and literary works such as poem, novel, such story, and the like show us that writing in any form serves different but essential function in day-to-day activities.

Second, in Education. One of thing that gives a very huge effect of learning achievement is text book. Text book is one of writing production. The author text his thought into written from, so that the students who read the book can get what the author's thought. Likewise, students write everything in their mind onto paper or something alike for keeping their thought as archives for further learning equipment. Meanwhile in the smaller scope of educational setting, i.e. at schools, most of examinations require students to use their writing

skill. In other words, students' success at school is partly determined by their writing skills.

The last, in business. Writing takes a big deal in business scoop. We can see that nowadays it has become one of requirement for employment to have website for informing costumer about product, investment, costumer service, or cooperation which all of that must be serve in written form. Then, the document should have clarity. Poor writing skills will convey the wrong messageand result in possible rejection of the proposal. Likewise, appointment letters and memos reflect on the reputation of the organization.

The fact that writing skill clearly gives many advantages to those possessing it suggests that having good writing skill will be of benefit to people. In addition to be able to take part in today's information culture, a writer can express himself well through writing; he can communicate his ideas, thought, feeling, and experiences and at the same time, let it known by others.

Based on explanation above, researcher does the beginning study to find research problems. Meanwhile, the theory that is used to discuss problems that are found in field is behavioristics theory. Behavioristics theory assumption that children do not have potency since born. The children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. Then this theory assumption that the children growth relate with the

concrete term can be seen and can be observed.[1] In addition, behavioristics theory assumption that, the children attitude are the result of experience with environment stimulus. Next, learning can be drawn in association between ancient that can be observed, they are stimulus and responses.[2] This theory is also said as a stimulus responses theory. So based on the explanation of the behavioristics theory can effect the group work strategy to achieve writing achievements. For the researcher reason is because group work strategy is an approach in teaching learning process in which the students must able giving and receiving in teaching learning process. Therefore in behavioristics theory the students must be given many stimulus so that the students are able to give many response. But from the empiric finding in field, researcher do not find the form of teaching learning process as the statement in behavioristics theory and the problems that are find there in the next paragraph.

Writing in education is not easy learning activities. In every level of education in Indonesia, English is one of the compulsory courses that is taught from primary school until university. For MTs N 1 Padangsidimpuan. Actually all of students can write, but the problem is limitation of vocabularies, ideas, and arrange structure of sentence.

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[1]Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner* (Jakarta: PT Rajagrafindo Persada, 2009), p. 175.

[2]Jeanne Ellis Ormrod, *Psikologi Pendidikan,* diterjemahkan dari *"Psychology of Education"* oleh Wahyu Indianti (Jakarta: Erlanggga, 2008), p. 422-423.

First, students do not have many vocabularies. Much vocabularies is one way to easy in written. But in reality, from the teacher's explanation about the ability of the students, they do not have many vocabularies. If the students is ordered by teacher to write by model dictation, they usually use the dictionary because they do not know the written of the words. So that, it's make them difficult to write.

Second, students do not understand about structure of sentence. Such as arrange subject, predicate, and complement. Based on information from most students think that the function of structure is not important. So that, it makes difficult to write. In fact, the result that writer got along with PPL in MTs.N 1 Padangsidimpuan shows that the students have many difficulties in constructing good sentences.

To make student understand writing, the teacher must be able to use English teaching method to solving this problem, such as: Jigsaw, TAI (Team Accelerated Instruction) and Group work strategy.

Jigsaw is focused in group working that is able to build the students bravery and communication ability with other people or friends, because by using this method the students can share retell the story or discuss certain topic with English language.

TAI (Team Accelerated Instruction) specially designed to teach mathematics to students in grades 3-6 (or older students not ready for a full algebra course) in TAI allows students to advance at an individual or small-

groups pace of allowing a teacher opportunities to use manipulative or to repeat a lesson several times or just give a brief overview of material during the direct presentation.

Then, there is Group work strategy. It is a teaching strategy that used by students to do some work, preparing presentation, discussing an issue and come to a group decision. By applying this strategy, the students are expectedly able to develop their writing ability by the reason they can discus, open-minded and trust each other comfortably. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

In reality, teaching writing in MTs N 1 Padangsidimpuan less effective. When they were studying about text, the teachers just write the text, and then order the students to write the text one by one. After that, students are ordered to find the difficult words from the text and then translate the words. The last, students do the exercise.

According to the explanation of the teachers, students can write the text but they difficult to comprehend the text.[3] It can be seen from their task. minimum achievement (KKM) at MTs.N 1 Padangsidimpuan is 78, thus the average all of students at grade VIII 70.

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[3] Inter view with the Teacher English Language of MT s N 1 Padangsidimpuan 08/01/2014

In the other word, students can not remember what they have write. So that, the ability of students' writing achievement not so good.

Based on the explanation above, the writer was interested to do a research that title: " The effect of group work strategy on students achievement in writing recount text at grade VIII in MTs N 1 Padangsidimpuan"

B. The Identification of the Problem

Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. The components of teaching and learning process are very essential in order to run a teaching and learning process. There are many components that can effect of learning. They are teacher, students, teaching media, method, environment and curriculum.[4]

Based on background of research about students' ability in writing, there were still may students who can not write a good paragraph. The problem might be occured because most of students rarely write, they do not know the component recount text, they did not have many vocabularies, and lack of mastering grammar. It makes them very difficult to write paragraph. So that, the researcher offered to solve the problem by using Group work strategy

C. The Limitation of the Problem

The problem of writing is very large and the method used in teaching writing is very much. So that the researcher limitate the problem and focused in

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[4]Wina Sanjaya, *Kurikulum dan Pembelajaran* (Jakarta: Kencana, 2008), p. 197.

Group work strategy to improve the students achievement in writing recount text at first semester of VIII grade students of MTs N 1 Padangsidimpuan 2013-2014 academic year.

D. The Formulation of the Problem

One of the important aspects to make the problem to be clear in research is pointed on the formulation of the problem. Based on identification above as follow : "Is there the effect of group work strategy on students achievement in writing recount text at grade VIII in MTs N 1 Padangsidimpuan?"

E. The Objective of the Research

The objective of research is to examine the formulation of the problem. So that, based on formulation above the researcher determiners the purposes of the research is to examine the effect of group work strategy on students achievement in writing recount text at grade VIII in MTs N 1 Padangsidimpuan.

F. The Significances of the Research

This research has significances to the following area:

For teachers, the result of this research gave one suitable method that can be used by teachers to get successful learning especially in teaching writing.

1. For Students as the motivation to improve their achievement in writing.

2. For the head master, must give support motivation to the teacher and students and prepare the facilities which needed especially for English subject.

3. For other researcher, the result of this research is hoped to help the other researcher who will conduct further research in the same topic.

