Improving the Sixth Grade Paramount Students' Writing Recount Interest and Skill Through Group Discussion

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ABSTRACT

The action research was implemented at the sixth grade students of Paramount School Palembang in the academic year of 2020-2021. The study's aim was to see whether using a group discussion approach could increase the interest and ability of sixth-grade students in writing recount texts. The issue with this study is that the majority of students did not gain basic writing skills competence. The analysis was split into two cycles, each of which included preparation, intervention, observation, and reflection. The results showed that students' scores improved from pre-cycle to cycle 2. There was only 10% of the class passed the minimum score or KKM in pre-cycle. There were 73% in cycle 1, and 100% passed in cycle 2. Based on the findings, it can be concluded that using Group Discussion Technique to boost students' writing interest and ability on recount texts from pre-cycle to cycle 2 is a good idea.

Keywords: Action Research, Group Discussion technique, recount text, writing

1. INTRODUCTION

1.1. Background

Nowadays, having good skills in writing is essential in our life. The language which is written needs particular skills and that means it must be expressed through written products. The success of students in learning a language can be assessed by looking at the products of their writing. According to [1] Discovering and arranging an idea, writing it on paper, reshaping and revising the writing are all stages in the writing process.

According to the researcher's interview, observation, and experience teaching writing, especially recount text, at Paramount Primary School, most VIB students had some difficulty writing recount text. The results of writing recount text at pre-cycle on 14th September 2020 showed that only two students passed the minimum score or Kriteria Ketuntasan Minimal (KKM), and the rest of the class; nineteen students were under KKM, English KKM for Primary six is 78, so only 10% from the total students who passed. Meanwhile, the criteria of the success were at least 85% of the class should reach KKM after Action Research is conducted.

The results revealed that the majority of students lacked basic writing skills. It can be seen from the many mistakes they made. It concerned about punctuation, grammar errors, word choice, and cohesive device. They were also confused about how to start writing because they were afraid of the score will be low. They were also shy with their friends if their writing consisted of misspelled words or wrong sentences in grammar. Instead of saying, most of them could not meet the minimum requirement in writing.

To overcome those problems, the researchers should apply the right technique which might improve students' interest and skill in writing recount text. One of techniques that researchers thought effective is by using group discussion. [2] noted that students must understand that even the best writers need assistance in editing and polishing their work. Because of that the researcher and the collaborator teacher planned to conduct the CAR by using group discussion technique to the VI B class to reach the goal.

Based on the background above, the objective of the study was to find out how the group discussion technique could improve the six grade students' interest and skill in writing recount text at Paramount School Palembang in the academic year of 2020-2021

1.2. Theoretical Review

1.2.1. Writing

Some experts defined the writing definition. According to [3], Listening, speaking, reading, and writing are the four basic language skills. Means and Lindner [4] stated that writing is similar to driving, when we learn it, we must do it continuously. According to [5], Writing is about expressing ideas into words which cand be used as the readers' tool for communication. According to [6], Planning, drafting, revising, and final drafting are the steps of the writing process.

Figure 1.1. The writing wheel process

1.2.2. Writing Interest

However, in learning process, interest becomes something important, without students' interest, teachers sometimes get difficulty in upgrading students' language skills. According to Mangal (in Saswandi, 2014), interest is the basic factor that leads the whole spirit of the process in teaching and learning. It means that students who have an interest in learning will get better focus to understand the material which is given by the teacher. Before that, Slameto (2003) had stated that interest is a forcing tendency to pay attention and to enjoy the activity and content. It means that those who are interested in will pay attention more for something he or she wishes to. Furthermore, Slameto also stated that the indicators of students' interest are: attention, willingness, needs, feeling happy, teaching materials and teacher's attitude, and students' participation. [9] mentioned that the students' interest can be obtained from discussion, engagement, and interaction that lectures can lack.

1.2.3. Writing Components

Writing Components are the part of writing that will be existed in writing evaluation. It will be the basic components used for scoring students' work. According to [10], there are five components of a writing scoring system, they are: content, organization, vocabulary, language use, and mechanics.

1.2.4. Group Discussion Method

Some experts defined the group discussion definition, [11] stated that a group discussion means several small groups of students make a learning activity to get a particular purpose, develop social and leadership skills and become involved in the alternative learning approach. Group discussion is effective guidance which allows sharing idea and to get various information from the teacher which is very useful for them to overcome their study problem [12].

