

## The Effect of Group Discussion to Improve the Students' Writing Skills in Recount Text

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### Abstract

This study seeks to look into the impact of group discussions on the writing skills of grade X students, specifically focusing on recount texts at SMA Negeri 2 Kendal. This study aims to achieve the following objectives: (1) to gauge the writing skills of students regarding recount text when instruction is delivered without the incorporation of group discussion; (2) to evaluate the writing skills of students concerning recount text when instruction includes group discussion; and (3) to analyze the significant differences in students' writing skills on recount text between the two instructional approaches, namely without and with group discussion. This study relied on a quantitative technique and adopted a quasi-experimental design for its research probe. The data collection process involved the utilization of both pre-test and post-test equipment. The analysis of the data was conducted utilizing the IBM SPSS version 27. The analysis of the data indicated that students who engaged in group discussions demonstrated superior performance compared to those who did not participate in such discussions. The students participating in the experimental class achieved an average score of 56.97 on the pre-test, which increased to 73.46 on the post-test. This suggests that a significant disparity exists between students who received instruction that included group discussions and those who did not engage in such collaborative learning experiences.

**Keywords:** Writing, Recount Text, Group Discussion.

### INTRODUCTION

As we all savvy, every individual being on this sphere must assort with one another, and language is the most crucial component of human interaction. Language serves as a fundamental component of effective communication. Language serves as the fundamental medium through which communication occurs. People will find it difficult to communicate with others if language does not exist. Notably in this age of globalization, where communication is essential for providing notion and obtaining various types of tip by others. As a result, Herman et al., (2020) assert that language is a complex communication system utilized by humans. We may use language to interact with people, trade information, and convey emotion, ideas, perspectives, sentiments, opinions, desires, gratitude, and pledge. Added to that, Hutajulu and Herman (2019:29) that language is a communication instrument that is essential in communication. We can conclude about above is without language, humans cannot convey effectively or understand language what others are saying.

To comprehend a language, it is necessary to have knowledge or familiarity with it, which may involve studying it or having exposure to one or more foreign languages. As we are aware, multiple languages exist worldwide, including but not limited to English, French, Indonesian, Mandarin, and others. English plays a significant role amongst the various languages. English has become the universal means of global communication. And English was added to the list of foreign languages that students were required to acquire in all four capacities.

There exist four distinct categories of language capabilities. They engage in speaking, listening, reading, and writing activities. Listening and reading serve as prime examples of receptive abilities. Conversely, speaking and writing can be categorized as productive skills. Writing constitutes an active endeavor, involving the systematic exploration and arrangement of one's thoughts, followed by the transcription of these ideas, and their subsequent refinement and revision, as articulated by Rahmawati et al. (2019). Initially, the majority of students cultivate their listening and speaking competencies prior to advancing to reading and writing proficiencies.

The act of writing is regarded as a crucial component of language acquisition and serves a significant function in the realm of communication. This skill is considered one of the four essential components of language proficiency that are crucial for successful learning and effective communication. Writing serves as a medium through which individuals can articulate their emotions and thoughts, enabling communication with both themselves and others. Furthermore, it functions as a mechanism for preserving and retrieving relevant information and concepts. Dumais, as referenced in Fitri (2013), asserts that the process of writing in English aims to close the gap that exists between the ability to express ideas, emotions, beliefs, and knowledge verbally and the ability to communicate the same through written English. The act of writing is viewed as a result of cognitive engagement, suggesting a direct relationship between the creation of written material and the underlying thought processes involved. This is the reason that numerous students encounter challenges in the writing process.

Students had several difficulties, particularly in writing. First, the students had trouble expressing themselves. Second, the kids' vocabulary was restricted. It led kids to struggle with writing. The third issue is a lack of comprehension of grammatical patterns. Furthermore, students' lack of desire in studying English was a major issue that contributed to their English competence not improving. There are several strategies for making teaching and learning activities more lively. Given the complexities of writing, the instructor should choose an appropriate strategy to help pupils improve their writing skills. As a result, the writing lesson must be supplemented with activities that increase the students' motivation to study.

In light of the aforementioned challenges, the teacher, serving as a facilitator within the educational process, has the potential to aid in addressing these issues. Numerous strategies exist to enhance the vibrancy of teaching and learning activities. Considering the intricacies involved in the writing process, it is essential for the instructor to select a suitable approach that will facilitate the enhancement of students' writing abilities. Consequently, it is essential to enhance the writing lesson with activities designed to elevate students' motivation for learning. The methodology adopted by the researcher for educational objectives incorporates group discussion as the principal technique. It is expected that there will be an enhancement in the students' motivation to engage in the learning process. When group discussions are employed as a pedagogical approach in the instruction of recount text, there is a heightened likelihood that students will engage passionately in the academic phase.