G. The Definition of Operasional Variable

To avoid misunderstanding of writer and reader in the title of the problem, writer will give the defenition of this research as the follow:

1. Group Work Strategy is teaching manner in the classroom where students are viewed as a group or divided into several groups. Each group works together in solving problems, or carrying out certain duties and trying to achieve teaching objectives that have also been determined by teachers.[5]

2. Students is a person who is studying at school or college.[6] Achievement is the mental or physical capacity, power or skill required to do something.[7] So, students' Achievement is a power level of skill or intelligence a person who is studying in a university or college in performing something. Then, Writing recount text is the process of giving information by text which is content tell an event, happened, or activity which is happened to someone, or someone experienced".[8] So, students' Achievement in writing recount text is a power level of skill or inteligence a person in giving information by text which is tell someone experienced in the past.

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[5]Nana Sudjana, *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo 1995), p. 15.

[6]Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.

[7]*Ibid.*, p. 2.

[8]Otong Setiawan Djuhari, *Genre Dilengkapi dengan 700 Soal Pemahaman* (Bandung: Ramawidya, 2008), p. 44.

H. The Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problems, purpose of the research, significant of the research, definition of the operational variables.

Chapter two is the theoretical description, which explain about writing recount text, teaching strategy, group work strategy, and conceptual framework.

Chapter three discuss about the methodology of research consists of: place and time of the research, method of research, population and sample, The Instrument of Collecting Data, Technique of Collecting Data and technique of analyzing data.

Chapter four is the result of the research and data analyzing consists of description of data, discussion of the research and limitation of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Literature Review

1. Group Work Strategy

a. The Background of Group Work Strategy

Active student is a student who works hard to take greater responsibility in their own learning process. They take a more dynamic role in deciding what, how they should know what they should do and how they will do it Glasglow in Winastwan Gora and Sunarto.[1] One of the active learning models that can increase activity, interest and students' understanding of the material learning in a learning process is the application of Group Work.

According to Nana Sudjana group work is teaching manner in the classroom where students are viewed as a group or divided into several groups. Each group works together in solving problems, or carrying out certain duties and trying to achieve teaching objectives that have also been determined by teachers.[2]

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[1]Winastwan Gora & Sunarto, *Pakematik Strategi Pembelajaran Inovatif Berbasis TIK* (Jakarta: Alex Media Komputindo, 2010), p. 10.
[2]Nana Sudjana, *Loc. Cit.*

So, learning Group work strategy is a teaching strategy that teaches the students to study together with their group to accomplish shared goals and to solve the problem through working together.

b. The Definition and Concept of Group Work

According to Killen in Martinis Bansu I Yamin and Ansari Group Work is a learning strategy that asks the students working together in a group rather than explain in classical. Learning model "Active Learning" method group an instructional model that was developed from the concept or principles of the theory of the brain, constructivist learning theory, and the collaborative theory or cooperative learning. This learning model emphasizes on activities and active participation of students in terms of intellectual and emotional optimally through learning activities within team and between team teaching to gain more meaningful mastery or understanding of the material.[3]

Based on the description above, it can be concluded that Group work is one of the types of active learning strategy where students are divided into some groups and work together to perform tasks that have been previously designed by the teacher, with the provisions of each

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[3]Martinis Yamin & Bansu I Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa* (Jakarta: Gaung Persada Press, 2009), p. 71.

member of the group still has a notch and independent of personal responsibility.

c. The Pros and Cons of Group Work

If it is used effectively in learning, the application of Group Work has a lot of advantages compared to direct instruction strategy, discussion in large groups, classical and working individually. Some advantages of Group Work as follow:

1) Group work allows changing the subject matter according to the background behind the differences between groups. It aims to adapt students' needs, interests, and abilities without regard to differences between students.
2) Group work encourages 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 work provides the opportunity for all students to contribute ideas and materials in an atmosphere of complete environmental safe and comfortable.
5) Group work involves students actively in learning, and this can improve their achievement and retention.
6) Group work helps students learn to respect other students, both smart and the weak and cooperate with each other. [4]

But in addition to having the advantages that have been described above, Group Work also has some limitations.

Weaknesses of Group Work, among others:

1) Some students may initially find it difficult as experienced by other group members (probably because they do not Popular or different from one member to other members in the group).

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[4]*Ibid.,* p. 72.

2) If the interaction of students is monitored in each group, some students will spend time for a discussion of 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 teachers 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 schools and colleges. [5]

Based on this theory, it can be concluded that although Group Work in the application of learning can provide several advantages, but the application also has its limitations. To that end, below is a way to overcome the weaknesses of Small application of the Work Group, is conducting ongoing work as follows:

1) Educators should convey the purpose of learning so as to further motivate students
2) Educators must first decide on the number of groups and number of members. Preferably in a grouping composed of students members who are heterogeneous good views of academic achievement, types sex, and race / ethnicity.
3) Educators should continue to provide direction and guidance for group work.
4) Create a fun learning environment that students can become more active and no longer embarrassed to ask and issued opinions freely.
5) There should be arrangements placement and preparation groups, making it easier to control educators' individuals or groups of students.

d. The Principle of Group Work.

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[5] *Ibid.*, p. 73.

Before the implementation of Group Work in learning, it should be noted that some of the principles learned in time learning process students can perform learning activities optimal. There are some principles learning that can support the growth of active student learning which are:

1) Attention and Motivation

From the study of the theory of learn about information processing revealed that in the absence of attention, not possible to learn. Attention the lesson the students will arise if appropriate teaching materials needs. While the motivation to have a role in energize and direct the activities of the work the someone.

2) Direct Involvement or Experience

In student learning not just observe directly but he should live, directly involved in the action, and shall responsibility for the results.

3) Repetition

Learning is to train the forces that exist in humans comprising on the gaze, perceiving, remembering, imagining, feeling, thinking, and so on. With repetition of the conduct dayadaya will evolve and be perfect.

4) Feedback and Reinforcement

Source of reinforcement learning for satisfying needs from outside and in him. Reinforcement learning that comes from the outside as the value, recognition of student achievement, student opinion approval, reward, gift, and others, is a way to strengthen the students' responses. While the amplifier from within him could happen if the response done really satisfactory and in accordance with their needs. [6]

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[6]Dimayati & Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta 2006), p. 42.

e. The Procedure of Group Work

Application Procedures of Group Work in Learning According

to Ali Muhtadi consists of 9 steps of learning activities, namely:

1) Initial Orientation
Describe the scope of the material, expressed objectives, delivering learning procedure, the results of valuation techniques learning, and deliver alternative learning resource materials, as well as motivating students' activeness in both teamwork and the interaction
learning between teams (active attention, listening, listening, record/ process information, ask questions, argue, and reading learning materials, as well as actively in group work.

