

# AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY IN WRITING PERSONAL RECOUNT TEXT BY USING SMALL GROUP DISCUSSION METHOD AT SMKN 4 PAYAKUMBUH

Ahmed Ridha<sup>1)</sup>, Lisa Tavriyanti<sup>1)</sup>.

English Department, The Faculty of Teacher Training and Education, Bung Hatta University

E-mail: [ahmedridha2618@gmail.com](mailto:ahmedridha2618@gmail.com), [lisatavriyanti@bunghatta.ac.id](mailto:lisatavriyanti@bunghatta.ac.id)

## ABSTRACT

The purpose of this research is to describe the tenth grade students' ability in writing personal recount text by using small group discussion method at SMK N 4 Payakumbuh. The researcher wanted to describe the students' ability in writing the orientation, event, re-orientation, the language feature, appropriate vocabulary, and the correct mechanics. The design of this research was descriptive research. The population of this research was the tenth grade students at SMK N 4 Payakumbuh. Proportional stratified random sampling was used in this research and the number of samples was 24 students. The instrument for collecting the data in this research was writing test. The researcher also used inter-rater technique to know the reliability of the test. The reliability coefficient of the test is 0.84. The result of this research showed that the tenth grade students' ability in writing personal recount text by using small group discussion method was high.

**Keywords:** *Writing, Personal Recount Text, Small Group Discussion Method.*

## INTRODUCTION

English has a very important role for Vocational High School (SMK) students. One of the roles is a contribution to enter the world of work. Aulia (2016) states that a vocational school graduate who are able to understand English will be more likely to contribute to the world of work <sup>[1]</sup>. To master English, language skills such as listening, speaking, reading, and writing must be learned by students. Sadiku (2015) states that for successful English mastery, English language instruction must place equal emphasis on all four skills <sup>[2]</sup>. The purpose of learning English at Vocational High School is that students should be able to master knowledge and language skills (listening, reading, speaking, and writing). Among the four language skills, writing can be one of the most difficult language skills. Trismanto (2017) states that one of the most challenging aspects of language skills is the writing activity, which many of us and students dislike <sup>[3]</sup>.

Writing is a very important ability for students, and it is also an excellent communication tool. Martha & Situmorang (2018) state that writing is a skill in the language that is used to write down thoughts and ideas so that they can be

read and understood by others <sup>[4]</sup>. The topics written in the Learning Implementation Plan (RPP), Syllabus, and Curriculum for tenth grade at SMKN 4 Payakumbuh are Introduction, Descriptive text, Narrative Text, Recount Text, Hobbies & Interests

Recount text has been taught in tenth grade at SMK N 4 Payakumbuh. Recount text is a text that retells events or events in the past. Husna & Multazim (2019) state that recount text is a piece of writing that recounts a past event <sup>[5]</sup>. Recount text is classified into three. Permatasari (2016) states there are 3 kinds of recount text: personal, imaginative, and factual. The tenth grade students of SMK N 4 Payakumbuh have learnt personal recount, factual recount, and imaginative recount. From these kinds of recount text, the kind of recount text used by the researcher at SMK N 4 Payakumbuh was Personal Recount Text <sup>[6]</sup>.

Based on the Learning Implementation Plan, Syllabus, and Curriculum for tenth grade at SMK N 4 Payakumbuh. In learning this recount text, teachers use several learning methods, such as Guided Inquiry Learning, Cooperative Learning, and Small Group Discussion. From these methods, the learning method used by the researcher at SMK

N 4 Payakumbuh was Small Group Discussion. Slavin (2016) states in Small Group Discussion, students discuss a particular subject in small groups of four to six people <sup>[7]</sup>.