## Writing

Within the domain of English language education, learners develop competence across four fundamental skills: listening, speaking, reading, and writing. Within the domain of communication, learners are tasked with the responsibilities of understanding, interpreting, and assessing auditory information, as listening represents a fundamental competency. Reading encompasses the cognitive process of decoding and understanding information presented in written form, utilizing letters and data as fundamental components. Speaking encompasses the ability to articulate thoughts and ideas through the medium of verbal communication. The ultimate level of proficiency involves the process of creating written content. Writing involves the utilization of symbols and signs in a textual format to represent language and effectively communicate ideas or explanations.

Putri and Aminatun (2021) assert that writing constitutes one of the four essential language skills that every student must develop, as it enables them to articulate their thoughts, aspirations, and emotions in written form. On the other hand, as noted by Benarita & Rahma (2021), writing serves as a powerful means of communication and a vital form of self-articulation. This allows for the expression of our thoughts, emotions, and perspectives. Furthermore, the act of writing fulfills the function of entertaining and offering amusement. Writing is a fundamental skill that students must master, owing to the fact that it is an essential component in the process of acquiring language skills. Langan (2005) asserts that writing serves as a form of communication. In the contemporary global landscape, numerous facets of life necessitate the proficiency in writing as an essential component of various requirements. One notable example of the significance of writing is found within the educational context. Within the context of education, it is anticipated that students will possess the ability to engage in a specific form of academic writing. Consequently, educational institutions ought to aid their students by the essential skills required to navigate real-world situations through the practical application of language.

Based on the provided definitions, one can deduce that writing encompasses the process of converting emotions and ideas into representations and subsequently transcribing them onto paper in a manner that is accessible to the reader. In an academic setting, learners are instructed in the methods of proficient writing and the articulation of their ideas and perspectives. They gain knowledge on the essential components of proficient academic writing, understanding the necessary elements to create high-quality written work. The act of writing is frequently regarded as a complex skill that requires significant effort to master. This suggests that students are required to commit themselves to the enhancement of their writing abilities, given that writing is not an inherently simple task. Students must recognize that writing, particularly in a second language, transcends the mere act of placing words onto a page.

The primary aim of writing is to communicate ideas and emotions in a manner that leaves a significant and enduring impression on the reader. Habibulloh (2017) posits that the primary objective of writing is to communicate ideas or emotions in a manner that resonates profoundly with the reader, thereby creating a lasting impact. According to Benarita and Rahma (2021), various purposes of writing can be identified, including:

1. Composing text to convey the author's emotions; the author is able to communicate a message to the audience.
2. Writing to entertain; Writing intended to engage and entertain is often classified under the terms 'imaginative writing' or 'creative writing.' It is important to recognize, however,

that every form of writing incorporates a certain level of imaginative thought and creativity.

3. Writing to inform: This form of writing can be advantageous as it offers a captivating reading experience.
4. Persuasive writing serves as a beneficial form of expression, as it provides a captivating experience for the reader.

Process writing serves as a highly effective approach to writing, emphasizing the comprehensive journey that language learners undertake in crafting their own written works. By engaging in a comprehensive analysis of the writing process, students enhance their self-awareness and uncover effective strategies for navigating the intricate nature of writing. Individuals have the opportunity to engage in experimentation with various strategies that align utilizing their favored methods of acquiring knowledge. Throughout the writing process, it is essential for students to enhance their skills by actively pursuing pertinent advice and engaging cooperation with both their instructor and fellow students. The process of writing typically encompasses multiple stages. Harmer (2004) outlines the writing process as comprising four distinct steps, which can be described as follows:

#### 1) Planning

Prior to committing their thoughts to paper, writers meticulously organize their ideas. It is essential to take into account three fundamental variables. Prior to engaging in the writing process, it is essential to reflect on the intended purpose of the work. It is essential to meticulously evaluate these variables when defining the ultimate objective of a project, encompassing both the language employed and the information presented. Furthermore, the authors conduct a thorough assessment of their intended audience, as this significantly impacts both the organization of their work and the linguistic choices they make. Thirdly, the structuring of the work is essential in identifying the optimal method for presenting the opted for insights, ideas, or disputes for inclusion.