2) The formation and Team Assignments
Identify the characteristics of students, set the number of teams and number of members, and establish and inform the membership team. Delivering the grating material and giving tasks to work in a team suit with topics and indicators of student competencies that must be mastered.

3) Exploration
Students with his team looking and reading materials learning resources, discuss and resolve any task given, as well as preparing media materials presentation.

4) Learn to be a Team of Experts
Students perform peer teaching in the team each in turn until all team members become experts the topics that need to be presented before the other team.

5) Re-Orientation
Explain step further learning, recalls the rating system, encouraging the active involvement all students during class presentations and discussions.

6) Presentation of the Team in the Classroom
Raffle or a percentage of the team should topic to be presented, raffle one person who should representing the team for the presentation, presentation materials team, asking to all students on the clarity of the core material that has been presented, giving a chance to the other members of the team of presenters to clarify the presentation of the material.

7) Checking Understanding
Appoint 2-4 random people outside the team presenters to present their understanding of the materials re- by turns.

Monitors the level of students' understanding material, giving students another opportunity to clarify the re- material that students have not understood outside presenter group.

8) Reflection and Conclusions

Explain again some questions unanswered correctly and clearly by a team of presenters, provide a summary of the material to reinforce students' understanding, give every student a chance to ask, answer and respond to student questions.

9) Formative evaluation

Give some brief questions regarding with new material finished assessed for each student worked quickly in writing. [7]

2. Student Achievement in Writing Recount Text

a. The Definition of Writing

Writing is largely a solitary act. It is formed in isolation. Writing depends primarily on the word writers choose and the form they give to their ideas.[8] In addition, Nunan said that writing can be defined by a series of contrasts as:

1) It is both physical and a mental act. Writing is the mental work of inverting ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2) Its purpose is both to express and impress. Writer typically serve two masters: themselves, and their own desire to express an idea of feeling and readers, also called the audience, who need to have ideas expressed in certain ways.

3) It is both a process and product. The writer imagines, organizes, draft, edits, reads, and rereads. This process of writing is often cyclical and disorderly.[9]

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[7]Ali Muhtadi, *Model Pembelajaran Aktif* (Bandung: Prosiding Seminar Internasional-PPs UPI Bandung.2007), p. 8-10.

[8]Jane B Hughey, *Teaching ESL Composition Principle and Techniques* (New York: Newbury House Publisher, 1983), p. 4.

[9]David Nunan, *Practical English Language Teaching* (Singapore: mc graw-hill, 2003), p. 88.

Next, according to Hamp-Lyons, writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics.[10] According to Kathteen says that writing is an excellent means of monitoring and improving your comprehension and retention, also an effective learning strategy.[11]

So, writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read.

b. The Kinds of Writing

Writing is the expression of the mind of writers, and most of the writers write when they have some inner feelings related to their own self, their surroundings, the political and the economical situation of the state or the facts related to their professions. According Michael the kinds of writing are:

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[10]Addison Wesley, *Authentic Assessment for English Language Learners* (Virginia: Fairfax County Public Schools, 1994), p. 136.

[11]Kathleen T. Mc. Whorter, *Efficient and Flexible Reading* (USA: The Lehigh Press, 1992), p. 289.

1. *Expository or informative writing* to share knowledge and give information, directions, or ideas. Example, describing events or experience.

2. *Expressive/narrative writing* is a personal or imaginative expression in which the writer produces story or essay. This type of writing is often based on observations of people, objects, place and may include creative speculations and interpretation.

3. *Persuasive writing,* writer attempts to influence others and initiate action or change. This type of writing is often based on background information, facts.[12]

Based on explanation above, the researcher concluded there are three types of writing: Expository or informative, Expressive/narrative writing, Persuasive writing.

c. The Evaluation of Writing

In evaluation the writing, I have looked at type of knowledge writers bring to the writing task. I have indicated that the purpose of writing and genre determine what and how students write. Two important components in the assessment of writing are the nature of the task and the scoring criteria. There are some criteria of writing assessment:

1. Grammar

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[12]J. Michael O, Malley, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing, 1996), p. 137.

Is the part of the study of language which deals with forms and structure of words.

2. Vocabulary

Is defined as an interrelated group of non-verbal system symbol, sign, gesture, etc.

3. Mechanics

This criterion is talk about punctuation and spelling of the writing

4. Form

Form is of the main assessment in writing ability. This criterion is identified introduction, body and conclusion of writing task.

d. The Definition of Recount Text

There are many definitions of Recount text. As stated by some experts such as, according to AS. Hornby said that "recount is to tell somebody about something, especially something that you have experienced."[13] In addition, Linda Gerot and Peter Wignell said that Recount text is to retell events for the purpose of informing or entertaining.[14] In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator's opinion has been charged through the stages of Evaluation and the choice of climax (complication) in narrative, a recount is absent

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[13]AS.Hornby, *Op.Cit.*, p. 1106.
[14]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p. 194.

from the tellers judgment. Then, recount text is to tell what happened or to document a sequence of events and evaluate their significance in some way.[15]

Next, Pardiyono defines recount text as a kind of text that is aimed to inform about an event in the past.[16] It means that recount text an event or activities are happened in the past time.

From the explanation above, the writer concludes that recount text is a text which is used to inform past event or series of events that happened in the past. So, if the students want to tell their experience, they are able to understanding of recount text.

e. The Structural Element of Recount Text

Here structural element of recount text, consist to orientation, events and reorientation, and will be explain as follow.

1) Orientation

Orientation consists of opening, introduction the participant, time and the place. As Otong Setiawan Djuharie said: "Orientation refers to part of the text which gives setting or introducing".[17] The part will guide the reader to make guessing 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

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[15]David Butt, *Using Functional Grammar (An explorer's guide)* (National centre for English Teaching and Research: Macquarie University, 2000), p. 9.

[16]Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing Metode Mengajar Berbasis Genre Secara Efektif* (Yogyakarta: Andi, 2007), p. 63.

[17]Otong Setiawan Djuhrie, *Genre* (Bandung: Yrama Widya, 2007), p. 44.

guest the content of the text. Furthermore, in short definition, Gerot and Wignell said: "Orientation provides the setting and introduces the participants".[18]

Related to the above of explanation, the writer concludes that orientation is a part of structure of recount text which content participant, place, and time of the events. It can be determined by giving question "who, where and when", and usually occurs in the beginning of the text. For example: (who) Muhammad, David, I and you, (When) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

2) Event

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. And Gerot and Wignel said, "Event tell what happened, in what sequence".[19] In another word, Otong Setiawan Djuharie said that event is sequence of event.[20] In addition, according to Pardiyono said "event contains of recording of activities or events in the past that is told based on it chronological events".[21] The conclusion is events refer to show phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on

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[18]Linda Gerot and Peter Wignell, *Loc. Cit.*
[19]Gerot and Wignell, *Loc. Cit.*
[20]Otong Setiawan Djuharie, *Loc. Cit.*
[21]Pardiyono, *Loc. Cit.*

verb is "bought". Here the word "bought" shows the subject phenomenon or activity.