1.2.5. Recount Text

A recount text is a form of text that informs us about past events, such as a real accident or a fictional story. A recount, according to [13], is a document that includes retellings of past events. The past tense and past continuous tense are commonly used in the material and sequence of events told in this text. There are three generic recount systems, according to [14]. Orientation, the record of events, and re-orientation are the three. There are three types of recounts, according to Dewerinka: 1) personal recount, 2) factual recount, and 3) imaginative recount. And in this situation, the writer's attention is drawn to a personal account. It describes a past occurrence in which the writer or speaker was directly involved.

2. METHODS

This research employed classroom action research. According to the book of "Pedoman Penulisan Tesis" made by University of PGRI Palembang (2020), an action research is a research procedure which was done in the class to solve the learning problem faced by the teacher in his or her own class. A class action research is a research that is implemented in the current teaching and learning process [15]. The researchers and the English teacher collaborate to carry out the research. The researcher and the English teacher cooperate to improve students' writing skills on recount texts using teamwork concepts.

1. The Setting of the Research

The research is conducted in the first semester of the academic year 2020/2021 at Paramount Primary School. The schedule is based on the school calendar. It is from September to November 2020. Due to Covid19 and regarding the learning guideline in a pandemic situation which is decided by the Ministry of Education, Ministry of Religion, Ministry of

Health, and Ministry of Domestic on 15 June 2020, every school in the yellow, orange, and red zone of Covid19 must do online learning. Considering the letter from [19] about Health Protocol to prevent Covid19, it commands the schools and education institutions in Palembang city to do the activity of learning from home.

For those reasons Paramount School also conduct online learning. Then, of course, the technique of group discussion which will be conducted by the researcher and the collaborator teacher also follows the government instruction. Hence, the group discussion method will be transformed into an online group discussion method. Therefore, the procedures of the research were done by some steps. According to [17] there are four steps in doing action research, they are: planning, implementing or action, observating and reflection.

2. Data and Technique of Collecting Data

The data in this research are gained from the instruments in this research. They are: field notes, observation checklist, interview transcript, questionnaire form and the writing task.

3. Data Analysis

Although the data in this study is qualitative, it is backed up by quantitative information. The researcher uses a questionnaire form, interview transcripts, observation checklist, and students' writing to describe the process during the operation in order to collect qualitative data. In addition, the researcher and the interactive instructor exchange their thoughts, suggestions, and observations on the action research's implications. When evaluating data and determining trustworthiness, it is beneficial to avoid subjectivity. The researcher used a writing test on recount texts to obtain quantitative data. By comparing the mean scores of students writing, the test scores will be used to obtain the results.

3. RESULTS AND DISCUSSION

1. Result

There are both qualitative and quantitative data in this section. The qualitative data is concerned with the research's overall findings for each cycle, whereas the quantitative data is concerned with the students' performance on their first, second, and third tasks.

Students Interest

Based on the questionnaire of students' writing interest, the researcher found that there was an improvement in students' interest due to writing personal recounts. The results of the questionnaire before and after the implementation of class action research are as follow: In the aspect of students' focus, their attention improved significant, before the action research was 22,7% but after the action research became 100%. In the aspect of asking the teacher about the unclear lesson, before the action research was 4,5% but after the action research became 22,7%. In the aspect of learning spirit, before the action research was 0 % but after the action research became 54,5%. In the aspect of doing the task given independently, before the action research was 0 % but after the action research became 72,7%.

In the aspect of using spare time to write a story, before the action research was 0 % but after the action research became 4,5%. In the aspect of generating ideas into writing, before the action research they were rarely doing it, it can be seen that they voted never until 72,7% but after the action research, their choice became often until 86,4%. In the aspect of students' awareness of the lesson, the improvement was also significant. Before the action research was 4,5% but after the action research became 86,4%. In the aspect of their willingness in doing the task given, before the action research was 9,1% but after the action research became 77,3%. In the aspect of making a note for the important information, before the action research was 0% but after the action research became 4,5%. In the aspect of always need teacher's motivation to learn, it also improves well, it can be seen from their votes, before the action research they voted 40,9% for always need the motivation to learn but after the action research, they voted 100% can learn independence, instead of saying, after the implementation of action research now they have realized that learning is important for them. In the aspect of content, before the action research was 0% but after the action research became 100%.