#### 2) Drafting

This phase is essential during the initial stages of the writing process. It is a common practice to compose the initial draft with the understanding that it will undergo revisions in the future. As the writing process advances into the editing phase, it is likely that multiple drafts will be produced prior to the publication of the final edition.

#### 3) Editing

Upon the last piece of a draft, writers typically undertake a comprehensive review of their work to assess how well it performs. The organization of the material may present challenges in interpretation, exhibiting ambiguity or provoking intrigue. They might select a different expression for a particular sentence.

#### 4) Final Version

Upon the completion of the manuscript updates, incorporating all requisite modifications, writers are enthusiastic to present their finalized version. Due to modifications implemented throughout the editing process, the final edition may exhibit substantial differences from the initial plan and draft. Conversely, the author has opted to submit the written material.

Saragih (2019) articulates that writing encompasses the aptitude to convey ideas, thoughts, and emotions spread to others by the medium of written language. From the explanations presented above, one can deduce that writing constitutes a multifaceted skill. Writing transcends the mere act of inscribing a range of symbols; it represents a complex process that involves the conveyance of knowledge or ideas from our minds into written expression. This endeavor necessitates adherence to specific grammatical conventions and the careful selection of appropriate vocabulary within our sentences. Each sentence in our paragraph must correlate with one another while organizing the logical facts effectively.

### **Group Discussion**

A group discussion differs significantly from a recital, where the interaction is primarily confined to the teacher and a select number of students. In contrast, a group discussion fosters and encourages students to actively participate in dialogue with one another. Recitals are restricted to the instructor and a select number of students. Nana Sudjana (2004) posits that group work constitutes a pedagogical approach in the classroom, wherein students are perceived collectively or segmented into multiple groups. Each group collaborates in addressing problems, executing specific responsibilities, and striving to attain educational objectives that have been established by the educators. The student should take responsibility within their group to address the issue at hand presented by the educator.

Group discussion provides an opportunity for presenters to introduce An academic subject or concept for collective exploration within the group of attendees. A group discussion adheres to democratic principles, facilitating the contribution of numerous ideas from all participants for collective discussion and reflection. Discussion facilitates the exchange of ideas within the context of a group, guided by a facilitator. Group discussion serves as a straightforward yet impactful approach to actively involve students in the learning process, commonly referred to as Group Discussion. It consists of three or more individuals who engage in face-to-face interactions, with or without a designated leader, in a manner that allows each member to both influence and be influenced by the others within the group. Group discussions offer students the chance to initiate dialogue, engage in face-to-face interactions, practice negotiating meanings, participate in extended conversational exchanges, and adopt roles that may not be feasible in other contexts.

Arends (2000) asserts that discussions offer students public opportunities to articulate and explore individuals' own concepts, thus promoting an eagerness to participate in discussions that extend not clear to the limitations of the classroom environment. According to Jones (2007), As students engage in collaborative tasks, their confidence will progressively grow through the successful exchange of ideas and experiences. Orstein and Lesley (2000) assert that group discussion takes place when a large group is divided into smaller subgroups based on factors such as ability, interest, project, or specific criteria. According to Romeike & Fischer (2019), group discussions can be categorized into three distinct types: cooperative learning groups, problem-solving groups, and group investigation. In cooperative learning groups, students collaborate to attain a shared objective. It is evident that students attain greater success when they collaborate with one another. Based on the aforementioned theories, it can be inferred that the strategy of group discussion involves the exchange of opinions and ideas among all members of a group, which typically comprises a minimum of three to five individuals, aimed at addressing the challenges that arise during the learning process.



Furthermore, there are five advantages associated with the implementation of group discussion strategies in the context of writing recount texts. These individuals are as follows:

- 1) Each student has engaged in self-teaching, which is the most valuable skill that educators can assist them in developing.
- 2) Students engage in peer teaching, which necessitates a deeper comprehension of the material than is typically achieved when they are merely required to complete an exam.
- 3) Enhanced frequency and diversity of second language practice through various instructional methods.
- 4) Opportunities for students to serve as resources for one another, thereby taking on a more active role in their learning process.
- 5) The autonomy for educators to develop new professional skills, especially those that prioritize effective communication.

