

THE EFFECT OF GROUP DISCUSSION ON IMPROVING THE ABILITY IN WRITING RECOUNT TEXTS

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Abstract

This study aims to determine the effect of group discussion on the ability to write recount texts of class XI students of MAS Daarul Falah in the 2024/2025 academic year. The method used is a quantitative approach with an experimental design, involving two groups of students, namely the experimental group taught using the group discussion method and the control group taught using the conventional method. Data collection was carried out through writing tests conducted before and after treatment. Data were analysed using the t-test formula. The results of the analysis showed that the t-count value was greater than the t-table value. In this study, the calculation of the freedom score used the t-test for (df) 55 at a significance level of 0.05 where the critical T-value was -1.68. The results of the t-test calculation show that the t-count value is higher than the t-table value or it can be seen that the t-count value > t-table (0.05) with df 52 or $3.35 > 1.57$ (0.05) with df 52.

So, this study was successful, H_a was accepted and it was revealed that the influence of Group Discussion in Writing Recount Texts was effective.

This study concludes that the application of the group discussion method can improve students' abilities in writing recount texts, encouraging interaction and collaboration between them. Therefore, it is recommended for teachers to integrate this method in teaching writing to increase student involvement and motivation in learning.

Key word: *Group Discussion Strategy, Writing Recount Text, Effect.*

INTRODUCTION

Writing ability is an important skill in language learning, especially at the secondary school level. Recount text, which functions to retell experiences or events, is often the focus of the Indonesian language curriculum. However, many students face difficulties in writing this text effectively. Research shows that a lack of understanding of text structure and vocabulary are the main factors that hinder students' writing skills (Sari et al., 2024)

Innovative learning methods such as group discussions can help students overcome this challenge. According to (Johnson & Johnson, 2021) group discussions allow students to collaborate, share ideas, and get constructive feedback, all of which contribute to increased understanding of the material.

Research by (Fatiani et al., 2021) found that students involved in group discussions showed significant improvements in their writing skills, with higher average scores compared to students taught using conventional methods.

With this background, this study aims to measure the impact of group discussions on improving the ability to write recount texts among grade XI students at MAS Daarul Falah in the 2024/2025 academic year. This quantitative research will use an experimental design, where one group of students will be taught through group discussion methods and the control group will use traditional learning methods. Data will be collected through writing tests before and after the treatment to evaluate the improvement of students' abilities.

One effective method in language learning is group discussion. Group discussions provide opportunities for students to collaborate, share ideas, and provide feedback to each other. In a discussion atmosphere, students can learn from the experiences and perspectives of their friends, which can enrich their understanding of how to compose a good recount text. Research shows that collaborative learning can significantly improve writing skills (Johnson & Johnson, 2021)

Given the challenges faced by Grade XI students at MAS Daarul Falah, this study aims to investigate whether the implementation of group discussions in the classroom can significantly improve the ability of Grade XI students at MAS Daarul Falah to write recount texts effectively. By combining discussion-based activities in the classroom, this study seeks to determine whether peer interaction, collaborative brainstorming, and feedback exchange contribute to better writing outcomes. Therefore, this study takes the title "The Effect of Group Discussion on Improving the Ability in Writing Recount Texts of Grade Xi Students At Mas Daarul Falah In The 2024/2025 Academic Year"

METHOD

This study uses quantitative research type. Quantitative method as stated by Sugiyono (2009;14) can be interpreted as a research method based on the philosophy of positivism, used to research a certain population/sample, sampling techniques are generally done randomly, data collection using research instruments, data analysis is quantitative/statistical with the aim of testing the hypothesis that has been set. According to Emzir (2009:28), the quantitative approach is an approach that primarily uses the postpositivist paradigm in developing science (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions using measurement and observation and theory testing), using research strategies such as experiments and surveys that require statistical data.(Jannah et al., 2020)

Table 1.1 Two Groups Pre-test Post-test

Group	Pre-test	Experiment	Post-test
Experimental class	✓	X	✓
Control class	✓	Y	✓

Note:

X : Using Group Discussion Strategy

Y : Using Conventional Way

This study examines two variables, defined as follows:

1. Group Discussion Strategy (Variable X)

The group discussion strategy is a collaborative learning approach in which students are arranged into small groups of three or four. This method aims to divide a larger class into several smaller groups to achieve specific educational goals, promoting student engagement in their own learning, enhancing social and leadership skills, and incorporating various instructional techniques.

2. Writing Recount Text (Variable Y)

Writing is an activity undertaken by individuals to convey messages to others through written language that constructs a coherent text. A recount text serves as a narrative form, either spoken or written, that recounts past events or describes occurrences that have taken place.

After gathering the necessary data, the researcher moves on to the subsequent phase. The following phase involves data collection. The purpose of collecting data is to identify the outcomes of the research. To carry out this collection, the researcher followed several steps, which included a pre-test, a treatment phase, and a post-test.

