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

THESIS

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2023

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Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English Department the Faculty of Teacher Training and Education Bung Hatta University

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Judul   : An Analysis of the Tenth Grade Students' Ability in Writing Personal Recount Text by Using Small Group Discussion Method at SMK N 4 Payakumbuh
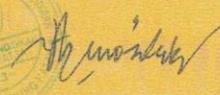
Padang, 16 Agustus 2023
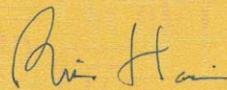
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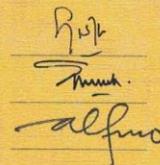
Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu, 16 Agustus 2023.

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2. Dra. Ernati, M. Pd.

3. Dr. Joni Alfino, S.Pd, M. Pd

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. First of all, the researcher would like to express his gratitude to Allah SWT for giving him the opportunity, strength, motivation, inspiration, and patience to complete this thesis. Then *sholawat* and *salam* are also addressed to the Prophet Muhammad SAW. Finally, the researcher could finish his thesis, entitled **''***An Analysis of the Tenth Grade Students' Ability in Writing Personal Recount Text by Using Small Group Discussion at SMK N 4 Payakumbuh***''.** This thesis aims to fulfill one of the requirements for obtaining Strata One (S1) degree in the English Department, Faculty of Teacher Training and Education, Bung Hatta University.

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.

The researcher 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, Fitrina Harmaini, S. S., M. A. as the Head of English Department, and also all of lecturers who helped the researcher during learning at the English Department of Bung Hatta University.

The researcher 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. The researcher also says thanks all of his friends that could not be listed one by one in this thesis.

Finally, the researcher hopes that this research can be useful and can add insight for the readers, especially for the researcher himself. The researcher realizes that this thesis is still not perfect, so that the researcher expects constructive suggestions and criticisms from the readers to make it better.

Padang, August 16, 2023
The Researcher

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ABSTRACT

Ridha, Ahmed.2023. *An Analysis of the Tenth Grade Students' Ability in Writing Personal Recount Text by Using Small Group Discussion Method at SMK N 4 Payakumbuh*

Advisor: Dra. Lisa Tavriyanti, M. Pd.

      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 used the specific topic for stimulus to write a personal recount text. 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 in general showed that the tenth grade students' ability in writing personal recount text by using small group discussion method was high. It was proved that 79 % of students had high ability in writing personal recount text by using small group discussion method. In detail, the students' ability in writing the orientation was high. It was proved that 58 % of students had high ability in writing the orientation. The students' ability in writing the event was high. It was proved that 75 % of students had high ability in writing the event. The students' ability in writing the re-orientation was low. It was proved that 54 % of students had low ability in writing the re-orientation. The students' ability to use the language feature was high. It was proved that 79 % of students had high ability to use the language feature. The students' ability to use appropriate vocabulary was high. It was proved that 100% of students had high ability to use appropriate vocabulary. The students' ability to use the correct mechanics was high. It was proved that 71 % of students had high ability to use the correct mechanics.

      Based on the result of this research, it can be concluded that tenth grade students' ability in writing personal recount text by using small group discussion method at SMK N 4 Payakumbuh was high. Related to this finding, the researcher suggests that the 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. For the students, the researcher suggests that they can still maintain their ability in writing personal recount texts. For the students with low category are expected to learn more about a recount text and do some

exercises to improve their ability. For the next researchers, the researcher suggests the next researchers 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.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

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. It means that it will be much easier to get a job compared to other workers who do not have this ability. With English well, the SMK students will be able to expand the cooperation of companies especially foreign companies.

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. Kholmurodova (2021) states that there are four skills that must be developed in English language lessons at school.

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.

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. Through writing students can convey the ideas that are in their minds by organizing them into good writing so that others understand the text and they can get ideas.

At SMK N 4 Payakumbuh, English subjects can be divided into two groups, namely normative and productive English subjects. Normative English is a subject that focuses on general English learning. Meanwhile, Productive English is a subject that focuses on vocational English learning.

In seventh semester (odd semester) from July 18 to October 17, 2022, the researcher did the Practice Teaching (PLP). He taught normative English subjects in tenth grade at SMK N 4 Payakumbuh. Normative English in this school is more focused on general English learning. The topics written in the Learning Implementation Plan (RPP), Syllabus, and Curriculum for tenth grade 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. The purpose of this lesson is that students are able to write recount text and students can know what parts of the text structure are.

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. The reason why the researcher chose personal recount text is because personal recount text is able to provide a more personalized and detailed view of students' experiences. On the other hand, personal recount texts tend to be more emotional and can make students feel connected to their feelings and thoughts.

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. Therefore, by using this method, students are expected to be more open, active, and confident to express their ideas in the learning process through discussion

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. This can be seen when the teacher asked the students to write a recount text based on their own vacation experience, many students still had

problems how to write the contents, the generic structure (orientation, event, re-orientation) and language features of recount text. They also had difficulty in writing recount text with appropriate vocabulary, the correct mechanic of writing (punctuation, spelling, and capitalization), and determine the kinds of recount text. Students should be able to write recount text because recount text is a material in SMK N 4 Payakumbuh.