From the explanation provided, the researcher can conclude that there are five advantages of group discussion. However, the most significant advantage is highlighted in point three: group discussion fosters greater student engagement during lessons and enhances their confidence when sharing ideas with other group members. In addition to the advantages outlined, group discussions also present certain disadvantages, which have been previously described. Furthermore, there are limitations associated with group discussions, which include:

- 1) Some students may initially encounter challenges, as observed by other group members, potentially due to differences in popularity or varying characteristics among individual members within the group.
- 2) In instances where student interaction is highlighted within each group, it is likely that certain students will allocate time to engage in discussions concerning matters that are not pertinent.
- 3) Some students opt for direct learning and are not pleased when the teacher instructs them to "teach their peers."
- 4) Some teachers find it challenging to manage all the students within the group effectively.
- 5) This strategy is widely utilized in high schools and colleges due to its requirement for a deeper understanding.

## **METHODOLOGY**

The research design played a crucial role in the study, as it facilitates the researcher in conducting structured and systematic research. The researcher conducted a quantitative study. This research employs a quasi-experimental research design as its methodology. As stated by Pardede and Herman (2020), the term quantitative encompasses the characterization of variables, the analysis of relationships among these variables, and the identification of causal interactions. The focus lies on the research approach, prioritizing the results achieved over the methodologies employed. In order to gain a deeper understanding of the output and value of the subject under investigation, the researchers collected specific data, subsequently measured it, and documented the results. This study utilized a quasi-experimental design as its methodological framework, facilitating a comparison between two groups of pupils. The initial group served as the control class, which conducted the session without employing group discussion. The second group comprised an experimental class that engaged in learning through group discussions.

**Table 1. Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X1	0	X2
Control Group	Y2	-	Y2

(Cohen et al., 2007)

As noted by Creswell (2012:381), referenced in the work of Herman, Sibarani, and Pardede (2020:88), the population refers to the group of individuals who share a specific characteristic that sets them apart from other groups. According to the aforementioned theory, it is posited that a population encompasses the entirety of individuals who possess specific characteristics due to the the author's necessities. The population served as a valuable data resource for targeted research endeavors. This study focused on the tenth-grade students enrolled at SMA Negeri 2 Kendal during the academic year 2024/2025. The total population of tenth-grade students is 391 individuals.

The two courses were chosen to facilitate the administration of both the pre-testx and the post-testx. It is categorized into the experimental and control groups. Prior to the initiation of treatment, both the tentative and control classes underwent a pre-test to ascertain their initial scores. The assessment was conducted subsequent to the therapy through the implementation of a post-test. What came out were subsequently in contrast to their before and after the therapy to evaluate the efficacy of group discussion. The experimental group and the control group received distinct treatments. In the experimental class, a treatment involving group discussion was employed to facilitate the instruction of students in the development of recount text. Students in the control class were instructed without engaging in group discussions.

A systematic approach to acquiring data is known as a data collection method. The present study utilized a quasi-experimental design that incorporated both pre-test and post-test methodologies. The procedures for data collection are outlined as follows:

1. The procedures involved in data collection that were elucidated through Group Discussion:
  - a. The researcher sought consent from the headmaster and posed inquiries regarding the situation.
  - b. The researcher selected two classes as the sample for the study. One class functions as the experimental group, while the other serves as the control group.
  - c. The researcher administered a worksheet to the students as a preliminary assessment.
  - d. The researcher presented the concept of recount text to both classes, elucidating its purpose, structure, and providing illustrative examples.
  - e. In the experimental class, the researcher implemented a treatment that involved instruction through group discussion.

- f. Following the administration of the treatment to the experimental class, the researcher subsequently conducted a post-test for both classes.
        - g. The researcher conducted a thorough analysis of the results obtained.
2. The procedures involved in data collection that were elucidated through Group Discussion:
  - a. The researcher sought consent from the headmaster and posed inquiries regarding the situation.
  - b. The researcher selected two classes as the sample for the study. One class functions as the experimental group, while the other serves as the control group.
  - c. The researcher administered a worksheet to the students as a preliminary assessment.
  - d. The researcher presented the concept of recount text to both classes, elucidating its purpose, structure, and providing illustrative examples.
  - e. In the control class, the researcher implemented traditional teaching methods that did not incorporate group discussions.
  - f. The researcher administered a post-test to both classes.
  - g. The researcher conducted a thorough analysis of the results.

The analysis of the data encompassed a variety of interrelated tasks, which included the establishment of categories, the coding of raw data in accordance with these categories, the tabulation of results, and the formulation of statistical conclusions. In order to assess the proficiency of tenth-grade students at SMA Negeri 2 Kendal who received instruction through Group Discussion, the researcher computed the average of the test scores. In order to assess the ability to compose recount text in the absence of group discussion, the researcher computed the average of the test outcomes. In order to ascertain the significance of the difference in students' proficiency in writing recount texts with and without the implementation of Group Discussion, the researcher conducted an analysis of the means derived from both the pre-test and post-test data. The researcher employed IBM SPSS 27 to conduct a thorough evaluation of the data.