In the aspect of organization, before the action research was 0% but after the action research became 100%. In the aspect of vocabulary, before the action research was 0% but after the action research became 100%. In the aspect of language use, before the action research was 0% but after the action research became 100%. And In the aspect of mechanics, before the action research was 0% but after the action research became 100%. So, as the term of students' writing

interest improvement, the class could fulfill the Indicator of success.

Students' Score

Based on the result of the students's score in writing personal recount, there was improvement in their writing score. To get clearer data of students' writing score started from pre-cycle until cycle 2, this table will show the improvement before and after action research implemented.

Table 3.1 The Writing Personal Recount Text Result

No	Students Name	Pre-Cycle Test 1	Cycle 1 Test 2	Cycle 2 Test 3
1	Allam Mandala Putra	70	80	90
2	Callysta Nur Fakhira Pohan	68	79	88
3	Danish Aditia Ibrahim	72	85	96
4	Fabianovel	50	75	80
5	Faith Matthew John Karly	47	75	80
6	Grace Ellis Christina Banjarnahor	-	72	80
7	Gwen Clarice	68	76	80
8	Hanisa Qayla Shelova	55	79	82
9	Jonathan David	78	85	92
10	Khanza Wimarina Almapsi	60	80	85
11	Louise Sheryn Kurniadi	65	80	91
12	Madeline Isabelle	80	90	96
13	Muhammad Ari Fairuz	65	79	80
14	Muhammad Daffa Alfarizh	48	72	79
15	Nadya Shafa Syaqeera	65	88	90
16	Nisrina Sabita Wardhani	50	80	85
17	Peter Hanson Siwen	55	82	85
18	Raca Naura Rizqy	55	79	82
19	Muhammad Faiz Rizy Alqadi	60	85	90
20	Vivin Oktalie	60	80	85
21	Wiranu Ramadhan Seftian	55	75	80
22	Zavira Zahra Sitaba	60	78	82
Mean Score		**61.24**	**79.73**	**85.36**
Maximum Score		**80**	**90**	**96**
Minimum Score		**47**	**72**	**79**
Student reach passing grade		**2**	**16**	**22**
Percentage		**10%**	**73%**	**100%**

2. Discussion

According to [17], observation is useful for research concerning students' interaction in learning, students' attitudes, and their interaction in groups. And the aim of the observation was to gather preliminary information about students' difficulties in writing a text, especially a recount text. It is the text that was taught in Paramount School's primary six.

It was discovered that enforcing the behavior in two periods resulted in an increase in students' recount text writing abilities. After having a conversation with their peers in the school, the students were able to create better writing by following the steps of collaborative writing: preparing, drafting, editing, and final.

The collaborative process of the group discussion was also seen as a result of the students' improved writing skills. It was instrumental in improving students' comprehension of critical organizational and syntactical elements that they would otherwise overlook. It was also because the students were given more positive feedback during the writing process, allowing them to become more self-sufficient when working alone.

Based on the above, it can be concluded that the implementation of the group discussion technique improved students' writing skills on recount texts in Paramount School Palembang's primary VIB class. The activities done during the writing process created a vibrant classroom interaction that made them function better. It also motivated them because they knew how to deal with the text's generic structure and language features, so writing a text, especially a recount text, was not difficult. Furthermore, students' adequate knowledge of recount texts corresponds to an increase in their writing skills in terms of organization, language usage, material, vocabulary, and mechanics.

4. CONCLUSION

Some students showed their writing improvement in cycle 1 but in the cycle 2, all students could improve their writing. They could also write a better email. Furthermore, they demonstrated a stronger desire to pursue the teaching and learning process. Furthermore, various types of data were gathered to support the research's findings. In terms of qualitative evidence, the researcher discovered the following outcome:

1) The students are more positive about writing recount messages. The results of the questionnaire after the introduction of cycle 2 show this.

2) The field notes and interview transcript indicate that students have stronger social experiences with their peers when they work collaboratively.

3) Students gain a greater understanding of the recount text writing process.

   4) The students' success in recognizing the elements of recount texts has increased since the group discussion approach was introduced.

The students can reduce the mistake made during the process of writing and they have better performance on writing skills.

In terms of quantitative statistics, the results of students' writing scores show that their writing skills are improving. According to the findings of this report, the mean score of students' writing skills improves with each period.

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