3) Re- orientation

Re- orientation is a part of structure of recount text contains optional closure of the event in the text. Otong Setiawan Djuharie said that "Re- orientation refers to the part of text that gives indication that the events in the text have finished".[22] Briefly, Pardiyono said that re-orientation contains the brief conclusion of the record events.[23] By comprehending the quotations, the researcher concludes both experts determine re- orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story.

f. The Language Features of Recount Text

1. Using nouns and pronoun as participant: smith, I, my family, we, she, he, and they.

2. Using temporal connectives: firstly, lastly, then, next, after, afterward.

3. Using past tense: learnt, saw, took, spoke, hit, cut and ate.

The researcher concludes that recount text has its structure and language features as the draft of its text. To give more understanding about it, the writer presents you the example as follow

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[22]Otong Setiawan Djuharie, *Loc. Cit.*
[23]Pardiyono, *Loc. Cit.*

My Holiday in Bali

Orientation

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

Event

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

Re orientation

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

B. The Review of Related Findings

In this research, the researcher was related findings to some researchers. The first, Khoirul Muttaqin "An Analysis on the students' achievement in comprehending both of descriptive and recount text to the grade XI students' of SMK Merpati Nusantara Siabu 2008/2009 Academic Year.[24] Based on the research, he found that the comprehending both of descriptive and procedure text to the student are "enough", it can be seen from the mean are 61 and 62.

The other, Ameliza "A Comparative between Contextual Teaching Learning and Discussion Method in Teaching Writing recount Text at IX Grade Students of MTs. Muhammadiyah 22 Padangsidimpuan in 2010/2011 Academic Year.[25] The result of teaching writing procedure text by using contextual teaching learning is better different result than discussion method. It is shown from the mean 29, 79 and 21, 10.

So that, from the researchers above, the researcher want to look for other information deeply, with the same material in writing recount text and group work strategy. It is "The effect of group work strategy on students achivement in writing recount text at grade VIII in MTs N 1 Padangsidimpuan.

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[24]Khoirul Muttaqin, An Analysis on the Students' Achievement in Comprehending both of Descriptive and Recount Text to the Grade XI Students' of SMK Merpati Nusantara Siabu 2008/2009 Academic Year (Padangsidimpuan: UMTS, 2009), p. 26.
[25]Ameliza, A Comparative between Contextual Teaching Learning and Discussion Method in Teaching Writing Recount Text at XI Grade Students of MTs Muhammadiyah 22 Padangsidimpuan (Padangsidimpuan: UMTS, 2011), p. 62.

C. The Conceptual Framework

The successful of writing achievement depends 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, through opinion and argumentation by writing, it consist of structure and grammar. The suitable strategy is very important to teach writing recount text. Group work strategy used to teach writing achievement. This strategy can be use to teach writing achievement of students. So, the effect of group work strategy on students' achievement in writing recount text can be seen as picture bellow:

In fact, majority of students are difficult in writing English include recount text. Especially students of MTs N 1 Padangsidimpuan. It seen from their DKN, their achievement is far from the expectation

Group work strategy becomes one effort to solve the problem

Pre- test

Experiment class with group work strategy

Control class with conventional method

Post test

H1

H0

From the picture above, group work strategy is a strategy used by the researcher on writing recount text. In order the learning of writing recount the through group work strategy to be easier, the teacher must be able to facilitate the students to learn effectively.

Based on description above, using group work strategy can be seen as suitable strategy in teaching and learning of writing recount text and to develop of comprehending of students in writing. Group work 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 stimulate motivation of the students to improve their writing achievement.

D.   The Hypothesis

Hypothesis of the research is " There is significant effect of group work strategy on students achievement in writing recount text at grade VIII in MTs N 1 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of Research

This research was done at MTs N 1 Padangsidimpuan. It is located at Jl. Sutan soripada mulia. This subject of research is at the VIII grade of students at MTs N 1 Padangsidimpuan 2014 academic years. This research has been done from January 2014 until March.

B. The Research Design

The writer 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"[1] In addition, Sugiyono said that Experimental research is a research that is used to find the effect of treatment, different with the other research do not use treatment.[2]

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 Control Group Design.[3]

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[1]L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application* (new York: Prentice Hall, 1992), p. 367.
[2]Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 107.
[3]Hamid Darmadi, *Metode Penelitian Pendidikan* (Bandung: Alfa Beta, 2011), p. 203.

Table 1
Pretest-Post test Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental 1		X_1	
Control		0	

C. The Population and Sample

1. Population

According to Suharsimi, "populasi adalah keseluruhan data subjek penelitian."[4] It means that population is all of the subject of the research. Then sukardi said "population is all members of well defined class of people, event, or subjects."[5]

Table 2
Table Population of Research

NO	CLASS	TOTAL
1	VIII ^{1}	34
2	VIII ^{2}	34
3	VIII ^{3}	35
4	VIII^4	34
5	VIII^5	35
6	VIII^6	28
7	VIII^7	26
	Total all of students	227

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[4]Suharsimi Arikunto, *Prosedur Penelitian Study Pendekatan Praktek* (Jakarta: Rineka Cipta,1993), p. 108.
[5]Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

2. Sample

Arikunto says, " sample is a part of population which will be researched."[6] Then, Sugiyono said, "Sample is part of quantity and characteristic that had of population.[7] So, in this research, the writer uses purposive sample. Purposive sample is the technique to get the sample by choosing two classes. The writer chooses VIII-6 consisted of 28 and VIII-7 consisted of 26. So, the total samples of the research are 54 students. The writer chose these classes because the two classes have similar competence in English.

a. Normality test

To know whether data of research has normal. So, 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)

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[6] Suharsimi Arikunto, *Op,Cit*. p. 109

[7] Sugiyono, *Metode Penelitian Bisnis*, (Bandung: CV. Alfabeta, 2007), p. 107

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

is hoped from the population[8]

To calculate the result of Chi- Quadrate, it was used significant level

5% (0,05) and degree of freedom as big as total of frequency is

lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded

that data is distributed by normal.

b. Homogeneity variant test

Homogeneity variant teat was used to know whether control

class and experimental class have the same variant or not. If the both

of classes is same, it is can be called homogeneous. To test it,

researcher used formula as follow:

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

Where:

n_1= Total of the data that bigger variant

n_2= Total of the data that smaller variant[9]

Hypothesis is rejected if $F \leq F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}$ while if $F_{count}>$

F_{table} hypothesis is accepted. It determined with significant level 5%

(0,05) and dk numerator is $(n_1 - 1)$ while dk denominator is $(n_2 - 1)$.