## **FINDINGS AND DISCUSSION**

The research was pulled out with pupils in 10th grade at SMA Negeri 2 Kendal throughout the year of study 2024/2025. The sample consisted of 36 students chosen from X1, referred to as the control group, and 35 students selected from X2, labeled as the experimental group. The researcher conducted pre-tests and post-tests to assess the Writing skills of the students, comparing their performance in contexts where they received instruction with and without the incorporation of Group Discussion.

This chapter presents an analysis of the data obtained during the course of the research. The researcher provides a detailed explanation of the outcomes observed in both the pre-test and post-test conducted on the control group as well as the experimental group. The evaluation of these test results revealed a significant disparity between the students who received instruction through Group Discussion and those who did not engage in such pedagogical methods. The researcher utilized IBM SPSS version 27 to analyze the data. The research conducted on the impact of group discussions on enhancing the writing skills of tenth-grade



students at SMA Negeri 2 Kendal during the year of study 2024/2025 indicates that instruction through group discussions is effective in improving their ability to write recount texts.

1. The students' writing skill in recount text taught without group discussion

The results of the aforementioned test indicate that the mean score for the pre-test was 55.92, while the mean score for the post-test was 55.97. The results demonstrated that there was no significant enhancement observed in the scores when comparing the pre-test to the post-test. The findings indicated that the students exhibited a lack of proficiency in writing recount texts when they were not engaged in group discussions as part of their learning process. It can be concluded that group discussions are less effective, as participants tend to acquire only limited information, which makes comprehending the text more challenging. They lacked sufficient motivation to initiate the composition of the content, and they also encountered limitations in their vocabulary.

2. The students' writing skill in recount text taught with group discussion.

The ability of students to write recount texts, when instructed through group discussion, shows a significant improvement. The results of the aforementioned test indicate that the mean score for the pre-test was 56.97, while the mean score for the post-test was 73.46. There was a notable enhancement in their proficiency in writing recount texts. It can be determined that instruction through group discussion can assist students in enhancing their writing skills in recount texts. The students exhibit a greater interest and enjoyment in the teaching and learning activities. Group discussions assist students in cultivating social skills such as cooperation, negotiation, and conflict resolution. Furthermore, it has the potential to motivate students to actively participate with the content, thereby rendering the learning experience more interactive, which can cultivate a more profound comprehension of the subject matter and enhance both communication and critical thinking abilities.

3. The notable disparity in the writing abilities of students composing recount texts, as influenced by instruction methods that either incorporate or exclude group discussion.

The research findings presented earlier indicate a distinct difference between students who were taught recount text through group discussion and those who received instruction without the use of group discussion. The students who engaged in teaching through group discussions demonstrated a markedly superior performance compared to those who did not incorporate group discussions into their lessons. One can conclude that students' writing abilities in recount text can be enhanced through instruction that incorporates group discussions, thereby improving their overall writing skills. The findings from the normality test demonstrated that the assembled data did not adhere to a normal distribution. Consequently, the researcher utilized non-parametric statistical analysis, specifically the Wilcoxon test, to assess the capabilities of the two classes in producing recounts and to ascertain the influence of group discussion.

**Table. 2 The Difference of Writing Ability between Experimental and Control Classes**

Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test Experiment - Pre-Test Experiment	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	35 <sup>b</sup>	18.00	630.00
	Ties	0 <sup>c</sup>		
	Total	35		
Post-Test Control - Pre- Test Control	Negative Ranks	17 <sup>d</sup>	19.03	323.50
	Positive Ranks	18 <sup>e</sup>	17.03	306.50
	Ties	1 <sup>f</sup>		
	Total	36		
<b>a. Post-Test Experiment &lt; Pre-Test Experiment</b>				
<b>b. Post-Test Experiment &gt; Pre-Test Experiment</b>				

The data presented in the table above indicates that 35 students in the experimental group, who participated in group discussions, demonstrated an improvement in their scores. The assessment of learning outcomes related to writing abilities, both prior to and following the examination, reveals that the value, mean rank, and sum rank are all recorded as negative values of 0. Students who culminate in the experimental class are neither dropped nor diminished, as evidenced by an integer of 0. The control class exhibited 17 negative ranks, with an average rank of 19.03, resulting in a cumulative rank total of 323.50. Based on the provided statistics, one can deduce that seventeen out of the thirty-six students in the control class experienced a reduction in their scores when comparing the pre-test to the post-test. The mean decrease was evaluated at 19.03, accompanied by an overall ranking of 323.50. Consequently, one can deduce that within the control group, the post-test scores of seventeen students were lower than their pre-test levels.