There are some studies related to this research. The first study was conducted by Resita (2020). The purpose of this study was to improve the students writing skill especially in recount text by using SGD method for the students at class X IIS 5 of SMAN 6 Kediri <sup>[8]</sup>. The second study was conducted by Afriani (2017). The purpose of this study is to find out the first year students' ability in writing imaginative recount text as SMAN 7 Padang <sup>[9]</sup>. The third study was conducted by Putri (2014). The purpose of this study is to describe the students' ability of the tenth grade students at SMA Adabiah 1 Padang in writing Recount Text <sup>[10]</sup>. The fourth study was conducted by Gultom (2019). The purpose of this study is to describe the students' ability of the tenth grade students at SMAN 1 Siberut Selatan in writing Recount Text <sup>[11]</sup>. The fifth study was conducted by Rahman (2014). The purpose of this study is to describing the second year students' ability to write a recount text at SMAN 3 Painan <sup>[12]</sup>.

Based on the writer's observations during Practice Teaching at SMK N 4 Payakumbuh, tenth grade students have learned recount texts. The researcher also observed that the teacher used small group discussion method in teaching and learning process at SMK N 4 Payakumbuh. In the first week of learning recount text material, most students in tenth grade still did not understand how to write recount texts well. Furthermore, in the second week of learning recount text material, the teacher uses the Small Group Discussion learning method. At that time, most students in tenth grade already had an improvement in writing recount texts well.

From the reasons above, the researcher is interested in conducting a research entitled "An Analysis of the Tenth Grade Students' Ability in Writing Personal Recount Text by Using Small Group Discussion Method at SMKN 4 Payakumbuh". He wants to describe scientifically the students' ability in writing recount text.

## **METHOD**

The researcher used descriptive method for this research. Refnita (2018) states that descriptive research involves collecting data to test hypotheses

or to answer questions concerning the current status of the subject of the study <sup>[13]</sup>. The population of this research was the tenth grade students at SMKN 4 Payakumbuh. The total number of population members of this research was 244 students which grouped into eight classes. The researcher used 10% of population as sample with the total sample is 24 students. Proportional stratified random sampling was used in the sample collection by the researcher. The researcher used this technique because the population has members or elements that are not homogeneous and proportionally stratified. In selecting the sample, the researcher used random data collection technique with carried out some procedures. Firstly, the researcher wrote all names of students from each class in the online lottery application namely "Wheel of Names". This application used the rotating wheel method on the gadget screen. Secondly, the researcher drew three names of students from each class in one round to be selected as a sample, with a total sample of twenty four students.

This research used writing test to be the instrument. This test was used to know the students' ability in writing recount text by using small group discussion method. The researcher provided some topics and lets the students to choose one of the topics. The topics are the flood experience, the unforgettable experience, the new year experience, and your own topic. The researcher used content validity to know the validity of the test, in which the test material constructed based on curriculum, syllabus, and teaching material given to the tenth grade students in SMKN 4 Payakumbuh. To analyze the reliability of the test, the researcher used inter-rater technique. This technique was used to eliminate subjectivity to give scores. It means that there would two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was Juan Agustinus Nainggolan. The researcher asked him to be the second scorer because he had good skills in writing subject and he got A for all writing subjects. To find out the correlation index of two sets of scorers, the researcher used Pearson Product Moment. After the researcher analyzed the score, it showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.84 which was categorized as very high correlation.

In this research, the researcher used a test to collect the data. The data in this study were collected with the following procedures: first, the researcher distributed the test to the students; second, the researcher explained the instructions of the test to the students; third, the researcher administered the test in 60 minutes; fourth, the researcher collected the students' answer sheets; fifth, the researcher copied the students' answer sheets, the original one is for first scorer and the copied is for second scorer; finally, the researcher and the second scorer counted the score based on criteria. In analyzing the data, the researcher used this following procedures: first, the researcher showed the raw score from both scorer; second, the researcher counted the average score of two scorers; third, the researcher converted the score for the students' writing answer; fourth, the researcher classified the students' ability by using KKM at SMK N 4 Payakumbuh; fifth, the researcher counted the percentage of students' ability; finally, the researcher interpreted the result of data analysis.