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[8] Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 85.

[9]*Ibid*. p. 250.

D. The Instrumentation

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in collecting data.[10] 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. It can see from the table below:

Table 3
Table of the Design of instrument

Class	Pre-test	Treatment	Post-test
Experiment class		Group work strategy	
Control class		Discourse method	

Further, 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 skills of someone or groups. The form of the test is chooses the topic (essay). This test had been given to experiment class and control class which have same item. It was done to know differentiation or comparing between two methods to students ability in writing. So that, there are five value criteria to writing ability. They are: Grammar, vocabulary, mechanics, fluency, and form (organization).

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[10]Suharsimi arikunto, *Op.Cit,* p. 106

Table 4
Table of Indicators of writing

Indicators	Score			
	1	2	3	4
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

Grammar

Score 20 = Few (if any) noticeable errors of grammar or word order.

Score 15 = Some errors of grammar or word order which do not however, interfere with comprehension.

Score10 =Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

Score5 =Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

Score 20 = Use of vocabulary correctly

Score 15 = Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

Score10 = Limited vocabulary and frequent errors clearly hinder expression of ideas.

Score 5 = Vocabulary limitations so extreme as to make comprehension

virtually impossible

Mechanics

Score 20 =   Few (if any) noticeable lapses in punctuation or spelling.

Score 15= Errors in punctuation or spelling fairly frequent; occasionally

rereading necessary for full comprehension.

Score 10 =Frequent errors in spelling or punctuation; lead sometimes to

obscurity.

Score 5 =Errors in spelling or punctuation so severe as to make

comprehension virtually impossible.

Fluency

Score 20 = Choice of strucures ang vocabulary consistently appropriate.

Score 15 = some structures or vocabulary items noticeably in appropriate to

general style

Score 10 = structures or vocabulary items sometimes not only in appropriate

but also misused, little sense of ease of communication.

Score 5   =communication often impaired by completely inappropriate or

misused structures or vocabulary items.

Form (Organization)

Score 20 =Highly organized; clear progression of ideas well linked; like

educated native writer.

Score 15 = Some lack of organization; re-reading required for clarification of

ideas.

Score 10 = Individual ideas may be clear, but very difficult to deduce

connection between them.

Score 5 = Lack of organization so severe that communication is seriously

impaired.[11]

Table 4
The Indicator of Writing Recount Text

No	Indicator	Number of items	Score
	Writing Achievement in Recount text 1. Orientation 2. Events 3. Reorientation	1	25 50 25
	Total	1	100

For this item, the score is given in writing recount text, for orientation and reorientation are 25, and especially for event is 50, because in event more difficult than them.

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[11] Arthur Hughes, *Testing For Language Teachers* (New York: Cambridge University Press, 1990), p. 91-93.

E. The Procedures of Research

In completing the data, the researcher continued 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 uses some steps. They are pre-test ad post-test.

a. Pre-test

Pre-test is conducted to find out the homogeneity of sample. The function of pre-test is to find the main scores of the group work strategy class and conventional class before the researcher give treatment. In this case, the researcher does some procedures. There are:

1) The researcher prepares the test

2) The researcher distributes the paper of test to students of experimental class and control class

3) The researcher explains what the students to do

4) Giving time

5) The students answer the question

6) Collect their paper test to researcher

7) The researcher checked the answer of students and found the mean score of using group work strategy and writing ability

b. Treatment

       After giving the pre-test, the students will be given the treatment. The experimental class receive the treatment taught by group work strategy in writing recount text, while the control class taught by discourse method.

       The procedures of treatment for the experimental class by using group work strategy, they are:

1) Researcher will use two meeting for teaching and for the third meeting researcher give 60 minutes for post test

2) For the first meeting

   a) Researcher will start the class with greeting and using group work strategy

   b) Researcher will start the learning with asks the students to sit in the form of groups in which class divided in eight group and every group consist of five students , the total of students are 40. Then, researcher will make the groups based on the result of pre test. By pre test researcher can see the ability of each students. So the ability of each groups will be made balance.

   c) Researcher will share a recount text to each students in the group

   d) After the students are understand about the activities above, researcher will rise a student to change his/her role in one group for trying

3) For the second meeting

a) Researcher will distribute kind of recount text

b) Researcher will give the explanation that for this meeting the teaching learning process will be done like before

c) Researcher will give enough time for silent writing about the recount text that is distributed.

d) Researcher ask the students to write paragraph by paragraph to easier and for the beginning

e) After finish reading researcher will ask students about writing recount text.

4) For the third meeting

a) Researcher will give a writing recount text exercises

b) Researcher will gives new text that will be discussed in group work strategy by the students as a test ability

c) Researcher will give 60 minutes to answer the test

d) Researcher will collect and evaluates the result of test

The procedures of treatment for the control class by using discourse method, they are:

1) Researcher will use two meeting for teaching, in which researcher explain two texts, for the first meeting researcher talk about the first text and for the second meeting researcher talk about the next text and for the third meeting researcher give 60 minutes for post test

2) For the first meeting

a) Perception

   (1) Researcher will explain to the students about the purpose of learning and main problem will be explained

   (2) Researcher will give apperception to help the students to comprehend the learning, by ask the students about the recount text that relate with near environment

b) Presentation

   (1) Researcher will present the material relate with recount text

   (2) Researcher will use references relate with recount text as a guidance

   (3) Researcher will explain about the recount text clearly as below:

     (a) The meaning of recount text

     (b) Characteristic of recount text

     (c) The example of recount text

   (4) Researcher will explain about the difficulties words that are found in the text

    c) Association , researcher will give some questions to the students about the text to know how far the students comprehend about the learning (recount text)

    d) Generalization , researcher will give the concluding about the learning and the students usually write the important information from the learning

      e) Evaluation, researcher will give exercise to know the students' comprehend about the material that have been presented

3) For the second meeting, researcher will continue the next text with similar way with the first meeting but for this meeting researcher give exercises

4) For the third meeting

    a) Researcher will give a writing recount text exercises.

    b) Researcher will gives new text that will be discussed in group work strategy by the students as a test ability

    c) Researcher will give 60 minutes to answer the test

    d) Researcher will collect and evaluates the result of test

c. Post-test

    After giving treatment the researcher conducted a post test which the different test with the pre-test and had been conducted in the previous of the research. This post-test was the final test in the research especially measuring the treatment, whether was significant or not. After conducting the post-test the research analyzed the data and the researcher found out the effect of using group work teaching strategy in experimental class. The research has procedure there are:

1) The researcher prepares test

2) The researcher distributes the paper of test to students of experimental class and control class

3) The researcher explains what the students to do

4) Giving time

5) The students answer the question

6) Collect their paper test to researcher

7) The researcher checked the answer of students and found the mean score of using group work teaching strategy and writing recount text ability.