The Wilcoxon test indicated that the scores in the positive rank component of both the pre-tests and post-tests exhibited an increase in both the experimental and control groups. The experimental class exhibited a mean rank of 18.00, accompanied by a cumulative rank of 630.00, indicating that each student demonstrated an enhancement in their scores. This indicates that the implementation of group discussions as a pedagogical approach enhances students' proficiency in composing recount writing. In the control class, 18 pupils demonstrated an improvement in their scores, whereas 1 student retained their pre-test score. The average rank of enhancements observed in the control class is 17.03, with a cumulative rank totaling 306.50. The researcher subsequently acquired the encrypted findings from the tests by employing the Wilcoxon test, yielding the following values:

**Table 3. Test Statistics**

	<b>Post-Test Experiment - Pre-Test Experiment</b>	<b>Post-Test Control - Pre-Test Control</b>
<b>Z</b>	<b>-5.162<sup>b</sup></b>	<b>-.139<sup>c</sup></b>
<b>Asymp. Sig. (2-tailed)</b>	<b>.000</b>	<b>.889</b>
<b>a. Wilcoxon Signed Ranks Test</b>		
<b>b. Based on negative ranks.</b>		

The Wilcoxon Test accepts data when the Asymp. Sig. (2-tailed) value is below 0.05, as indicated in the table above. Nonetheless, if the asymptotic significance level (2-tailed) exceeds 0.05, the data is considered to be in opposition. Table 4.10, as detailed in the output statistics, illustrates a noteworthy distinction in the findings acquired prior to and subsequent to the test. The Z value for the control class is recorded at -1.39, in contrast to the Z value for the experimental class, which stands at -5.162. The data obtained from the Wilcoxon Test indicated that the experimental class achieved a higher score. Group discussions have been identified as an effective method for enhancing students' writing abilities in recount texts. This assertion is supported by the subsequent data:

**Table 4. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	36	38	72	55.92	9.822
Post-Test Control	36	41	75	55.97	7.181
Pre-Test Experiment	35	38	73	56.97	8.949
Post-Test Experiment	35	52	83	73.46	6.441

In the course of performing the Wilcoxon test, the researchers additionally engaged in a descriptive analysis. The findings indicated that 35 students in the experimental group succeed in a score of 56.97 on the pre-test, which increased to 73.46 on the post-test. The control group demonstrated a mean score of 55.92 on the pre-test, which slightly increased to 55.97 on the post-test. The deviation in the average values of both the pre-test and post-test is less evident in the control class when contrasted with the experimental class. The significant disparity observed in the experimental class indicates that employing group discussions as a teaching method is greater impact in improving students' proficiency in writing recount texts.

## CONCLUSION

The researcher draws the following conclusions from the aforementioned study and discussion:

1. The writing skills of tenth-grade students at SMA Negeri 2 Kendal in recount text during the year of study 2024/2025 were observed to be lower in the control class, which did not incorporate group discussion in their learning process, compared to the experimental class, which utilized group discussion as a part of their instructional approach. The comparison of the students' pre-test and post-test mean scores reveals significant insights. The average score for the pre-test is 55.92, while the average score for the post-test is 55.97. The data indicates that there is no notable difference between the pre-test and post-test results.
2. The writing skills of tenth-grade students at SMA Negeri 2 Kendal in the year of study 2024/2025, specifically in recount text, demonstrate a higher proficiency in the experimental class, which was instructed through group discussion, compared to the control class. The mean score attained by the students on both the pre-test and the post-test clearly illustrates this point. The average score for the pre-test is 56.97, while the average score for the post-test is 73.46. A notable enhancement is observed when comparing the pre-test results to those of the post-test.
3. There is a significantly peculiar difference in the students' writing skills in recount text between those who were taught through group discussion and those who were taught without group discussion. The rise in grades was observed among all students in the experimental class, which comprised 35 individuals, with no instances of grade decline. In contrast, within the control class of 36 students, only 18 exhibited an increase in grades, while one student maintained a tie in their grade, and 17 students experienced a decrease. In conclusion, it can be asserted that the implementation of group discussions

serves as an effective method for enhancing students' writing skills specifically in the context of recount texts.

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