## FINDINGS AND DISCUSSIONS

The results of this research showed that most students had a high ability to write a personal recount text by using small group discussion method. It was supported by the data analysis that 19 students (79%) had high ability, 5 students (21%) had low ability. In detail, the result of the data showed that 18 students (75%) had high ability, 6 students (25%) had low ability in writing the contents; the result of the data showed that 14 students (58%) had high ability, 10 students (42%) had low ability in writing the orientation; the result of the data showed that 18 students (75%) had high ability, 6 students (25%) had low ability in writing the event; the result of the data showed that 11 students (46%) had high ability, 13 students (54%) had low ability in writing the re-orientation; the result of the data showed that 19 students (79%) had high ability, 5 students (21%) had low ability to use the language feature; the result of the data showed that 24 students (100%) had high ability, 0 student (0%) had low ability to use appropriate vocabulary; the result of the data showed that 17 students (71%) had high ability, 7 students (29%) had low ability to use the correct mechanics.

**Tabel 1. Research Findings**

No.	Aspect	The Number of Students		Ability
		Number	Percentage	
1.	The Students' Ability in Writing a Personal Recount Text by Using Small Group Discussion Method	19	79%	High
		5	21%	Low
2.	The Students' Ability in Writing the Contents	18	75%	High
		6	25%	Low
3.	The Students' Ability in Writing the Orientation	14	58%	High
		10	42%	Low
4.	The Students' Ability in Writing the Event	18	75%	High
		6	25%	Low
5.	The Students' Ability in Writing the Re-orientation	11	46%	High
		13	54%	Low
6.	The Students' Ability to Use the Language Feature	19	79%	High
		5	21%	Low
7.	The Students' Ability to Use Appropriate Vocabulary	24	100%	High
		0	0%	Low
8.	The Students' Ability to Use the Correct Mechanics	17	71%	High
		7	29%	Low

### 1. The Students' Ability in Writing a Personal Recount Text by Using Small Group Discussion Method

Based on the findings, the researcher found that most students had a high ability to write a personal recount text by using small group discussion method. This is provided by the fact that 79 % of students had a high ability to write a personal recount text. On other hand, based on previous research conducted by Resita (2020) entitled "Using SGD (Small Group Discussion) Method to Increase Students Writing Achievement In Recount Text At SMAN 6 Kediri.", that tenth grade students' ability in writing recount text at SMA N 6 Kediri had a high ability. This is provided by the fact that 85 % of students had a high ability to write a recount text.

### 2. The Students' Ability in Writing the Contents

Based on the findings, the students' ability in writing the contents was high (75%). It means that students understand how to write the contents. In addition, students also understand how to write the sentences are relating to the topic. It is line the previous research conducted by Resita (2020) entitled "Using SGD (Small Group Discussion) Method To Increase Students Writing Achievement In Recount Text At SMAN 6 Kediri.", Based on her research, she found that the students' ability to write the contents was high (84%).

### 3. The Students' Ability in Writing the Orientation

Based on the findings, the students' ability in writing the orientation was high (58%). It means that students understand how to write the orientation. In addition, students also understand how to write about the character's information. Starting from who the character in the story, where the story takes place, when the story takes place, and why the story can happen. It is in line with the previous research conducted by Afriani (2017) entitled "An Analysis of the First Year Students' Ability to Write Generic Structure in Writing Imaginative Recount Text at SMAN 7 Padang". Based on her research, she found that the students' ability to write the orientation was high (80%).

### 4. The Students' Ability in Writing the Event

Based on the findings, the students' ability in writing the event was high (75%). It means that students understand how to write the event. In addition, students also understand how to write the event of the story completely and sequentially. It is

difference with the previous research conducted by Putri (2014) entitled "An Analysis of the Tenth Grade Students' Ability in Writing Recount Text at SMA Adabiah 1 Padang". Based on her research, she found that the students' ability to write the event was moderate (40.6%).