F. The technique of the data analysis

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

1. Normality test

To know whether data of research has normal. So, reseracher 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 population[12]

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[12]Mardalis, *Loc. Cit.*

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

2. Homogeneity variant test

Homogeneity variant teat was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, researcher used formula as follow:

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

Where:

n_1= Total of the data that bigger variant

n_2= Total of the data that smaller variant[13]

Hypothesis is rejected if $F \le F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}$ while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is $(n_1 - 1)$ while dk denominator is $(n_2 - 1)$.

3. Hypothesis Test

Data Analysis was used to test the hypothesis by using t-test, that:

$H_a : \sim_1 \ne \sim_2$

$H_o : \sim_1 = \sim_2$

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[13]*Ibid.*, p. 250.

If H_{a} : $\sim_1 > \sim_2$,it was mean the result of students' ability in writing procedural text by using task based method to the VIII grade students of MTs Negeri 1 Padangsidimpuan was significant effect. But, if the H_0: $\sim_1 \leq \sim_2$ it was mean the result of students' ability in writing recount text by using group work strategy to the VIII grade students of MTs Negeri 1 Padangsidimpuanwas no significant effect. To test the hypothesis, researcher used the formula as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

$\overline{x_1}$ = Mean of experimental class sample

$\overline{x_2}$ = Mean of control class sample

n_1 = Total of experimental class sample

n_2 = Total of control class sample[14]

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[14]*Ibid.*,p. 219.

and the formula of standard deviation was:

$$s \quad = \quad \sqrt{\frac{(n_1 - 1)s_1^{\,2} + (n_2 - 1)s_2^{\,2}}{n_1 + n_2 - 2}}$$

Where:

s $\quad$ = Variant

$s_1^{\,2}$ $\quad$ = Variant of experimental class

$s_2^{\,2}$ $\quad$ = Variant of control class[15]

To test criteria of hypothesis is if H_0 is accepted by $-t_{table} < t_{count} < t_{table}$. By opportunity $\left(1 - \dfrac{1}{2}r\right)$ and dk = $(n_1 + n_2 - 2)$ and H_o was rejected if there was t has the other results.

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[15]*Ibid.*,p. 239.

CHAPTER IV

DESCRIPTION OF THE DATA AND DISCUSSION

A. Description of the Data

To evaluate the result of teaching writing by using Group work strategy on students' achievement in writing recount text, researcher has calculated the data by pre-test and post-test. Applying quantitative analysis, researcher used the formulation of t-test. Next, researcher described the data as follow:

1. Description data of Pre-Test

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

a. Experimental Class

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

Table VI
The Score of Pre- Test in Experimental Class

Total of score	The highest	The lowest	Mean	Standard deviation	Median	Mode
1670	70	25	37.52	12.53	52.5	35

Based on the table above shown that sum of score in experimental class was 1670, mean was 37.52, mode was 35, median was 52.5, researcher got the highest score was 70 and the lowest score was 25, and the last standard

deviation was 12.53. Next, the calculation of how to get it can be seen in the appendix 7.

From distributing of the variable data of the test result of students' achievement in writing recount text can be seen to the table and histogram of experimental class in pre-test as follow:

Table VII
The Frequency Distribution of Students Score in Experimental Class

No.	Interval	F	%
1.	25-31	4	11.11%
2.	32-38	7	19,44%
3.	39-45	9	25%
4.	46-52	5	13,88%
5.	53-59	2	5,55%
6.	60-66	7	19,44%
7.	67-73	2	5,55%
Total		36	100%

From the table above, the students score that is there in class interval between 25-31 was 4 students (11.11%), class interval 32-38 was 7 students (19.44%), class interval 39-45 was 9 students (25%), class interval 46-52 was 5 students (39.88%), class interval 53-59 was 2 students (5.55%), class interval 60-66 was 7 students (19.44%), the last class interval 67-73 was 2 students (5.55%).

By visual, distributing of the data can be described to histogram form, as follow:
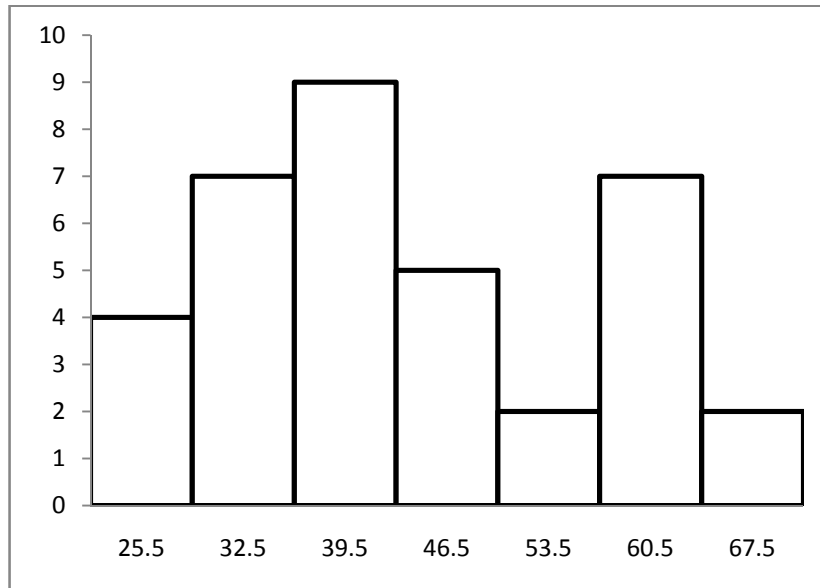
Figure 1: The histogram of students' score of experimental class

Based on result of the test students' achievement in writing recount text, researcher found that mean score of students in the experimental class by using group work strategy is 37.52. Highest score is 70 and smallest score is 25.

b. Control Class

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

Table VIII
The Score of Pre- Test in Control Class

Total of score	The highest	The lowest	Mean	Standard deviation	Median	Mode
2185	80	35	45.91	11.13	66	70

Based on the table sum of score in control class was 2185, mean was 45.91, mode was 70, median was 66, researcher got the highest score was 80 and the lowest score was 35, and the last standard deviation was 111.30. Next, the calculation of how to get it can be seen in the appendix 8.