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. They seem to have little understanding of the generic structure and language features of recount text. They are also already a little bit able to write recount text with the correct organization, appropriate words, and the correct mechanic of writing. Based on this phenomena, it is necessary to know the students' ability scientifically.

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.

1.2 The Identification of the Problem

Based on the background of the problem above, there might be some problems in writing recount texts. First, students did not understand how to write the contents of the recount text. Second, they did not understand how to write the

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orientation. Third, they did not understand how to write the event. Fourth, they did not understand how to write the re-orientation. Fifth, they did not understand how to use the language features of the recount text. Language features covers the use simple past tense. Sixth, they did not understand how to use appropriate vocabulary. Seventh, they did not understand how to use the correct mechanics that cover the use of spelling, punctuation, and capitalization.

The last one, they do not determine the kinds of recount text which is used by the teachers in teaching writing recount text. It is because they only know about the recount text, not the kind of it. There are 3 kinds of recount text such as Personal Recount, Imaginative Recount, and Factual Recount

1.3 The Limitation of the Problem

In this research, the researcher limited was study about the students' ability in writing personal recount texts based on the contents, orientation, event, re-orientation, to use the language features, appropriate vocabulary, and the correct mechanics. This research conducted on tenth grade students of SMKN 4 Payakumbuh**.**

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows: "How is the ability of tenth grade students in writing personal recount text by using small group discussion method at SMKN 4 Payakumbuh?"

1.5 The Research Questions

Based on the formulation of the problem above, the researcher has sevenresearch questions to be answered as follows:

1. How is the tenth grade students' ability in writing the contents on personal recount text at SMK N 4 Payakumbuh?

2. How is the tenth grade students' ability in writing orientation of personal recount text at SMK N 4 Payakumbuh?

3. How is the tenth grade students' ability in writing event of personal recount text at SMK N 4 Payakumbuh?

4. How is the tenth grade students' ability in writing re-orientation of personal recount text at SMK N 4 Payakumbuh?

5. How is the tenth grade students' ability in using the language features on personal recount text at SMK N 4 Payakumbuh?

6. How is the tenth grade students' ability in using appropriate vocabulary on personal recount text at SMK N 4 Payakumbuh?

7. How is the tenth grade students' ability in using the correct mechanics on personal recount text at SMK N 4 Payakumbuh?

1.6 The Purposes of Research

In general, this research aimed to describe the 10th-grade student's ability in writing recount text by using a small group discussion method. Specifically, the purposes of this research are:

1. To describe the tenth grade students' ability in writing the contents of personal recount text at SMK N 4 Payakumbuh.

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2. To describe the tenth grade students' ability in writing orientation of personal recount text at SMK N 4 Payakumbuh.

3. To describe the tenth grade students' ability in writing event of personal recount text at SMK N 4 Payakumbuh.

4. To describe the tenth grade students' ability in writing re-orientation of personal recount text at SMK N 4 Payakumbuh.

5. To describe the tenth grade students' ability in using the language features on personal recount text at SMK N 4 Payakumbuh.

6. To describe the tenth grade students' ability in using appropriate vocabulary on personal recount text at SMK N 4 Payakumbuh.

7. To describe the tenth grade students' ability in using the correct mechanics on personal recount text at SMK N 4 Payakumbuh.

1.7 The Significance of Research

The results of this research are expected to give contribution to the teachers, students, the researcher, and further research. For the teachers, they get information about the students' ability to write recount text. It is also expected that the results of this research can be considered as an input for English teachers in teaching students about writing recount texts and to improve their method in teaching it. For students, the result of this research can make them aware of their ability in writing recount text, so they can make improvement in their writing ability. For the researcher, by doing this research, he can increase his knowledge in conducting a research. For further research, the result of the research may become a reference and a contribution for the next research.

1.8 The Definition of Key Terms

To avoid misunderstanding of the key terms used in this research, the researcher defined them as follows:

1. Recount Text refers to the text that retells something that happened in the past written by tenth grade students of SMK N 4 Payakumbuh.

2. Writing Ability refers to the tenth grade student's ability in writing recount text at SMK N 4 Payakumbuh.

3. Small Group Discussions is a method that divides the class into groups to learn recount text written by tenth grade students of SMK N 4 Payakumbuh.

4. Generic Structure is the structure which builds the entire of the recount text namely orientation, events, and reorientation written by tenth grade students of SMK N 4 Payakumbuh.

5. Orientation is a part of a recount text that tells about introduction written by tenth grade students of SMK N 4 Payakumbuh .

6. Event is a part of recount text that tells about series of event written by tenth grade students of SMK N 4 Payakumbuh.

7. Re-orientation is a part of recount text that tells about conclusion written by tenth grade students of SMK N 4 Payakumbuh.

8. Language feature is an aspect of writing which deals with grammar, especially in the use of simple past tense and the use of chronological connections written by tenth grade students of SMK N 4 Payakumbuh.