### 5. The Students' Ability in Writing the Re-orientation

Based on the findings, the students' ability in writing the re-orientation was low (54%). It means that students not understand how to write the event. In addition, students also not understand how to write the statement opinion, conclude the story and how to use adjective. It is difference with the previous research conducted by Gultom (2019) entitled "An Analysis of the Tenth Grade Students' Ability to Write Recount Text at SMAN 1 Siberut Selatan Mentawai". Based on his research, he found that the students' ability to write the re-orientation was moderate (62.5%).

### 6. The Students' Ability to Use the Language Feature

Based on the findings, the students' ability to write the language feature was high (79%). It means that students understand how to write the language feature. In addition, students also understand how to write the simple past tense correctly and appropriately. It is difference with the previous research conducted by Rahman (2014) entitled "An Analysis of the Second Year Students' Ability to Write A Recount Text at SMAN 3 Painan Selatan Mentawai". Based on his research, he found that the students' ability to write the language feature was moderate (80%).

### 7. The Students' Ability to Use Appropriate Vocabulary

Based on the findings, the students' ability to write the appropriate vocabulary was high (100%). It means that students understand how to write appropriate vocabulary. In addition, students also understand how to write the best words. It is difference with the previous research conducted by Afriani (2017) entitled "An Analysis of the First Year Students' Ability to Write Generic Structure in Writing Imaginative Recount Text at SMAN 7 Padang". Based on her research, she found that the students' ability to write appropriate vocabulary was low (62%).

### 8. The Students' Ability to Use the Correct Mechanics

Based on the findings, the students' ability to write the correct mechanics was high (71%). It means that students understand how to write the correct mechanics. In addition, students also understand how to write the correct punctuation, spelling, and capitalization. It is difference with the previous research conducted by Afriani (2017) entitled "An Analysis of the First Year Students' Ability to Write Generic Structure in Writing Imaginative Recount Text at SMAN 7 Padang". Based on her research, she found the students' ability to write the correct mechanics was moderate (50%).

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research, it can be concluded that the tenth grade students' ability in writing personal recount text by using small group discussion method at SMKN 4 Payakumbuh was high. Based on the conclusion, the researcher suggests teachers to provide regular assignments and exercises to the students so that they can maintain their ability to write personal recount text. After that the teachers can consider using the small group discussion method in teaching writing personal recount text. In addition, teachers are also suggested to give more explanation about how to write the re-orientation for the students had low ability in writing the re-orientation. The students who have good ability in writing personal recount text by using small group discussion suggested to maintain their ability. Then, the students who have with low category are expected to learn more about a recount text and do some exercises to improve their ability. The researcher suggests further researcher to investigate students' ability in writing the other texts using small group discussion method. In addition the next researchers suggested to investigate how the difference can happens.

## THANK YOU NOTE

Many people have helped and given motivation, advice, and support to the researcher in writing this thesis. Therefore, the researcher would like to express his special thanks to Dra. Lisa Tavriyanti, M. Pd as his advisor for the time and guidance during the thesis completion process. Her suggestions and support are very valuable in finishing this thesis. He also expresses his sincere appreciation to Dr. Yetty Morelent, M. Hum as the Dean of the Faculty of Teacher

Training and Education, Dra. Zulfa Amrina, M. Pd as the Vice Dean, Fitriana Harmaini, S. S., M. A. as the Head of English Department, and also all of lecturers who helped the him during learning at the English Department of Bung Hatta University. He also thanks Drs. Imzarman and Dessi Safitri, S. Pd as his parents, and his outstanding older brother Ryan Amanda M. Pd. T, Ridwan Fadlil S. Pd and his outstanding younger brother Yazid. He also would like to express thanks to his best friend as a second scorer, Juan Agustinus Nainggolan for his help, motivation, and supports to finish this thesis. And he wants to thank his beloved best friends; Febi Olivera S.Pd, Randy Kevins A. Md. T, Rafika Husni S. Ars, Rian Satria S.T, Nasiha Alzakia S.Pd and Radiyah Joan Afriliyani S.Pd that always give motivation, support to finish the thesis. He also says thanks all of his friends that could not be listed one by one in this thesis.

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