Table IX
The Frequency Distribution of Students Score in Control Class

No.	Interval	F	%
1.	35-41	9	23.07%
2.	42-48	-	-
3.	49-55	12	30.76%
4.	56-62	5	12.82%
5.	63-69	2	5.12%
6.	70-76	10	25.64%
7	77-83	1	2.56%
Total		39	100%

Based on the table, it can be drawn at histogram as below:
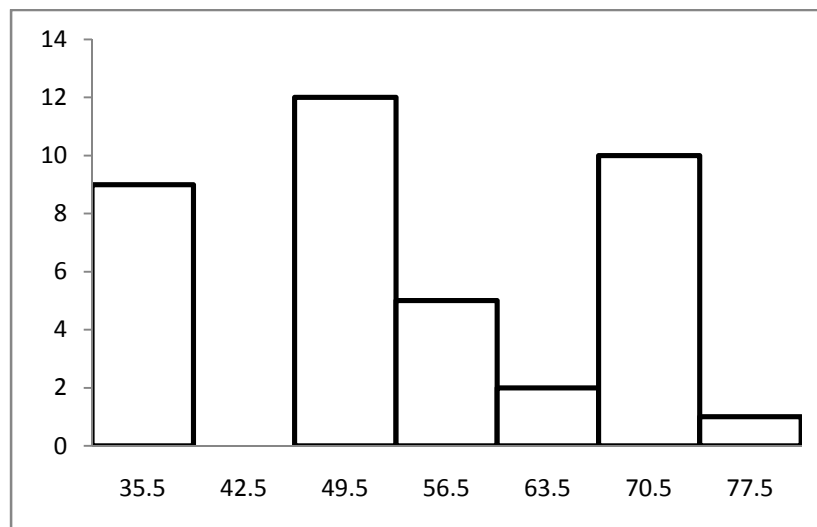
Figure 2: The histogram of students' score of control class

From the above table, the researcher concluded the students' achievement before using group work strategy was low. It was improved by the means score of experimental group class 37.52 and control class was 45.91

2. Description Data of Post Test

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

a. Experimental class

The score of post test in experimental class after teaching is as follow:

Table X
The Score of Post- Test in Experimental Class

Total of score	The highest	The lowest	Mean	Standard deviation	Median	Mode
2035	85	30	47.77	11.52	115	50

Based on the table sum of score in experimental class was 2035, mean was 47.77, mode was 50, median was 115, researcher got the highest score was 85 and the lowest score was 30, and the last standard deviation was 11.52. Next, the calculation of how to get it can be seen in the appendix 9. Then, the computed of the frequency distribution of the students' score in post test of group can be applied in to table frequency distribution as follows:

Table XI
The Frequency Distribution of Students Score in Experimental Class

No.	Interval	F	%
1.	30 – 38	3	8.33%
2.	39 – 47	2	5.55%
3.	48 – 56	15	41.66%
4.	57 – 65	11	30.55%

5.	66 – 74	2	5.55%
6.	75 - 83	2	5.55%
7	84 - 92	1	2.77%
Total		36	100%

Based on the table, it can be drawn at histogram as below:
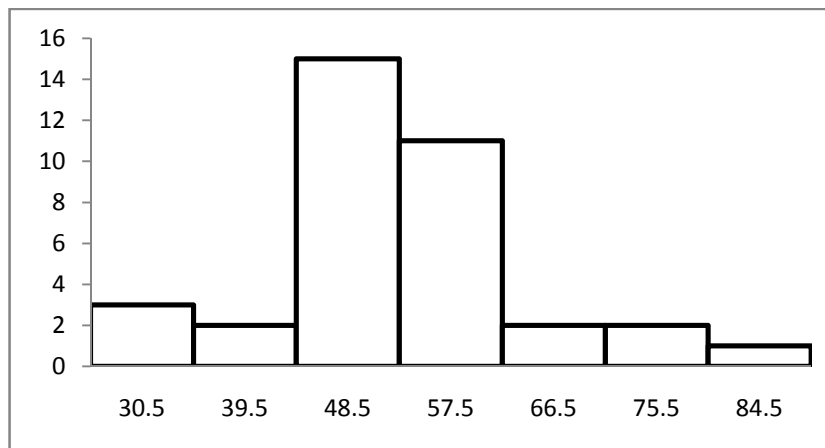
Figure 3: The histogram of students' score of experimental class

b. Control class

The score of post- test in control class after teaching is as follow:

Table XII
The Score of Post- Test in Control Class

Total of score	The highest	The lowest	Mean	Standard deviation	Median	Mode
2215	80	40	43.21	10.29	63.2	50

Based on the table sum of score in experimental class was 2215, mean was 43.21, mode was 50, median was 63.2, researcher got the highest score

was 85 and the lowest score was 60, and the last standard deviation was 148.10. Next, the calculation of how to get it can be seen in the appendix 10. Then, the computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table XIII
The Frequency Distribution of Students Score in Control Class

No.	Interval	F	%
1.	40-46	4	10.25%
2.	47-53	14	35.89%
3.	54-60	10	25.64%
4.	61-67	4	10.25%
5.	68-74	4	10.25%
6.	75-81	3	7.69%
Total		39	100%

Based on the table, it can be drawn at histogram as below:
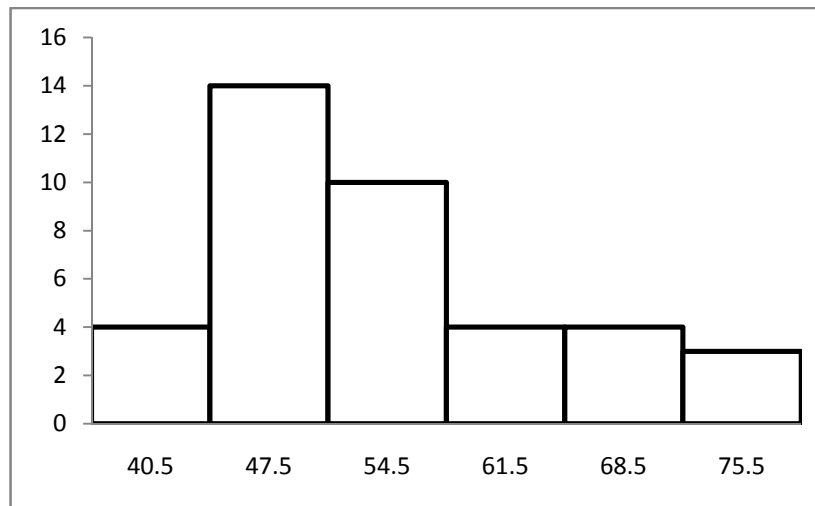
Figure 4: The histogram of students' score of control class

Next, from calculation above the researcher concluded the students' skill after teaching by using group work strategy was increase quickly. It can be seen

from the mean score of experimental class was bigger than control class (47.77 > 43.21).