1. Pre-test

The purpose of the pre-test is to determine the average scores of group discussion techniques prior to any intervention by the researcher. In this situation, the researcher aimed to ensure that all students' writing performance was similar, or if differences existed between the groups, that such differences would be minimal

2. Treatment

Groups I and II received various materials which included writing components taught by the instructor using different methods. The experimental group was provided with instruction through the group discussion approach, while the control group was instructed using traditional techniques

3. Post-test

After the treatment was completed, the researcher administered a post-test that was identical to the pre-test. This post-test serves as the concluding assessment in the study, specifically evaluating the effectiveness of the treatment and whether it had a significant impact. Following the post-test administration, the researcher analysed the collected data and identified the influence of utilizing group discussion strategies on students' ability to write recount texts.

RESULTS AND DISCUSSION

The students' assessment results are displayed in the following list of scores.

Table 1.2 Findings from of Pre Test and Post Test in Experimental Group

EXPERIMENTAL GROUP			
No	Students' Initial	Pre-Test (Y)	Post-Test (X)
1	AR	60	80
2	APS	60	85
3	DEH	70	85
4	ES	75	80
5	GP	70	75
6	HA	60	75
7	IAF	65	75
8	KAS	70	80
9	MYA	70	80
10	MSU	65	85
11	MZ	70	75
12	MK	75	80
13	NP	60	75
14	NH	70	85
15	PD	75	95
16	PR	60	80
17	RS	60	80
18	RA	70	75
19	RAT	70	85
20	RAB.H	75	95
21	SR	65	95
22	SP	70	85
23	TEPM	65	85
24	UMA	70	95
25	WSA	60	85
26	WI	60	85
27	YA	70	80
28	ZAF	70	80
29	KKS	65	80
Total		Σy 1945	Σx 2395

Based on Table 4.1.1 above, it can be seen that there are four students who get a score of 75 with the initials of students ES, MK, PD, RAB.H. There are twelve students who get a score of 70 with the initials of students DEH, GP, KAS, MYA, MZ, NH, RA, RAT, SP, YA, ZAF, UMA. There are five students who get a score of 65 with the initials of students IAF, MSU, SR, TEPM, KKS. There are eight students who get a score of 60 with the initials of students AR, APS, HA, NP, RS, WSA and WI in the Pre-test exam.

Based on Table 4.1.1 above, it can be seen that four are four students who get a score of 95 with the student initials RAB.H, SR, UMA, PD, There are nine students who get a score of 85 with the student initials APS, DEH, MSU, NH, RAT, SP, TEPM, WSA, WI. There are ten students who get a score of 80 with the student initials AR, ES, KAS, MYA, MK, PR, RS, YA, ZAF, KKS. There are six students who get a score of 75 with the student initials GP, HA, MZ, NP, RA, and IAF on the Post-test exam.

Table 1.3 The Result of Pre-Test and Post-Test in Control Group

CONTROL GROUP			
No	Students' Initial	Pre-Test	Post-Test
1	AAS	55	70
2	AMA	70	85
3	DP	55	65
4	DAW	65	70
5	DDA	60	70
6	EP	50	70
7	FPS	55	70
8	FM	55	70
9	HA	65	70
10	HN	60	75
11	IK	55	75
12	ISD	75	85
13	JA	65	75
14	M.RR	50	70
15	MFR	55	75
16	MRAP	65	75
17	NAA	75	80
18	NL	60	75
19	RA	60	65
20	RAL	60	80
21	RAR	65	70

22	SP	65	70
23	SA	70	75
24	VAL	70	75
25	VR	60	65
26	WP	55	65
27	ZAS	70	80
28	RP	60	70
Total		Σy 1725	Σx 2040

Based on Table 4.1.2 above, it can be seen that there are two students who get a score of 75 with the initials of students ISD, NAA. There are four students who get a score of 70 with the initials of students AMA, SA, VAL, ZAS. There are six students who get a score of 65 with the initials of students DAW, HA, JA, MRAP, RAR, SP. There are seven students who get a score of 60 with the initials of students DAA, HN, NL, RA, RAL, VR, RP. There are seven students who get a score of 55 with the initials of students AAS, DP, FPS, FM, IK, MFR, WP. There are two students who get a score of 50 with the initials of students EP, M.RR in the Pre-test exam.

Based on Table 4.1.2 above, it can be seen that there are two students who get a score of 85 with the initials of students AMA, ISD. There are three students who get a score of 80 with the initials of students NAA, RAL, ZAS. There are eight students who get a score of 75 with the initials of students HN, IK, JA, MFR, MRAP, NI, SA, VAL. There are eleven students who get a score of 70 with the initials of students AAS, DAW, DDA, EP, FPS, FM, HA, MRR, RAR, SP, RP. There are three students who get a score of with the initials of students DP, RA, WP. On the Post-test exam.

CONCLUSION

This study concludes that the group discussion method has a significant positive effect on the ability to write recount texts of grade XI students at MAS Daarul Falah in the 2024/2025 academic year. Based on the background, students often have difficulty in writing recount texts, which is caused by a lack of understanding of text structure, vocabulary, and low self-confidence when expressing ideas.

The group discussion method has proven effective in overcoming this problem by providing opportunities for students to collaborate, share ideas, and get feedback from classmates. The results of the analysis showed that students involved in group discussions experienced a significant increase in their post-test scores compared to the control group taught using traditional methods.

Thus, this study confirms that the implementation of group discussions not only improves writing skills but also encourages positive social interactions in the classroom. This is in line with the principle of active learning that facilitates student involvement in their learning process.

THANK-YOU NOTE

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