3. **Hypothesis Test of Pre Test**

   a. Normality

   Testing normality of distribution of two group used the chi-squared test. Normality test is used to determine the normality of the experimental class and control class. The data obtained from the average of pre test score in experimental class and control class can be seen in the following table:

Class	X^2_{count}	X^2_{table}
Experimental	9.45	9.48
Control	2.16	9.48

   From the table above it is explained that experimental class and control class distributed normal. Next, the calculation of how to get it can be seen in the appendix 7 and 8.

   b. Homogeneity

   Homogeneity test is intended to determine whether the scores of the samples have the same varience (homogeneous).

Distribution	F_{count}	F_{table}
Homogeneity test	1.08	1.76

   Based on the table above described that $F_{count} < F_{table}$ it can be seen in the calculation that explain 1.08< 1.76. It's mean that both of classes

have the same variant. Next, the calculation of how to get it can be seen in

appendix 11.

c. Test of Equality Two Mean

Analysis of the data used is t- test test the hypothesis.

Distribution	t_{count}	t_{table}
Equality two mean	-10.35	1.66

Based on the calculation of pre test above it is concluded that the

samples are distributed normal, homogeneous. It means that the two

classes in this study begin from the same situation. Next, the calculation

of how to get it can be seen in appendix 13.

4. Hypothesis Test of Post Test

a. Requirement Test

1. Normality

Testing normality of distribution of two group used the chi-

squared test. Normality test is used to determine the normality of the

experimental class and control class. The data obtained from the

average of post test score in experimental class and control class can

be seen in the following table:

Class	X^2_{count}	X^2_{table}
Experimental	6.76	12.59
Control	8.44	9.48

From the table above it is explained that experimental class and control class distributed normal. Next, the calculation of how to get it can be seen in the appendix 9 and 10.

2. Homogeneity

Homogeneity test is intended to determine whether the scores of the samples have the same varience (homogeneous).

Distribution	F_{count}	F_{table}
Homogeneity test	1.42	1.76

Based on the table above described that $F_{count} < F_{table}$ it can be seen in the calculation that explain 1.42< 1.76. It's mean that both of classes have the same variant. Next, the calculation of how to get it can be seen in appendix 12.

b. Testing of hypothesis

Before make the hypotheses researcher made the formulation of the problem before, the formulation of the problem was "is there the effect of group work strategy on students' achievement in writing recount text at VIII grade in MTs N 1 Padangsidimpuan?". Next, the hypotheses of the research was "there is the effect of group work strategy on students' achievement in writing recount text at VIII grade in MTs N 1 Padangsidimpuan".

Then, researcher have criteria of the test hypotheses, if t_0 t_t null hypotheses (H_0) is rejected the alternative Hypotheses (H_a) is accepted. In

turn if t_0 t_t the alternative hypotheses (H_a) is rejected and null hypotheses (H_0) is accepted, it means that the hypotheses of research is rejected. Based on the data collected, the data will be analyzed to prove hypothesis by using formula of t-test.

The degree of freedom (df) is = $n_1 + n_2 - 2$. The total of students in every classes are 36 in class VIII-6 and 39 in class VIII-7. So, df = 36+39= 75, from the percentage points of the t distribution can be seen that the table of significant get point 6.97. After the data calculated the researcher got t_0 is 1.66 whereas t_t was 1.66. It shown that t_0 is bigger than t_t (6.97 > 1.66).So, the hypotheses null (H_0) is rejected and the alternative hypotheses (H_a) is accepted. In conclusion, there was the effect of group work strategy on students' achievement in writing recount text at grade VIII In MTs N 1 Padangsidimpuan.

It means that the hypotheses of research is accepted and there is good effect of group work strategy on students' achievement in writing recount text   at grade VIII In MTs N 1   Padangsidimpuan. It is said because there are different between score of students' writing recount text in experimental class and control class. The score in experimental class was bigger than control class.

The students' writing recount text in experimental class is better than control class. It can be seen from mean score in experimental class was 47.77 and mean score in control class was   43.21. From the

calculation above the researcher concluded the students' achievement after teaching by using group work strategy was increase quickly.

B. Discussion

Based on the theory and related findings, the researcher discuss what that was found. First, Abuddin Nata[1] says that "behavioristics theory assumption that learning is capacity to form stimulus response relation as much as possible". It means that, by much stimulus that is given to students so will much more the students' response in teaching learning process. So, the application of group work strategy a long writing activity will improve the students' stimulus and response and will result good in writing ability.

Second, in the research with title is "A Comparative between Contextual Teaching Learning and Discussion Method in Teaching Writing recount Text at IX Grade Students of MTs. Muhammadiyah 22 Padangsidimpuan in 2010/2011 Academic Year.[2] The result of teaching writing procedure text by using discussion method learning is better than contextual teaching. It means, writing recount text by using group work strategy will help the students to easier to understand.

Therefore, the researcher found the students writing recount text before using group work strategy is lower than the students writing recount text after

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[1]Abuddin Nata, Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner (Jakarta: PT Rajagrapindo Persada, 2009), p. 175.

[2]Ameliza, A Comparative between Contextual Teaching Learning and Discussion Method in Teaching Writing Recount Text at XI Grade Students of MTs Muhammadiyah 22 Padangsidimpuan (Padangsidimpuan: UMTS, 2011), p. 62.

using group work strategy. It can be seen from last score of the calculation above indicated t_o t_t (6.97 > 1.66).and also from mean score between the experimental group and control group, it is indicated that the score of experimental group was bigger than control group (47.77 > 43.21). Finally, researcher can conclude that the hypotheses was accepted and there was the effect of using group work strategy on students writing recount text.

C. Threats of the Research

The researcher found the threat of this research as follow:

1. The students needed more time for answering the test.

2. The students were noisy when answering the test.

3. The limited of the instrument of research.

4. The limited of English books (especially reading book) in the writer's campus.

5. The researcher was lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, researcher concluded the hypotheses was accepted because t_0 t_t (6.97 > 1.66) In which the mean score of experimental class was bigger than control class (47.77 > 43.21). So there was positive effect of using group work strategy on students' achievement in writing recount text at VIII grade MTs N 1 Padangsidimpuan. So that from the calculation in previous chapter, researcher concluded the effect of group work strategy on students' achievement in writing recount text showed the effect. It can be seen from the result of data analysis that has described in the previous chapter.

B. Suggestion

After the writer finished this research, the writer has suggestions below:

1. Generally, group work strategy can be used as an alternative way of teaching in teaching writing

2. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research, group work strategy better than discourse method. So that, the writer suggests group work strategy can be applied on the English teaching

classroom especially for teachers who want to increase students' achievement in writing.

3. For the students, it is hoped that by using group work strategy the students more interested and active in studying english, because group work strategy can reflect their critical thinking to discuss the problem. And improve students' self-confident to express their idea,

4. For the researcher, group work strategy as reference to further or other experimental research more paying attention in the efficiency of time.

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